

WELLBEING AMONG COLLEGE TEACHERS

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ABSTRACT

The study was designed to find out the differences in wellbeing among college teachers in relation to gender, locale and educational qualification. The sample comprised of 200 college teachers (101 Male Teachers and 99 Female Teachers) drawn from 07 College of Himachal Pradesh (04 Govt. Colleges and 03 Pvt. Colleges). The data were collected by using Wellbeing Scale (WBS) developed by J. Singh and Dr. Asha Gupta (2001). The data analysis showed that educational qualification was found significant factor in wellbeing among college teachers but gender and locale has no bearing upon wellbeing.

INTRODUCTION

The progress of a country depends upon the quality of its teachers and for this reason, teaching is a noblest among all professions and the teachers are called the nation builders. But a teacher cannot perform his or her tasks and responsibilities until he or she is not updated. Education is no longer a training process, but education enables teachers to teach and concern for their wellbeing.

To improve the quality of a teacher education and teaching, we should not only see that what type of students should be selected but it is of vital importance that competent and committed teachers for this pious task of preparing future teachers. Since the role of teacher is of prime importance for effective implementation of teacher education curriculum, they need to be given suitable in-service professional orientation.

It is the fact that has been found by the researchers that any institution or organization which maintains the higher level of its employees wellbeing have most committed and involved employees in the organization with high morals and work performance on the other hand, symptoms of work related stress including suffering from panic attacks and a loss of confidence, in such institutions where administration has least attention towards employees wellbeing.

Wellbeing has emerged as important

variable in organizational research. It has drawn the attention of management scientists and organizational psychologists. This has great importance and significance in organizational effectiveness and development. Wellbeing is an area of life satisfaction of scientific construct. It is universally accepted by all person that the teacher plays a crucial role in building of nation and its future and truly he is called nation builder. The teacher has to play their own role in the process of national development. The greatest contribution of the teacher will be to channelize the energy of youth to undertake the task of reconstruction in all fields of social life. But it is possible only through the full involvement, satisfaction, total commitment, total wellbeing, complete sincere dedication, occupational commitment and loyalty of the teacher towards his job.

WELLBEING

According to Oxford Dictionary wellbeing is related with health happiness and prosperity. Popular use of the term wellbeing usually relates to health physical, mental, social, emotional and spiritual. A person's wellbeing is what is "good for" them. Health might be said to a constituent of plausibly taken to be all the matters for wellbeing. Happiness is often used in ordinary and refer to a short lived state of a person, frequently a feeling of contentment, 'you look so happy today', 'I am very happy for you' but when discussing the

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notion of what makes life good for the individual that life is preference to use the term 'Wellbeing' instead of 'happiness'. The constitution of the World Health Organization defines health as state of completely physical, mental and social wellbeing and not merely the absence or infirmity. Huppert et al. (2008) defined wellbeing as a positive and sustainable state that allow individuals, groups or nations to thrive and flourish and wellbeing is exemplified with happiness, satisfaction, empathy, motivation, interest, satisfying social relationships and resilience.

The concept of quality of life is considered by most workers (Andrews and Witney, 1976; Najman and Levine, 1981 & Campbell and Converse, 1970) to be a composite measure of an group, individuals, happiness, satisfaction and gratification involving mainly such non - esoteric life concerns as health, marriage, family work, financial situation, educational opportunities, self-esteem, creativity, belongingness and trust in others. These measures generally cover overall satisfaction as well as satisfaction in the component areas. All indicators of wellbeing of an individual or group are subjective components. The objective components relate 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 wellbeing. It is also believed that an individual satisfaction of happiness with his access to goods and perceived reality. It is the subjective wellbeing viz, as experienced by the individual. The individual is considered to be the best judge of his state of wellbeing which is believed to be a function of the degree of congruence between the individual wisher and needs on the one hand and environmental demands and opportunities on the other. Equally important is the magnitude of congruence between the individual and group expectations.

Hatfield & Hatfield (1992) viewed wellness as the conscious and deliberate process by which people are actively involved in

enhancing their overall wellbeing: intellectual, social, emotional, occupational and spiritual.

Veenhoven (1984) defined wellbeing as the degree to which an individual judges the overall quality of his or her life as a whole in a favourable way. In other words subjective wellbeing is how well the person lays the life he or she leads".

Verma and Verma (1989) have defined wellbeing as "the subjective feeling of contentment, happiness, satisfaction with life experiences and of one's role in the world of work sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc".

Therefore, wellbeing is somewhat makeable concept which is to do with peoples' feeling about own self. Such feeling may range from negative mental status (e.g. anxiety, depression, unhappiness, dissatisfaction etc.) through to a more positive outlook, which extends beyond the more absence of dissatisfaction into a state that has been identified as positive mental health. Wellbeing is thus a wide ranging concept that embraces affective aspect of everyday experience. The operationalization of this concept is even more difficult than its description.

