

Well being of Secondary and Higher Secondary school Teachers

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ABSTRACT

The education of children and young people is at the core of teachers' work. Student success, enthusiasm, and commitment of teachers. It is well known that teachers are the most important in contributing to student success, satisfaction and achievement. Employee wellbeing is an important factor in quality, performance and productivity. In the current educational environment, where schools are trying to increase student ability with a diminishing budget, teacher wellbeing may be overlooked as a 'nice to have' rather than as essential. Secondary and Higher Secondary school teachers are builder of the nation like a farmer cultivating crops from seeds. Wellbeing refers to the subjective feeling of happiness in respect to ones physical, psychological, social and cultural experiences. Wellbeing is the essential condition that helps Secondary and Higher Secondary school teachers to direct their effect towards fulfilment of national goal. There is a reason to believe that all teachers do not have adequate feeling of wellbeing. There for this study surveyed the level of subjective wellbeing of 121 Secondary and Higher Secondary school teachers (both male and female) employed in govt aided schools in Kolkata using GWBS.

Keywords: wellbeing, Secondary and Higher Secondary school teachers.

Introduction:

It is well acknowledged that teachers are the most important in-school factor contributing to student success, satisfaction and achievement, and that teacher wellbeing is deeply connected to the quality of their work (CESE, 2014). Teacher wellbeing is therefore of critical importance for the future of education.

Teacher wellbeing is deeply connected to the quality of their work (CESE, 2014), and its impact on student outcomes. Consequently ensuring teacher wellbeing is of critical importance for the future of education. Long ago Confucius identified that all teachers contribute to the education of the whole child. It is therefore critical that policymakers, employers and all stakeholders take seriously the wellbeing of all teachers.

Vernon (2008) says that, wellbeing is a useful word because it is relatively unfamiliar. The Oxford Dictionary of Quotations has dozens of entries for pleasure, happiness, happy, and life satisfaction. There is not a single one for well-being. It is not even clear how to spell it: wellbeing or well-being? Similarly in spoken English it is not straightforwardly obvious how to use the word. You can say, 'I am happy', but what would be the equivalent construction in relation to wellbeing?

World Health Organization's (2014) define wellbeing- Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

According to Diener & Suh (1999), subjective well-being consists of three interrelated components: life satisfaction, pleasant affect, and unpleasant affect. Affect refers to pleasant and unpleasant moods and emotions, whereas life satisfaction refers to a cognitive sense of satisfaction with life. Kim & Hatfield (2004) defined 'wellbeing as the conscious and deliberate process by which people are actively involved in enhancing their overall well-being - intellectual, physical, social, emotional, occupational and spiritual.'

Whiting (2008) reported that while the term was ubiquitous: different meanings are being projected by different agents and what is apparently meant by the use of the term depends on where you stand. There are few fixed points or commonalities beyond 'it's a good thing'. Effectively, wellbeing acts like a cultural mirage: it looks like a solid construct, but when we approach it, it fragments or disappears.

The well-being and quality of life of teacher today are of concern topic. Children's mental well-being has emerged as a significant priority for education. Here Secondary and Higher Secondary school Teacher is played a crucial role. There scenes to be positive correlation between teacher's wellbeing and student wellbeing in school.

Insight in teacher wellbeing is important for several reasons. , Engels, Van Petegem and Verhaeghe (2007) define teacher wellbeing as: a positive emotional state, which is the result of harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand (p. 286). This positive definition has been utilised by others in their studies, for example, Bricheno, Brown, and Lubansky's (2009). For Acton and Glasgow (2015), teacher wellbeing is defined as "an

