

## OCCUPATIONAL WELL BEING OF TEACHERS IN THOOTHUKUDI DISTRICT

\*Sangeetha Priya.D,  
\*\*Dr. N. Sudha Kumari,

### **Abstract**

This study aims at finding out the occupational well-being of higher secondary teachers in Thoothukudi district. The sample comprised 250 teachers working in the schools at Thoothukudi District of whom 49 are male and 201 are female. Occupational well-being scale developed and validated by the Sangeetha Priya and Sudha Kumari (2018) was used to collect the relevant data. The data were analysed by the 't', 'F' and chi-square tests. The results indicated that there was a significant difference in the occupational wellbeing of higher secondary teachers irrespective of their marital status, locality of the school, type of the school and level of teaching.

### **Introduction**

Occupational well-being can be defined as the physical and mental state of a worker based on the sum of work, working environment and free time (Vocabulary of Safety and Health at Work 2006). Occupational well-being is the ability to achieve a balance between work and leisure time, addressing workplace stress and building relationships with co-workers and immediate authorities. Occupational well-being of teachers includes a satisfactory atmosphere in the working community, workers' proficiency, and good and motivational leadership in the school where the teachers work. For teachers it is really about learning and updating knowledge and skills needed for teaching so that it may bring a challenge to the teachers and the schools.

### **Need and significance of the study**

Occupational well-being of teachers consists of four aspects: teacher and teaching, teaching environment, Professional /teaching competence and teaching community. The aspect of teacher and teaching encompasses health, mental and physical workload, personal resources and related factors. The aspect of teaching environment includes the physical operational environment and occupational safety. Professional competence covers teaching proficiency and opportunities for further education and training. The aspect of teaching community comprises management or organisation, leadership, social support and communication at work.

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\*M.Ed., Scholar, Annamal College of Education for Women, Thoothukudi

\*\*Assistant Professor, Annamal College of Education for Women, Thoothukudi

Occupational well-being is nothing but a pleasure to come to work, professional competence in work, progress in work, relationships in the workplace and valuing work ethics. The present era is an age of modernization where the teachers experience a high level of mental pressure. The high expectations of parents, entrusted responsibilities and global competitions in the area of employment, apprehensions regarding one's sociability and peer acceptability create emotional tensions for teachers. The mindset of teachers is also a very important factor to create a better learning environment. This made the investigator to take up a study on occupational well-being of teachers in Thoothukudi district.

### **Objectives**

1. To find out the significant difference in the occupational well-being with respect to selected background variables.
2. To find out the significant association between the occupational well-being of teachers with respect to selected background variables.

### **Null hypotheses**

1. There is no significant difference between male and female teachers in their occupational well-being
2. There is no significant difference between married and unmarried teachers in their occupational well-being.
3. There is no significant difference between rural and urban teachers in their occupational well-being.
4. There is no significant difference between government and private school teachers in their occupational well-being.
5. There is no significant difference among primary, secondary and higher secondary school teachers in their occupational well being.
6. There is no significant association between the occupational well-being of teachers and their age.
7. There is no significant association between the occupational well-being of teachers with respect to their educational qualification.

### **Methodology**

The investigator adopted survey method. The population for the study was teachers in Thoothukudi district. The investigator used simple random sampling technique for collecting the data. The sample consisted of 250 teachers. Among them 49 were male and 201 were female teachers. Occupational well-being scale developed and validated by the investigator and research supervisor was used for collecting the data. Statistical techniques

't' test, 'F'-test and chi-square were employed for data analysis.

### Data analysis

**Null Hypothesis 1:** There is no significant difference between male and female teachers in their occupational well-being.

**Table 1**

*Difference between male and female teachers in their occupational well being*

| Variable                 | Male (N=49) |       | Female (N=201) |       | Calculated t-value | Remarks at 5% level |
|--------------------------|-------------|-------|----------------|-------|--------------------|---------------------|
|                          | Mean        | S.D   | Mean           | S.D   |                    |                     |
| Occupational well-being. | 77.65       | 7.524 | 78.09          | 9.397 | 0.302              | NS                  |

(At 5% level of significance, the table value of 't' is 1.98)

The above table shows that the calculated 't' value is (0.302) is less than the table value (1.98) at 5% level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant difference between male and female teachers in their occupational well-being.

**Null Hypothesis 2:** There is no significant difference between married and unmarried teachers in their occupational well-being.

**Table 2**

**Difference between married and unmarried teachers in their well-being.**

| Variable                | Married (N=197) |       | Unmarried (N=53) |            | Calculated t-value | Remarks at 5% level |
|-------------------------|-----------------|-------|------------------|------------|--------------------|---------------------|
|                         | Mean            | S.D   | Mean             | S.D        |                    |                     |
| occupational well-being | 79.06           | 7.972 | 74.08            | 11.57<br>2 | 2.967              | Significant         |

(At 5% level of significance, the table value of 't' is 1.98)

The above table shows that the calculated t value is (2.967) is greater than the table value (1.98) at 5% level of significance. Therefore the null hypothesis is rejected. Hence it is concluded that there is significant difference between married and unmarried teachers in their occupational well-being.

**Null Hypothesis 3:** There is no significant difference between rural and urban teachers in their occupational well-being.

