

An Investigation on English Teachers' Psychological Well-Being and Their Job Satisfaction

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Abstract: The current study is carried out to identify the correlation between Psychological Well-Being (PWB) and job satisfaction among English teachers in one of the public universities in Malaysia. This research is to identify the levels of PWB and job satisfaction among the teachers. The purpose of this research is also to discover whether English teachers' PWB affects the level of their job satisfaction. Ryff's (1989) PWB model that includes Autonomy, Environmental Mastery, Personal Growth, Positive relationships with others, Purpose in life and Self-acceptance is analyzed in this paper. The data of job satisfaction is gathered using Minnesota Satisfaction Questionnaire (MSQ). The data is analyzed using SPSS Statistics Version 20. The result shows that teachers' job satisfaction is not affected by their state of psychological well being. The data from the questionnaires shows that teachers have moderate level of job satisfaction and psychological well being. The generalisability of the research findings may be affected due to the limited participants in this study (30 English language teachers). Therefore, it is suggested that a larger sample to be used with various language teachers for future study. This study could be beneficial for English teachers' career development together with the growth of today's education.

Keywords: English language teachers, Job satisfaction, Psychological well-being, Public university.

I. INTRODUCTION

Today, there is a high competition and challenges among the universities in Malaysia to upgrade their status as a research university or to retain its existing status. Currently, the change of teaching and learning approach from teacher centered paradigm to student centered paradigm (Kaur, 2003), working atmosphere (i.e. surrounding of the workplace) and technology in education (i.e. the use of Blended learning) have made the university teachers' duties even more difficult (Mapasela & Hay, 2006).

English teachers at universities are renowned in shaping students and delivering knowledge regardless of the learners' major fields of study and proficiency. Usually, the job scope of university teachers includes teaching, writing research papers and helping in administrative work (Houston, Meyer & Paewai, 2006). It is also been identified that the issue of academicians' work pressure and dissatisfaction is at alarming state due to high workload with low supervision (Gillespie et al., 2001 & Van Emmerik, 2002). Many researchers (Shaufeli & Buunk, 2002 cited in Jayakaran Mukundan, Pezhman Zare, Abdolvahed Zarifi, Umi Kalthom Abdul Manaf & Husniah Sahamid, 2015) have found that teaching career creates burnout and they eventually have agreed that most educators go through high level of stress.

University teachers' workload together with the transformation in current education system influences their state of psychological well-being, which is related to one's status of mental health. Studies have shown that those who are psychologically or mentally healthy are able to manage time and stress effectively, and also have positive attitude towards work (Winefield et al., 2002). For example, teachers tend to contribute more especially in the teaching line and they are willing to take challenges for personal development if they are psychologically stable (Ibid).

This type of attitude eventually leads to one's job satisfaction. Studies have shown that teachers tend to have high level of stress compared to other occupations (Hillman, 2015). Many researchers also concurred that teachers are good at multitasking - they are able to perform multiple duties in their career (Houston et al., 2006). The issue of high stress level among the teachers and their diverse roles at a workplace has brought the attention to investigate the level of PWB among English teachers at public university and its effects on their job satisfaction (employees' sense of accomplishment on the job).

The followings are the research questions of the present study:

1. What is the level of English teachers' psychological well being?
2. What is the level of English teachers' job satisfaction?

The hypotheses of this study are:

H1: Autonomy has significant relationship with English teachers' job satisfaction.

H2: Environmental Mastery has significant relationship with English teachers' job satisfaction.

H3: Personal growth has significant relationship with English teachers' job satisfaction.

H4: Positive relationships with others has significant relationship with English teachers' job satisfaction.

H5: Purpose in life has significant relationship with English teachers' job satisfaction.

H6: Self-acceptance has significant relationship with English teachers' job satisfaction.

H7: The dimensions of Psychological well being (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance) has significant relationship with English teachers' job satisfaction.

II. LITERATURE REVIEW

TEACHERS' PSYCHOLOGICAL WELL-BEING:

The general concept of well-being refers to happiness. Diener (1984) categorized happiness into Hedonism and Eudemonism. The Hedonic concept refers to one's life satisfaction and elimination of negative affect (Diener, 1984; Lyubomirsky & Lepper, 1999) whereas Eudemonism emphasizes more on self satisfaction and achievement as the ultimate point in a person's life (Diener, 1984; Fave et al, 2011). The concept of PWB is described as an essential element in people's mental health. According to 2011 World Health Organization (WHO) report, mental health is referred as "*a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her community*".

