

A Vibrant Ray of Hope: Staff Well Being is Key to Students Well Being

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Abstract

Wellness is an important asset of every human being. The wellness of health encourages a person to move towards awareness, education and individual progress. Teachers are the superheroes of the educational system and tend to be underrepresented and overworked. The promotion of teacher wellness and health is revealed student health and wellness and may lead to a more effective and positive environment for learning on the whole. According to the National Wellness Institute, "a conscious, self-directed and evolving process of achieving full potential". This study aims to find the level of wellness among school teachers. Survey method was adopted to collect data through questionnaire from 60 school teachers of Kendriya Vidyalaya, Government and Government Aided School. The finding of the study reveals that the Kendriya Vidyalaya School Teachers scores higher on the dimension of "Meaning" (28.6) and lower on the aspect of "Body and Sexuality" (15) among the ten dimensions, the Government school scores higher on the proportion of "Self-Responsibility" (21.4) and lower on the aspect of "Body and Sexuality" (12) among the ten dimensions and the Government Aided School teachers scores higher on size of "Meaning" (24.5) and lower on the aspect "Body and sexuality" (13.4) among the ten dimensions. The study also reveals that every school scores lowest in one particular point (i.e. Body and Sexuality). Hence, Kendriya Vidyalaya School Teachers have good wellness than the Government and Government Aided School.

Keywords: Wellness education.

Introduction

"A state of complete physical, mental and social well-being and not merely the absence of disease or infirmity"-World Health Organization.

Wellness is the right and critical asset of every human being. Wellness does not only mean being necessarily strong, brave, successful or free of illness. A reasonable person can be living in pain, scared in the face of a challenge, or be physically handicapped. Wellness is a dynamic concept. You don't just get well or stay well. There are degrees of wellness and degrees of illness are equal. The welfare of health encourages one to move towards awareness, education and individual progress. Quality of life represents the general well-being of individuals and societies, outlining negative and positive features of life. It observes life satisfaction, including everything from physical health, family, education, employment, wealth, safety and security to freedom, religious beliefs, and the environment. Quality of Life has a widespread in the fields of international development, healthcare, politics and employment.

It is important not to mix up the concept of QOL with a more recent growing area of Health-related Quality of Life. A teacher's wellness gets reflected on the student's welfare. Most of the students have their teachers as their role model. Students tend to stride on their role model's footprints and emulate them. A healthy and stress-free environment makes for satisfied and high performing employees. Such school employees are more likely to be happy in their position of work and tend to stay longer. They display good attendance records and take fewer leaves, thus providing stability and continued development, which is essential for educational success.

Important of Wellness Education and Teacher's Wellness

"A state of complete physical, mental and social well-being and merely the absence of disease or infirmity". - World Health Organization.

"A conscious self-directed and evolving process of achieving full potential" - The National Wellness Institute.

Good quality education is the foundation of health and well-being. For people to lead healthy and productive lives, they need the knowledge to prevent sickness and disease. -UNESCO

Teachers are the superheroes of the educational system and tend to be underrepresented and overworked. Survey shows that teachers face a high turnover rate in schools due to stress. Stressors at work and in their daily lives may impact their ability to be responsive and effective in the classroom. Even though teachers face time crises, there are simple practices that can be implemented to boost energy, reduce stress, and set an excellent example for students. Getting in the habit of bringing healthy snacks to class like sliced peppers, cucumbers, carrots, and fresh fruit is a great way to incorporate more fruits and vegetables during the day. If the teacher is eating healthy, then, the students may be more inclined to mimic the behaviour as well.

Mindfulness

Studies have shown that mindfulness training, including small meditation or breathing exercises, are effectively associated with emotional regulation and awareness, recognition, and understanding.

Setting aside 5-10 minutes per day for mental health has been proven to be tremendously favourable. There are many ways that can be used to employ these practices in the classroom for increased mental wellness for teachers and students. The promotion of teacher health and wellness revealed in the student's health and wellness and may lead to a more positive and productive learning environment.

