

Well-Being and Teaching Effectiveness of Primary School Teachers

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Abstract

Teachers who are in good mental health can create an upbeat and friendly atmosphere at school to stop students from having mental health issues and make sure they feel like they belong. How teachers feel psychologically and how happy they are with their job impact how they act. The study attempts to determine the relationship between well-being and teacher effectiveness among primary school teachers in Kerala. For this study, a sample of 200 primary school teachers was selected using simple random sampling. The psychological well-being scale (PWBS) constructed by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012) and the Teacher Effectiveness scale by Kumar and Mutha (2017) adopted by the investigator were used for the study. Data analysis revealed a significant positive relationship between the components of psychological well-being and teacher effectiveness among primary school teachers in Kerala.

INTRODUCTION

Learning is a never-ending journey. As we grow and our surroundings evolve, it is hard to put a cap on how much information we can take in.

Education is all about growing with The times and adapting to societal changes. Teachers are important for communities everywhere. The teacher is the cornerstone of an educational

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system, and the effectiveness of instruction relies heavily on their quality. Teachers do a great job of trying to give kids the best educational experience they can.

An effective and successful teacher can help students comprehend fresh ideas. Effective teachers require many talents and know how to use them in different circumstances. Teachers must be aware of what they need to teach, the different personalities of their students, and how important it is to make smart decisions to keep students focused. Well-being is all about feeling good, both mentally and physically. It is about having a positive outlook, harmony with yourself, and connecting with others. To achieve this, it is essential to take care of oneself and one's relationships. Psychological well-being is associated with a sense of joy, fulfillment, and satisfaction with life experiences, an understanding of one's role in the world of employment, a feeling of accomplishment, usefulness, social acceptance, and a lack of distress, dissatisfaction and anxiety.

Teaching Effectiveness

An effective teacher occupies the most crucial position in the educational system, and teaching efficiency relies on the caliber of traits they embody. The success of teaching effectiveness is determined by how well they

established objectives or goals are met. Teaching effectiveness is the teacher's ability to teach effectively which results in the desired behavioural change in the student. Dash and Barman (2016) reported that effective teaching makes learning more meaningful, practical and reasonable. A teacher's effectiveness consists of the effective presentation of what is being taught and the entire classroom environment conducive to learning, thereby ensuring the child's total development (Toor, 2014).

Psychological Well-Being

The term psychological well-being (PWB) refers to favourable mental states like happiness or contentment. It is all about feeling good about oneself and one's relationships with other people. Whether a person is at work, at home, or going through a personal crisis, their psychological well-being is crucial. Working to become healthier, happier, and more fulfilled is an ongoing effort that involves physical, psychological, and emotional well-being. Teachers should do their best to lessen any bad impacts on mental health and foster an overall upbeat and healthy lifestyle. According to Huppert (2009), "Psychological well-being refers to the quality of one's life. It's the combination of feeling well and being able to function well."

BACKGROUND OF THE STUDY

Teachers are currently encountering new difficulties that necessitate increased dedication on their part. Teachers can have different personalities, meaning they will respond to the same situation in different ways, which can influence their ability to teach effectively. The effectiveness of the teachers significantly impacts the teaching-learning process. Only an effective teacher can assist students in forming their perceptions by recognising their problems and managing the classroom environment fairly and equitably. Good (1979) noted that teaching effectiveness could be measured by a teacher's success in fulfilling the duties outlined in their contract and other expected tasks. Teachers must be in good mental health to help their students reach their learning goals. Effective teachers can uncover the potential of their students and guide them towards desirable habits. So, it sounds good to know if any relationship exists between psychological well-being and teacher effectiveness.

REVIEW OF LITERATURE

Singh (1993) conducted a study to analyse the correlation between the effectiveness scores of male and female teachers who resided in rural and urban areas. The sample size comprised 330 higher secondary

school teachers from rural and urban areas. The results showed that there was no significant correlation between the effectiveness and adjustment of rural teachers.