Initially, lack of symptom distress (i.e., depression, anxiety, loneliness and other symptoms of mental disorder) was used to define the notion of PWB. However, Ryff (1989) and Keyes & Magyar-Moe (2003) defined the concept of PWB as positive functioning (i.e., feelings of satisfaction, happiness, hope, confidence and high self-esteem) and this definition is widely been used due to the existence of positive elements. Therefore, this concept is also known as multidimensional construct that emphasizes the growth of an individual's strengths and capabilities to enhance his or her psychological well-being, and also to avert from mental distress (Office of the Surgeon General, 1999 cited in Bavani & V. Raja Mohan, 2015; Ryff, 1989).

Therefore in this present study, positive functioning theory is used as many researchers have agreed that lack of symptom distress does not necessarily lead to enhanced psychological well-being (Ryff et al., 2006; Fave, 1997). Ryff (1989) introduces six (6) distinct dimensions of psychological well-being: autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life and self-acceptance. She further states that these factors contribute to human development, which eventually leads to self-satisfaction.

According to Ryff (1989), an individual who has given the liberty (autonomy) at work is able to perform independently even with the presence of social pressure and also does not beleaguered with people's judgment. However, those who

have low autonomy at work are more obliged to the society's expectations and relied on people's views to make important decisions. Bérubé (2006) states that academicians should be given the right of autonomy or freedom in carrying out their research and publication, with subject to their responsibilities, and also in their teaching without any restrictions or obligations from the governments, institutions' administrators, students, parents and religions affiliations.

The 2017 World Bank Report shows that academicians in Malaysia have lack of freedom (only refers to task related and professional career) in performing their research and teaching (Slowey et al., 2013). Thus, it is suggested that Malaysian educational institutions should expand the autonomy of university academicians, in which they will have the authority to make the right decisions. Slowey et al. (2013) adds that lack of universal freedom (low autonomy) among academicians will lead to demoralized and unsatisfied educators as they only function based on the rules and structures implemented by the organizations.

Another dimension of PWB is the environmental mastery - the ability to manage and control over the working condition (Ryff, 1989). Researchers have found that the high stress level among teachers is due to their work environment (Taris et al., 2001; Wilkinson & Joseph, 1996). Kinman (2001) reports that educators' job responsibilities have become extremely hectic but the institutions' administrators are being unaware of the educators' needs. This scenario usually will contribute to physical illness and mental distress among the teachers (Haidt & Rodin, 1999; Taylor, Repetti & Seeman, 1997) that eventually affect the academicians' personal growth.

Thompson et al. (2001 cited in Bavani & V. Raja Mohan, 2015) define personal growth as a process of self-achievement in terms of mental-health, emotional, knowledge and behaviour. They further state that very often, academicians' personal growth is affected by the academic institutions because not all the educators receive equal opportunity from the institution(s) to expand their career development.

The presence of positive relationships with management, supervisors, colleagues and students impact their performance (Hamilton, 2007). Studies by Morisson (2004), Jehn and Shah (1997) and Ross (1997) show that positive relationships at a workplace will develop the academicians' self-esteem, autonomy, motivation, and productivity. This sense of belongingness basically enhances the educators' purpose in life. Since the educators are psychologically well (positive attitude towards work), they will strive to achieve their objectives or goals despite stressful environment or pressure from others (Schaefer et. al., 2013).

It is been said that academicians' self-acceptance is more important than the self-evaluation. According to Carson et al. (2006), once the teachers managed to build their confidence level they would care less of people's criticism. Thus, they will minimize on evaluating themselves and will be more focused on their responsibilities, strengths and improvement for self-achievement (Carson et al., 2006; Langer, 1989). In short, teachers will have peaceful and unalloyed feeling, and also will continue to strive for self-actualization.

ACADEMICIANS' JOB SATISFACTION:

Job satisfaction is related to one's life contentment as it affects the person's social, physical and mental health. It is an important element to evaluate the person's satisfaction towards his or her job that eventually influences personal and organization development (Ostroff, 1992 cited in Xiaoyan Gu, 2016) This signifies that achievements such as recognition, good pay, promotion, communication with supervisor, job security and others lead to one's job satisfaction (Xiaoyan Gu, 2016) .

