

Wellbeing Of Female Teachers

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Abstract—The 21st century is known as knowledge century. And to sustain in this century requires best performance in professional life. Such expectations lead to stress and affect the wellbeing of a person. This paper is studying the wellbeing of female teachers of secondary schools of Anand district. The variables like experience, types of family and marital status are selected. The random sampling technique is utilized and from 20 schools 80 female teachers are taken as sample. The wellbeing scale is constructed by the researcher. The major findings are there is no significant difference found between the selected variables and majority of female teachers are enjoying a high level of wellbeing but the female teachers who are in average or low level should be taken care of and certain coping strategies should be opted for the solution of their problems.

I INTRODUCTION:

In addition to their domestic responsibilities, today's women hold positions as teachers, doctors, lawyers, engineers, astronauts, clergy, and other professionals in the community. Women's lives and roles have evolved throughout the modern era. She is currently portraying a working woman in our culture. It is commonly noted that the majority of working women are employed as teachers. The future of a country is significantly shaped by the work of women educators. Due to their twin responsibilities of working both at home and in an organization, female instructors are more accountable. Secondary education instruction is impacted by hiring practices, advancements, and placements. Teachers' roles are increasingly in jeopardy in light of the growing worry over secondary education being universally accessible. Secondary school educators—female educators in particular—face additional obstacles and require assistance from the state and educational administration. Examining the well-being of female teachers is necessary to enhance their position as educators. Mind and body in balance is necessary for wellbeing. It suggests that a person is in balance and at peace with the demands in their life.

Importance of the Study:

The profession of teaching is the profession of social service. Such social service requires a healthy person both from body and mind. Teaching at various levels of education i.e., primary, secondary and higher have lots of challenges in which teachers and especially female teachers have to showcase the feelings or emotions while they may not actually feel. All the teachers are supposed to demonstrate love and kindness to students. They are also supposed to play the role as guides and inspire the students who are not interested in learning. Furthermore, placements, promotions, and recruitment policies all have an impact on secondary education instruction. Following the establishment of the right to education for all students and the universalization of secondary education, secondary school instructors are facing increased pressure. Teachers' roles are increasingly in jeopardy as a result of growing concerns. The state and educational officials must assist female secondary school teachers as they take on new tasks. Examining the wellbeing of female teachers is necessary to support their function as educators. Teachers must oversee the teaching-learning process in order to deliver high-quality instruction because no two pupils are alike. Hence female teachers working with such students face stress and that is very harmful to their wellbeing. Women empowerment of female teachers are not up to the extent as they have professional stress. So, the researcher would like to choose the present study and find it relevant to study.

II TITLE OF THE RESEARCH QUESTION:

The research topic selected by the researcher is entitled as “Well Being of female Teachers”

OBJECTIVES OF THE STUDY

The main objectives of this study are as follows:

1. To study the wellbeing of female teachers of secondary schools.
2. To study the wellbeing of female teachers of

secondary schools with reference to experience.

3. To study the wellbeing of female teachers of secondary schools with reference to marital status.
4. To study the wellbeing of female teachers of secondary schools with reference to types of family.

HYPOTHESES OF THE STUDY

The following hypotheses are formulated to test the objective mentioned above:

H₀₁: There is no significant difference between women teachers of secondary schools having more than 10 years of experience and less than 10 years of experience in relation to their wellbeing.

H₀₂: There is no significant difference between single and married female teachers of secondary schools in relation to their wellbeing.

H₀₃: There is no significant difference between women teachers of secondary schools living in joint family and nuclear family in relation to their wellbeing.

DELIMITATIONS OF THE STUDY

the study is delimited to the following:

1. Female teachers of secondary schools of Anand district (Gujarat)
2. The wellbeing scale is constructed by the researcher

PLANS AND PROCEDURE

- a. Selection of Research Design: As the nature of the problem, objectives, hypotheses and the nature of data to be collected, the Descriptive Survey Method is selected in the present study.
- b. Population and Sample: The population of the present study is comprised of all the women teachers of secondary schools of Anand district in Gujarat. The sample of the present study is taken from 20 secondary schools by applying random sampling technique. From these schools, 80 female teachers have been selected as sample.
- c. Research tool: Following instruments are used in this research study for collection of relevant data from the sample.
- d. Wellbeing Scale: This scale was constructed by the researcher. It consisted of five sub-points and components namely-physical wellbeing, mental wellbeing, social wellbeing, and vocational wellbeing. Each sub-scale has certain statements

and there are 65 statements in total.

- e. Statistical Support: The data collected through the tools was quantitative and it is to be statistical analyzed and results were found out. Simple Frequency Percentage and Mean of the total sample were calculated in case of two variables; group comparisons were done by applying t-tests.

III ANALYSIS AND INTERPRETATION

Objective- 1: To study the wellbeing of female teachers of secondary schools.

