



Job Satisfaction in relation to Psychological Well-being of government and non government teachers

The major objective of the present study was to compare the job satisfaction and psychological well being between government and non government teachers. A total of 100 (50 government and 50 non government) teachers were randomly selected from different schools of Azamgarh district of U.P. ranging between 30-50 years of age. Dr.Amar Singh & Dr. T.R.Sharma' Job Satisfaction Scale and Dr.S. K.Verma & Anita Verma' General Well being Scale was administered to measure the job satisfaction and psychological well being of government and non government teachers. The results indicated that there was significant differences between job satisfaction level and psychological well being of government and non government teachers. Key Words : Job Satisfaction, Psychological Well being and Government and Non government. teachers.

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Introduction :

As it is well known fact that in the fast changing world of today the role of the teacher assumes special significance. Since the teacher is instrumental more than anybody else in helping the younger generation to imbibe the right values, Skills and attitude necessary to cope with the world of tomorrow.

The role of the teacher in the educational process is always challenging and dynamic, so he must be fit by body, mind and soul. The success of education process depends much more upon the character and ability of teachers. The Teacher must have the right attitude to impart proper education, according to ideas and ideologies of community and nation. It is possible when a teacher has involvement and satisfaction in their job.

Job Satisfaction :

Job satisfaction is one of the most popular and widely researched topics in the field of organizational psychology (Spector, 1997). Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction has been studied both as a consequence of many individual and work environment characteristics and as an antecedent factor to many outcomes. Those employees who have highly satisfied of own job, they are usually less absent, less likely to leave, more productive, more committed to his work and organization, and more satisfied with own lives (Lease, 1998). Job satisfaction is an attitude that employees have about their work and based on numerous factors, both

intrinsic and extrinsic to the individuals. Job satisfaction is important for the retaining the appropriate employees within the organization. Job satisfaction is a set of favorable or unfavorable feelings with which employees view their work. It is a worker's sense of achievement and success and is generally perceived to be directly linked to productivity as well as to personal wellbeing. The happier people are within their job, the more satisfied they are said to be. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction can be influenced by a variety of factors, e.g., the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfillment in their work, etc.. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction; describes how satisfied an individual is with his or her job. According to Sinha (1971) "Job satisfaction is the effect and attitudes produced by individual's perception of fulfilment of his needs in relation to his work and the situation surrounding it.

Psychological Well-being :

Psychological well-being of the individuals is possible to be affected from inner processes such as personality, and temperament, etc., and can also be affected from occupational factors such as occupation, working environment, and job satisfaction. The occupation individuals carry on can affect both their job satisfaction and psychological well-being. An occupational life in coherence with interests, abilities

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and values can positively affect the level of satisfaction from the occupation, and this positively reflects upon psychological well-being of the individuals. Employees with a positive attitude towards the occupation they carry on are happier and more satisfied with their self. On the other hand, employees with negative attitudes towards their occupation can encounter several emotional, mental and physical problems (Malasch & Leiter, 1997; Okyay, 2009). In this sense, professional life creating the big part of life can be assessed as one of the fundamental factors of psychological well-being. Psychological well-being has recently been discussed upon the happiness of individuals within the framework of several variables. Ryff (1989) mentioned that psychological well-being was a concept to be evaluated within the scope of positive psychology. Ryff (1989) defined psychological well-being as individuals' having the power to struggle in order to establish the balance between their life anxiety and individual and social interests. According to him, well-being should be explained through an integrative understanding benefiting from life development, mental health and clinical viewpoint. Being different from happiness, well-being has been discussed as individuals' effort to realize their own real potential. For that reason, he was influenced, especially in his studies related to psychological well-being, from development psychology, the concepts of self-realization, maturity, and functionality. In reference to this viewpoint, Ryff (1995) expressed that happiness was not the key message, and happiness could be as result of a good life. The factors that can be expressed as good life or psychological well-being includes positive relationships with the others, environmental domination, autonomy, life purpose, personal development and self-acceptance. According to Ryff (1995), the concept of psychological well-being was a multi-dimensional structure including the life attitudes of individuals rather than a simple combination of positive-negative emotions and life satisfaction (subjective well-being). McGregor and Little (1998) expressed well-being as related to evaluating the meaning of life and puposes in life. According to Ryan and Deci (2001), well-being could be explained with psychological need. According to them, basic psychological needs were autonomy, competence and establishing relationships, the skill of meeting these needs explained well-being. The concept of psychological well-being was defined as struggling for challenge, making efforts, personal development and growth by Waterman (1993). When the concept of psychological well-being is considered together with the occupational life, it can be defined as individuals' establishing positive relationships with the people around, occupational acceptance, personal development, meeting life and occupational needs, and so realizing themselves providing the life development personally. Professional

life is a process creating the big part of individuals. Feelings, thoughts and behaviors of individuals during this process can remarkably lead their well-being levels.

