The Study of the Relationship between Job Satisfaction and The Subjective Well-being of Private School Teachers of North India

Chandan Kumar*

*Research Scholar, Department of Psychology, Asian International University, Imphal, Manipur, India
Email: chandramohanhathwa@gmail.com)

---------------------------------------************************--------------------------------

Abstract:

School teachers play a crucial role in shaping human resources into valuable human capital. Their mental and physical well-being is essential, as it directly influences the effectiveness and quality of the teaching–learning process. This research aims to measure the relationship between Job Satisfaction and subjective well-being of the North Indian private school teachers. Data were collected using Job Descriptive Index (JDI) for Job Satisfaction (Smith, Kendall & Hulin, 1969) and the Subjective Well-being Inventory (Nagpal, Dr. R and Sell, Dr. H. 1992) from 127 private school teachers of North India. Overall, the private school teachers of North India had a no significant correlation between the Job Satisfaction and the Subjective Well-being. Also, there were positive correlation between work itself and promotion (the sub-dimensions of job satisfaction) and few sub-dimensions of the Subjective Well-being while Supervision, Pay and Co-worker (the sub-dimensions of job satisfaction) and few sub-dimensions of the Subjective Well-being. Job satisfaction had mixed correlations with different factors of subjective well-being such as positive correlation with general well-being positive affect, expectation-achievement congruence, transcendence and negative correlation with primary group concern.

Keywords — Job Satisfaction, Subjective Well-being, Teacher, Private School, North India.

---------------------------------------************************--------------------------------

I.   INTRODUCTION

In today's context, teachers are expected to be proactive, innovative, and responsible for their own professional growth while consistently maintaining high performance standards. Therefore, Schools look for teachers who are energetic, committed, and actively involved in their work. Because educators are responsible for building students' abilities and equipping them with essential skills for future careers, the teaching role has become increasingly demanding and stressful. Compared to many other professions, teaching involves a high level of emotional strain. Against this backdrop, the present study aims to assess the job satisfaction and subjective well-being of private school teachers in North India.

The Concept of Job Satisfaction

Job satisfaction, often referred to as work satisfaction, reflects the degree to which individuals feel fulfilled and content with their jobs whether in terms of the overall role or specific elements such as the work itself or the quality of supervision. It can be understood through cognitive, emotional, and behavioural reactions. According to Locke (1976), job satisfaction represents a favourable emotional state that arises from evaluating one's job or work experiences. In the education sector, satisfaction is shaped by internal factors like a genuine interest in teaching, as well as external factors such as salary and support from school administration (Dinham & Scott, 2000). Importantly, low job satisfaction is a major reason why many teachers choose to leave the profession, including in India. Locke (1969) also highlighted that job satisfaction is determined by the extent to which individuals feel their job meets their expectations and personal needs.

The Concept of the Subjective Well-being

The concept of subjective well-being (SWB) focuses on the hedonic dimension of well-being, which relates to the pursuit of happiness through positive feelings and pleasurable experiences. Understanding teacher's levels of subjective well-being is essential for safeguarding their psychological health and supporting both their personal growth and professional effectiveness. Diener (1984) defines SWB as individuals' evaluations of their lives, expressed through both emotional responses and cognitive assessments. In positive psychology, the term covers elements such as positive and negative emotions, happiness, and overall life satisfaction (Diener, 2000). Diener and Seligman (2004) further explain well-being as people's favourable assessments of their lives, which include feelings of happiness, meaningful engagement, satisfaction, and purpose. Research also shows that subjective well-being plays a significant role in various aspects of life for instance, individuals' emotional experiences and perceptions shape their quality of life. Moreover, SWB provides insights that traditional economic indicators often overlook and is linked to numerous positive life outcomes.

II. REVIEW OF LITERATURE

To define the research problem and select an appropriate methodology, existing literature on job satisfaction and subjective well-being was thoroughly reviewed and analyzed. A brief overview of some relevant studies is presented below:

Job Satisfaction

Blum and Naylor (1968) noted that job satisfaction results from a combination of various attitudes held by an employee. These attitudes relate to different job-related factors such as pay, management practices, job security, opportunities for professional growth, recognition of one's skills, fair evaluation of work, workplace relationships, and equitable treatment by employers.