Impact of Teacher's Wellness

Teacher well-being is a critical and often overlooked part of school progress. As education patrons consider improvements to school climate, school safety, and student wellness, many have turned their attention to the role of schools in improving mental health. While most of this attention focuses on students' mental health needs, it is also essential to explore ways of supporting teachers who often experience high levels of stress. Relation to professionals in other fields, educators experience significantly more weight and suffer more often from mental health problems. Sixty-one per cent of teachers stated that their work is "always" or "often" stressful. Failing to address the mental health needs of teachers may affect their ability to address critical needs among students. Teacher wellness has been related not only to teachers' physical health but also to steadiness in schools and teaching effectiveness and student achievement.

The Role of Health and Wellness in the Classroom

The education of our children should constitute far more than the teaching of geometry or Shakespearean poetry--social and wellness and critical life skills are equally crucial to the success of our students (and the economy) as are traditional classroom courses. The problem of health and wellness extends far beyond the reaches of just the national healthcare crisis. Although physical fitness is the most glaring hole in the overall wellness of our country, there are various other topics not traditionally taught in the classroom that have significant consequences on our economy, and as such need to be addressed authentically. Social wellness and the practice of bullying are more than just talking points at a PTA meeting; they have a significant impact on the education of our children. The dawn of social media has only exacerbated the

issue, as kids today find themselves in a world of unparalleled access and social freedom, and parents and teachers struggle to grasp the complexity of the institution.

Objectives of the Study

- The primary objective of the study is to find the level of quality of life (wellness) among the Government School Teachers in Dindigul District.
- To identify the level of quality of life (wellness) among the Kendriya Vidyalaya School Teachers in Dindigul District.
- To know the level of quality of life (wellness) among the Government Aided School teachers in Dindigul District.

Review of Related Literature

Limited research into teacher wellbeing and risk factors have been conducted in sub-Saharan Africa. Wolf, Torrente, McCoy, Rasheed and Aber (2015) investigated cumulative risk and teacher wellbeing in the Democratic Republic of the Congo. They report that less experienced teachers experience the highest levels of burnout compared to more experienced teachers.

Zali Yager (2011) conducted a study on “Health Education Teacher Education: Evaluation of learning design with embedded personal wellness learning and assessment focus”. The critical objectives of the study were to evaluate the impact of a wellness curriculum and transformative assessment on student’s wellbeing and their capacity to teach about wellbeing in the future. The sample was taken from two subsequent cohorts of the first-year student enrolled in the faculty of education at a Victorian regional university in 2009 (N=287) and 2010 (N=332). Measures were conducted during class time in either lectures or tutorials, and response rates were, therefore, dictated by attendance rates rather than refused to participate. The investigated adopted survey method through data collection for this study. The significant finding of the study consisted of student’s perceived learning, evidence of transformative learning and implications for future teaching.

Teacher wellbeing has been the subject of

enquiry across all educational age groups. Reports relating to early childhood teacher wellbeing include Bullough, Hall-Kenyon and MacKay (2012), Hall-Kenyon, Bullough, MacKay and Marshall (2014), Wong and Zhang (2014), Jennings (2015), and Zinsser, Christensen and Torres (2016). Research on the wellbeing of primary school teachers includes that Morgan (2012), Paterson and Grantham (2016), and Yin, Huang and Wang (2016). Secondary school teachers’ wellbeing is the focus of research by Cook et al. (2017), Hobson and Maxwell (2016), Kidger et al. (2016), Mattern and Bauer (2014), Milfont, Denny, Ameratunga, Robinson and Merry (2008), Pisanti, Gagliardi, Razzino and Bertini (2003), Rasku and Kinnunen (2003), and Salter-Jones (2012).