After review of literature, we found that most have been studies of the job satisfaction with other psychological factors and variables, but job satisfaction and Psychological well being is not simultaneously studied. Those who were also studied, in that there are contrasting findings about the effect of type of teacher on levels of job satisfaction and psychological well being. Consequently, the present study is designed to compare the job satisfaction and Psychological well being of government and non government teachers.

Statement of Problem :

“Job Satisfaction in relation to Psychological Well being of government and non government teachers”.

Objectives of the study :

(i) To compare the Job Satisfaction and Psychological Well being of government and non government teachers.

(ii) To study of the relationship between job satisfaction and psychological well being.

Hypotheses :

(i) Government teachers will be perceives higher job satisfaction as a comparison to non government teachers.

(ii) Government teachers will be perceives more psychological well being as a comparison to non government teachers.

(iii) There will be a positive correlation between Job Satisfaction and Psychological well being between government and non government teachers.

Method :

Sample :

The present study was conducted on 100 samples, (50 Government and 50 Non government teachers) were randomly selected from different schools of Azamgarh district of U.P. ranging between 30-50 years of age.

Tools Used :

(i) **Job Satisfaction Scale :** It scale constructed and standardized by Dr.Amar Singh (Govt.Mahendra College Patiala) & Dr. T.R.Sharma (Former Deen and Professor Panjabi University Patiala).

(ii) **General Well being :** It scale constructed and standardized by Dr.S. K.Verma (Additional Professor of Clinical Psychology, Dept. Of Psychiatry, PGI,Chandigarh) & Anita Verma (Dept. Of Psychology,Panjab University Chandigarh).

Procedure :

The researcher personally approached the respondents and collected information about them. After that 'Job Satisfaction Scale' and 'General Well being Scale' was administered and scored as per manual.

Statistical Techniques used :

Mean, Standard deviation 't' test and coefficient correlation were the statistical techniques used for carrying out the analysis and interpretation of the data collected.

Result and Discussion :

Table 1 : Showing Values of Mean, Standard deviation & 't' of Job Satisfaction level of Teachers

Variables	N	M	S.D	't' value
Government	50	81.54	5.80	12.3*
Non government	50	64.94	7.59	

*.05 significance level

A perusal of table-1 shows that mean score of job satisfaction of government teachers (M= 81.54 ± 5.84) is comparative higher than non government teachers (M= 64.94 ± 7.59).

It is evident from table -1 that obtained't' value between government and non government teachers is 12.3 respectively. Job satisfaction with reference to type of teacher were found to differ significantly at respectable level of significance. So the research hypothesis "Government teachers will be perceives higher job satisfaction as a comparison to non government teachers." is accepted.

Table 2 : Showing Values of Mean, Standard deviation & 't' of Psychological well being of teachers

Variables	N	M	S.D	't' value
Government	50	14.2	3.81	2.4*
Non government	50	12.5	3.52	

*.05 significance level

An inspection of table-2 reveals that mean score of Psychological well being (M= 14.2± 3.81) is comparative higher than non government teachers (M= 12.5± 3.52).

It is evident from table -2 that obtained't' value between government and non government teacher is 2.40 respectively. Psychological well being with reference to type of teacher were also found to differ significantly at respectable level of significance. So the research hypothesis "Government teachers will be perceives more psychological well being as a comparison to non government teachers." is accepted.

Table 3 : Showing coefficient correlation between Job Satisfaction and Psychological Well being

Variables	Correlation Value	Correlation
Job Satisfaction and Psychological well being	+0.22*	Significant Positive Correlation

*.05 confidence level

An inspection of table-3 reveals that the relationship between job satisfaction and psychological well being is very weak. Therefore, we can say that if a person is better in psychological well being level, then it is not necessary that he has a high job satisfaction level too. So the research hypothesis "There will be a positive correlation between Job Satisfaction and Psychological well being between government and non government teachers." is accepted.

The finding might be interpreted that the government teachers are more satisfied than the non government teachers. This is due to the flexibility, security of a job, high wage and independence enjoyed by government teachers, because the non government teachers suffer from more occupational stress as compared to government teachers. Sometime, because of job insecurity, work overload, work pressure, role ambiguity (Rizvi 2009) as Poonam (2009) have found that private sector employees face more role ambiguity as compared to public sector employees. Psychological well being and Job satisfaction plays a significant role in one's personal, social and occupational life, consequently it affects the home environment as well as the work environment of a person. The highest mean score on Psychological well being and Job satisfaction exhibits good mental state and healthy adjustment of people with their work environment, while obtaining a low mean score on Psychological Well being Scale may show unhappiness, poor social relations and maladjustment with work environment etc.

People with high psychological well being and job satisfaction level tend to act in more pro-social ways and contribute towards strengthening the society and community for example, teachers with better psychological well-being and high Job satisfaction contribute towards strengthening the nation. For example, if a teacher feels good, he/she may be satisfied with his/her teaching job and pay attention to his/her duties in the classroom as well as in school. If a teacher better in Psychological well being and more satisfied his /her work, he/she would better understand his/her potentials in teaching, learning process, develop the self, have confidence in his actions, which is essential for any profession; set meaning and purpose of life (Ryff & Keyes, 1995), which focuses on what is the mission of teaching and how to achieve the teaching goal which has long term significance like higher life satisfaction, self esteem and coping and resilience; dealing with all situations good as well as bad which in turn facilitate mental health etc; positive and meaningful relationships influences both aspects of well being that is reduction in impact of negative experiences and help to create meaningful and positive life experiences which helps teachers to motivate in school engagements (Furrer and Skinner, 2003).