Kaur and Sharma (2023) more recently investigated job satisfaction among secondary school teachers in India and found that educators in private schools experienced greater stress,

which in turn reduced their level of job satisfaction.

In an earlier study, Das (1988) explored job satisfaction and motivation among secondary school teachers in Odisha's Cuttack district. The findings showed that 77.6% of government school teachers and 25.33% of private school teachers were positively motivated, and those who exhibited higher motivation also reported greater job satisfaction.

The Subjective Well-being

Veenhoven (2008) argued that improving people's happiness can also enhance their overall health. According to him, subjective well-being acts not only as a shield against illness but also as a healing factor. He noted that long-term unhappiness can activate the body's fight-or-flight response, leading to elevated blood pressure and weakened immunity. In contrast, happier individuals tend to adopt healthier habits, have stronger social support networks, and make wiser life decisions.

Jalali and Heidari (2016) explored the connections among happiness, subjective well-being, creativity, and job performance in primary school teachers in Ramhormoz City. Using stratified random sampling, they selected 330 teachers and gathered data using standardized tools. Their findings revealed a significant association between subjective well-being and job performance, with subjective well-being emerging as the strongest predictor of performance.

Similarly, Desai (2016) examined how gender and age influence spirituality and psychological well-being in adults. Data were collected from a sample of 600 individuals using the Roqan Spiritual Intelligence Test (Zainuddin & Ahmed) and the Psychological Well-Being Scale (Sisodia & Choudhary). The study concluded that spiritual intelligence is positively linked to psychological well-being.

Relationship between Job Satisfaction and the Subjective Well-being

Jacob G. S. and Kiran Babu N. C. (2021) explored the connection between job satisfaction and psychological well-being among school and

college teachers. Data were gathered from 58 participants, including 28 school teachers and 30 college teachers. Using Pearson's correlation and independent sample t-tests, the study found a significant positive relationship between psychological well-being and job satisfaction. Additionally, differences in both psychological well-being and job satisfaction were observed between school and college teachers. The researchers recommended strategic measures to enhance teacher's well-being and job satisfaction.

In another study, Hussain et al. (2022) examined the link between job satisfaction and well-being among secondary school teachers in Gilgit, Pakistan. The sample consisted of 167 teachers (89 men and 78 women) from both public and private schools. Participants completed Spector's Job Satisfaction Survey along with the WHO Well-Being Index. The findings showed that various aspects of job satisfaction such as pay, promotion, fringe benefits, rewards, working conditions, peer relations, nature of work, and communication—were positively associated with overall well-being. Public school teachers reported higher levels of both job satisfaction and well-being than their private-school counterparts. Stepwise regression further revealed that job satisfaction related to communication uniquely predicted teacher's well-being, even after accounting for the type of school.

III. RATIONALE OF PRESENT STUDY

The primary objective of this study is to investigate the relationship between job satisfaction and subjective well-being among private school teachers in northern India. Earlier studies have repeatedly demonstrated a meaningful association between these two variables within the teaching profession.

IV. RESEARCH HYPOTHESIS

There will be no significant correlation between job satisfaction and the subjective well-being amongst private school teachers of north India.

V. RESEARCH METHODOLOGY

To provide a solid methodological base for the research objectives, this section describes the sample, the sampling procedures used, the research instruments along with their reliability and validity, the ethical standards observed, and the statistical methods applied for data analysis.

Research Design

A descriptive correlational research design was used to explore the relationship between job satisfaction and subjective well-being. The study followed a quantitative framework, collecting data through survey questionnaires administered to a stratified sample of school teachers from North India.

Research Sample

For this study, data were gathered from private school teachers across North India. A total of 127 teachers from various northern states participated in the sample.

Research Instruments

The questionnaires on job satisfaction and subjective well-being were used as the primary instruments for collecting data from the participants. A brief description of these measurement scales is presented below:

The Job Descriptive Index for Job Satisfaction

Job satisfaction was measured using the Job Descriptive Index (JDI), created by Smith, Kendall, and Hulin (1969). This tool was chosen due to its strong research-backed reliability and validity for assessing job satisfaction. The JDI examines five key areas: the nature of the work, salary, promotion prospects, supervision, and interactions with colleagues. Respondents indicated whether certain words or statements described their job by selecting "Y" (True), "N" (Not True), or "?" (Unsure). For positively worded items, responses were scored as 3 for True, 1 for Unsure, and 0 for Not True, while negatively worded items were scored in reverse.