According to Santhapparaj and Syed (2005), educators' job dissatisfaction has affected their personal lives and job performance. They reiterate that the unsatisfied academicians tend to have lower motivation and performance level. Recent study shows that 71.2 percent of educators in Malaysia are moderately satisfied with their job and only 5.1 percent are highly satisfied (Aziz, 2014).

Job satisfaction is crucial in an individual's life to gain self-satisfaction. Factors like pay-rise, job description, supervisors, management, working environment, recognition and promotion will have the tendency to affect a person's job satisfaction. It is reported that academicians from public university are satisfied with job security and institution's motivation (Makhbul, Rahid, & Hasun, 2011 cited in Nor A'tikah Mat Ali & Siti Aisyah Panatik, 2015).

There are several theories on job satisfaction that have been developed. For example, Schaffer (1953) introduced a theory of job satisfaction based on one’s psychological needs like reward and recognition, relationship, accomplishment, ascendancy, employee welfare, challenges and so on. Based on this theory, employees only can be satisfied with their job if the employees believe that their needs are essential and they are needed to be fulfilled (Schaffer, 1953).

The theory of work adjustment is another theory of employees’ job satisfaction. It was developed at the University of Minnesota to assess individuals’ work adjustment for vocational rehabilitation and to analyze the effects of the work adjustment. Thus, several diagnostic tools have been developed to serve the stated purpose and Minnesota Satisfaction Questionnaire (MSQ) is one of the tools (Weiss et al., 1967). According to this theory, employees’ job satisfaction is more to the employees’ capabilities and their degree of needs with the job requirements (Weiss et al., 1967). In this study, the MSQ is used to measure the level of English teachers’ job satisfaction.

PSYCHOLOGICAL WELL-BEING AND JOB SATISFACTION:

Educators’ well-being at a workplace has been one of the greatest concerns among many researchers (Wyatt, 2005 cited in Bavani & V. Raja Mohan, 2015). He further states that PWB is crucial to enhance job satisfaction. Most researchers investigate teachers’ job satisfaction and their well being separately. In Malaysia, research has shown that the academicians from both public and private university are moderately satisfied with their job (Aziz, 2014; Saad, Samah & Juhdi, 2009). Thus, it is important to investigate Malaysia academicians’ PWB and their job satisfaction, especially among the English teachers who teach at public university as there is still a lack of research on this cohort.

There are two important theories on psychological well-being: emotional well-being theory (hedonic) and positive functioning theory (eudemonic). According to Keyes & Magyar-Moe (2003) emotional theory describes PWB as life satisfaction and lack of symptom distress whereas positive functioning theory refers to positive dimension that develops an individual’s psychological well-being.

Wyatt (2005 cited in Bavani & V. Raja Mohan, 2015) states that the well-being among academicians has become a major issue in many studies. He also indicates the importance of an individual’s PWB (eudemonic) in developing their job satisfaction. Thus, the researcher strongly feels the importance of examining English teachers’ PWB and their job satisfaction.

Research Framework:

The proposed research framework shows the influence of independent variable (psychological well-being) dimension towards teachers’ job satisfaction.