Conclusion :

It may be concluded that Psychological well-being and job satisfaction is one of the important goals for which an individual and society strive for. For growth of any nation, education is a very important factor and educating the younger generation from becoming a responsible citizen is the primary responsibility of teachers. So in every situation teacher should be more effective, motivated and having a healthy well being. Good psychological well being and high satisfaction with his job is essential for teachers because it includes self growth of teacher, emphasizes on the teacher's sense of direction, meaning or purpose of life

by achieving teaching goals, makes teacher confident by autonomous or self determined behavior, help teachers to gain mastery over all situation in school settings which is the significant aspect of good mental health and make teachers and students bonding stronger. With all these qualities teacher can grow and flourish in their profession. If a teacher has good psychological well being and highly satisfied with his/her job, he/she can contribute most creative, innovative and intelligent inputs in the classroom for the betterment of students.

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‘रिसर्च लिंक’ की सदस्यता का शुल्क भुगतान राष्ट्रीयकृत बैंकों द्वारा सीधे ट्रांसफर या जमा किया जा सकता है। बैंक का विवरण निम्नानुसार है-

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भुगतान की मूल रसीद, शोध-पत्र एवं सीडी के साथ कार्यालयीन पते पर भेजना अनिवार्य है।



A Study of Frustration of Working and Non-Working Women

The present study is an attempt to investigate the frustration in working and non-working women. The sample comprised of 70 women out of them 35 were working and 35 were non-working women. A reaction to Frustration Scale (RFS) by Dixit and Srivastava was administered to the selected sample to assess their frustration level. The data so collected was analyzed statically by employing Mean, SD and t-test. Results revealed that no significant difference exist between working and non-working women. No significant difference has also been seen between working and non-working women belonging to the age group of 21-30 and 31 above, both groups were found to have equal level of stress. However, on fixation dimension of frustration significant difference has been found between working and non-working women. Further, non-working women were found to have higher frustration due to higher fixation.

DR. ALKA RANI

Frustration is a state of emotional stress characterized by confusion, annoyance and anger. Interruption to goal seeking behaviour causes frustration. Frustration occurs whenever pleasure seeking or pain avoiding behaviour is blocked. Feeling of fear of failure germinates frustration. Frustration is often defined in different ways, making the subject somewhat ambiguous. Frustration was first introduced by Freud (1933) as a concept of goal attainment. Frustration occurs when there is an inhibiting condition which interferes with or stops the realization of a goal. If the goal is unfulfilled, frustration is experienced because satisfaction was not achieved and hopes were suddenly thwarted. For Freud, frustration included both external and internal barriers to goal attainment and blocking satisfaction. Dollard et al., (1939) define frustration as an interference with the occurrence of an instigated goal-response at its proper time in the behaviour sequence, because an instigated goal response entails only that the goal be anticipated. Frustration is due to the expectation and anticipation of a goal, not the actual attainment of the goal (Berkowitz, 1978). Interruption to goal seeking behaviour causes frustration. The person's awareness of his inability to satisfy his drives and his failure to reach the goals he has set for himself makes him helpless and he suffers from injured pride leading to frustration (Wright, 1956). Frustration is expressed in various modes- Aggression, Resignation, Fixation and Regression (Eysenck, 1972). Aggression plays a prominent role in behaviour disorders. The occurrence of aggression always presupposes the existence of frustration and vice versa. In resigned behaviour there is extreme elimination of needs, no plans, no future orientations, withdrawal from social contacts, isolation etc. In resignation the conflict situation arises. In fixation the behaviour of the individual is without

goal orientation, stereotyped, compulsive and extremely persistent. Here behaviour is repeated over and over again without variations and shows a degree of resistance to change. Regression type of behaviour is not because of previously learned behaviour but is due to frustration. Regression lowers constructiveness and represents a backward step in development.

Today's life is full of challenges. It is human nature to face the challenges boldly or to escape from it. In this age, people are aspired to have all the things to lead a comfortable life. They also want to give better education to their wards and to fulfill all these things. Women are also working so that they could contribute to the upbringing of children. But these days the world of work differs considerably from the working environment of 30 years ago, longer working hours at work are not unusual. Frequent changes in culture and structure are often cited as well as the loss of lifetime career paths which leads to greater pressure and frustration. Not only working women have various responsibilities, housewives also have to bear lots of responsibilities. They not only have to do household tasks but also help their children in homework, to have lots of information what is happening all around the world and to have knowledge about latest technology so that could educate their children in a better way. All these things contribute in developing stress which causes frustration. All these things motivated the researcher to conduct the research on the frustration of working and non-working women.

Objectives of The Study :

(i) To study the difference in frustration of working and non-working women.