A study by Gupta (1995) examined the connection between job satisfaction and teacher effectiveness among secondary school teachers. Five hundred sixty teachers from 50 randomly selected schools in the Ghaziabad District of Uttar Pradesh were surveyed for this. The results showed a significant correlation between job satisfaction and teacher effectiveness.

In 2005, Amandeep and Gurpreet researched the correlation between teacher effectiveness and teaching competency. Their results showed no significant difference between male and female teachers regarding teaching competency, but female teachers were more effective than male teachers. Additionally, it was determined that teaching competency is a significant factor in determining teacher effectiveness.

A study conducted by Afsana (2016) examined the mental health and psychological well-being of teachers and lecturers. The study's sample size was 120 individuals, with 60 teachers and 60 lecturers. The study did not indicate a significant difference between teachers and lecturers regarding mental health and psychological well-being.

Comparative research on psychological health and work satisfaction among teachers in public and private schools was done by Zahoor (2015). One hundred school instructors aged between 25 and 58 were chosen for this study's data collection. Government and private school teachers were found to have significantly different levels of psychological wellness and work satisfaction.

OBJECTIVES OF THE STUDY

1. To find whether there is a significant relationship between life satisfaction and teacher effectiveness of primary school teachers in Kerala.
2. To find whether there is a significant relationship between the efficiency and teacher effectiveness of primary school teachers in Kerala.
3. To find if there is a significant relationship between sociability and teacher effectiveness of primary school teachers in Kerala.
4. To find if there is a significant relationship between mental health and teacher effectiveness of primary school teachers in Kerala.
5. To find if there is a significant relationship between interpersonal relations and teacher effectiveness of primary school teachers in Kerala.
6. To find the predictive efficiency of Psychological Well-being to predict the teacher effectiveness of primary school teachers in Kerala.

HYPOTHESES OF THE STUDY

1. There exists no significant relationship between life satisfaction and teacher effectiveness of primary school teachers in Kerala.
2. There exists no significant relationship between efficiency and teacher effectiveness of primary school teachers in Kerala.
3. There exists no significant relationship between sociability and teacher effectiveness of primary school teachers in Kerala.
4. There exists no significant relationship between mental health and teacher effectiveness of primary school teachers in Kerala.
5. There exists no significant relationship between interpersonal relations and teacher effectiveness of primary school teachers in Kerala.
6. Psychological well-being will not be a significant predictor of teacher effectiveness of primary school teachers in Kerala.

METHODOLOGY

The investigator used a survey method for this study. The investigator selected a sample of 200 secondary school teachers in Kerala for the present study using a simple random sampling technique.

Variables Used in the Study

Psychological well-being is taken as the independent variable, and teacher effectiveness is taken as the dependent variable.

Population and Sample

The population consisted of all the primary school teachers in Kerala following the Kerala state syllabus. The sample consisted of 200 primary school teachers from various schools in Kerala following the Kerala state syllabus.

Tools Used for the Study

The investigator used the following tools for the collection of data:

1. The Psychological well-being Scale (PWBS) constructed by Dr. Devendera Singh Sisodia and Ms. Pooja Chaudhary (2012) was used.

2. The investigator adopted the Teacher Effectiveness scale by Kumar and Mutha (2017).

Statistical Techniques Used

The collected data were analysed using Karl Pearson's correlation and regression.

ANALYSIS AND INTERPRETATION OF DATA

Hypothesis 1

H₀: There exists no significant relationship between life satisfaction and teacher effectiveness of primary school teachers in Kerala.

Table 1
Correlation Between Life Satisfaction and Teacher Effectiveness of Primary School Teachers in Kerala

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
200	0.68	13.03	0.05	0.04	0.6	0.75	46.17

The calculated value of r is 0.68 and is significant at 0.05 level. ($r = 0.68$; $p < 0.05$). Hence, there is a significant positive relationship between life satisfaction and teacher effectiveness of primary school teachers in Kerala. The value of shared variance is obtained as 46.17. It means that 46.17 per cent of the variance in one variable can be explained by the other variable.