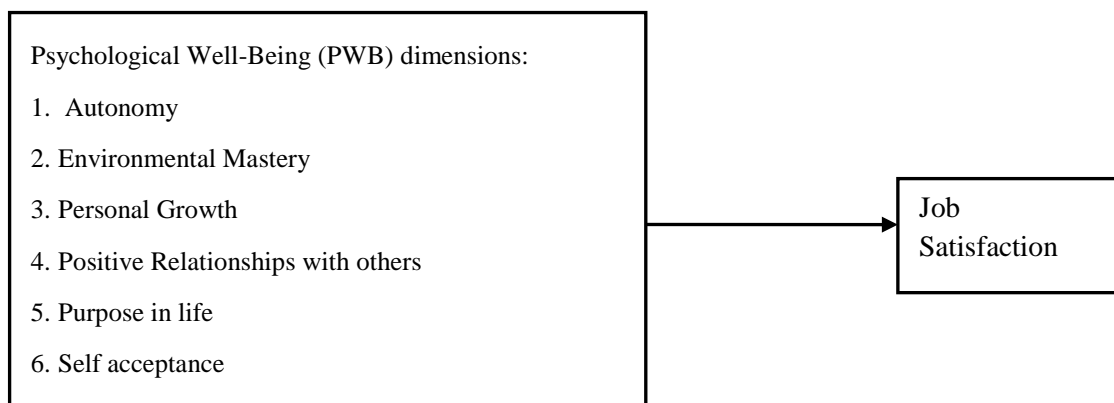


FIG. 1: The influence of six dimensions of psychological well being towards job satisfaction

III. METHODOLOGY

Thirty (30) English teachers from one of the public universities in Malaysia have participated in this study. They teach English proficiency course and English for Specific Purpose (ESP) for the undergraduates from various academic majors. Usually, these teachers are required to teach from 12 to 18 hours per week and four to six hours of consultation for students. Besides, they are also required to set coursework papers and final examination papers, examine the papers, and

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key in the students' grades. Some of the teachers are also involved in franchise programs where they need to liaise with educators from different college(s). Moreover, these teachers are also involved in administrative work especially in the registration of English courses for six weeks in every semester. In order to increase the individual and the faculty's Key Performance Indicator (KPI), teachers are encouraged to teach short courses, coordinate or involve in the faculty's events and join with lecturers to write research papers, and present the papers in the conferences or to get them published. The respondents also participate in workshops and other training to develop their career. Sometimes, they are needed to write or edit teaching module. Other duties include attending meetings and marking external papers. This clearly indicates that the job description of English teachers from public university is not only limited to teaching alone but they have multiple tasks to perform. The subjects' profile is described in the following table.

TABLE I: English Teachers' Demographic Details

	Percentage (%)	
Gender		
Male	20	
Female	80	
Age		
<25	0	
25-29	13.3	
30-39	56.7	
40-49	23.3	
50-60	6.7	
Marital Status		
Single	23.3	
Married	76.7	
Others		
Academic Qualification		
Bachelor Degree	40	
Masters Degree	60	
Tenure of Teaching		
< 10 years	53.3	
10-20 years	36.7	
> 20 years	10	

INSTRUMENTS:

The predictor variable of this present study comprises the dimension of psychological well being, which is analyzed using Ryff's (1989) Psychological Well Being Scale (PWBS). The PWBS consists of 54 items to gauge the degree of psychological well being of the participants. There are six (6) dimensions of well being (e.g. autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance) with nine (9) items in each dimension. The PWBS is measured with a 6-point Likert scale (from 1= strongly disagree to 6= strongly agree).

The dependent variable is assessed using the short form of Weiss et al. (1967) Minnesota Satisfaction Questionnaire (MSQ). The short form of MSQ consists of 20 items with a 5-point Likert scale (from 1= very dissatisfied with this aspect

of my job to 5= very satisfied with this aspect of my job). The items from the questionnaire are totalled and the respondents' level of job satisfaction is determined by their scores (high scores indicate high level of job satisfaction whereas low scores indicate low level of job satisfaction).

Both PWBS and MSQ questionnaires are valid and reliable (Ryff & Keyes, 1995; Weiss et al., 1967; Collins, 1998) as they are used extensively in many applied psychology research. Besides, the Cornbach's alpha for both PWBS and MSQ are .510 and .883 respectively. This indicates that both questionnaires are highly reliable as both data have item-total correlation above .3.

IV. DATA ANALYSIS

The profile of the respondents in this study is measured using descriptive statistics. While, the reliability of PWBS and MSQ are tested using Cornbach' Alpha Reliability Coefficient for Likert-Type Scales. The SPSS descriptive statistics is also used to analyze the data from PWBS and MSQ. The Pearson correlation and One Way Anova test are used to test from hypothesis 1 to hypothesis 6. This analysis is to determine whether the six (6) dimensions of psychological well being have any relationship with job satisfaction. The seventh hypothesis is analyzed using multiple regression to identify how much the dimension of PWB (independent variable) influences the level of respondents' job satisfaction (dependent variable).