(ii) To study the difference in frustration of working and non-working women belonging to the age group of 21-30 and 31 above.

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Hypotheses :

(i) There exists no significant difference in the frustration of working and non-working women.

(ii) There exists no significant difference in the level of frustration of working and non-working women belonging to the age group 21-30 and 31 and above.

Sample of The Study :

35 working and 35 non-working females has been taken as the sample for the present study. Sample was selected with the help of purposive sampling technique.

Research Method :

The research method is of utmost important in the research process. They describe the various steps of the plan of action to be adopted in solving a research problem. The present study was an attempt to explore the difference in the frustration of working and non-working women. So, descriptive survey method of research was employed for the present study as this method is concerned with surveying, describing and investigating the existing phenomenon or issues, conditions and relationships that exist (Wiersma and jurs, 2009).

Tools Used :

Reactions to frustration scale by dixit and Srivastava was used by the researcher for collection of data.

Results and Discussion :

To fulfill the objectives of the study, the obtained data was calculated and analyzed with the help of mean, standard deviation and t-test. The results have been presented in separate headings as below:

Difference (Dimension wise) in Frustration of working and Non-Working Women :

To find out whether any difference exists in the frustration of working and Non-working women, t-ratio was calculated which is presented in Table-1

Table 1 : Significance of Differences (Dimension Wise) in Frustration of Working and Non-Working Women

S. No.	Areas of frustration	Working		Non-Working		‘t’
		Mean	S.D.	Mean	S.D.	
1	Aggression	21.74	7.48	20.31	6.78	.837
2	Resignation	25.63	7.73	23.40	6.92	1.27
3	Fixation	21.43	5.84	24.57	6.54	-2.12*
4	Regression	34.37	4.89	34.9	5.04	-.361

df =68 *Significant at .05 level of significance.

It can be elucidated from table-1 that the computed t-value for comparing working and non-working women for the different dimensions of frustration viz. aggression, resignation and regression are .837, 1.27 and -.361 respectively which is less than the critical value. Thus in these areas of frustration the mean difference between working and non-working women is not significant. It means both groups are equal on aggression, resignation and regression dimension of frustration. However a close examination of the table shows that the mean scores of working women for different dimensions of frustration viz.

aggression, and resignation are 21.74, and 25.63 respectively with corresponding SD 7.48, and 7.73 respectively which are higher than the mean score of non-working women i.e. 20.31, and 23.40 respectively with corresponding SD 6.78, and 6.92 respectively. As per mean scores, it could be said that working women are more frustrated due to higher level of aggression and resignation as compared to their counterpart i.e. non-working women. Singh (2013) also found that working women are more aggressive and have more feeling of resignation as compare to non-working women. Working women could be more frustrated as they are so busy with their office work and get less time for socialization and also feels isolated.

A close examination of table-1 has made it clear that the computed t-value for comparing working and non-working women for the fixation dimension of frustration is -2.12 which is higher than the critical value at .05 level of significance. It means working and non-working women differ significantly in the fixation area of frustration. Mean score of working women on fixation dimension is 21.43 with

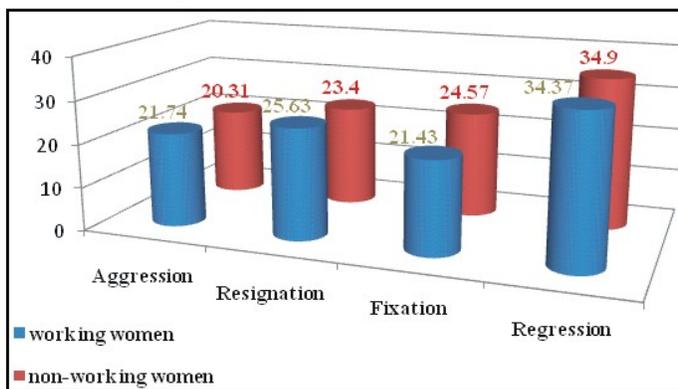


Figure 1 : Bar graph showing dimension wise difference in the frustration of working and non-working women

corresponding SD 5.84 which is less than the mean score of non-working women i.e. 24.57 with corresponding SD 6.54. On basis of mean scores it could be said that non-working women feels more frustrated due to higher fixation area of frustration in comparison to their counterpart i.e. working women. The probable reason could be that they feel as if they are not doing anything important, have no future plans and get fed up of their routine work.

Difference in Frustration of working and Non-Working Women :

To find out whether any difference exists in the frustration of working and Non-working women, t-ratio was calculated which is presented in Table-2

Table 2 : Significance of Difference in Frustration of Working and Non-Working Women

Sr. No.	Groups	N	Mean	SD	‘t’
1	Working women	35	103.17	13.14	.025
2	Non-working women	35	103.08	15.17	

N=70

df=68

A close examination of table-2 has made it clear that the obtained t-value for comparing the frustration of working and non-working women is .025 which is less than the critical value at .05 level of significance. It means no significant difference exist in the frustration of both groups. It can be said that both groups have equal level of frustration. The probable reason could be that whereas working women feels frustrated due to pressure of workload at workplace, the life of non-working women is also not so easy as they are expected to do all the household work by themselves as well as to look after the study needs and other daily requirements of their children. It might also be that whereas working women feels frustrated as they do not find time to fulfill their personal desires while non-working women may developed inferiority complex as they are dependent on others to fulfill their desires.

