

A Study on Wellbeing of Female Teachers

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Abstract:

Teaching is a very challenging profession and requires compassion, efficiency and adaptability towards their profession. Teachers focus on many aspects of the behaviour of the students, such as emotional, social, mental, spiritual and physical too. Teachers play a vital role in the life of students. The impact of teachers can be both positive and negative. Hence the wellbeing of teachers is a dire need as it reflects on the development of students either directly or indirectly.

Wellbeing is a self-regulating ability, an outcome of global judgment of life satisfaction, a status reflecting a person's health, happiness, prosperity and welfare. They are different aspects of wellbeing reflecting the nature of an individual such as physical, health, emotional, spiritual, mental and social wellbeing. World Health Organization (WHO), defines wellbeing as a state of complete physical, mental, social wellbeing and not merely the absence of disease or infirmity.

The scenario is different from teachers of special children. Teachers wellbeing is an important component which regulates the behaviour of children be it, regular students or special children

The present paper emphasizes on the comparative study on the wellbeing of 30 teachers (15 teachers of regular students and 15 teachers of special children, i.e., special teachers) by using the wellbeing assessment tool and the results shall indicate which group of teachers score more on wellbeing. Specifically female teachers were chosen randomly for this study as it is considered that females are more concerned and also are devoted, dedicated towards children with disabilities.

The results indicate that there is no specific difference observed in the well being of the special teachers and regular teachers as compared to taking care of either special children or regular school children.

Keywords: Special teachers, Regular teachers, Wellbeing

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I. INTRODUCTION

Teaching is a profession which is very challenging and also learning from students, physically, mentally, socially and spiritually. Teachers focus on many aspects of the behaviour of the students, such as emotional, social, mental, spiritual and physical too. Teachers play a vital role in the life of students. The impact of teachers can be both positive and negative. Hence the well being of teachers is a dire need as it reflects on the development of students either directly or indirectly Teaching can test our professional ability at times and sometimes even test the very strength of our hearts and minds. Teaching requires more devotion dedication compassion and unconditional positive attitude towards oneself and also towards students.

A teacher's wellbeing helps students and parents and also learning environments to deal effectively and efficiently. Sisask et al. (2014) found that poor wellbeing reduces teachers' belief that they can help students with emotional or behavioural problems. Teachers perspective, patience, attitudes, spontaneous support and guidance plays a vital role in the learning of the students. But this kind of congenial learning environment is only possible when the teachers wellbeing ie. Physical, emotional, spiritual, social and intellectual is balanced and stable. When the teacher's

wellbeing is disturbed then it might be reflected negatively when she is with the students. Hughes and Kwok, 2007, Kidger et al., 2012 found that teachers' mental health has negative implications for students' educational outcomes, and also for their social and emotional development and mental health. The scenario is different from teachers of special children. Special Teachers have a very challenging and special role to play as they are taking care of children with special needs. Teachers feel stress and emotional exhaustion, particularly when responding to challenging behaviour (Tsouloupas et al., 2010). Hence the wellbeing of Special teachers should be very much balanced and is a very important component which regulates the behaviour of special children.

II. REVIEW OF LITERATURE

According to Sarah Sarding et.al., in their research on teachers' mental health and wellbeing associated with students' mental health and wellbeing revealed that there were associations found between teacher wellbeing and student wellbeing and psychological distress.

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Faye McCallum, in the research study, promotes self-awareness of wellbeing in beginning teachers as this will contribute to their longevity and productivity. It is also focused that, teachers must be able to 'connect' with children and young people if they are to make a difference in their learning, health and wellbeing.

III. HYPOTHESIS

1. There will be a significant difference in the wellbeing of special teachers than regular teachers
2. The teachers with >35 years of age shall have a significant difference in the overall wellbeing than teachers with < 35 years of age.

IV. METHODOLOGY

Sample

A total of 30 teachers ie, (15 special teachers from a special school and 15 regular teachers from regular school) were selected randomly for the assessment of well being.

