



OCCUPATIONAL WELL-BEING AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

Occupational Well-being is the sum total of physical, psychological and economic factors which affect the occupation. Occupational Well-being indicates the extent to which teachers can enhance their personal lives through their work environment and experience. For effective development of the system of education, Occupational Well-being of teachers is essential. The main intention behind the present study was to study the level of Occupational Well-being among Secondary School Teachers and to compare the Occupational Well-being of Secondary School Teachers with respect to Gender, Locale and Type of Management. The present study was conducted on a representative sample of 300 Secondary School Teachers belonging to Kozhikode, Malappuram and Wayanad Districts of Kerala. For the present study, the investigators used a recently developed Scale of Occupational Well Being. Percentage analysis was used to assess the level of Occupational Well-being for the total sample and Mean Difference Analysis was used to compare the Occupational Well-being of Secondary School Teachers with respect to Gender, Locale and Type of Management. From the study, it is evident that majority of the Secondary School Teachers have average level of Occupational Well-being and there is significant difference between the secondary school Teachers' Occupational Well-being based on different categories.

KEY TERMS: Occupational Well-being, Secondary School Teachers,

INTRODUCTION

Education of children and young people is at the core of teachers' work and learner's success underpins the daily effort, enthusiasm, and commitment from teachers. It is well acknowledged that teachers are the most important in-school factor contributing to student success, satisfaction and achievement. It is emphasized that, to make any process of education a success, the quality, competence and character of the teachers were the most important aspects. If the teacher acquire personal competency and commitment, and if they are able and empowered to perform their multiple tasks in classrooms and in the community in a professional manner, then a chain reaction can begin- starting with a sound teacher performance and culminating in high quality learning among students in cognitive, affective and psychomotor areas of domains.

Teacher wellbeing is deeply connected to the quality of their work, and its impact on student outcomes (CESE, 2014). 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.

Teacher's Occupational Well-being is a pleasurable positive emotional state, resulting from the appraisal of one's job experiences. It results from the perception that one's job fulfils or allows the fulfilment of one's important occupational values providing and to the degree that these values are congruent with one's needs. There are number of factors which influence Occupational Well-being like working conditions, nature of the work group and institutions etc.

Need and Significance of the Study

Teachers are extremely important in any society for a multitude of reasons. The role of teachers is not only limited to impart knowledge but also they act as an important formative force in the development of society. All teachers have the ability to teach but what more important is the belief in their ability to teach. In order to teach effectively, teacher must not only feel psychologically and emotionally comfortable, but teachers must have some sense of belief that they can



make a difference to the lives of children they are teaching and that those children are learning. They must feel that their professional work is bringing about positive change in their pupils.

Occupational Well- being is the sum total of physical, psychological and economic factors which affect the occupation. Occupational Well- being indicates the extent to which teachers can enhance their personal lives through their work environment and experience. For effective development of any organization Occupational Well-being of employees is essential. Various problems like job dissatisfaction, occupational stress, lack of freedom, competition with colleagues, poor social relationships etc. act as the barriers to quality of work life of teachers. Only a teacher with high Occupational Well-being can make on the development of children. So it is important to assess the Occupational Well- being of teachers.

The present study aims find out the Occupational Well- being of Secondary School Teachers. There were very few studies related to this topic Occupational well- being of Secondary School Teachers in Indian context. Lack of such studies in India is evident from review of related literature. This motivated the investigator to study the Occupational Well- being of secondary school teachers.

Objectives of the Study

The objectives of the study are as follows.

- 1) To study the level of Occupational Well-being among Secondary School Teachers.
- 2) To find out whether there exist any significant difference in the Occupational Well-being of Secondary School Teachers with respect to Gender, Locale and Type of Management.

METHODOLOGY

The methodology adopted for the present study is the following.

Sample of the Study

The present study was conducted on a representative sample of 300 Secondary School Teachers belonging to three districts of Kerala i.e., Kozhikode, Malappuram and Wayanad. The sample was drawn using Stratified Random Sampling Technique giving due representation to different strata i.e. Gender, Locale, Type of management.

Tool for the Study

For the present study, Scale of Occupational Well Being (Hameed & Jincy, 2019) was utilized. The scale consists of 50 items out of which 30 items are positive and 20 items are negative.

Statistical Techniques used for Analysis

In the present study Percentage Analysis was used to assess the level of Occupational Well-being for the total sample and Mean Difference Analysis was used to compare the Occupational Well-being of Secondary School Teachers with respect to Gender, Locale and Type of Management.

RESULT AND DISCUSSIONS

The occupational well- being among secondary school teachers for the total sample was established by calculating Mean score and Percentage Analysis.

Percentage of Secondary School Teachers belonging to Different Levels of Occupational Well-being

The percentage of different levels of Occupational Well- being among Secondary School Teachers for total given in Table 1.

Table 1
Percentage of Secondary School Teachers belonging to Different Levels of Occupational Well-being for Total Sample

Variable	Sample	Levels	Size of Sample	Percentage
Occupational Well-being	Total (M=121.293 S.D.11.49)	High	43	14.33
		Average	208	69.33
		Low	49	16.33
		Total	300	100.00

Table 1 reveals that, out of 300 Secondary School Teachers, 208 (69.33 %) teachers have average levels of Occupational Well-being. The remaining 43 (14.33 %) and 49 (16.33 %) teachers possess high and low level Occupational Well-being respectively. Hence, it can be concluded that majority of the Secondary School Teachers have average level of Occupational Well-being.