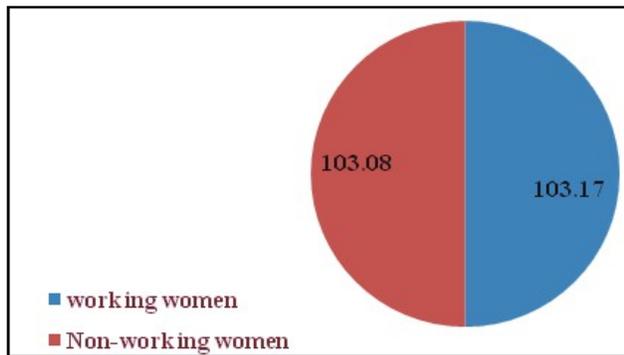


Figure 2 : Pie chart showing difference in the Frustration of working and non-working women

Difference in Frustration of Working and Non-working women belonging to the age group of 21-30 and 31 and above:

To find out whether any difference exists in the frustration of working and Non-working women, t-ratio was calculated which is presented in Table-3

Table 3 : Significance of Difference in Frustration of Working and Non-Working Women Belonging to The Age Group of 21-30 and 31 Above

Category	Age group	N	Mean	SD	't'
Working	21-30	14	101.29	8.5	1.89
Non-working		20	100.5	13.8	
Working	31 and above	21	104.43	15.5	-.389
Non-working		15	106.53	16.65	

Table-3 shows that the computed t-value for comparing the frustration of working and non-working women belonging to the age group of 21-30 is 1.89 which is less than the critical value at .05 level of significance. It means there is no significant difference in the frustration of working and non-working women belonging to the age group of 21-30. However while giving a close look towards the mean scores it was found that mean score of working women belonging to the age group of 21-30 is 101.29 which is higher than the mean score of non-working women i.e. 100.5. As per mean scores it could be said that working women of the age group of 21-30 are more frustrated than

the non-working women. The probable reason could be that working women feels more frustrated as they have shortage of time due to the workload and may feel difficulty in making adjustment between home and workplace.

It also can be elucidated from table-3 that the obtained't' value for comparing the frustration of working and non-working women belonging to the age group of 31 and above is 1.89 which is less than the critical value at .05 level of significance. It means there is no significant difference in the frustration of working and non-working women belonging to the age group of 31 and above. It can be said that both groups have equal level of frustration.

Further, it was also found that the mean scores of working women of the age group of 31 and above is 104.43 which are less than the mean scores of non-working women i.e. 106.53. As per mean scores it can be said that non-working women are more frustrated than their counterpart i.e. working women. The probable reason could be that during a course of year non-working women may start feeling that they haven't done anything fruitful in their life. As now their children grownup and now they have plenty of time, have desire to do lots of things and wants to fulfill their dreams now but as they are financially dependent may hesitate for demanding anything for themselves.

Conclusion :

It is well known fact that a small level of frustration or stress is desirable for the progress of life. But if the level is increased, it could be dangerous for the health. Women are those members of the society on whom all family members depends for the fulfillment of their basic needs. If women feel frustrated, whole family will suffer. Organizations where women work, should provide congenial environment and equal treatment should be given to them with that of male members, At family level, they should not be made to feel inferior by their husbands and other members as they are not working so that are not contributing in the development of the family. They should keep in mind that women are important members not only of the family but also of the society without whom they could not perform their own tasks in a better way.

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मृत्यु दुश्चिन्ता पर धर्म का प्रभाव : एक मनोवैज्ञानिक अध्ययन

प्रस्तुत शोधपत्र में मृत्यु दुश्चिन्ता पर धर्म के प्रभाव का मनोवैज्ञानिक अध्ययन किया गया है। शंकराचार्य के अनुसार परम सत्य ब्रह्मात्मा या परमात्मा है। दोनों का अर्थ एक ही है, जो कि सत्य एवं ब्रह्मबोध की अंतिम सीढ़ी है। शंकराचार्य और महात्मा बुद्ध के विचारों में समानता है। शंकराचार्य का मत था कि स्वयं में ब्रह्म की अनुभूति करना और उस पर विश्वास करना तथा स्वतः को ईश्वर या ब्रह्म मान लेना पूर्णरूपेण स्वयं को पहचानने का एक मात्र साधन है। इस विचारधारा की पुष्टि स्वामी रामानुज के लेखों एवं आधुनिक महात्मा स्वामी विवेकानन्द द्वारा होती है। इन सभी दर्शनों में एक समानता है और सभी धर्म इस अंतिम सत्य को स्वीकार करते हैं कि इस सत्य को जान लेने के बाद किसी अन्य वस्तु को जानने की आवश्यकता नहीं होती है। सभी धर्मों के अनुसार, आत्मा अमर है, स्थान परिवर्तन या शरीर परिवर्तन मृत्यु के बाद होता है, जो परम सत्य है।