individual sense of personal professional fulfilment, satisfaction, purposefulness and happiness, constructed in a collaborative process with colleagues and students” (p. 101). According to McCallum & Price (2016) Wellbeing is diverse and fluid respecting individual, family and community beliefs, values, experiences, culture, opportunities and contexts across time and change. It is something we all aim for, underpinned by positive notions, yet is unique to each of us and provides us with a sense of who we are which needs to be respected. McCallum and Price (2010) purport a similar argument by suggesting that teachers need a wellbeing strategy in place to assure their own wellbeing for their effectiveness in the classroom. And if teachers can model positive strategies, this will have a positive influence on student wellbeing. The common view that teacher wellbeing is linked to student wellbeing (and vice versa) is empirically supported. For example, Sisask and colleagues’ (2014) study reported that teachers with high wellbeing are more likely to assist children with mental health challenges. Teacher wellbeing has been the subject of enquiry across all educational age groups. Reports relating to early childhood teacher wellbeing include Bullough, Hall-Kenyon and MacKay (2012), HallKenyon, Bullough, MacKay and Marshall (2014), Wong and Zhang (2014), Jennings (2015), and Zinsser, Christensen and Torres (2016). Interest in teacher wellbeing is evidenced across all stages of the teaching career, beginning with pre-service (Le Cornu, 2009; Mansfield, Beltman, Broadley & Weatherby-Fell, 2016; McCallum & Price, 2016; Palomera, Fernández-Berrocal & Brackett, 2008; Price & McCallum, 2015; Turner & Braine 2016; Vesely, Saklofske & Nordstokke, 2014; Weatherby-Fell & Vincent, 2005) and pre-service practicum (Turner, Zanker & Braine, 2012).

Moreover, the teacher’s psychological influence on students has been linked to student achievement in various effectiveness studies.

Operational definition:

Wellbeing: The state of being comfortable, healthy, or happy.

Secondary and higher secondary school: An educational institution where the class distribution in secondary class is 6 to 10 and higher secondary are 11 and 12.

Significance of the study:

From different literature we find that approaches to research in the field of teacher wellbeing are diverse. With a changing focus on demographic characteristics, interpersonal behaviour, on coping mechanisms, attitudes, or leadership styles, or relationships with students and colleagues. To the best knowledge of the investigator very few studies related to well-being have been reported on secondary and higher secondary Teachers. In view of this and the importance of well-being of Teachers in the progress of the educational system and student, the present study has been undertaken.

Objectives of the study:

1. To find out the differences between male and female Secondary and Higher Secondary school teacher in relation to well-being.
2. To find out the differences in well-being of Secondary and Higher Secondary school teacher in relation to their area of school (Rural/Urban).
3. To find out the differences in well-being of Secondary and Higher Secondary school teacher in relation to their teaching experience.

Hypotheses of the study:

Ho1. There is no significant difference in well-being of Secondary and Higher Secondary school teachers due to gender.

Ho2. There is no significant difference in well-being of Secondary and Higher Secondary school teacher due to living area or work place.

Ho3. There is no significant difference in well-being of Secondary and Higher Secondary school teacher due to teaching experience.

Population and Sample:

The population of the study is all the secondary and higher secondary teachers under the govt. sponsored. The sample consisted of 121 Secondary and Higher Secondary school teachers of Govt. sponsored school in Kolkata and south 24 Parganas. Incidental sample technique was used for data collection. There are 76 male and 45 females Teachers. There are 53 urban and 68 rural areas living secondary school Teacher and they are divided into two groups from teaching experience. It was 1 month to 5 year 59 Teachers and 6 to 10 years 62 Teachers are included in those groups.

Table No 1: Category wise distribution of sample.

Category		Area of living/School				Total
		Urban		Rural		
Gender	Male	1 month - 5 years	6-10 years	1 month - 5 years	6-10 years	76
		13	18	20	25	
	Female	9	13	17	6	45
Total	53		68		121	

Tools:

For the collection of data, it was necessary to adopt a systematic procedure. For every type of research there is need of certain instruments to explore new fields. Tools used for studying the well-being of Student were:

1. Personal data sheet (prepared by the investigator) this data sheet was used to seek information about students' personal details (like age, Gender, School area and Year of Experience).
2. In this study data were collected through a questionnaire for student wellbeing on five point scale. General Well Being Scale developed by Prof.Dr.Vijay Laxmi Chauhan & Ravi Kirti Didwania. The scale consists of 50 items, each item is to be rated on five point scale. There are 36 positive & 14 negative statements. The reliability of the scale is 0.72 by Test retest method. The validity of the scale is 0.83. Minimum score of the scale is 50 and maximum score 250.

Analysis of Data:

Data were analyzed in two parts:

1. In the first part Means and SD's of all the score i.e. wellbeing were computed for all the groups of the samples.
2. In the second part of the analysis a Mann-Whitney U test was done to test the difference due to Gender and Area of school and Teaching Experience.
3. A Non-parametric test was used because the data did not maintain the normal distribution rule. Here researcher was used Kolmogorov-Smirnov and Shapiro-Wilk test to test the normality of data in the basis of Gender, Area of living and experience. The table showed the value of normality test.

