



Well-being Among College Teachers

ORIGINAL ARTICLE



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Abstract

The teachers have to play a pivotal ripple for in shaping an ideal society, their wellness is valuable and important for the students as well as society. The study was designed to find out the differences in well-being among college teachers about gender, locale, and educational qualification. The sample comprised 200 college teachers 100 male and 100 female from the Durg district. The data were collected by using the well-being scale by J. Singh and Dr. Asha Gupta (2001). The data analysis showed that educational qualification was found significant factor in well-being among college teachers but gender and locale were not significant in well-being.

Key Words

Well-being, College Teacher, Gender.

Introduction

The well-being is a broad concept. Positive well-being is key to having the ability to cope with challenges in life. It has many components depression, anxiety, self-esteem, self-actualization, stress, etc. Numerous problems faced by teachers are stress, anxiety, depression, harassment, family problems, poor

social functioning, and adjustment. A person with good psychological health can better with these problems, and leading a good and satisfactory life is essential. It is also important for youths' success in every domain of life. Positive well-being is not only important for leading a happy life but also has a positive impact on a person's academic and personal life achievements.

Teachers play an important role in the reconstruction and the transmission of wisdom, knowledge, and experience from one generation to another. Teaching is the fundamental duty of a teacher and it has to be made effective to make a successful teacher. Teacher is largely an occupation in which teachers function both within their classroom and as a member of the school organization. The teacher's place in the society is of vital importance. He/she acts as a pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning. The National Policy on Education (1986) has rightly observed that no person can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. The best teacher is one who possesses good mental health and a balanced personality. Due to advancements in every field, the life of teachers has become more complicated and tough.

Well-being comes from having a web of relationships and interests. Friends, work, leisure, activities, and spiritual beliefs can all increase well-being. Random House Dictionary (Stein, 1966) defined well-being as a good or satisfactory condition of existence; a state characterized by health, happiness, prosperity, and welfare.

Well-being connotes individual feelings of contentment, happiness, and satisfaction with life experience and one's role in the world of work in terms of 'physical', 'mental', 'social', 'emotional', and 'spiritual' aspects. Blalock and Blalock (2002) explained that the overall feeling of well-being refers to a state that implies the ability to balance personal and work life and is associated with physical, psychological, social, and spiritual health.

Huppert et al. (2008) defined well-being as a positive and sustainable state that allows individuals, groups, or nations to thrive and flourish and well-being is exemplified by happiness, satisfying social relationships, and resilience.

All indicators of the well-being of an individual or group are subjective components. The objective components related to such concerns are generally known by the term status, financial resources, housing conditions, and comforts of modern living.

These objective characteristics are believed to influence human well-being. It is also believed that an individual satisfaction of happiness with his access to goods and perceived reality. It is the subjective well-being viz, as experienced by the individuals. The individual is considered to be the best judge of his state of well-being which is believed to be a function of the degree of congruence between the individual wishes and needs on one hand and environmental demands and opportunities on the other, Equally important is the magnitude of congruence between the individual and group expectations.

Well-being is thus a wide-ranging concept that embraces the affective aspect of everyday experience. The operationalization of this concept is even more difficult than its description.

Physical well-being is a state of well-being that implies the notion of perfect functioning of the body. Mental well-being is the absence of mental illness. Good mental well-being is the ability to respond to the many varied experiences of life with flexibility and a purpose sense.

Mental well-being has been also defined as a state of balance between oneself and another co-exertive between the realities of the self of other people and that of the environment.

Social well-being implies harmony and integration within the individual, between each individual and another member of the society as well as between the individual and the world in which they live. Social well-being is the quality and quantity of individual interpersonal ties and the extent of involvement with the community.

Emotional well-being refers to the state of emotional balance and happiness of an individual. whereas, spiritual well-being refers to that part of the individual, which reaches out and strives for meaning and purpose in life. Thus well-being of a person plays a key role in the life of an individual. It affects the behavior of an individual in the entire three domains cognitive, affective, and psychomotor. Well-being not only facilitates adjustment in different walks of life but also enhances productivity in science, technology, economic, social, political, literacy, cultural artistic, etc. The contribution of well-being is directly linked with the prosperity of the nation.

Review of Related Literature

Various studies have been conducted to date to study psychological well-being. Anderson, Aymon (2011), and Patel (2013) revealed significant interaction effects existed between the type of school, experience, and gender of teachers on psychological well-being. Government school teachers had better psychological well-being than private school teachers. Another study conducted by Babu R. Divina, and Vaghela (2014)

showed no significant difference between the psychological well-being of teachers about the type of school. The mental health of teacher educators in private and rural areas was better than teacher educators in private and rural areas was better than teacher educators of Government and urban areas (Babu, 2014) Baghela, Stainculescu(2014) However, Zahoor (2015) also showed a significant difference between well-being and job satisfaction of teachers about type of school. Patel, Jaideep (2013), and Jacobsson et al.(2016) wrote an article to investigate the relationship between teacher team effectiveness and teachers well-being of Swedish teachers. The findings of this study revealed a strong relationship between the effectiveness of the teacher-team and teachers' well-being, both regarding levels of emotional exhaustion and work satisfaction. Another study conducted by Dr. Mitra (2018) found a significant difference in job satisfaction among Government teachers who were more satisfied than their counterpart private school teachers. Jadav (2018) designed a study to investigate the psychological well-being of Government and private school teachers and the findings indicate that the psychological well-being of Government teachers is better than that of private school teachers but male and female teachers do not differ significantly. Psychological well-being holds an important place in the teaching-learning process especially at the secondary school level. Therefore, considering the above indications in mind the present study has been designed to investigate the psychological well-being of secondary school teachers.