Studies of Scandinavian teachers’ wellbeing reported findings consistent with other teacher populations citing that Swedish comprehensive school teachers said elevated levels of work-related stress. A Norwegian study reported work overload, student behaviour, class sizes and collegial relationships as having adverse effects on teachers’ quality of life (Mykletun, 1984, cited in Burns & Machin, 2013). The organisational change was also associated with increased exhaustion by teachers in this study. Comparisons between academically successful and less academically successful schools indicated the experience of stress related to student achievement. They stated that when school climate is perceived as unfavourable, it can have adverse effects on teacher health and wellbeing, subsequently leading to detrimental degradation of student academic outcomes (Mykletun & Mykletun, 1999, cited in Burns & Machin, 2013). Similar to Salimrad and Srimathi’s (2016) study in India, the study by Burns and Machin (2013) in Scandinavia identified that “personality is associated with employee wellbeing, and organisational climate is most strongly related to school morale and distress”. In their study, teachers in rural schools reported a more positive organisational climate and better wellbeing.

Methodology

Investigators selected the survey method for research. Education research involves the selection of a sample from a specific population. By observing the example, an inevitable inference may be made about the total population.

Sample

The investigator has followed a stratified random sampling method for the present study. The investigator has collected a sample of 60 school teachers. With due representation given to the variables such as gender, area, type of institution. There was one Government higher secondary school, Two Government aided more senior secondary schools, and Kendriya Vidyalaya was taken. The data were collected from the following schools.

- Kendriya Vidyalaya, Dindigul.
- Nehruji Memorial Municipal Government Higher Secondary School Dindigul.
- Devangar Higher Secondary School. Dindigul.
- Thambithottam Higher Secondary School. Dindigul.

Tools

The tool was constructed and standardised by Stephan Bensouassan, M.A. Psychologist. The questionnaire comprises of 80 questions. There are 10 dimensions namely Self-Responsibility (8), Stress-Management (8), Health (8), Eating (8), Exercise (8), Feelings and self-esteem (8), Communication and Relationship (8), Body and Sexuality (8), Meaning (8) and Spirituality (8). This inventory will reveal the level of wellness in calculating the various dimensions of Quality of Life.

The levels are categorised into high average and medium. The statistical analysis, thus, reveals the Quality of Life. The investigators made use of this tool to find out the level of Quality of Life (wellness) among Government, Kendriya Vidyalaya and Government Aided Schools Teachers.

Data Analysis and Results

Inferential statistics techniques have been used to analyse the collected data. Mean, standard deviation, and t-test are the statistical techniques used in this study.

Table 1: Mean Scores on Ten Dimensions among Government School Teachers on Quality of Life

Sl. No.	Dimension	Government School
1	Self- Responsibility	21.4
2	Feelings& Self-Esteem	21

3	Communication and Relationship	21
4	Spirituality	21
5	Stress Management	20
6	Meaning	20
7	Health	19.2
8	Exercise	19
9	Eating	18.5
10	Body and Sexuality	12

The table 1 reveals the mean scores of ten dimensions among the Government school teachers on quality of life (wellness) were Self- responsibility (21.4), Stress management (20), Health (19.2), Eating (18.5), Exercise (19), Feelings and self- esteem (21), Communication and relationships (21), Body and sexuality (12), Meaning (20) and Spirituality (21).

The analysis thus indicates that the mean score on the dimensions of Self-Responsibility (21.4) is higher than the other nine aspects.

The result shows that government school teachers life is in their hands and they can control it, they are aware that they are responsible for every aspect of this life, the way they live their presence is essential in determining their state of health, they are the dominant force in determining their rate of recovery from an illness, they are open-minded and have tried various alternative therapies, they contribute time/ money to support causes or people of their choice. They perform at least one good deed for mankind a day.

It is found that the mean score is less in body and sexuality dimension(12) were they don't feel comfortable touching and exploring their body, they are uncomfortable looking at themselves in a mirror, they are not genuinely accepting their body's strengths and limits, they are not content with their level of sexual activity, they are not enjoying sexual contacts with their partner, they are not able to give themselves their sexual pleasure when they need it, they feel uncomfortable touching people of the same sex and they are not enjoying and hugging other people.