Tools

The well-being assessment tool by McKinley Health Centre at the University of Illinois was used with the teachers. This assessment consists of 50 items spread in five dimensions Physical, Social, Emotional, Spiritual, and Intellectual

Procedure

Initially, a total of 30 teachers were randomly selected. The Demographic form by the authors was given to these 30 teachers. After completion of the demographic form, the Teachers were asked to complete the assessment on the well-being.

Results and discussion

The scored data was analyzed. Statistical Analysis was done finding Mean, Standard Deviation, and t-value to ascertain the null hypotheses. The statistical results are found in the following tables.

Table # 1. Mean, SD, t-value of special teachers and regular teachers

Teachers	N	Mean	SD	t-value	Level of significance
Special	15	150.9	14.47	2.23	Significant at 0.01 level of significance
Regular	15	145.1	11.67		

The first hypothesis of the research study was that there shall be a significant difference found in the wellbeing of special teachers in comparison to the regular teachers. The perusal of table #1 reveals the mean, standard deviation and with these, the t value was computed and it is found to be significant at 0.05 level of significance.

The present research accepts the research hypothesis as there is a significant difference found in the wellbeing of special teachers in comparison to regular teachers. This result clearly states that the wellbeing of special teachers is very important as it directly or indirectly has an impact on children with

special needs. The study focuses on the subjects who are special children and regular children, but this result shows that wellbeing is equally important to both learners but children with special needs require special care special training with special teaching-learning materials, hence to take care of special children special teachers overall well being should be more balance in comparison to regular teachers.

Although the sample is too small to give this justification and hence requires more emphasis on the increase in the sample and also in-depth study to get a wide spectrum of other related factors too which might give satisfying reasons as to why the wellbeing of special teachers is more than the regular teachers.

Table # 2. Mean,SD,t-value of Teachers <35 years and >35 years of age.

Teachers	N	Mean	SD	t-value	Level of significance
<35 years	15	145.4	11.44	1.154	NS
>35 years	15	150.6	14.36		

The second hypothesis of the present study states that the teachers with >35 years of age shall have a significant difference in the overall well being than teachers with < 35 years of age.

The present study focused on the well being of teachers who were <35 years and > 35 years of age and the results revealed that t value found is not significant and hence proves that the research hypothesis is rejected and the null hypothesis is accepted. Age does not have any significance to the wellbeing of an individual. Wellbeing is a dire need and has to be developed at all age ranges.

There may be many reasons for non-acceptance of the research hypothesis, such as awareness of psychological stress and ways to combat them, healthy and nutritious diet, physical fitness, meditation, sports, yoga and exercises and many others ways which can increase the level of happiness in an individual.

Hence the present study does not give any relevance to the age when the teachers are either with special children or with regular students.

Special preference was considered in this study and therefore only female teachers were randomly selected. Females are considered to be more devoted, dedicated, emotionally attached to children, and have a motherly instinct when they are taking care of special children or regular children. Hence considering these factors the female teachers were randomly selected for this study.

V. CONCLUSION, LIMITATIONS AND RECOMMENDATIONS.

The present study was conducted to find out the wellbeing of teachers. A total of 30 female teachers were randomly selected. 15 special teachers were from a special school who take care of special children and 15 regular teachers were selected from a regular school. A Wellbeing assessment

checklist was administered on these teachers to find out the level. It was hypothesized that the special teachers 'wellbeing shall be more than the regular teachers, and the results revealed that there is a significant difference in the wellbeing of special teachers than regular teachers as they take care of special children. The second hypothesis is not significant as there is no age limitation for the wellbeing of the teachers be it <35 years or > 35 years of age. Hence the present study accepts the null hypothesis for this hypothesis.

VI. LIMITATIONS

The sample of the study is small to get justifying results. Focus on only female teachers is also not appreciating as the role and responsibilities of teachers are remarkable irrespective of gender. The factors associated with the wellbeing need also to be analyzed in detail to get required in-service training of the teachers to improve their wellbeing.

VII. RECOMMENDATIONS

Training to all teachers on wellbeing to be made mandatory as the wellbeing of teachers may directly or indirectly have an impact on the students learning and behaviour repertoire.

VIII. REFERENCES

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