Reliability: Corrected split-half coefficients were 0.84 for work, 0.80 for pay, 0.86 for promotions, 0.87 for supervision, and 0.88 for co-workers.

Validity: Convergent and discriminant validity were established using a multi-trait multimethod matrix.

The Subjective Well-being Inventory

The Subjective Well-being Inventory, developed by Dr. R. Nagpal and Dr. H. Sell in 1992, consists of 40 items, of which 19 are positively worded and 21 are negatively worded. The tool assesses eleven major dimensions: General Well-being Positive Affect, Expectation–Achievement Congruence, Confidence in Coping, Transcendence, Family Group Support, Social Support, Primary Group Concern, Inadequate Mental Mastery, Perceived Ill-health, Deficiency in Social Contacts, and General Well-being Negative Affect.

The inventory demonstrates strong psychometric properties, with a test–retest reliability of 0.87 and a validity coefficient of 0.86.

Scoring involves assigning values of 3, 2, and 1 to positively keyed items, while negatively keyed items are scored in reverse as 1, 2, and 3.

Statistical Methods

Pearson's correlation analysis was conducted to determine the association between job satisfaction and subjective well-being.

VI.   RESULT

Table 1: Correlation table for the sample group:

Table 1.1:

Job Satisfaction ⟍ The Subjective Well-being	Work Itself	Supervision	Promotion
General Well-being Positive Affect	.468**	-.045	.330**
Expectation-achievement Congruence	.472**	-.072	.328**
Confidence in Coping	.319**	-.054	.144

	Work Itself	Supervision	Promotion
Transcendence	.488**	-.003	.221*
Family Group Support	.146	.041	.093
Social Support	.133	.121	.149
Primary Group Concern	-.056	-.156	-.141
Inadequate Mental Mastery	.185*	-.183*	-.062
Perceived Ill-health	.376**	-.164	-.026
Deficiency in Social Contacts	.129	-.127	.046
General Well-being Negative Affect	.348**	-.126	-.026
Overall Subjective Well-being	.470**	-.120	.148

**. $P<0.01$ & *. $P<0.05$

Table 1.2:

Job Satisfaction ⟍ The Subjective Well-being	Pay	Co-worker	Overall Job Satisfaction
General Well-being Positive Affect	.017	-.168	.216*
Expectation-achievement Congruence	-.031	-.203*	.182*
Confidence in Coping	-.069	-.192*	.067
Transcendence	.005	-.055	.248**
Family Group Support	-.019	-.016	.092
Social Support	-.101	-.039	.104
Primary Group Concern	-.101	-.167	-.207*

Inadequate Mental Mastery	**-.147**	**-.295****	**-.157**
Perceived Ill-health	**-.159**	**-.295****	**-.057**
Deficiency in Social Contacts	**-.132**	**-.239****	**-.100**
General Well-being Negative Affect	**-.282****	**-.264****	**-.072**
Overall Subjective Well-being	**-.161**	**-.318****	**.039**

**. P<0.01 & *. P<0.05

The responses obtained from the participants were scored and arranged into two separate columns, each representing one of the measurement scales. Pearson's correlation coefficient was calculated, as shown in [Table 1 (Table 1.1 & 1.2)]. The analysis revealed that, overall, there was no significant relationship between job satisfaction and subjective well-being. Nevertheless, some sub-dimensions of subjective well-being and particular facets of job satisfaction exhibited significant correlations.

The "**Work Itself**" dimension showed a significant positive relationship with multiple well-being factors, including General Well-being Positive Affect (r = .468, p < 0.01), Expectation–Achievement Congruence (r = .472, p < 0.01), Confidence in Coping (r = .319, p < 0.01), Transcendence (r = .488, p < 0.01), Inadequate Mental Mastery (r = .185, p < 0.05), Perceived Ill-health (r = .376, p < 0.01), General Well-being Negative Affect (r = .348, p < 0.01) and Overall Subjective Well-being (r = .470, p < 0.01).

The "**Supervision**" aspect exhibited a significant negative correlation with Inadequate Mental Mastery (r = -.183, p < 0.05).

"**Promotion**" was positively correlated with several well-being factors, including General Well-being Positive Affect (r = .330, p < 0.01), Expectation–Achievement Congruence (r = .328, p < 0.01), and Transcendence (r = .221, p < 0.05).

