



A STUDY ON TEACHER'S WELL – BEING FROM THE SOCIO PSYCHOLOGICAL PERSPECTIVE IN THOOTHUKUDI DISTRICT

Education

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ABSTRACT

As the cornerstone of a nation's educational system, the school is essential. The Tamil Nadu government has created a plan that balances social welfare with economic progress. Building strong connections and sustaining a favourable work environment are essential to ensuring instructors perform successfully. Workplace difficulties may cause stress, low performance, job discontent, and other mental health issues. Thus, teachers' well-being is greatly impacted by a good and encouraging work environment. By evaluating the work-life quality of teachers in Government Funded Schools (GFS) and Private Sector Schools (PSS), this research seeks to better understand the psychological, social, political, and economic elements of teachers' well-being. It used a quantitative methodology, gathering information from 300 randomly chosen instructors in Thoothukudi District, Tamil Nadu, using surveys and questionnaires. To assess teachers' well-being and investigate any discrepancies between PSS and GFS, further study is required. The results showed high levels of well-being among teachers, with no notable differences between GFS and PSS in terms of teacher well-being.

KEYWORDS

Educational Administration, Educational policy, Teacher well-being

INTRODUCTION

The Tamil Nadu government has created a plan that balances social welfare with economic progress. Though it is a wide phrase, "well-being" usually refers to the whole quality of life, which includes social, political, psychological, and economic aspects that are advantageous to society. Happiness, life satisfaction, self-worth, self-efficacy, family life, job, education, and money are all considered aspects of well-being, according to Bretones and Gonzales^[1].

Due to constantly changing curriculum, learning theories, pedagogy, and educational goals, teachers play a crucial role in the country's educational system. Veenhoven's theory that comfort, health, and happiness are essential to a person's well-being supports the idea that providing for the wellbeing of teachers is essential to their efficacy^[2].

This research examines the quality of work life for teachers in order to concentrate on their well-being. Quality of work life is defined by Rethinam and Ismail as the extent to which an employee's job improves their happiness and well-being^[3]. This entails assessing how schools provide for the psychological, social, political, and economic needs of teachers as well as providing chances for professional development. To create work environments that enhance teachers' lives, schools play a crucial role. In contrast, Maslow points out that workers at all levels may be impacted by a lack of contentment with their work-life balance^[4].

Literature Review

The significance of good leadership interactions and communication in fostering teacher resilience and well-being is underscored by Peters and Pearce's research of Australian educators^[5]. The topic of teacher well-being has garnered increasing attention in recent years, and the emergence of positive psychology has sparked fresh conversations about it. Studies indicate that a greater ratio of happy to negative emotions improves both general well-being and occupational engagement^[6].

Joyful feelings start a positive feedback loop, and its advantages result in long-term increases in wellbeing. Additionally, research demonstrates the beneficial relationships that exist between general well-being, job satisfaction, and work engagement. The well-being of teachers is intimately linked to their performance, and the assessment process often induces stress and worry in them^[7].

Social networking sites have gained popularity as a means of enhancing communication, cooperation, and teacher-student interaction—all of which have a good impact on teachers' well-being^[8].

Statement Of Problem

According to certain research, teachers tend to express more satisfaction when their working environment and well-being are properly taken care of. The purpose of this research is to evaluate the state of teaching in entirely government-funded public schools, known as government-funded schools (GFS) and Private Sector Schools (PSS). High levels of commitment and climate among GFS teachers are found in studies on teacher involvement and climate in PSS schools in Tamil Nadu by Lava and Eshet and Adnan et al. To assess teachers' well-being and investigate any discrepancies between PSS and GFS, further study is required.

Research Method

In this research, 300 teachers from seven schools in the Tamil Nadu district of Thoothukudi were chosen using a quantitative method and simple random selection. There were three Private Sector Schools (PSS) and four Government Funded Schools (GFS) among the schools. 220 respondents from GFS, and 80 respondents from PSS. The instruments to consists of 25 items with four dimensions' areas: political, social, economic, and psychological needs. A 25-item survey based on Seligman's quality of life model was used to gauge the well-being of teachers. Part A of the survey included questions on demographics, while Part B used a five-point Likert scale to gauge respondents' levels of well-being. Five degrees of interpretation were applied to the responses: very low, low, medium, high, and very high.

RESULTS

In SMK and SABK, 300 teachers from Private Sector Schools (PSS) and Government Funded Schools (GFS) participated in this research to evaluate their well-being. There were 80 PSS teachers (26.7%) and 220 GFS teachers (73.3%) in the sample. The age, service grade, and gender of the instructors were used to categorise their profiles. 176 instructors were female (58%), while 126 teachers were male (42%). The instructors' ages were distributed as follows: 91 were over 50 (23.7%), 127 were 41-50 (42.3%), 75 were 31-40 (25%), and 27 were under 30 (9%). 56 teachers in DG41 (18.7%), 116 in DG44 (38.7%), 79 in DG48 (26.3%), 21 in DG52 (7%), and 10 in other categories (3.3%) were among those with employment grades. Table 1 displays demographic information.