डॉ. जंग बहादुर यादव

परिचय :

मृत्यु की प्रत्याशा रखने वाले व्यक्तियों में अनेक प्रकार के मानसिक विकार जैसे—मानसिक तनाव, मानसिक द्वन्द्व, कुण्ठा, मानसिक भय, मनस्ताप—न्यूरोसिस एवं मृत्यु—दुश्चिन्ता आदि पाए जाते हैं। अतः मृत्यु—दुश्चिन्ता के सन्दर्भ में दुश्चिन्ता की प्रकृति का अध्ययन करना आवश्यक है।

दुश्चिन्ता का स्वरूप :

भय चिन्ता का मूल है। भय जीवन की सहजात प्रवृत्ति है और चिन्ता भी। भय और चिन्ता दोनों ही जीवन मात्र की साधारण प्रकृति है, एक जीवकोश के अत्यन्त क्षुद्र प्राणी से लेकर मनुष्य तक यहाँ तक की नवजात शिशु में भय के सूचक व्यवहार का पता लगता है। भय के कारण 'भागना' स्वभाविक व्यवहार है। पशु भय के कारण वस्तु का सामना करते हैं, अनेक कौशलों का प्रयोग करता है।

भारतीय विचारधारा में दुश्चिन्ता का सार 'स्मरण' या 'अनुध्यान' माना गया है, 'स्थाच्चिन्ता' स्मरण मनुध्यानम् (अमर कोभा 1/23) अन्य स्थलों में संस्कृत साहित्य में बहुधा 'चिन्तायामि' का अर्थ 'सतत स्मरण' किया गया है। जो बातचीत से क्षण भर के लिए न उतरे भुलाई न जा सके, चलते—फिरते, सोते—जागते, आँखों के सामने बनी रहे वही दुश्चिन्ता का विषय है। कुछ भी हो भय और दुश्चिन्ता दोनों में घनिष्ठ सम्बन्ध है। दोनों का जीवन के लिए महत्व है। आधुनिक मनोविज्ञान इनके सम्बन्धों और महत्व का अध्ययन करता है।

मृत्यु—दुश्चिन्ता की मनोवैज्ञानिक पृष्ठभूमि :

चिन्ता तुराणां न सुखं न निद्रा

चिन्ता से आतुर लोगो को न सुख है न नींद।

चिन्ता मन की पीड़ा है, जीवन का ज्वर है और प्राणों का परिताप। इससे मन की क्षमताओं का ह्रास होता है। सामाजिक

व्यवहार में विरूपण पाया जाता है। मानव व्यक्ति के सभी पक्षों में चिन्ता के छा जाने से बुद्धि कुण्ठाग्रस्त हो जाती है, चित्त चंचल और मन मूढ़ हो जाता है या स्वयं समाप्त हो जाता है। बाह्य एवं आन्तरिक जीवन में विघटन प्रारम्भ हो जाता है। भय, चिन्ता का मूल स्रोत है। भय के कारण जीवन और संसार के प्रति सारा दृष्टिकोण विकृत हो जाता है। मन में न तो उत्साह रहता है और न ही उमंग। पलायन की प्रवृत्ति विकसित होती है, यही नहीं कभी—कभी आत्म—हत्या की इच्छा जागृत होती है। उस जीवन में नीरसता का अनुभव होता है उसमें विमूढ़ भाव, मानसिक अस्वस्थता, निर्णय, क्षमता का अभाव, अनिश्चितता, भयंकर एकरसता, सूनापन, दिशाहीनता, एकाकीपन, घुटन, असहाय कामना, वेदना आदि प्रकार के अनेक पीड़ाजनक अनुभव होते हैं। निर्णय लेने क्षमता का पूर्णतः अभाव पाया जाता है। मन और जीवन की इस विघटनकारी अनुभूति को मनोवैज्ञानिकों ने दुश्चिन्ता की संज्ञा दी है। इसका पर्यायवाची अशान्ति है।

मृत्यु के सन्दर्भ में विभिन्न धार्मिक दृष्टिकोण :

व्यक्ति में अपनी पहचान को जीवित बनाये रखने की चाह उसके जीवित रहने की चाह से अधिक प्रबल होती है। जिसकी पूर्ति धार्मिक दर्शन के अध्ययन से हाती है। यह दर्शन उसमें यह विश्वास उत्पन्न करता है कि मृत्यु के पश्चात् आगे भी उसका अस्तित्व और उसकी पहचान के बने रहने का क्रम जारी रहता है, क्योंकि धार्मिक विश्वास पहचान न खोने की उसे गारण्टी देते हैं।

ऐसे ही विचारों ने वर्तमान शोधकर्ताओं को यह स्वीकारने की प्रेरणा दी और यह मार्गदर्शन किया कि धार्मिक विश्वास से मृत्यु भय में ह्रास पाया जाता है। मृत्यु सम्बन्धी समस्याओं के समाधान की खोज में कुछ धर्मों के दार्शनिक पक्षों का अध्ययन किया गया है।