"**Pay**" showed a significant negative correlation with General Well-being Negative Affect (r = -.282, p < 0.01).

"**Co-workers**" displayed significant negative correlations with various well-being factors, such as Expectation–Achievement Congruence (r = -.203, p < 0.05), Confidence in Coping (r = -.192, p < 0.05), Inadequate Mental Mastery (r = -.295, p < 0.01), Perceived Ill-health (r = -.295, p < 0.01), Deficiency in Social Contacts (r = -.239, p < 0.01), General Well-being Negative Affect (r = -.264, p < 0.01), and Overall Subjective Well-being (r = -.318, p < 0.01).

"**Overall Job Satisfaction**" had significant positive correlations with General Well-being Positive Affect (r = .216, p < 0.05), Expectation–Achievement Congruence (r = .182, p < 0.05), and Transcendence (r = .248, p < 0.01), while showing a negative correlation with Primary Group Concern (r = -.207, p < 0.05).

VII.   DISCUSSION

The findings of this study support the hypothesis that there is no overall correlation between job satisfaction and subjective well-being among private school teachers in North India. Subjective well-being does not necessarily act as a direct predictor of job satisfaction, as other factors may have a greater impact on how satisfied individuals feel with their work. For example, a teacher might experience low well-being but still feel satisfied if the work is challenging yet rewarding, whereas another individual may have high well-being but report low job satisfaction.

Additionally, the study examines in detail the relationships between the five dimensions of job satisfaction — Work Itself, Supervision, Pay, Promotion, and Co-workers — and the various sub-dimensions of subjective well-being is discussed below:

The findings indicate that the "**Work Itself**" dimension of job satisfaction—which reflects how teachers perceive the nature of their job, the responsibilities they manage, the tasks they perform, and the personal value they gain from their work—has a significant positive relationship with several aspects of subjective well-being among private school teachers in North India. In

simpler terms, when teachers feel satisfied with their work, multiple areas of their psychological well-being also improve. A positive correlation suggests that as satisfaction with work increases, scores on these well-being dimensions tend to rise. Specifically:

- Teachers who find their work meaningful and rewarding tend to experience more positive emotions, such as happiness, enthusiasm, and optimism.
- Satisfaction with work is linked to a stronger alignment between life expectations and actual achievements, giving teachers a sense of fulfilling their goals.
- Positive work experiences enhance teacher's confidence in managing challenges, both professionally and personally.
- Enjoyment of work contributes to a greater sense of inner peace, purpose, and spiritual well-being, fostering a connection to something beyond daily tasks.
- Teachers who are satisfied with their work are less likely to feel inadequate, confused, or mentally disorganized.
- Work satisfaction is associated with better perceived health, likely due to reduced stress and its physical impact.
- Higher satisfaction at work correlates with lower levels of negative emotions, such as anxiety, frustration, and sadness.
- Overall, teachers who are satisfied with the "Work Itself" aspect report higher life satisfaction, emotional stability, and psychological well-being.

This may be because work forms a central part of teacher's identity; when it is fulfilling, it enhances their overall sense of purpose. Positive experiences at work reduce stress, supporting both mental and physical health. Feeling competent and valued increases confidence and optimism, while meaningful interactions with students provide emotional rewards. The results highlight that the intrinsic quality of work plays a crucial role in shaping the subjective well-being of private school teachers in North India. Satisfaction with one's work positively influences emotions, self-confidence, purpose, physical health perceptions, and overall life satisfaction.

Supervision as a job satisfaction factor reflects how employees perceive their supervisors in terms of support, fairness, communication, and competence. Inadequate Mental Mastery, a well-being factor, refers to difficulties in managing stress, emotions, or maintaining psychological control in challenging situations. The study found a significant negative correlation between Supervision and Inadequate Mental Mastery, which means:

- Higher quality supervision is associated with lower levels of inadequate mental mastery.
- Supportive supervision helps teachers develop better coping skills and reduces feelings of being overwhelmed.
- Conversely, poor or unsupportive supervision is linked to greater emotional strain and difficulty in managing stress.

This relationship is understandable because supportive supervisors provide guidance, clarity, and emotional backing, creating a psychologically safe environment. In contrast, unsupportive supervision increases stress, uncertainty, and frustration. Simply put, better supervision improves mental well-being, while poor supervision increases psychological strain.