Table – 1 Respondents' Demographic Profiles

Demographic		Frequency	%
School Type	GFS	220	73.3
	PSS	80	26.7
Gender	Male	126	42.0
	Female	174	58.0
Age (years)	<30	27	9.0
	31 – 40	75	25.0
	41 – 50	127	42.3
	>50	71	23.7

Grade in service	DG41	56	18.7
	DG44	116	38.7
	DG48	79	26.3
	DG52	37	12.3
	DG54	2	0.7
	others	10	3.3

Table 2 demonstrates that although both the GFS (M=3.95, SD=0.53) and PSS (M=3.86, SD=0.48) groups had high levels of well-being, neither group had very high levels.

Table – 2 Mean And Standard Deviation For Gfs And Pss

Variable	School Types	M	SD
Teacher's well-being	GFS	3.95	0.53
	PSS	3.86	0.48

The average levels of well-being for GFS and PSS are contrasted across four dimensions in Table 3. Every facet of the scores for both school types was high, with GFS scoring somewhat higher than PSS. GFS scored (M=4.14, SD=0.44) and PSS (M=4.09, SD=0.48) on the social needs category. GFS scored (M=4.04, SD=0.59) and PSS (M=3.81, SD=0.59) in the area of economic necessities. GFS scored (M=3.87, SD=0.50) and PSS (M=3.82, SD=0.43) for political requirements. Finally, GFS scored (M=3.75, SD=0.58) and PSS (M=3.73, SD=0.41) for psychological requirements. These findings imply that, although the difference was not statistically significant, GFS instructors experienced somewhat higher well-being than PSS teachers.

Table – 3 Mean Differences And Independent Sample T-test On Dimensions Based On Schools

Dimensions	School Types	M	SD	t	p (sig)
Political needs	GFS	3.87	0.50	0.841	0.401
	PSS	3.82	0.43		
Social needs	GFS	4.14	0.44	0.794	0.428
	PSS	4.09	0.48		
Economic needs	GFS	4.04	0.59	2.947	0.004
	PSS	3.81	0.59		
Psychological needs	GFS	3.75	0.58	0.358	0.759
	PSS	3.73	0.41		

*p<0.05

Significant differences were found in the economic demands dimension according to an independent sample t-test, where GFS outscored PSS ($t(298) = 2.95, p < .05, p = 0.004$). In contrast, no significant variations were seen in the social, political, or psychological domains. Both GFS and PSS had excellent levels of internal organization and well-being overall, especially in areas like social interactions, leadership, administrative management, respect, and self-esteem.

DISCUSSION

Level of teacher's welfare in GFS & PSS Schools in Thoothukudi district

- The study's findings demonstrated the significance of social well-being for teachers in school organizations by revealing that the social needs factor had the highest mean score out of all the aspects.
- Teachers' social relationships with their colleagues as well as their sense of social obligation are crucial.
- The results showed that instructors typically felt content with their relationships, trusted their colleagues, and worked effectively with them. Teachers' job satisfaction is the degree to which they like their employment, including both positive and negative emotions.
- High scores were also obtained for the economic needs component, as instructors agreed that the students' income was sufficient to pay for living costs, buy a home, and make charitable contributions, demonstrating their great financial well-being. According to Nordin and Thien, meeting teachers' financial needs—particularly those related to daily costs and family support—has a big impact on their well-being. Teachers who are underpaid may get stressed out and lose interest in their work, which may drive them to look for other sources of money.
- Both school types scored strongly in the political needs component, showing effective teacher collaboration, trust, and honesty.
- Tyree emphasized that in order to preserve cordial teacher-

administrator relationships, administrators have a critical role in policy-making, dispute resolution, and mentoring.

Differences in Teacher Well-being between GFS and PSS Teachers in Thoothukudi District.

- There were no significant variations in the wellbeing of instructors in GFS and PSS schools, according to the research. While the average score for both kinds of schools was very high, GFS scored somewhat higher, indicating a better working atmosphere and better amenities.
- Fatimah discovered a favorable relationship between worker performance and the workplace culture and surroundings. Teachers' high levels of well-being benefit schools and the Ministry of Education by creating a strong school atmosphere that supports academic performance. pleasant school climates are characterised by appealing physical attributes, pleasant social dynamics, and a productive work environment.

CONCLUSIONS

In Thoothukudi district, Tamil Nadu, teacher well-being is very high in GFS and PSS schools, with no discernible disparities between the two school types. After their metamorphosis, GFS and PSS are clearly in good rivalry with one another. Encouraging the well-being of teachers is crucial to creating a joyful, cosy, and pleasurable work atmosphere, which raises the quality of instruction for pupils. The purpose of this research is to advance knowledge on teacher well-being, both theoretically and practically, especially for education stakeholders. These results may be used by local, state, and federal legislators as well as school administrators to assess and enhance the well-being and quality of work life for Indian teachers.

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