हिन्दू धर्म का दृष्टिकोण :

हिन्दू धर्म की पवित्र पुस्तक गीता में मृत्यु एवं पुनर्जन्म, आत्मा

सहायक प्राध्यापक (मनोविज्ञान विभाग), राष्ट्रीय पी.जी. कॉलेज, सुजानगुज, जौनपुर (उत्तरप्रदेश)

एवं परमात्मा के सम्बन्ध में विस्तृत वर्णन किया गया है। हिन्दू धर्म के अनुसार ब्रह्म पद की प्राप्ति ही परम शक्ति की प्राप्ति है। जीवन चक्र में जीवन एवं पुनर्जन्म का कारण जीवन के कर्मों से है, जो सत्काम करता है, सत्मार्ग पर चलता है उसे बार-बार के जन्म से मुक्ति मिल जाती है, लेकिन ब्रह्मत्व को प्राप्त हो जाना ही सत्य की प्राप्ति है।

शंकराचार्य के अनुसार परम सत्य ब्रह्मात्मा या परमात्मा है। दोनों का अर्थ एक ही है, जो कि सत्य एवं ब्रह्मबोध की अन्तिम सीढ़ी है। शंकराचार्य और महात्मा बुद्ध के विचार में समानता है। शंकराचार्य का मत था कि स्वयं में ब्रह्म की अनुभूति करना और उस पर विश्वास करना तथा स्वतः को ईश्वर या ब्रह्म मान लेना पूर्णरूपेण स्वयं को पहचानने का एक मात्र साधन है। इस विचारधारा की पुष्टि स्वामी रामानुज के लेखों एवं आधुनिक महात्मा स्वामी विवेकानन्द द्वारा होती है। इन सभी दर्शनों में एक समानता है और सभी धर्म इस अन्तिम सत्य को स्वीकार करते हैं कि इस सत्य को जान लेने के बाद किसी अन्य वस्तु को जानने की जरूरत नहीं पड़ती है।

आत्मा के अमरत्व की कल्पना इस्लाम, यहूदी तथा ईसाई आदि धर्मों में अपना एक महत्वपूर्ण स्थान रखती है। उनके अनुसार आत्मा अमर है, स्थान परिवर्तन या शरीर परिवर्तन मृत्यु के बाद होता है, जो परम सत्य है।

इस्लाम धर्म का दृष्टिकोण :

इस्लाम धर्म की पवित्र पुस्तक 'कुरान' में मृत्यु के सन्दर्भ में विस्तृत विवेचना मिलती है। इस्लाम धर्म के अनुसार मनुष्य की एक मनोवैज्ञानिक प्रवृत्ति होती है। मानव के चेतना में मृत्यु का भय मनोवैज्ञानिक होता है। मृत्यु का यह भय उसे गलत कार्य एवं पाप को करने से रोकता है। मृत्यु के पूर्व मृत्यु का भय उसे ईश्वर की ओर ले जाता है, और उसी समय मानव को ईश्वर से प्रेम भाव रखने के लिए प्रेरित भी करता है कि मृत्यु का भय उसके चेतना से निकल जाए। यही मृत्यु का भय उसे हमेशा के लिए ईश्वर से मिला देती है।

इस्लाम धर्म के अनुसार मृत शरीर जब कब्र में दफना दिया जाता है, तो उनके लिए अनुभवों के आधार पर वहाँ भी कुछ सैद्धांतिक कर्म होता है, जो मृतक व्यक्ति द्वारा किया जाता है।

मृत्यु के सन्दर्भ में वैज्ञानिक दृष्टिकोण :

मृत्यु के सम्बन्ध में लोगों की धारणा और विचार क्या है? उससे सम्बद्ध समस्याएँ क्या हैं ? इस दिशा में हुए वैज्ञानिक अध्ययनों में तर्कपूर्ण रूप से किए गए शोध कार्य पर्याप्त मात्रा में मिलते हैं। अनेक शोधकर्ताओं ने अपने शोध कार्य में मृत्यु भय की विचारधारा को धर्म में माना है।

Maria-M.Nagy (1948), के अनुसार 5 से 9 वर्ष तक के बालक मृत्यु को व्यक्ति के रूप में देखते हैं। उनके अनुसार मृत्यु रूपी व्यक्ति मृतक को उठा ले जाता है।

Wendell M.Swenson (1961) के अध्ययन से इस तथ्य पर प्रभाव होता है कि कि मृत्यु सम्बन्धी धारणा और विचारों का धर्म के घनिष्ठ सहसम्बन्ध है। धार्मिक व्यक्ति अधिकांशतः मृत्यु से कम भयभीत होते हैं।

सिम्यो जियम, में हुए अध्ययनों से यह तथ्य सामने आया कि मृत्यु के बारे में लोगों की सोच में तो एकरूपता है और न ही कोई