Physical Wellbeing is state of wellbeing which implies that notion of perfect functioning of the body. Mental Wellbeing is the absence of mental illness. Good mental wellbeing is the ability to respond to the many varied experience of life with flexibility and a sense to purpose. Recently mental wellbeing has been also defined as a state of balance between one self and other co exertive between the realities of the self of other people and that of the environment. Social Wellbeing implies harmony and integration within the individual, between each individual and other member of the society as well as between individual and the world in which they live. Social wellbeing "is a quality and quantity of an individual interpersonal ties and the extent of involvement with the community".

Emotional Wellbeing refers to state of emotional balance and happiness of an individual. Whereas, Spiritual Wellbeing refers to that part of the individual, which reaches out and strives for meaning and purpose in life.

Thus, wellbeing of a person plays a key role in the life of an individual. It affects the behaviour of an individual in the entire three domains viz cognitive, affective and psychomotor. Wellbeing not only facilitates well adjustment in different walks of life but also enhances the productivity i.e. scientific, technological, economic, social, political, literally, cultural, artistic etc. Contribution of wellbeing is directly linked with prosperity of the nation. Hence, wellbeing is a quality which is essential for both, the learner and the teacher to make positive contribution in building up a prosperous nation. Teacher's commitment, job involvement and his/her performance is directly related to the degree of overall wellbeing possessed by them. So, the various strengths/qualities of a teacher have no meaning without wellbeing which needs to be secured and promoted among teachers for prosperity of the nation.

REVIEW OF RELATED LITERATURE

A number of studies have been conducted on wellbeing but very few in context of wellbeing among teachers. Scheier and Carver (1985) concluded the disposition optimism has close link with person's wellbeing; Inglehart (1990) found small but significant correlation between education and wellbeing; Shmotkin (1990) did not find any significant gender difference in wellbeing; Sreepree Dasak (1997) found that High wellbeing teachers working in favourable school organizational climate were more satisfied than low wellbeing teachers working in favourable school organizational climate, High wellbeing teachers working in favourable school organizational climate were also more satisfied than high wellbeing teachers, working in unfavourable school organizational climate, Low wellbeing teachers working in favourable school organizational climate were more satisfied than high wellbeing teachers working in unfavourable school organizational climate and Low wellbeing teachers working in favourable school organizational climate were more satisfied than low wellbeing teachers working in unfavourable school organizational climate; Kaur (2002) found that there was significant difference in physical

social and emotional wellbeing of boys and girls. Boys enjoyed good sense of physical, mental, social and emotional wellbeing whereas rural adolescents had good sense of mental and social wellbeing.; Rekha (2012) conducted A Study of Wellbeing Among Primary School Teachers and found that Male and Female Teachers of Govt. Primary School did not appeared to differ significantly with respect to their Wellbeing and Raksha (2013) from her study concluded that no significant gender differences were found among college teachers with respect to their Overall Wellbeing along with Physical Wellbeing, Mental Wellbeing, Social Wellbeing, Spiritual Wellbeing and Emotional Wellbeing.

Therefore, the present study has been directed towards wellbeing among college teachers in relation to their gender, locale and educational qualification.

OBJECTIVE

To study the differences in wellbeing among college teachers based on gender, locale and educational qualification.

HYPOTHESIS

There will be no significant differences in wellbeing among college teachers based on gender, locale and educational qualification.

METHOD

The study was conducted by descriptive method of research.

SAMPLE

The sample comprised of 200 college teachers from District Hamirpur in Himachal Pradesh. The sample was drawn by random cluster technique from 07 colleges (04 Govt. colleges and 03 Pvt. Colleges).

TOOL USED

The data on wellbeing of teachers was collected by Wellbeing Scale (WBS) developed by J. Singh and Dr. Asha Gupta (2001).

STATISTICAL TECHNIQUES USED

The data were analyzed by using Mean, Standard Deviation (S.D) and 't'- Test.

RESULTS AND DISCUSSION

The calculated statistics of wellbeing among college teachers has been given in the following Tables- 1, 2 & 3 and discussed respectively:

Table 1
Comparison of Wellbeing among Male and Female College Teachers

Wellbeing	Male		Female		df	't'-Value	Significance
	Mean	SD	Mean	SD			
Physical Wellbeing	33.822	3.777	32.919	4.208	198	1.595	NS
Mental Wellbeing	30.535	4.687	29.758	5.332	198	1.094	NS
Social Wellbeing	31.95	4.353	32.586	5.322	198	0.923	NS
Emotional Wellbeing	34.287	6.504	33.394	6.731	198	0.954	NS
Spiritual Wellbeing	41.089	6.310	42.475	6.412	198	1.540	NS
Overall Wellbeing	171.90	13.732	171.10	14.078	198	0.407	NS

NS= Not Significant

It is obvious from the Table-1 that the obtained 't' - values for Physical Wellbeing, Mental Wellbeing, Social Wellbeing, Emotional Wellbeing and Overall Wellbeing of male and female college teachers were found to be 1.595, 1.094, 0.923, 0.954, 1.540 and 0.407 respectively. These values were non significant, which means that male and female college teachers do not differ significantly with regard to their Physical Wellbeing, Mental Wellbeing, Social Wellbeing, Spiritual Wellbeing, Emotional Wellbeing and Overall Wellbeing. Hence, the null hypothesis that, 'There will be no significant differences in wellbeing among college teachers in context of gender,' was accepted.