Tests of Normality

Gender	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Female	.562	45	.00	.782	45	.00
Male	.461	76	.00	.879	76	.00

a. Lilliefors Significance Correction

Tests of Normality

Area of School	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Urban	.356	53	.00	.970	53	.00
Rural	.399	68	.00	.779	68	.00

a. Lilliefors Significance Correction

Tests of Normality

Experience	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
1 month to 5 years	.286	59	.00	.799	59	.00
6 to 10 years	.311	62	.00	.867	62	.00

a. Lilliefors Significance Correction

Result and Discussions:

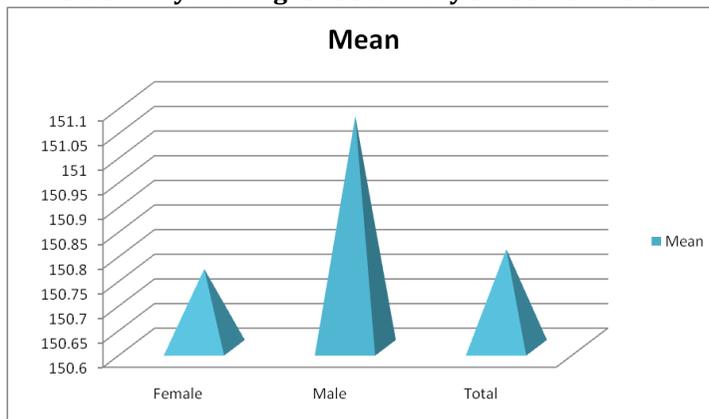
In this part the Means and Standard Deviations of the score in Secondary and higher secondary school Teachers are presented according to gender, area of School and Teaching Experience.

Objectives 1: *To investigate Secondary and higher secondary school Teachers wellbeing based on Gender area of School and Teaching Experience.*

Table No 2. Mean and Standard Deviation of student wellbeing Score on the basis of gender.

Gender	Mean	N	Std. Deviation
Female	150.76	45	7.05
Male	151.07	76	9.65
Total	155.80	121	7.83

Figure 1: Graphical representation of the Total Mean Scores of wellbeing of Female and Male Secondary and Higher Secondary school teachers.

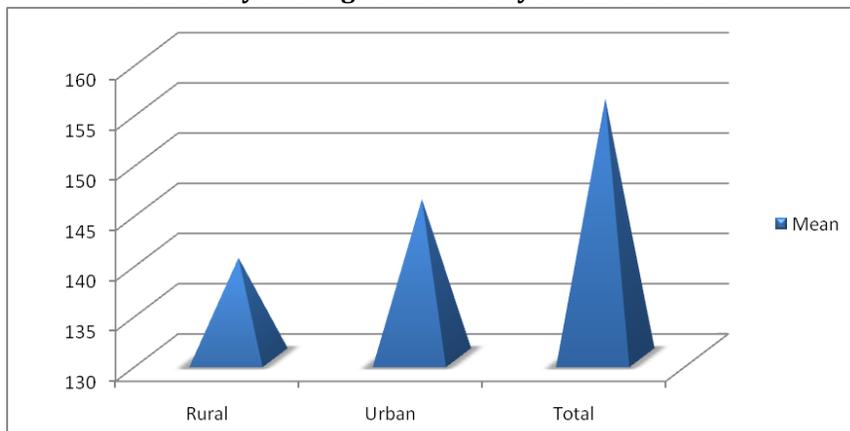


From the Table No 2 it appears that the perception about wellbeing of Secondary and Higher Secondary school teacher 155.80 and the dispersion of the perception among teachers is 7.83. Male means score is 151.07 and female score 150.76. It's doesn't show any difference perception of wellbeing due to gender. Std. Deviation of male teacher is higher than female teacher.

Table No 3. Mean and Standard Deviation of student wellbeing Score on the basis of area of school.

Area	Mean	N	Std. Deviation
Rural	139.95	68	5.46
Urban	145.80	53	5.85
Total	155.80	121	7.83

Figure 2: Graphical representation of the Total Mean Scores of wellbeing of Rural and Urban Secondary and Higher Secondary school teachers.