ऐसी समनता है, जिससे कोई सिद्धान्त निरूपित किया जा सके।

Jaspers (1959) आदि शोधकर्ताओं ने इस सम्बन्ध में अपना विचार व्यक्त करते हुए स्पष्ट किया है कि व्यक्तिगत अनुभव ही सर्वोच्च सत्य है, जिसके आधार पर मृत्यु के विचार को कोई रूप दिया जा सकता है।

उपकल्पना मृत्यु : दुश्चिन्ता मापनी पर हिन्दू एवं इस्लाम उत्तरदाताओं के प्राप्ताकों में सार्थक अन्तर होगा।

विधि :

इस अध्ययन के प्रतिदर्श रूप 640 हिन्दू एवं इस्लाम उत्तरदाताओं का चयन गया, जिनकी आयु प्रसार 18 से 22 वर्ष है। इन उत्तरदाताओं का चयन पूर्वी उत्तर प्रदेश के विभिन्न जनपदों के नगरीय एवं ग्रामीण क्षेत्र से किया है।

प्रशासन :

अनुसंधानकर्ता ने इसके लिए आजमगढ़, मऊ, बलिया, वाराणसी एवं जौनपुर जनपद में स्थित इण्टरमीडिएट एवं स्नातक के छात्र एवं छात्राओं से सर्वप्रथम सम्पर्क स्थापित किया एवं उनसे परीक्षण प्रशासित करने के लिए सहायता एवं अनुमति प्राप्त की। प्रदत्त संकलन के लिए विभिन्न इण्टर कालेजों एवं महाविद्यालयों से प्रयोज्यों का चयन किया गया।

परिणाम तालिका : मृत्यु-दुश्चिन्ता मापनी पर (हिन्दू प्रति इस्लाम) उत्तरदाताओं के मध्यमान, प्राप्ताक प्रामाणिक विचलन एवं टी-मूल्य

व्यक्तित्व कारण	संख्या	मध्यमान	प्रामाणिक विचलन	टी मूल्य	स्वतंत्रता	सार्थकता स्तर
हिन्दू	30	5.53	1.83	0.31	58	असार्थक
इस्लाम	30	5.4	1.38			

तालिका के अवलोकन से विदित होता है कि मृत्यु-दुश्चिन्ता मापनी पर हिन्दू उत्तरदाताओं के मध्यमान प्राप्ताक 5.53 प्राप्त हुआ। तथ्य इस बात की तरफ संकेत करते हैं कि हिन्दू उत्तरदाताओं में मृत्यु-दुश्चिन्ता की मात्रा इस्लाम उत्तरदाताओं की तुलना में अधिक पायी जाती है। दोनों समूहों के मध्य अन्तर की सार्थकता का परीक्षण करने के लिए टी-मूल्य का प्रयोग किया। प्राप्त टी-मूल्य 0.31 सांख्यिकीय दृष्टिकोण किसी भी सार्थकता स्तर पर सार्थक नहीं है।

धर्म एवं मृत्यु-दुश्चिन्ता मापनी पर टी मूल्य के असार्थक होने के निम्नवत कारण हैं :

(1) इस्लाम उत्तरदाता, हिन्दू उत्तरदाता की अपेक्षा धर्म सम्बन्धित परिवर्त्य को अधिक महत्व देते हैं।

(2) हिन्दू के विरुद्ध आचरण करने पर इस्लाम धर्म में कठोर दण्ड की व्यवस्था है।

(3) हिन्दुओं की अपेक्षा इस्लामों में धार्मिकता की भावना अधिक पायी जाती है (Hasan & Khalique, 1981), इसीलिए व अधिक पूर्णतावादी एवं सुरक्षित अनुभव करते हैं।

(4) भारत में हिन्दू और इस्लाम की धर्म व्यवस्था अलग-अलग है। यही कारण है कि इस्लाम उत्तरदाताओं में सामाजिक, सामूहिक उत्तरदायित्वहीनता की कम मात्रा पायी जाती है।

निष्कर्ष रूप में यह कहा जा सकता है कि धर्म मानव सम्बंधों को प्रभावित करने वाली एक विश्वास प्रणाली है, जिसकी

अभिव्यक्ति मानव व्यवहार के रूप में होती है धर्म मानव सम्बन्धों को प्रगाढ़ बनाता है। धर्म के द्वारा ही मानव कल्याण सम्भव है। धर्म का तात्पर्य औपचारिक धर्म से नहीं लेना चाहिए। धर्म एक आध्यात्मिक सत्य है।

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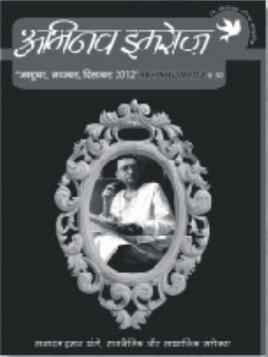




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सदस्यता शुल्क :
 रु. : 50 /- (एक प्रति)
 रु. : 500 /- (एक वर्ष)
 रु. : 2500 /- (पाँच वर्ष)
 रु. : 5000 /- (आजीवन)



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