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SUBJECTIVE WELL-BEING OF UNIVERSITY TEACHERS AS A PSYCHOLOGICAL FACTOR OF QUALITY OF HIGHER EDUCATION

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The aim of this paper is to find out subjective well-being of personal of Ukrainian educational organizations as a psychological factor of quality of higher education. Key contradictions of the position of Ukrainian university teachers which can bring about negative effects in context subjective well-being are analyzed. The levels of subjective well-being of Ukrainian university teachers are shown. Peculiarities of the well-being of teachers, based on gender-age and organizational-professional factors, are defined. The correlation between the well-being of university teachers, the psychological safety of the educational environment and the rating of the universities in which they work is determined. Conclusion on the advisability of improving the subjective well-being of university teachers in special training in post-graduate education is done.

Keywords: Higher education quality; university teachers, subjective well-being, quality indicators, psychological factor of quality of higher education, post-graduate education.

Higher education quality is transformative. It means that institutional products and services effect positive change in student learning (affective, cognitive, and psychomotor domains) and personal and professional potential (L. Schindler, S. Puls-Elvidge etc, 2015). This leads to a focus on psychological factors of quality of higher education which contribute to the development of a creative and safe educational environment. One of such factors is subjective well-being of participants in the educational process. Results of theoretical analyze of relevant literature are shown that most research concentrated on the individual student experience both in aspect quality of higher education and subjective well-being (Jamaludin N. L., 2016; Nikolayev B., 2016; Turner, D. A., 2011 etc.). But subjective well-being of university teachers practically don't investigated especially in context of quality of higher education.

There are such distinctive features of Ukrainian university teachers' work:

- extensive social contacts at different interaction levels (teachers, parents, students, public, superiors),
- high emotional tension of all activity components (the teachers should be a standard of good professional performance),
- overload of positional functions and responsibilities (the teacher's functions include monitoring of students' social education, teaching process control, teaching specific subjects, as well as public, cultural and educational activities, etc.),
- high responsibility under multi-factorial conditions, uncertainty of outcomes (teachers are responsible for quality of education thus influencing students' adult life and in the final analysis the country's future, as well) etc.

Key contradictions of the position of Ukrainian university teachers which can bring about negative effects in context subjective well-being are:

- between high positional requirements and actual educationists' status;
- between the profession's personality-related requirements and the teacher's actual level of preparedness to perform professional functions;
- between typical system of educationists' training and creative character of work;
- between the necessity to educate a unique and independent personality capable of constructive acting under sustained socio-economic changes and a set of social norms and values peculiar to a given culture;
- between the necessity to make independent and innovative decisions and considerable limitations of independence by superiors;
- between the necessity to take an uncompromising stand to survive in a tough competition and to be tolerant, humane and ethical which can develop a dissonance between the their self-

assessment of personal attributes, behaviors, activities, interactions and expectations of other people.

The aim of this paper is to find out subjective well-being of Ukrainian university teachers as a psychological factor of quality of higher education in Ukraine.

Theoretical bases are: subjective well-being as a cognitive-judgmental process (E. Diener, R. A. Emmons, K/ rif etc.), psychology of management in education (O. Bondarcuk, L. Karamushka, W. Kritsonis etc.), conceptual model of quality of higher education (L. Schindler, S. Puls-Elvidge etc.).

The following research instruments have been used: a) Satisfaction With Life Scale (SWLS, E. Diener et all); b) index of psychological safety of the educational environment, determined by the questionnaire I. Bayeva in author's modification. The essence of the modification was to take into account the specifics of the higher school when formulating questions of the questionnaire The obtained data were analyzed using ANOVA and correlation analysis (SPSS-17.0).

The sample included 280 University teachers from different regions of Ukraine, of whom 68.1% were females and 31.9% males. The respondents were divided into groups according to the 1) length of their service: less than 5 years (17.5% of the respondents), 5-15 years (16.5%), 15-25 years (25.3%), over 25 years (40.7%); 2) age : until 30 years (8,2%); 31–40 years (14,7%); 41–50 years (42,7%); 51–60 years (22.9%); over 60 years (11.5%) 3) position in the organization: head of chair (22.9%); regular teacher (77.1%); 4) position of University in the rating of higher educational institutions of Ukraine: high rating (20.8%); low rating (79.2%).

At the first stage of the investigation the mean score of the respondents' subjective well-being on the SWLS was 24.4, with a standard deviation of 4.9.

The detailed analysis which followed identified four groups of University teachers in accordance with their subjective well-being (Table 1).

Table 1

Groups of University teachers in relation to their subjective well-being

Groups	% of the respondents
Low subjective well-being	20.6
Reduced	25.5
Adopted	21.9
High subjective well-being	32.0

As is seen from table 1, a mere 32.0% of the respondents had high level of subjective well-being. 21.9% of the respondents were found to be adopted. It should be noted that 20.6% of the respondents had reduced level and 20.6% low level of their subjective well-being.