Results of Mean Difference Analysis

Mean difference analysis was attempted to compare the mean scores of Secondary School Teachers for the subsamples formed on the basis of Gender, Localer and Type of management. The data and results of the test of significance of difference between means based on Gender are presented in Table 2.



Table 2
Data and Results of the Test of Significance of Difference between Means Score of Rural and Urban Secondary School Teachers

Variable	Gender						t value	Level of Significance
	Male			Female				
	N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
Occupational Well-being	150	121.83	12.282	150	120.75	10.654	0.814	Not Significant

Table 2 indicates that the obtained t-value for the Occupational Well-being of Secondary School Teachers based on locale is 1.775 which is not found significant even at 0.05 level of significance. From this it is clear that there exists no significant

difference between rural and urban Secondary School Teachers in case of their Occupational Well-being.

The data and results of the test of significance of difference between means based on Locality are presented in Table 3.

Table 3
Data and Results of the Test of Significance of Difference between Means Score of Rural and Urban Secondary School Teachers

Variable	Locale						t value	Level of Significance
	Rural			Urban				
	N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
Occupational Well-being	150	120.12	12.716	150	122.47	10.023	1.775	Not Significant

Table 3 indicates that the obtained t-value for the Occupational Well-being of Secondary School Teachers based on locale is 1.775 which is not found significant even at 0.05 level of significance. From this it is clear that there exists no significant difference between rural and urban Secondary School

Teachers in case of their Occupational Well-being.

The data and results of the test of significance of difference between means based on Type of management are presented in Table 4, 5 and 6.

Table 4
Data and Results of the Test of Significance of Difference between Means Score of Government and Aided Secondary School Teachers

Variable	Type of Management						t value	Level of Significance
	Government			Aided				
	N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
Occupational Well-being	147	119.66	12.218	94	121.18	10.843	0.984	Not Significant

Table 4 indicates that the obtained t-value for the Occupational Well-being of government and aided Secondary School Teachers is 0.984 which is not found significant even at 0.05 level of

significance. Hence, there exists no significant difference between government and aided Secondary School Teachers regarding their Occupational Well-being.

Table 5
Data and Results of the Test of Significance of Difference between Means Score of Government and Unaided Secondary School Teachers

Variable	Type of Management						t value	Level of Significance
	Government			Unaided				
	N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
Occupational Well-being	147	119.66	12.218	59	125.54	9.547	3.313	0.01 Level

Table 5 indicates that the obtained t-value for the Occupational Well-being of government and unaided Secondary School Teachers is 3.313 which is

found significant at 0.01 levels. Hence it can be concluded that, there exists significant difference in the mean scores between government and unaided



Secondary School Teachers regarding their Occupational Well-being.

Table 6
Data and Results of the Test of Significance of Difference between Means Score of Aided and Unaided Secondary School Teachers

Variable	Type of Management						t value	Level of Significance
	Aided			Unaided				
	N ₁	M ₁	σ ₁	N ₂	M ₂	σ ₂		
Occupational Well-being	94	121.18	10.843	59	125.54	9.547	2.534	0.05 Level

Table 6 indicates that the obtained t-value for the Occupational Well-being of aided and unaided Secondary School Teachers is 2.534 which is found significant at 0.05 level. Hence we concluded that, there exists significant difference in the mean scores between aided and unaided Secondary School Teachers regarding their Occupational Well-being.

The result also shows that unaided Secondary School Teachers have more Occupational Well-being than aided Secondary School Teachers.

CONCLUSION AND SUGGESTIONS

Teachers well -being is important in teaching learning process. Only a teacher with high Occupational Well-being can make on the development of children. So the teachers Occupational well – being needs to be balancing act and take necessary steps to improve well -being of teachers at their working conditions. The present study reveals that the Occupational well- being of secondary school teachers are average. This stresses the need to consider the well -being of teachers at different levels. Another major finding of the study is that unaided secondary school teachers have more Occupational Well-being than aided and government secondary school teachers.

The outcome of this study has direct importance for teachers, and authorities. The present study shows that government and aided teachers have average level of Occupational well – being. Professional support and improvement of the working conditions should be a priority in order to achieve raised levels of well- being and subsequently healthy school climate.

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Educational Implications

Government must take concrete steps to develop an environment for the healthy and effective functioning of secondary school teachers. It must be recognized that teachers are the most critical factors

for the effective functioning of both the teacher and the school. Teacher education institutions should play a significant preventive rote in developing well - being and reducing stress by training the pupil teacher. The on- going in- service teacher education programs should be evaluated in terms of their effectiveness in developing wellness, emotional intelligence and techniques reducing stress among teachers for their inwards transmission to new generation.

The work – related strain and its management and professional competence, development needs have also been detected in working conditions and working communities. Developing working conditions from different viewpoints must be taken seriously, as poor working conditions should be taken in to consideration due to teachers performance is strongly influenced by good atmosphere and personal relationship in the working community.

The result of the research indicated that there should be a lot of school based development programmes for promoting Occupational Well-being, and actions must target the areas of worker and work, development of school community, professional competence or working conditions. It is not feasible to simultaneously develop all aspects of Occupational Well- being, but it is important to prioritise and schedule planned activities.

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