Promotion reflects teacher's perceptions of career growth, advancement opportunities, recognition, and fairness in promotional practices. A significant positive correlation was observed between Promotion and several well-being factors, including General Well-being Positive Affect, Expectation–Achievement Congruence, and Transcendence. This implies:

- Greater perceived opportunities for promotion are associated with higher levels of positive emotions and overall well-being.
- Teachers with fair and attainable promotion prospects experience a closer alignment between expectations and achievements.
- Promotion is linked to higher Transcendence, reflecting personal growth, sense of purpose, and connection to meaningful goals.

Opportunities for advancement foster motivation, optimism, and a sense of progress, enhancing emotional states. Recognition through promotions satisfies personal and professional

expectations, reducing frustration and increasing fulfillment. For private school teachers in North India, better promotional prospects are tied to greater well-being, fulfillment, and personal growth.

Pay as a factor of job satisfaction showed a significant negative correlation with General Well-being Negative Affect. This indicates that higher satisfaction with pay is associated with fewer negative emotions, while dissatisfaction with pay contributes to more stress, anxiety, and emotional strain. Salary dissatisfaction can cause financial worries and feelings of being undervalued, whereas better pay can improve morale and reduce stress. In one sentence, higher pay satisfaction is linked with lower negative emotional experiences among private school teachers in North India.

The study found a significant negative correlation between **co-worker** relationships and multiple well-being dimensions. Poor relationships with colleagues such as unsupportive, uncooperative, or conflict-ridden interactions are associated with lower psychological functioning, emotional stability, and overall life satisfaction. Conversely, positive and supportive co-worker interactions enhance well-being. Specifically:

- Dissatisfaction with co-workers increases the gap between professional expectations and actual achievements.
- Strained peer relationships reduce teacher's confidence in coping with stress and job demands.
- Poor co-worker relations make it harder to regulate emotions, maintain mental calmness, and solve problems effectively.
- Teachers experiencing low co-worker satisfaction report more physical and psychological health issues, such as fatigue, tension, or emotional distress.
- Limited social support from colleagues can lead to feelings of isolation at work and beyond.
- Unsatisfactory co-worker relationships contribute to higher negative emotions,

including sadness, anxiety, irritability, and emotional exhaustion.

Overall, the negative correlation indicates that poor relationships with colleagues significantly undermine teacher's overall quality of life, emotional balance, and daily sense of satisfaction.

Overall job satisfaction among private school teachers in North India showed a significant positive correlation with General Well-being Positive Affect, Expectation–Achievement Congruence, and Transcendence, while it was significantly negatively correlated with Primary Group Concern. This indicates that higher job satisfaction is linked to better psychological and emotional well-being, along with lower stress or concern related to family or close social groups. Specifically:

- Teachers with higher job satisfaction tend to experience more positive emotions, including happiness, optimism, enthusiasm, and emotional stability. A supportive and satisfying work environment enhances their mood and overall emotional well-being.
- Greater job satisfaction is associated with a closer alignment between teacher's expectations and their perceived achievements, suggesting that satisfied teachers feel fulfilled, recognize their professional growth, and perceive meaningful contributions in their roles. This reduces the gap between expectations and reality.
- Transcendence, which reflects a sense of purpose, meaning, and emotional resilience, is positively correlated with job satisfaction. Teachers who are satisfied with their jobs experience a stronger sense of life purpose, maintain inner peace, and demonstrate higher emotional and spiritual resilience. This shows that job satisfaction supports deeper psychological well-being and personal development.
- Primary Group Concern, which involves stress or worries related to family or close social circles, showed a negative correlation. This suggests that teachers with higher job satisfaction experience fewer family-related concerns or stress, likely due to positive

workplace experiences and better work–life balance.

Overall, these correlations indicate that job satisfaction plays a crucial role in enhancing teacher's emotional positivity, sense of accomplishment, and personal growth, while also contributing to reduced family-related stress and improved overall well-being.

VIII. CONCLUSION

A teacher's overall happiness, life satisfaction, and psychological health may not be directly determined by their level of job satisfaction. Instead, their well-being may be more strongly influenced by personal factors such as family responsibilities, financial pressures, individual coping mechanisms, or broader socio-cultural conditions. In this context, although job satisfaction is often assumed to impact well-being, it appears that teacher's subjective well-being functions largely independently of workplace satisfaction. This suggests that enhancing job satisfaction alone may not automatically improve teacher's overall psychological well-being, and that effective interventions should address multiple aspects of life beyond the professional setting.