**Table 3***Difference between urban and rural teachers in their occupational well-being.*

| Variable                | Rural (N=135) |       | Urban (N=115) |       | Calculated<br>t-value | Remarks at<br>5% level |
|-------------------------|---------------|-------|---------------|-------|-----------------------|------------------------|
|                         | Mean          | S.D   | Mean          | S.D   |                       |                        |
| occupational well-being | 80.84         | 7.928 | 74.67         | 9.175 | 5.642                 | Significant            |

**(At 5% level of significance, the table value of 't' is 1.98)**

The above table shows that the calculated t value is (5.642) is greater than the table value (1.98) at 5% level of significance. Therefore the null hypothesis is rejected. Hence it is concluded that there is significant difference between rural and urban teachers in their occupational well-being.

**Null Hypothesis 4:** There is no significant difference between government and private school teachers in their occupational well-being.

**Table 4***Difference between government and private school teachers in their occupational well-being.*

| Variable                | Government (N=90) |       | Private (N=160) |       | Calculated<br>t-value | Remarks at<br>5% level |
|-------------------------|-------------------|-------|-----------------|-------|-----------------------|------------------------|
|                         | Mean              | S.D   | Mean            | S.D   |                       |                        |
| occupational well-being | 79.69             | 9.050 | 77.06           | 8.965 | 2.218                 | Significant            |

**(At 5% level of significance, the table value of 't' is 1.98)**

The above table shows that the calculated t value is (2.218) is greater than the table value (1.98) at 5% level of significance. Therefore the null hypothesis is rejected. Hence it is concluded that there is significant difference between government and private school teachers in their occupational well-being.

**Null Hypothesis 5:** There is no significant difference among primary, secondary and higher secondary school teachers in their occupational well being.

**Table 5**

*Difference among primary, secondary and higher secondary school teachers in their occupational well being.*

| Variable                 | Sources of Variation | Sum of Squares | Mean Square Variation | Calculated 'F' Value | Remarks at 5% Level |
|--------------------------|----------------------|----------------|-----------------------|----------------------|---------------------|
| Occupational well- being | Between              | 575.775        | 287.887               | 3.589                | Significant         |
|                          | Within               | 19811.221      | 80.207                |                      |                     |

**(At 5% level of significance for 3.589 df, the table value of 'F' is 2.70)**

The above table shows that the calculated F value is (3.589) is greater than the table value (2.70) at 5% level of significance. Therefore the null hypothesis is rejected. Hence it is concluded that there is significant difference among primary, secondary and higher secondary school teachers in their occupational well being.

**Null Hypothesis 6:** There is no significant association between the occupational well-being of teachers and their age.

**Table 6**

*Association between occupational wellbeing of teachers and their age*

| Variable                 | Df | Calculated $\chi^2$ Value | Remarks at 5% Level |
|--------------------------|----|---------------------------|---------------------|
| Occupational well- being | 5  | 0.789                     | NS                  |

The above table shows that the calculated chi-square value (0.789) is less than the table value (8.71) at 5% level of significance. Therefore the null hypothesis is accepted. Hence it is concluded that there is no significant association between the occupational well-being of teachers and their age.

**Null Hypothesis 7:** There is no significant association between the occupational well-being of teachers and their educational qualification.

**Table 7**

*Association between occupational wellbeing of teachers and their educational qualification*

| Variable                 | Df | Calculated $\chi^2$ Value | Remarks at 5% Level |
|--------------------------|----|---------------------------|---------------------|
| Occupational well- being | 5  | 4.182                     | NS                  |

The above table shows that the calculated chi-square value (4.182) is less than the table value (6.16) at 5% level of significance. Therefore the null hypothesis is accepted.

Hence it is concluded that there is no significant association between the occupational wellbeing of teachers and their educational qualification.

### ***Findings and discussion***

Significant difference is noticed in the occupational well-being of teachers with respect to marital status, locality, type of job and type of school, but no significant difference is observed in the occupation wellbeing of teachers with respect to gender.

No significant association is found between occupational well being of teachers and their age and educational qualification.

Married teachers were found to have higher occupational well-being than unmarried teachers. This may be due to the higher emotional intelligence they possess, which was also proved by other studies done by Ishi-kuntz (1991) Devi etal (2011) where married teachers have more emotional intelligence and they are more satisfied than unmarried school teachers. Similarly the occupational well-being of rural teachers were found to be higher because of the stress free environment they get in teaching, the less expectation of results of students by the rural parents which in turn gives them the higher occupational well-being. Government school teachers were also found to have higher occupational well-being than private school teachers. This may be due to their high pay scale and comparatively lesser pressure than private teachers in the result productivity thus increasing their occupational well-being. Primary, secondary and higher secondary school teachers have significant difference in their occupational well-being as they follow different content in subjects as well as different method of teaching from lower level to higher level.

### ***Recommendations***

1. Unmarried teachers could be provided with workshops periodically to refresh on their skills to face the parental expectations of results and to improve on their occupational well-being.
2. Urban teachers could be provided sufficient training in assessment procedures to handle the evaluation procedures of students' examinations.
3. The pay scale of private teachers may be given a reasonable hike to improve their occupational well-being.
4. Skill development programmes could be arranged periodically to all level of teachers to increase in their occupational well-being

### ***References***

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