Table 1: Range of Scores and Percentage of Women Teachers under Various Categories of Well Being

Category	Range of Scores	N	%
High	227-325	42	63.33
Average	140-226	13	33.33
Low	65-139	25	3.34

The scores of the total sample were distributed into various stages to assess respondents with high wellbeing (227-325), average wellbeing (140-226) and low wellbeing (65-139). The overall view of the Table 1 depicts that very few women teachers fall in low wellbeing level category while majority of the women teachers fall in the category of high wellbeing and 33.33% of women teachers fall in the category of average wellbeing.

From the above table, it is found that mean score of all the aspects of wellbeing and over all wellbeing fall under the range of more than average category. These mean scores indicate that women teachers enjoy overall good sense of wellbeing.

Objective- 2: To study the wellbeing of female teachers of secondary schools with reference to experience.

H₀₁: There is no significant difference between women teachers of secondary schools having more than 10 years of experience and less than 10 years of experience in relation to their wellbeing.

Table 2: Mean, S.Ds. and 't' ratio for wellbeing of teachers with reference to experience

Experience	No.	Mean	SD	SED	t-ratio
More than 10 years	38	257.28	25.11	5.64	0.24
Less than 10 years	42	255.90	25.35		

From the above table, it is revealed that the null hypotheses is accepted and there is no significant difference women teachers of secondary schools having more than 10 years of experience and less than 10 years of experience in relation to their wellbeing.

Objective-3: To study the wellbeing of female teachers of secondary schools with reference to marital status.

H₀₂: There is no significant difference between single and married female teachers of secondary schools in relation to their wellbeing.

Table 3: Mean, S.Ds. and 't' ratio for Wellbeing of single and married female teachers

Marital Status	No.	Mean	SD	SED	t-ratio
Married	56	255.60	25.13	6.14	0.29
Single	24	257.41	25.24		

From the above table, it is revealed that the null hypotheses is accepted and there is no significant difference women teachers of secondary schools with reference to their marital status in relation to their wellbeing.

Objective- 4: To study the wellbeing of female teachers of secondary schools with reference to types of family

H₀₃: There is no significant difference between women teachers of secondary schools living in joint family and nuclear family in relation to their wellbeing.

Table 4: Mean, S.Ds. and 't' ratio for Wellbeing of female teachers living in joint and nuclear family

Types of Family	No.	Mean	SD	SED	t-ratio
Joint	52	257.12	26.68	5.52	0.17
Nuclear	28	256.14	21.73		

From the above table, it is revealed that the null hypotheses is accepted and there is no significant difference women teachers of secondary schools with reference to their types of family in relation to their

wellbeing.

IV FINDINGS AND DISCUSSIONS

- 1) Very less women teachers are in low wellbeing level category and the majority of the women teachers fall in the category of high wellbeing.
- 2) All the components of wellbeing and over all wellbeing fall under the range of more than average category. These mean scores indicate that women teachers enjoy overall good sense of wellbeing.
- 3) There is no existence of significant difference between single and married women teachers in case of in all the aspects of wellbeing.
- 4) There is no existence of significant difference between female teachers of joint family and nuclear family in relation to their wellbeing.
- 5) There is no significant difference between female teachers of having experience of more than 10 years and less than 10 years in relation to their wellbeing.

V RECOMMENDATIONS

1. It is recommended that to make educational policies which improve the wellbeing of secondary school teachers:
 - a. Teachers should be motivated with suitable rewards.
 - b. They should be provided safe atmosphere in the schools.
 - c. Teachers should be given independence, respect and free to take proper decisions.
 - d. The confidence of the teachers should be developed by way of providing better organizational conditions.
2. As overall wellbeing of government secondary school teachers is more as compare to teachers working under institutions on contractual basis. Thus, state government must take every effort to make change in the pattern of recruitment policy and regularized services of teachers working on contract basis.
3. Stress management may be developed with following strategies:
 - a. In behavioral atmosphere, the teachers need to be

followed to have a daily schedule like positive thinking, living in the present situations, sharing their feelings, enjoying music and such healthy habits etc.

4. Teacher education institutions should play an important and vital role in enhancing wellbeing, emotional intelligence, self-esteem and reducing stress by training the pupil teachers.
5. The in-service teacher education programs should be assessed in terms of their effectiveness in enhancing wellbeing, emotional intelligence, to develop high self-esteem and strategies overcoming stress among teachers for their onward transferred to new generation.

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VI CONCLUSION

As the world is becoming advanced and changing rapidly and technologically, institutional expectations are also at a high level and due to such competition, the need for satisfying these challenges has become important. The female teachers have responsibilities two ways and so their wellbeing may be affected. The paper has presented the present situation of the wellbeing of female teachers and how we can grow more in the same.

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