Table 2: Mean scores on ten dimensions of Kendriya Vidyalaya School Teachers on Quality of life

S. No.	Dimension	Kendriya Vidyalaya School
1	Meaning	28.6
2	Self-Responsibility	27.11
3	Spirituality	25
4	Feelings& Self-Esteem	24
5	Communication and Relationship	23.6
6	Eating	23
7	Stress Management	21.78
8	Exercise	19
9	Health	18.33
10	Body and Sexuality	15

The table 2 reveals the mean scores of ten dimensions among the Kendriya Vidyalaya school teachers on quality of life (wellness) were Self-responsibility (27.11), Stress management (21.78), Health (18.33), Eating (23), Exercise (19), Feelings and self- esteem (24), Communication and relationships (23.6), Body and sexuality (15), Meaning (28.6) and Spirituality (25).

The analysis thus indicates that the mean score on the dimensions of Meaning (28.6) is higher than the other nine aspects.

The resulting focus that Kendriya Vidyalaya school teacher's life is heading towards the directions that they would like to do, they have clearly defined goals in life and working towards achieving them, they feel that there is something in life that they passionate about, they look forward to the future as an opportunity for growth, they live in the present preferably in the past or future, their self-esteem is not slowly based on their work is done, they seek ways to improve their quality of life, they have engaged themselves in counselling or a personal growth process.

It is found that the mean score is less in body and sexuality dimension(15) were they don't feel comfortable touching and exploring their body, they are comfortable looking at themselves in a mirror, they are not genuinely accepting their body's strengths and limits, they are not content with their level of sexual activity, they are not enjoying sexual

contacts with their partner, they are not able to give themselves their sexual pleasure when they need it, they feel uncomfortable touching people of the same sex and they are not enjoying and hugging other people.

Table 3: Mean Scores on ten dimensions among Government Aided School Teachers on the level of Quality of life

S. No.	Dimension	Government Aided School
1	Self-Responsibility	25
2	Meaning	24.5
3	Feelings & Self-Esteem	24
4	Communication and Relationship	23
5	Stress Management	22
6	Eating	21.5
7	Spirituality	20
8	Health	19
9	Exercise	18
10	Body and Sexuality	13.4

The table 3 reveals the mean scores of ten dimensions among the Government Aided school teachers on quality of life (wellness) were Self-responsibility (25), Stress management (22), Health (19), Eating (21.5), Exercise (18), Feelings and self- esteem (24), Communication and relationships (23), Body and sexuality (13.4), Meaning (24.5) and Spirituality (20).

The analysis thus indicates that the mean score on the dimensions of Self –Responsibility (25) is higher than the other nine aspects.

The result shows that Government Aided school teachers life is in their hands and they can control it, they are aware that they are responsible for every aspect of this life, the way they live their presence is essential in determining their state of health, they are the dominant force in determining their rate of recovery from an illness, they are open-minded and have tried various alternative therapies, they contribute time/money to support causes or people of their choice, they perform at least one good deed for mankind a day.

It is found that the mean score is less in body and sexuality dimension(13.4) were they don't feel comfortable touching and exploring their body,

they are comfortable looking at themselves in a mirror, they are not genuinely accepting their body's strengths and limits, they are not content with their level of sexual activity, they are not enjoying sexual contacts with their partner, they are not able to give themselves their sexual pleasure when they need it, they feel uncomfortable touching people of the same sex and they are not enjoying and hugging other people.

Table 4: Level of quality of life (wellness) among teachers of Dindigul District

SI. No.	School Name	Mean	%
1	Government	19.41	31%
2	Kendriya Vidyalaya	22.57	36%
3	Government.aided	20.7	33%

Table 4 reveals the higher mean scores (22.57) for Kendriya Vidyalaya school teachers on the level of quality of life (wellness).

Next to Kendriya Vidyalaya, the Government Aided school Teachers scores higher (20.7) on the level of quality of life.