Tenability of Hypothesis

The test of significance of the relationship between life satisfaction and teacher effectiveness revealed a significant relationship between life satisfaction and teacher effectiveness of primary school teachers in Kerala. Hence the null hypothesis formulated in this context is rejected.

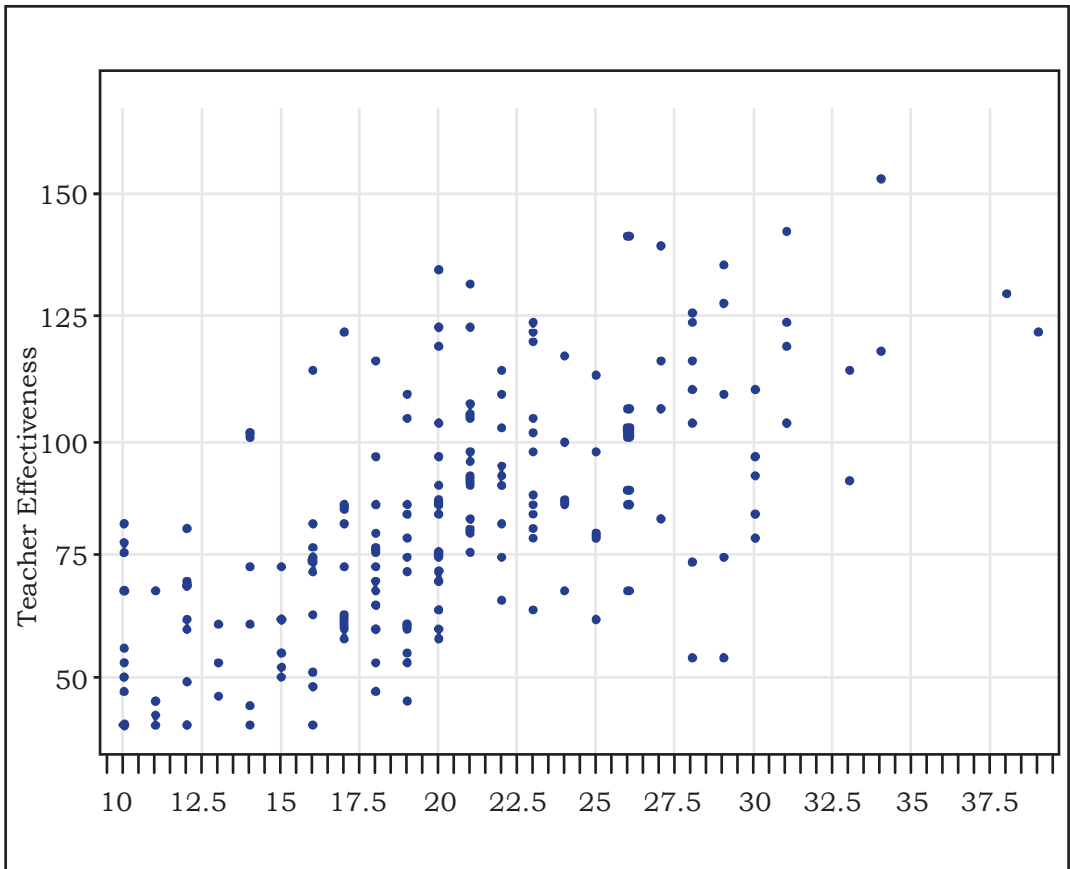


Figure 1: Scatter plot of life satisfaction and teacher effectiveness of primary school teachers in Kerala

Hypothesis 2

H0: There exists no significant relationship between the efficiency and teacher effectiveness of primary school teachers in Kerala.