Objective

To study the differences in well-being and college teachers based on gender, locale, and educational qualification.

Hypothesis

There will be no significant difference in well-being among college teachers based on gender, locale, and educational qualification.

Methods

The study was conducted by descriptive method of research.

Sample

The sample comprised of 200 college teachers from Durg district. The random method used for the collection of data was 100 male and 100 female teachers.

Tools

Well-being scale by J. Singh and Dr. Asha Gupta (2001)

Statistical Analysis

The data were analyzed by mean, SD, and t-test.

Result and Discussion

Comparison of well-being among male and female college teachers

| Well-being | Male | | Female | | df | T | sign |
|----------------------|--------|-------|--------|-------|-----|-------|------|
| | Mean | SD | Mean | SD | | | |
| Physical well-being | 32.70 | 3.76 | 32.88 | 4.20 | 198 | 1.580 | NS |
| Mental well-being | 30.33 | 4.65 | 29.71 | 5.33 | 198 | 1.080 | NS |
| Social well-being | 30.85 | 4.33 | 32.48 | 5.32 | 198 | 0.944 | NS |
| Emotional well-being | 33.22 | 6.50 | 32.39 | 6.71 | 198 | 0.954 | NS |
| Spiritual well-being | 40.00 | 6.30 | 41.47 | 6.41 | 198 | 1.540 | NS |
| overall | 171.88 | 13.76 | 171.00 | 14.07 | 198 | .407 | NS |

This shows that male and female teachers do not differ significantly in their physical well-being, mental well-being, social well-being, spiritual well-being emotional well-being, and overall well-being. Hence the null hypothesis was accepted.

Comparison of Well-Being among Rural and Urban college teachers

| Well-being | Rural | | Urban | | df | t | sign |
|----------------------|--------|-------|--------|-------|-----|-------|------|
| | Mean | SD | Mean | SD | | | |
| Physical well-being | 33.70 | 4.20 | 33.78 | 3.78 | 198 | 1.240 | NS |
| Mental well-being | 29.33 | 4.78 | 30.68 | 5.19 | 198 | 1.560 | NS |
| Social well-being | 32.85 | 4.97 | 32.38 | 4.75 | 198 | .396 | NS |
| Emotional well-being | 34.22 | 6.29 | 33.66 | 6.93 | 198 | .345 | NS |
| Spiritual well-being | 41.00 | 6.16 | 41.65 | 6.66 | 198 | .305 | NS |
| overall | 170.88 | 13.59 | 172.20 | 14.16 | 198 | .735 | NS |

This shows that urban and rural teachers do not differ significantly in their physical well-being, mental well-being, social well-being, spiritual well-being emotional well-being, and overall well-being. Hence the null hypothesis was accepted.

Comparison of Well-Being among Highly Qualified and Low Qualified College Teachers

| Well-being | Rural | | Urban | | df | t | sign |
|----------------------|--------|--------|--------|-------|-----|-------|------|
| | Mean | SD | Mean | SD | | | |
| Physical well-being | 33.80 | 3.98 | 32.78 | 4.78 | 198 | 2.080 | NS |
| Mental well-being | 30.90 | 4.58 | 28.68 | 5.19 | 198 | 2.780 | Sig |
| Social well-being | 32.85 | 4.66 | 32.38 | 5.75 | 198 | .690 | NS |
| Emotional well-being | 33.22 | 6.89 | 33.66 | 6.93 | 198 | .234 | NS |
| Spiritual well-being | 40.00 | 6.51 | 44.65 | 5.66 | 198 | 5.182 | Sig |
| overall | 171.88 | 13.025 | 172.20 | 15.16 | 198 | .544 | NS |

This shows that the t-value of the mental well-being of highly qualified and low-qualified teachers was found to be 2.784 and the t-value of spiritual well-being is found to be 5.182 which is significant at 0.01 level of significant. Physical well-being, social well-being, emotional well-being, and overall well-being are not significant at the level of 0.05 level. Hence the null hypothesis was accepted for physical, mental, and emotional well-being.

Conclusion

No significant gender differences were found among college teachers concerning physical, mental, social, emotional, spiritual, and overall well-being. Rural and Urban backgrounds college teachers did not differ significantly in their physical, mental, social, emotional, spiritual, and overall well-being. Highly qualified

college teachers were found more oriented toward their physical and mental well-being than low-qualified college teachers. Low-qualified college teachers were found to have a higher level of spiritual well-being as compared to their highly qualified counterparts. Highly qualified and low-qualified college teachers were found to have almost the same levels of social, emotional, and overall well-being. The fact has been found by researchers that any institution that maintains a higher level of employees. Well-being has the most committed and involved employees in the organization with morals and work performance on the other hand.

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