The obtained data have clarified the ANOVA results which found gender-related differences between the respondents with different subjective well-being, namely men had higher levels of subjective well-being compared to women (fig 1).

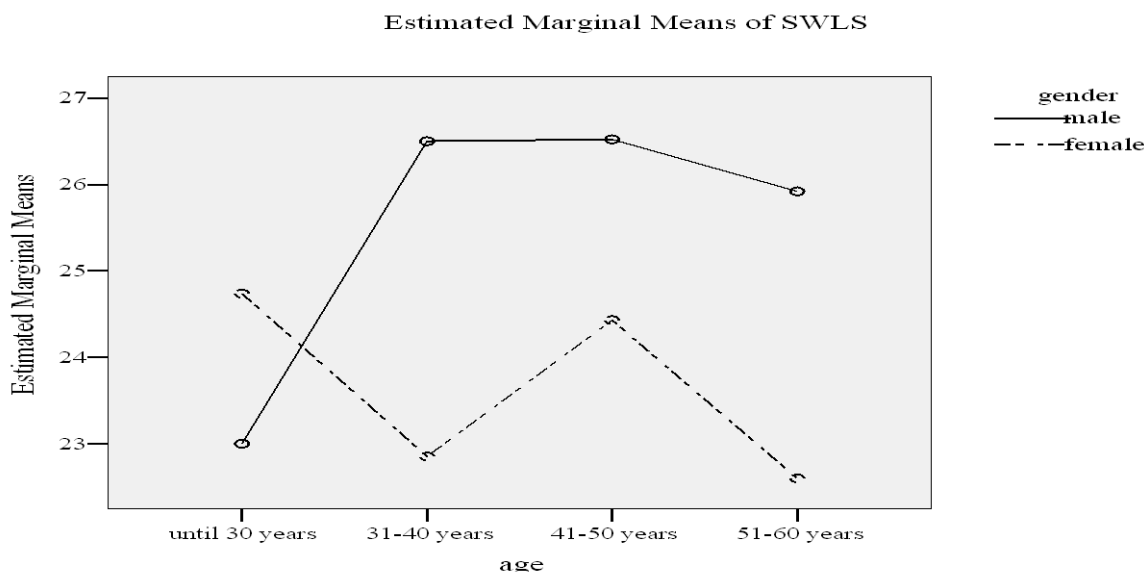


Fig.1. Subjective well-being in relation to teachers' age (ANOVA findings)

As is seen from fig. 1, males were found to be more high level of subjective well-being than females in particular those of them who have over 30 years old ($p < 0.05$).

However, for all respondents were found that subjective well-being of teachers with a long length of their service is significantly lower (fig 2, $p < 0.01$).

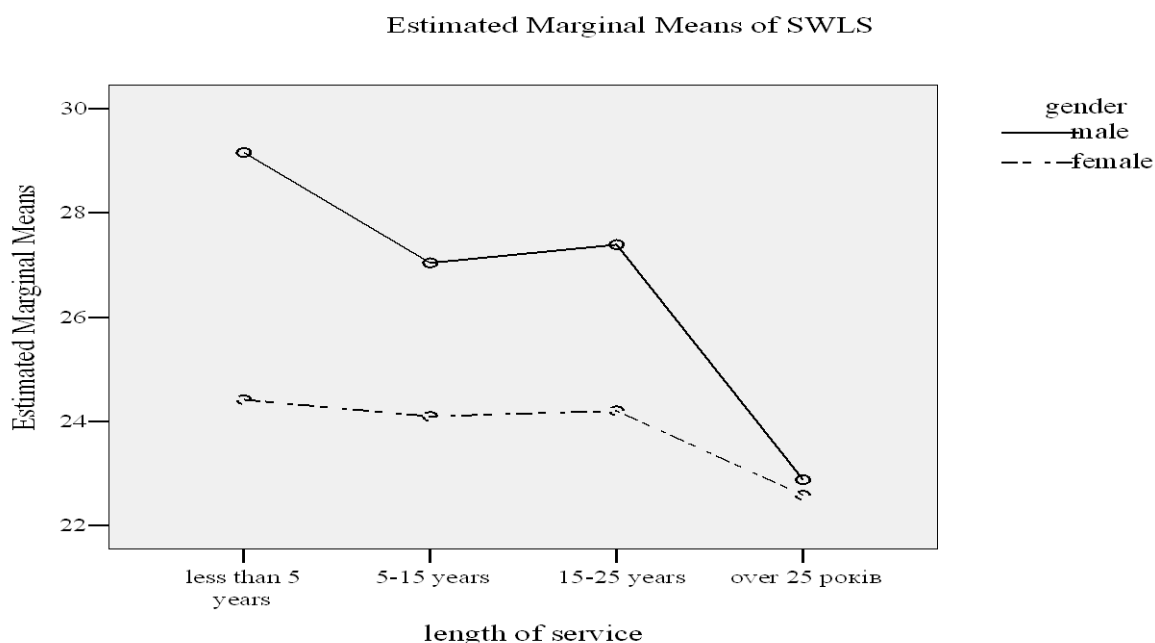


Fig 2. Subjective well-being in relation to teachers' length of service (ANOVA findings)