IX. RECOMMENDATION

Following the **research-aligned recommendations** for the future research:

1. **Emphasis on Personal and Family Well-being Support Programs**

   Because teacher's overall well-being is not solely determined by job satisfaction, schools should implement programs that address personal and family-related needs as well as emotional coping skills. Such initiatives could include:
   ✓ Workshops on stress management
   ✓ Counseling for achieving work–family balance
   ✓ Training to build emotional resilience
   ✓ Access to mental health professionals

   These types of support programs are likely to improve teacher's well-being more effectively than efforts focused only on enhancing workplace satisfaction.

2. **Enhance Socio-Emotional and Psychological Resources**

   Schools should implement programs that strengthen teacher's internal psychological capacities, as these may have a greater impact on overall well-being than job satisfaction alone. Such initiatives could include:
   ✓ Mindfulness and meditation sessions
   ✓ Workshops based on positive psychology principles.
   ✓ Development of self-efficacy and coping skills.
   ✓ Peer support groups for sharing emotions and experiences.

3. **Establish Comprehensive Teacher Well-being Policies**

   Since factors specific to the job may not strongly influence well-being, school leadership should adopt a holistic approach to teacher wellness, addressing:
   ✓ Physical health through fitness programs and regular medical check-ups.
   ✓ Mental health via counseling services and stress helplines.
   ✓ Social connections through cultural events and community-building activities.

4. **Offer Financial, Social, and Work–Life Balance Support**

   External pressures such as financial concerns or family responsibilities may have a stronger effect on well-being. Schools can support teachers by:
   ✓ Ensuring fair and timely compensation
   ✓ Providing flexible work schedules when possible
   ✓ Minimizing excessive non-teaching duties
   ✓ Offering childcare support and family-friendly policies

5. **Encourage Autonomy and Personal Growth Opportunities**

   Even if job satisfaction does not directly impact overall well-being, providing opportunities for personal and professional growth can be beneficial. Schools can support this by:
   ✓ Offering training to develop new skills, such as digital literacy or innovative teaching methods.
   ✓ Providing chances to take on leadership roles.

ISSN : 2581-7175
Page 2181

✓ Encouraging creativity and experimentation in instructional practices

These initiatives help teachers experience a greater sense of accomplishment and purpose.

6. Implement Regular Well-being Assessments

Schools should routinely evaluate teacher's well-being using reliable and validated tools, rather than assuming it will improve solely through job satisfaction. Regular assessments can help identify:

✓ Non-work-related factors influencing well-being

✓ Emerging sources of stress

✓ Areas that require targeted interventions or support

7. Partner with External Organizations

Schools can collaborate with psychologists, wellness organizations, and NGOs to provide specialized programs that address teacher's emotional, social, and personal well-being, complementing traditional workplace satisfaction efforts.

X. LIMITATIONS

Here are well-structured and academically suitable limitations for a study:

1. Limited generalizability

The study's sample consisted solely of private school teachers from North India, which restricts the applicability of the findings to:

✓ Government school teachers

✓ Teachers from other regions of India

✓ Different educational levels, such as primary, secondary, or higher secondary

Since educational contexts vary widely, results may differ in other settings.

2. Unmeasured External Factors

Teacher's well-being may be affected by variables not included in the study, such as:

✓ Financial pressures

✓ Family obligations

✓ Community environment

✓ Cultural expectations

The absence of these controls may have weakened or masked the relationship between job satisfaction and well-being.

3. Narrow Scope of Job Satisfaction Measurement

Job satisfaction is a complex concept, and the scale used may not have captured all relevant dimensions, including:

✓ Recognition

✓ Leadership style

✓ Work–life balance

✓ Available support systems

A limited measurement might have overlooked aspects that influence well-being.

4. Variation Across School Environments

Private schools differ significantly in terms of resources, workload, infrastructure, and management. Such diversity may have diluted any consistent relationship between job satisfaction and well-being.

5. Influence of Temporary Factors

Teacher's well-being can be affected by short-term events, such as examination periods, administrative pressures, or personal circumstances. If data collection coincided with these events, it could have obscured the true relationship with job satisfaction.