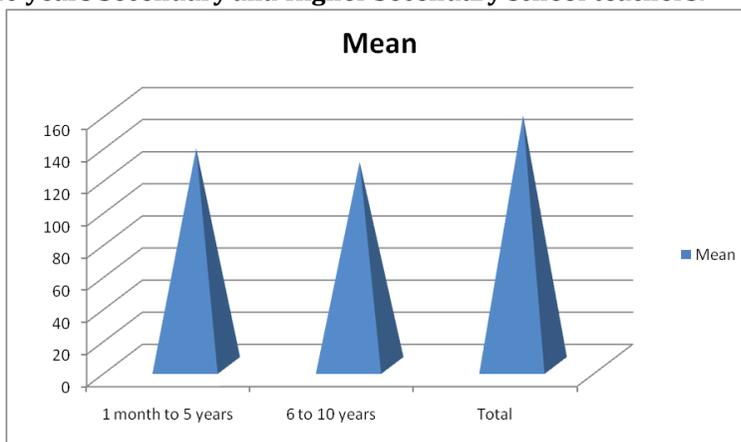


From the Table No 3 it appears that the perception about wellbeing of teacher educators in urban means score is 145.80 and in rural score 139.95. It proved that urban teachers are perception about wellbeing is high due to area of school. Std. Deviation of Urban teacher is higher than female teacher.

Table No 4. Mean and Standard Deviation of Secondary and Higher Secondary school Teachers Score on the basis of Year of job Experience.

Experience	Mean	N	Std. Deviation
1 month to 5 years	135.31	59	6.76
6 to 10 years	126.84	62	7.56
Total	155.80	121	7.83

Figure 3: Graphical representation of the Total Mean Scores of wellbeing of 1 month to 5 years and 6 to 10 years Secondary and Higher Secondary school teachers.



From the Table No 4 it appears that the perception about wellbeing of teacher educators in 1month to 5 year means score is 135.71 and in 6 to 10 year score 126.84. It showed that less experience Secondary and Higher Secondary school teachers are more wellbeing then senior teachers. Monotonous work are one of the reason about that.

Objective 2. To study dimension wise Teacher wellbeing in relation to the Gender, Area of School and Experience.

Ho1. There is no significant difference in well-being of Secondary and Higher Secondary school teachers due to gender.

Table 5: Gender wise Mann-Whitney U test.

Null hypothesis- The distribution of total is the same across categories of gender

Test- independent samples Mann-Whitney U Test

Sig- .356

Decision- Reject the null Hypothesis

From the ‘Mann-Whitney U test’, showed that there is a significant difference in well being due to gender, so the null hypothesis (H01) is rejected. It means gender created different on well-being of Secondary and Higher Secondary school Teachers. It’s may be due to job satisfaction of female teacher’s. Usually female teacher’s handled the children (Student) very well rather the male teacher’s.1986 National Policy of Education also declared that every primary School must have minimum one female teachers. It’s proved the priority of female teachers in this filed.

Ho2. There is no significant difference in well-being of Secondary and Higher Secondary school teacher due to living are or work place.

Table 6 : Area of school wise Mann-Whitney U test.

Null hypothesis- The distribution of total is the same across categories of gender

Test- Independent samples Mann-Whitney U Test

Sig- .856

Decision- Retain or accepted the null Hypothesis.

From the ‘Mann-Whitney U test’, showed that there is no significant difference found in wellbeing due to area of School, so the null hypothesis is retained. It means area of living or work place has no bearing on well-being.

Ho3. There is no significant difference in well-being of Secondary and Higher Secondary school teacher due to teaching experience.

Table 7: Teaching Experience wise Mann-Whitney U test.

Null hypothesis- The distribution of total is the same across categories of gender

Test- Independent samples Mann-Whitney U Test

Sig- .356

Decision- Retain or accepted the null Hypothesis.

From the 'Mann-Whitney U test', It's is found that there is a no significant difference well being due to teaching Experience, so the null hypothesis is retain Period of teaching. Its showed that experience hasn't bearing on well-being of Secondary and Higher Secondary school Teachers.

Conclusion:

From the present study we find that there is a significant different due to Gender in perception about wellbeing. Whether the teachers have a work place in rural or urban area, perception about wellbeing is not equal. Urban area school teacher is more wellbeing then rural school teacher. It is also seen that the Secondary and Higher Secondary school teachers those who have less teaching experience (1 month to 5 years) are equally wellbeing whit experienced teachers (6 to 10 years above).

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