Table 2

Correlation Between Efficiency and Teacher Effectiveness of Primary School Teachers in Kerala

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
200	0.69	13.35	0.05	0.04	0.62	0.76	47.36

The calculated value of r is 0.69 and is significant at 0.05 level. ($r = 0.69$; $p < 0.05$). Hence it can be concluded that there is a significant positive relationship between the efficiency and teacher effectiveness of primary school teachers in Kerala. The value of shared variance is obtained as 47.36. This means that 47.36 per cent of the variance in one variable can be explained by the other variable.

Tenability of Hypothesis

The test of significance of the relationship between efficiency and teacher effectiveness revealed a significant relationship between efficiency and teacher effectiveness of primary school teachers in Kerala. Hence, the null hypothesis formulated in this context is rejected.

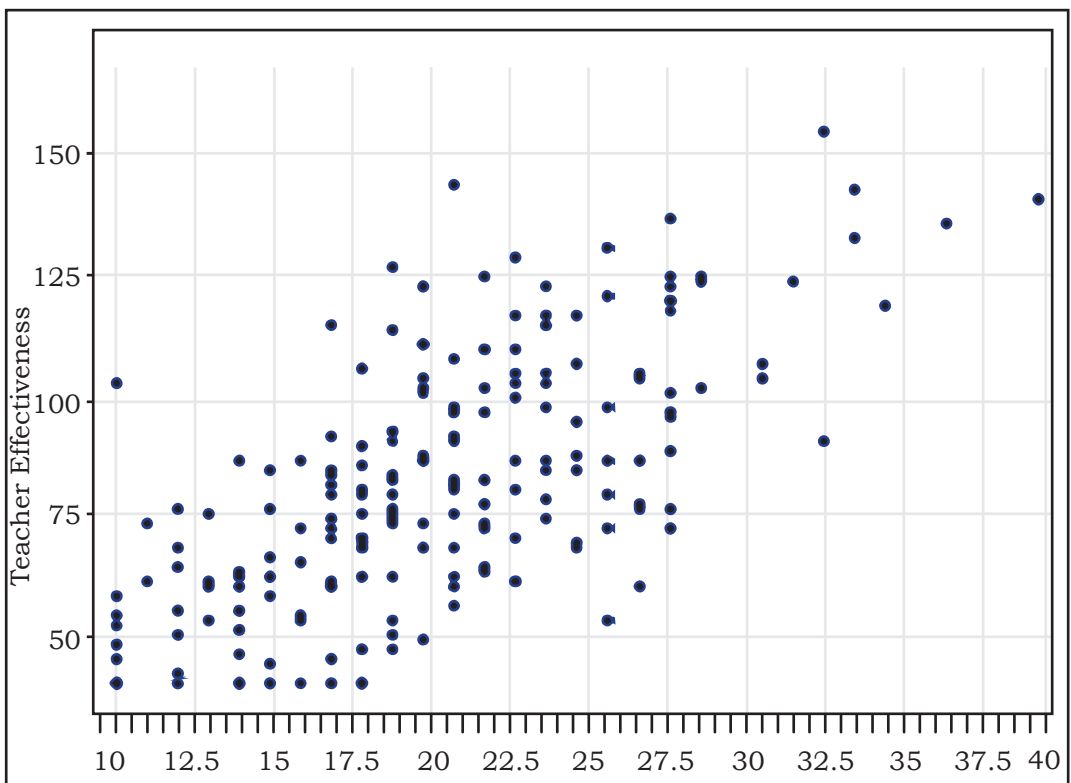


Figure 2 : Scatter plot of efficiency and teacher effectiveness of primary school teachers in Kerala

Hypothesis 3

H0: There exists no significant relationship between Sociability and Teacher Effectiveness of primary school teachers in Kerala.