V. FINDINGS AND DISCUSSION

The findings for the first and second research questions are as follow:

TABLE II: Mean square of English teachers' job satisfaction and psychological well being		
	Job satisfaction	PWB
Mean	3.2017	3.5537
Sum	96.05	106.61

Table II shows the mean square of English teachers' job satisfaction and psychological well being. The data clearly depicts that the level of teachers' psychological well being is slightly higher (mean = 3.55) than their job satisfaction (mean=3.20). This shows that most of the English teachers have average level of job satisfaction and psychological well being. The result agrees to Santhapparaj & Syed (2005) and Aziz (2014) that today educators are moderately satisfied with their job. This statement is supported with detailed findings in Table 3.

TABLE III: The Mean Scores of the Items in the MSQ																				
	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Mean	3.5	3.5	3.13	3.27	2.53	2.63	3.17	4.13	3.67	3.07	3.67	2.93	2.93	2.67	2.80	3.50	3.23	3.60	2.70	3.40
Std. Deviation	.77	.82	.86	1.04	1.07	1.24	.83	.86	.88	.74	1.06	2.06	1.20	.95	.96	1.07	1.00	.81	1.02	1.03

*Note: Refer to the appendix for the items from Q1 to Q20

Based on the findings in Table III, it is clearly shown that most participants in the present study are somewhat satisfied with their job. The data shows that most teachers are extremely satisfied with item Q8 (The way my job provides for steady employment) as the teachers are aware of the job security in the public university (mean score = 4.13). However, they are dissatisfied with item Q5 (The way my boss handles his/her workers) as the mean score only shows 2.53. This indicates that most teachers in this study are not happy with their superior. Moreover, the items that have mean score less than 3.00 are mainly about the educators' level of satisfaction towards the top management or their superior. For example item Q6 (The competence of my supervisor in making decisions) has the mean score 2.63, followed by item Q14 (The chances for advancement on this job) which has the mean score 2.67. The mean score for Q19 (The praise I get for doing

a good job) is 2.70 and 2.93 for Q12 (The way company policies are put into practice), and Q13 (My pay and the amount of work I do). This reveals that the participants in this study are not satisfied with the way the administrators and the superiors of the institution deals with the teachers' expectation.

	autonomy	Environment Mastery	Personal Growth	Positive Relationship with others	Purpose in life	Self acceptance
Mean	30.8667	36.5333	33.4667	30.6333	29.3333	31.0667
Std. Deviation	3.54997	3.84827	2.52891	3.11264	2.50975	3.84110

Table IV shows the mean scores on the dimension of PWB of the English teachers. The data in this table reveals that environmental mastery obtained the highest mean score (36.53) compared to other facets. The result does not go along with Taris et al. (2001) and Wilkinson & Joseph's (1996) claim that high stress level among teachers is due to their work environment. The data in this study indicates that most English teachers feel that they are adaptable to any situation at workplace and are not overwhelmed by stress. However, the teachers have low sense of purpose in their lives (mean= 29.33). This group of teachers feel that they do not make any difference in their lives as they only fulfill series of given tasks at the workplace.

		Sum of Squares	df	Mean Square	F	Sig.
Autonomy * job satisfaction	Between Groups (Combined)	237.133	20	11.857	.832	.654
	Within Groups	128.333	9	14.259		
	Total	365.467	29			
Environmental Mastery * job satisfaction	Between Groups (Combined)	328.967	20	16.448	1.473	.281
	Within Groups	100.500	9	11.167		
	Total	429.467	29			
Personal Growth * job satisfaction	Between Groups (Combined)	79.300	20	3.965	.336	.980
	Within Groups	106.167	9	11.796		
	Total	185.467	29			
Positive Relationship with others * job satisfaction	Between Groups (Combined)	228.467	20	11.423	1.958	.150
	Within Groups	52.500	9	5.833		
	Total	280.967	29			
Purpose in life * job satisfaction	Between Groups (Combined)	115.667	20	5.783	.777	.697
	Within Groups	67.000	9	7.444		
	Total	182.667	29			
Self-acceptance * job satisfaction	Between Groups (Combined)	253.367	20	12.668	.653	.796
	Within Groups	174.500	9	19.389		
	Total	427.867	29			

The above table displays the findings of the alternate hypothesis (H1 to H6) of the present study. The result rejects H1 to H6 that the dimension of PWB (Autonomy, Environmental mastery, Personal growth, Positive relationship with others, Purpose in life and Self-acceptance) has significant relationship with the English teachers’ job satisfaction. The data clearly shows no significant value ($p > 0.05$) on the relationship between these two variables. This indicates that the teachers’ level of job satisfaction is not affected by their state of psychological well being.