6. Cultural and Contextual Influences

In the Indian context, well-being is often shaped more by family, community, and socio-economic factors than by workplace satisfaction. The study may not have fully accounted for these cultural and contextual influences, which could affect the observed correlations.

XI. KEY IMPLICATIONS

Here are well-structured and strong key implications:

1. Non-work factors have a stronger impact on well-being than job conditions

The lack of a significant relationship indicates that teacher's subjective well-being may be influenced more by personal life circumstances, family responsibilities, financial pressures, or cultural expectations than by their level of job satisfaction. This emphasizes the importance of considering factors beyond the workplace when developing well-being programs.

2. Enhancing job satisfaction alone may not improve teacher's well-being

School administrators often assume that improvements in facilities, pay, or recognition will automatically boost well-being. The current findings challenge this assumption, suggesting that job-focused changes may have only a limited effect on teacher's psychological and emotional health.

3. Adopt a holistic approach to teacher well-being policies

Since well-being is not directly linked to job satisfaction, school policies should incorporate mental health support, emotional resilience programs, social support networks, and strategies to maintain work–life balance to address broader influences on well-being.

4. Focus well-being programs on personal coping, stress management, and emotional health

Effective interventions should target areas such as:
- ✓ Stress management techniques
- ✓ Coping strategies
- ✓ Emotional regulation
- ✓ Mindfulness and well-being workshops
- ✓ Access to mental health counseling

These areas are likely to have a stronger influence on subjective well-being than measures of job satisfaction.

5. Teachers may maintain boundaries between personal well-being and work experiences

The findings suggest that teachers may keep their personal well-being separate from workplace satisfaction, meaning their overall happiness remains relatively stable regardless of job conditions. Recognizing this distinction can help school leaders avoid assuming that improving job satisfaction alone ensures better mental well-being.

6. Cultural context plays a key role

In North India, family responsibilities, social expectations, and community norms often have a stronger impact on personal well-being than workplace factors. This cultural context is important when interpreting well-being data and designing support systems.

7. Well-being initiatives should account for individual differences

Because job satisfaction does not consistently predict well-being for all teachers, schools should offer personalized programs that consider each teacher's unique stressors, values, and life circumstances.

8. Broader psychosocial factors should be considered in research and policy

Policymakers and researchers should examine additional influences on teacher well-being, such as:
- ✓ Financial stress
- ✓ Family responsibilities
- ✓ Personality traits
- ✓ Physical health
- ✓ Social support

These factors may be more critical in shaping teacher's overall well-being than job satisfaction alone.

XII. FUTURE RESEARCH DIRECTIONS

Here are few future research directions:

1. Explore alternative predictors of subjective well-being

Since job satisfaction does not appear to significantly influence well-being, future studies should examine other factors that might have a stronger impact, including:
- ✓ Family responsibilities and home environment
- ✓ Financial pressures
- ✓ Personality traits, such as resilience or neuroticism
- ✓ Social support and community relationships
- ✓ Physical and mental health status

Investigating these variables can help identify more accurate predictors of teacher's well-being.

2. Adopt longitudinal research designs

Future research should consider time-based or longitudinal studies to determine whether job satisfaction affects well-being over extended periods. Such designs may uncover delayed or

evolving relationships that are not evident in cross-sectional studies.

3. Include teachers from government and semi-government schools

Expanding research to include teachers from different types of schools can reveal whether the link between job satisfaction and well-being varies depending on employment conditions, pay structures, or school type.

4. Examine mediating and moderating factors

Future studies should investigate whether variables such as:
- ✓ Stress, burnout, or workload (mediators)
- ✓ Coping strategies (mediators/moderators)
- ✓ Leadership style or organizational climate (moderators)
- ✓ Work–life balance (moderator)

…influence the relationship between job satisfaction and subjective well-being. Even if no direct correlation is found, indirect or conditional effects may exist.

5. Conduct qualitative research for deeper understanding

Qualitative methods like interviews, focus groups, and case studies can provide richer insights into:
- ✓ Why job satisfaction may not significantly affect well-being
- ✓ Personal or cultural factors shaping teacher's emotional experiences
- ✓ How teachers mentally separate work satisfaction from life satisfaction

These findings can complement quantitative results.