Table 2
Comparison of Wellbeing among Rural and Urban College Teachers

Wellbeing	Rural		Urban		df	't'-Value	Significance
	Mean	SD	Mean	SD			
Physical Wellbeing	33.010	4.222	33.718	3.792	198	1.245	NS
Mental Wellbeing	29.577	4.782	30.689	5.198	198	1.576	NS
Social Wellbeing	32.134	4.976	32.388	4.759	198	0.369	NS
Emotional Wellbeing	34.010	6.292	33.689	6.934	198	0.343	NS
Spiritual Wellbeing	41.918	6.169	41.641	6.605	198	0.306	NS
Overall Wellbeing	170.763	13.598	172.204	14.163	198	0.734	NS

NS= Not Significant

The Table2 shows that the obtained 't' - values for Physical Wellbeing, Mental Wellbeing, Social Wellbeing, Emotional Wellbeing and Overall Wellbeing of rural and urban college teachers were found to be 1.245, 1.576, 0.369, 0.343, 0.306 and 0.734 respectively. These values were non significant, meaning thereby that college teachers belonging to rural and urban backgrounds do not differ significantly with regard to their Physical Wellbeing, Mental Wellbeing, Social Wellbeing, Spiritual Wellbeing, Emotional Wellbeing and Overall Wellbeing. In other words it can be said that more or less on the average, rural and urban college teachers have same/ equal levels of wellbeing. Hence, the null hypothesis that, 'There will be no significant differences in wellbeing among college teachers in context of locale,' was retained.

Table 3
Comparison of Wellbeing among Highly Qualified and Low Qualified College Teachers

Wellbeing	Highly Qualified		Low Qualified		df	't'-Value	Significance
	Mean	SD	Mean	SD			
Physical Wellbeing	33.808	3.944	32.571	4.042	198	2.081	*
Mental Wellbeing	30.90	4.598	28.757	5.486	198	2.784	**
Social Wellbeing	32.085	4.662	32.60	5.213	198	0.692	NS
Emotional Wellbeing	33.923	6.895	33.70	6.109	198	0.235	NS
Spiritual Wellbeing	40.262	6.510	44.586	5.092	198	5.182	**
Overall Wellbeing	171.092	13.025	172.271	15.402	198	0.544	NS

****=Significant at 0.01 Level, *= Significant at 0.05 Level and NS= Not Significant**

It is clear from the Table-3 that the obtained 't' - values for Mental Wellbeing and Spiritual Wellbeing of highly qualified and low qualified college teachers were found to be 2.784 and 5.182 respectively. These values are significant at 0.01 level of significance. This means that highly qualified and low qualified college teachers differ significantly with regard to their Mental Wellbeing and Spiritual Wellbeing. Highly qualified college teachers were found higher on their mental wellbeing than their low qualified counterparts ($M=30.90 > M=28.757$). Whereas, low qualified college teachers were found more on their spiritual wellbeing as compared to highly qualified college teachers ($M= 44.586 > M= 40.262$).

It is evident from the Table-3 that the obtained 't'- value for Physical Wellbeing was found to be 2.081, which is significant at 0.05 level of significance. It means that highly qualified and low qualified college teachers have significant differences with respect to their physical wellbeing. The mean value of highly qualified college teachers ($M= 33.808$) is greater than the mean value ($M=32.571$) of low qualified college teachers, meaning thereby that highly qualified college teachers have more orientation towards their physical wellbeing than their low qualified counterparts. Hence, the null hypothesis that, 'There will be no significant differences in wellbeing among college teachers in context of educational qualification,' was rejected.

The Table-3 also reflects that the obtained 't'- values for Social Wellbeing, Emotional Wellbeing and Overall Wellbeing were found to be 0.692, 0.235 and 0.544, which are non- significant. This means that highly qualified and low qualified college teachers do not differ significantly with regard to their social, emotional and overall wellbeing or we can say that more or less on the average, highly qualified and low qualified college teachers have equal/ same levels of social, emotional and overall wellbeing. Hence, the null hypothesis that, 'There will be no significant differences in wellbeing among college teachers in context of educational qualification,' was accepted.

CONCLUSIONS

1. No significant gender differences were found among college teachers with respect to their physical, mental, social, emotional, spiritual and overall wellbeing.
2. Rural and Urban background college teachers did not differed significantly on their physical, mental, social, emotional, spiritual and overall wellbeing.
3. Highly qualified college teachers were found more oriented towards their physical and mental wellbeing than low qualified college teachers.
4. Low qualified college teachers were found to have higher level of spiritual wellbeing as compared to their highly quailed counterparts.
5. Highly qualified and low qualified college teachers were hound to have almost same or equal levels of social, emotional and overall wellbeing.

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