The Government school teachers score (19.41) on the level of quality of life.

Table 5: Mean Scores on Ten Dimensions of Kendriya Vidyalaya, Government and Government, Aided Schools

S. No.	Dimension	KV School	Govt. School	Govt. Aided School
1	Self-Responsibility	27.11	21.4	25
2	Stress Management	21.78	20	22
3	Health	18.33	19.2	19
4	Eating	23	18.5	21.5
5	Exercise	19	19	18
6	Feelings & Self-Esteem	24	21	24
7	Communication and Relationship	23.6	21	23
8	Body and Sexuality	15	12	13.4
9	Meaning	28.6	20	24.5
10	Spirituality	25	21	20

Findings of the Study

1. The level of Quality of life (wellness) is 20.1(mean scores) among the Government School Teachers in Dindigul District.
2. The level of Quality of life (wellness) is 22.57 (mean scores) among the Kendriya Vidyalaya School Teachers in Dindigul District.
3. The level of Quality of life (welfare) is 20.07 (mean scores) among the Government Aided School Teachers in Dindigul District.
4. The percentage analysis reveals that Kendriya Vidyalaya school teachers score the mean value (36%), Government school teachers scores mean value (33%) and Government Aided school teachers scores (31%). Hence Kendriya Vidyalaya school teachers score higher than Government and Government Aided School Teachers.

Educational Implication

- It must be recognised that teacher are the most valuable assets of society, and their wellness is the most critical factors for the effective functioning of the education system.
- Psychologists, educationists and counsellors should help to improve the wellness of teachers by providing guidance and through organising various programmes related to their overall development of an individual to enhance the quality of life.
- There should be a good interaction among authorities. So that teachers have a positive outlook towards teaching profession.

Discussion

Teacher wellbeing is a complex issue, and to maximise the welfare of teachers, the adoption of a holistic approach which includes the implementation of initiatives that complement teachers' strategies, is suggested. This will help to promote motivation, energy, and teacher self-efficacy, which will then create positive outcomes not only for the individual teachers but also at the community level. Investment in teacher wellbeing contributes to improved health and wellbeing for teachers and students, and ultimately, to positive learning outcomes.

In "Well teachers, well students", McCallum

and Price (2010) purport a similar argument by suggesting that teachers need a wellbeing plan in place to assure their wellbeing for their effectiveness in the classroom. And if teachers can model positive methods, this will have a positive influence on student wellness.

The standard view that teacher wellbeing creates an impact on student wellbeing (and vice versa) is empirically supported. For example, Sisask and colleagues (2014) study reported that teachers with high welfare are more likely to assist children with mental health challenges. Similarly, a number of other studies conclude that the preconditions for teachers to improve the mental health of their students will be achieved by providing them with a pleasant school environment, valuing the subjective psychological wellbeing of the teachers, and providing adequate training to fulfil their gatekeeper role (Roffey, 2012; Salter-Jones, 2012; Tyson, Roberts & Kane, 2009).

It is openly stated that teacher wellness has an impact on student achievement or, at the macro level, school performance. In support of this argument, Briner and Dewberry (2007) found that 8% of the variation of SAT (Standard Assessment Test) scores in the UK were accounted for by teacher wellbeing.

Conclusion

One of the overreaching goals of a healthy campus 2020 initiative is to promote quality of life, healthy development and positive health behaviours on the educational institution, furthermore, promoting wellness within academic reduces disease frequency and enhances. Teachers should pay special attention to their wellness state to maintain a positive impact on their students and to help students build up high-

quality relationships with others in schools.

The allegation of current wellness research is that teachers who are both physically and mentally fit can bring about the excellent educational outcomes for students. Although teacher wellness is viewed as a neglected issue in teacher development (Lau et al., 2008), it is encouraging to observe that further research could shed light on the decisive role of teacher wellness. Future studies may explore teachers' state of wellness, which contributes to their whole being, and the link of teacher wellness with student learning and development.

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