6. Examine cultural and regional influences

Future studies should explore how socio-cultural norms in North India, such as family expectations, financial obligations, or gender roles, influence subjective well-being differently from workplace factors.

7. Study domain-specific well-being

Instead of focusing solely on overall well-being, researchers can assess specific dimensions, including:
- ✓ Emotional well-being
- ✓ Social well-being
- ✓ School-related well-being
- ✓ Mental health symptoms

Job satisfaction may correlate more strongly with certain dimensions than with overall subjective well-being.

8. Use multi-method data collection

Incorporating mixed methods, such as physiological measures (e.g., stress hormones), observational data, or peer assessments, can reduce self-report bias and provide a more comprehensive understanding of teacher well-being.

9. Analyze demographic differences

Future research could examine whether the relationship between job satisfaction and well-being varies based on:
- ✓ Age
- ✓ Gender
- ✓ Marital status
- ✓ Teaching experience
- ✓ School level (primary or secondary)

This approach can uncover subgroup-specific patterns.

10. Evaluate intervention-based studies

Future studies can design and test well-being or stress-reduction programs to determine:
- ✓ Whether enhancing well-being leads to increased job satisfaction
- ✓ Whether targeted interventions strengthen the relationship between job satisfaction and well-being

Such studies will help clarify causal links and inform effective support strategies.

XIII. REFERENCES

[1] **Blum, M. & Naylor, J. (1968)**. Industrial psychology: Its theoretical and social foundation. *New York: Harper and Row*

[2] **Das, Bijoy Laxmi (1988)**. A Study of Secondary School Teachers' Job Satisfaction and Job Motivation in Cuttak District of Orissa. M.Phil., Edu. *Pune: Indian Institute of Education*.

[3] **Desai, A. (2016)**. Efficacy of Gender and Age on Spirituality and Psychological Well-Being of Adults. *International Journal of Indian Psychology, 3(2)*, pp 83-92.

[4] **Diener E, Seligman, M.E.P. (2004)**. Beyond Money: Toward an Economy of Well-Being. *Psychol Sci Public Interest. Jul;5(1)*, pp 1-31.

[5] **Diener, E. (1984)**. Subjective well-being. *Psychological Bulletin, 95(3),* pp 542-575.

[6] **Diener, E. (2000)**. Subjective wellbeing: The science of happiness and a proposal for a National Index. *American Psychologist. 55 (1)*, pp 34-43.

[7] **Dinham, S., & Scott, C. (2000)**. Moving into the Third Outer Domain of Teacher Satisfaction. *Journal of Education Administration, 38*, pp 379-396.

[8] **Hussain, S., Saba, N. us, Ali, Z., Hussain, H., Hussain, A., & Khan, A. (2022)**. Job Satisfaction as a Predictor of Wellbeing Among Secondary School Teachers. *Sage Open, 12(4)*.

[9] **Jacob G S & Kiran Babu N C (2021)**. Psychological Well-Being and Job Satisfaction among Teachers. *International Journal of Indian Psychology, 9(4)*, pp 159-165.

[10] **Jalali, Z. and Heidari, A. (2016)**. The Relationship between Happiness, Subjective Well-Being, Creativity and Job Performance of Primary School Teachers in Ramhormoz City. *International Education Studies. 9(6)*, pp 45-52.

[11] **Kaur, R., & Sharma, N. (2023).** Job Satisfaction among Secondary School Teachers in In-dia. *International Journal of Educational Development, 45*, pp 58-62.

[12] **Locke, E.A. (1969).** What Is Job Satisfaction? *Organizational Behavior and Human performance, Vol. 4*, 309-336.

[13] **Locke, E.A. (1976).** The Nature and Causes of Job Satisfaction. In: Dunnette, M.D., Ed., *Handbook of Industrial and Organizational Psychology, Vol. 1*, pp 1297-1343.

[14] **Sell, H., & Nagpal, R. (1992)**. Assessment of Subjective Well-Being: The Subjective Well-Being Inventory (SUBI). *New Delhi: Regional Office for South-East Asia, World Health Organization*.

[15] **Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969).** Job Descriptive Index [Database record]. *APA PsycTests*.

[16] **Veenhoven, R. (2008)**. Healthy Happiness Effects of Happiness on Physical Health and the Consequences for Preventive Health Care. *Journal of Happiness Studies, 9*, 449-469.