TABLE VI : Pearson’s Correlation between English teachers’ job satisfaction and psychological well being			
		Job satisfaction	PWB
PWB	Pearson Correlation	.029	1
	Sig. (2-tailed)	.879	
	N	30	30

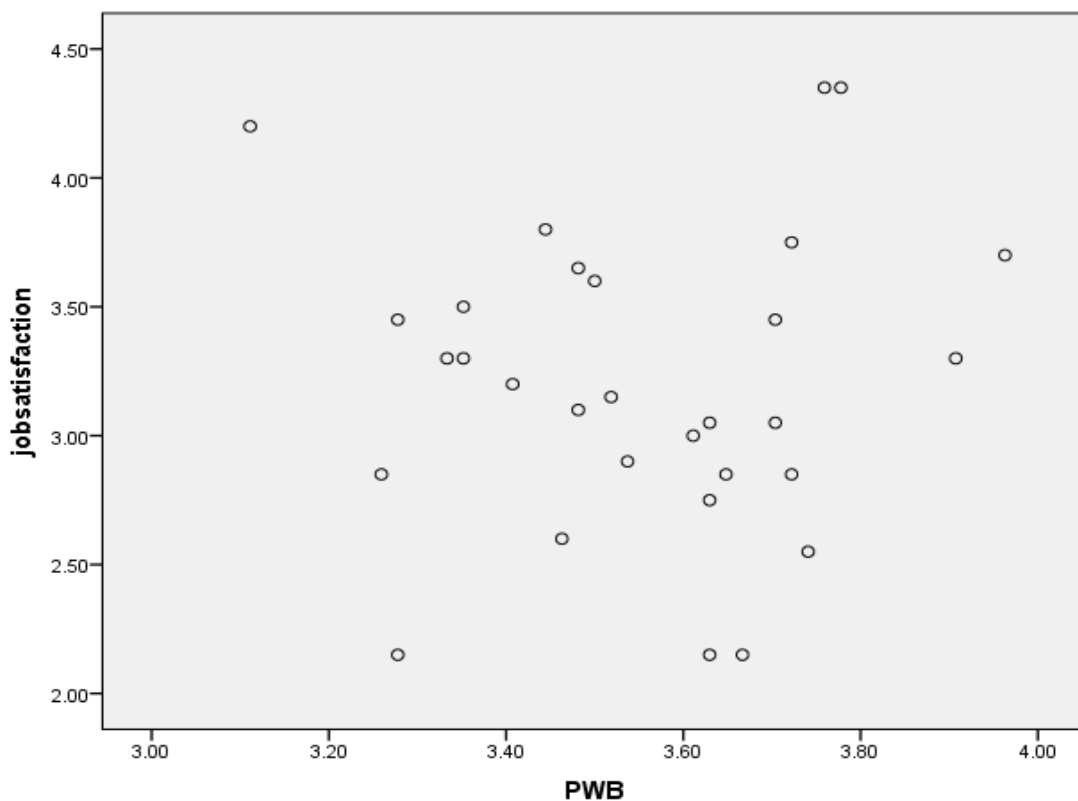


FIG. 2: Value of Pearson’s correlation coefficient between psychological well being and job satisfaction

Table VI shows that teachers’ psychological well being and job satisfaction are not strongly correlated as the Pearson’s r is 0.029. This means that the participants’ psychological well being do not affect their level of job satisfaction. The r value is supported by the scatter plots of the two variables (see FIG. 2). The Pearson’s correlation coefficient in FIG. 2 shows no linear relationship between teachers’ psychological well being and their job satisfaction as the r value is closer to 0 (see TABLE VI). Besides, the data also shows no statistically significant correlation between the two variables. This findings show that the changes of the teachers’ level of PWB does not significantly affect their state of job satisfaction. The analysis also rejects the hypothesis (H7) that overall dimensions of psychological well being (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life and self-acceptance) has significant relationship with English teachers’ job satisfaction. The result of H7 can be seen in Table VII.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.029 ^a	.001	-.035	.59773	.001	.024	1	28	.879	
2	.348 ^b	.121	-.019	.59323	.120	1.142	3	25	.351	1.895
a. Predictors: (Constant), PWB										
b. Predictors: (Constant), PWB, age, gender, tenure of teaching in the university										
c. Dependent Variable: job satisfaction										