It is noteworthy that respondents holding senior positions have a higher level of subjective well-being than ordinary teachers especially males ($p < 0.01$).

The psychological safety of the educational environment plays an important role in ensuring the well-being of university teachers (O. Bondarchuk, 2017). Therefore, at the next stage of the investigation, the general indicator of the psychological safety of the educational environment of universities, in which the respondents work, was determined by the questionnaire I. Bayeva in author's modification (Table 2).

Table 2

Levels of psychological safety of the educational environment of universities,
in which the respondents work

Levels of psychological safety of the educational environment of universities	% of the respondents
Completely dangerous	0.0
Dangerous	4.4
Uncertain	52.7
Safe	38.8
Completely safe	4.0

As is seen from table 2, less than half of teachers estimate the educational environment as safe (38.8%) or completely safe (4.0%). It should be noted that 4.4% of the respondents estimate the educational environment as uncertain and 4.4% – as dangerous.

At the final stage of the investigation, the results of ANOVA revealed the peculiarities of the subjective well-being of pedagogical workers depending on rating of University, in which the respondents work (Fig. 3). The rating of University is determined depending on Consolidated rating of higher educational institutions of Ukraine – 2017.

As is seen from fig. 3, the higher the level of subjective well-being teachers corresponds to the higher rating of University, in which the respondents work ($p < 0.01$).

Estimated Marginal Means of SWLS

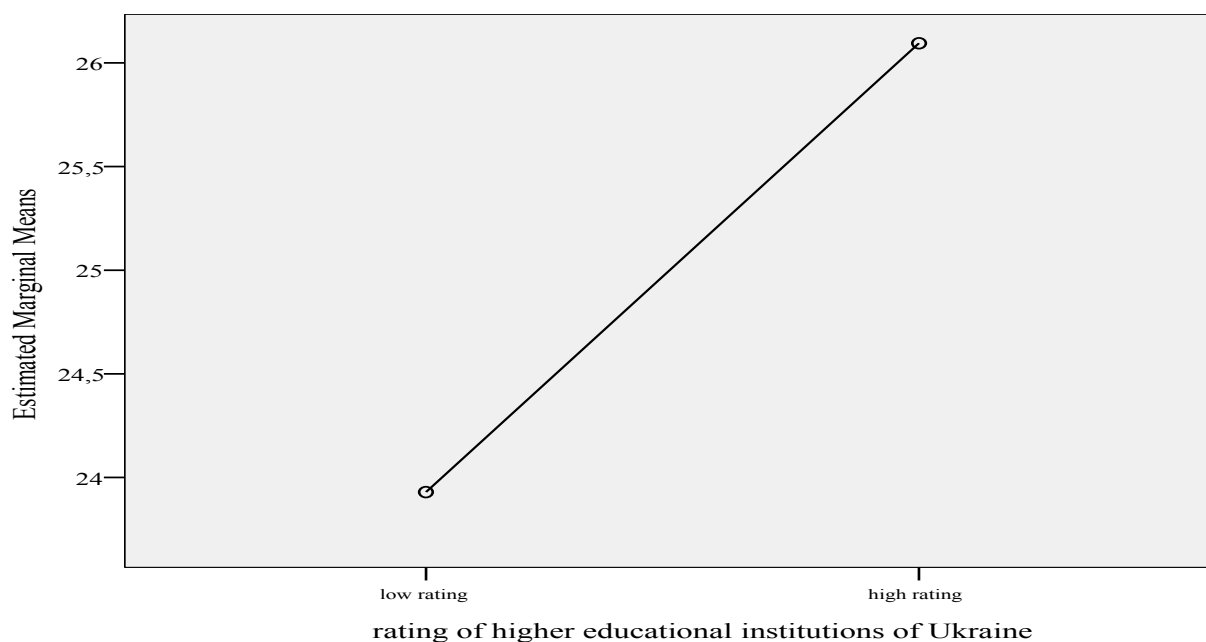


Fig 3. Subjective well-being in relation to rating of University, in which the respondents work (ANOVA findings)

The investigation findings can be used in to elevate subjective well-being Ukrainian University teachers by means of special training courses. This can be effectively done in the system of postgraduate pedagogical training.

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