Table VII is the regression model summary for H7. Based on the table, the multiple correlation coefficient between the predictors (psychological well being) and outcome (job satisfaction) for model 1 is 0.029. The table also shows that teachers’ psychological well being only accounts for 0.1% of the variation in their job satisfaction. However, when three more predictors are included (model 2), the R² increases from .001 to .121 (12.1%) of the variance in job satisfaction. Therefore, if teachers’ psychological well being accounts for 0.1%, we can say that their, age, gender and the tenure of teaching at the university account for an additional 12%. So, the inclusion of the three new predictors accounts more on the variation of the teachers’ job satisfaction. According to the data, the value of Durbin - Watson statistic is 1.895. Since the value is closer to 2, the assumption of teachers’ PWB has almost defended successfully.

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.008	1	.008	.024	.879 ^b
	Residual	10.004	28	.357		
	Total	10.012	29			
2	Regression	1.215	4	.304	.863	.500 ^c
	Residual	8.798	25	.352		
	Total	10.012	29			
a. Dependent Variable: job satisfaction						
b. Predictors: (Constant), PWB						
c. Predictors: (Constant), PWB, age, Gender, university						

Table VIII. shows that the first model has 28 degree of freedom whereas model 2 has 25. These values affect the F-ratio, where the value of F-ratio has to be greater than 1. However, the data from model 1 and 2 shows 0.024 and 0.863 respectively. This indicates that the value of F is insignificant (p<0.001). We can interpret that teachers’ psychological well being does not predict the outcome variable, which is their job satisfaction but the second model has a slight improvement in influencing the variation of job satisfaction as the F-ratio is closer to 1.

Based on the findings, we can conclude that psychological well being is not the only factor that influence teachers’ level of job satisfaction as Wyatt (2005) pointed out that psychological well being is crucial in enhancing one’ job satisfaction. As a matter of fact, there are other factors that play important role in a person’s level of job satisfaction such as age, gender and the tenure of teaching at the institution.

VI. CONCLUSION AND RECOMMENDATION

Researchers have agreed that teachers have stressful job (Maslach, Schaufeli, & Leiter, 2001; Schaufeli & Buunk, 2002 cited in Jayakaran Mukundan et al., 2015) as they are required to carry out multiple duties (Houston et al., 2006). They also have indicated that teachers who are psychologically healthy will contribute significantly in their career and also for personal growth.

The present data of the study shows an average mean score for both teachers' psychological well being and job satisfaction. However, their level of psychological well being is slightly higher (mean = 3.55) than the job satisfaction (mean = 3.20) (refer to TABLE II)

Basically, we can determine that most teachers has moderate level of job satisfaction as Aziz (2014) has pointed out. It is also has come to the attention that most teachers are dissatisfied with the institution's administration (mean score < 3.00, TABLE III). If this issue is not taken into consideration, the tendency of getting physical illness and mental distress among the teachers would be high (Kinman, 2001). This dissatisfaction could affect their personal growth (Haidt & Rodin, 1999; Taylor, Repetti & Seeman, 1997). This is quite evident in this study as the overall psychological well being among the teachers is in average (see TABLE II and TABLE IV)

It is also essential to identify that the state of job satisfaction among the English teachers in the present study is not affected by their psychological well being (see FIG. 2 & TABLE VII) although their level of job satisfaction is moderate. The findings of the present study reveal that the participants show quite a positive attitude towards certain areas of their job despite having average level of psychological well being. The participants actually have high level of satisfaction in teaching and job security (TABLE III). The result is aligned with Carson et al (2006) statement that teachers who have high level of confidence would manage their surrounding and careless of people's negative comments.

Since the number of sample in the present study is only 30, the result may not generalize the overall population. Thus, the researcher recommends using bigger sample to measure teachers' level of psychological well being and job satisfaction in the future research. It is also suggested to test on academicians from other fields in order to get better and precise result.

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