Table 3
Correlation Between Sociability and Teacher Effectiveness of Primary School Teachers in Kerala

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
200	0.69	13.56	0.05	0.04	0.62	0.77	48.13

The calculated value of r is 0.69 and is significant at 0.05 level. ($r = 0.69$; $p < 0.05$). Hence, it can be concluded that there is a significant positive relationship between sociability and teacher effectiveness of primary school teachers in Kerala. The value of shared variance is obtained as 48.13. This means that 48.13 per cent of the variance in one variable can be explained by the other variable.

Tenability of hypothesis

The test of significance of the relationship between Sociability and teacher effectiveness revealed a significant relationship between Sociability and Teacher Effectiveness of primary school teachers in Kerala. Hence the null hypothesis formulated in this context is rejected.

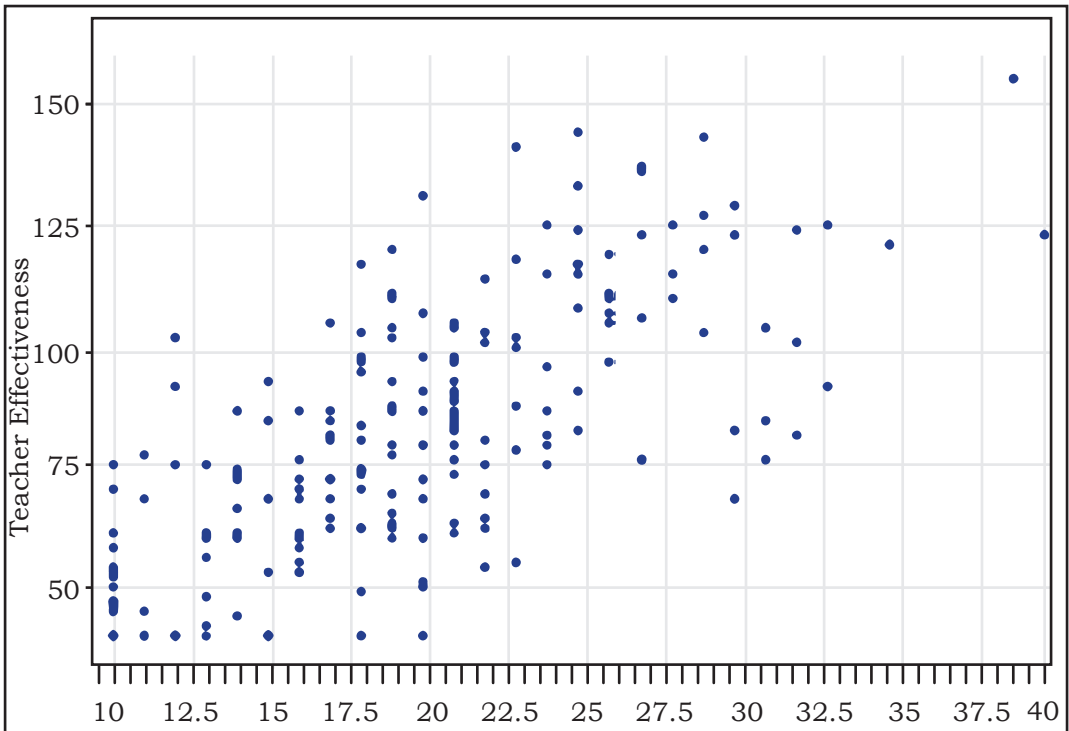


Figure 3: Scatter plot of sociability and teacher effectiveness of primary school teachers in Kerala

Hypothesis 4

H0: There exists no significant relationship between mental health and teacher effectiveness of primary school teachers in Kerala.

Table 4
Correlation Between Mental Health and Teacher Effectiveness of Primary School Teachers in Kerala

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
200	0.73	15.14	0.05	0.03	0.67	0.8	53.65

The calculated value of r is 0.73 and is significant at 0.05 level. ($r = 0.73; p < 0.05$). Hence, it can be concluded that there is a significant positive relationship between mental health and teacher effectiveness of primary school teachers in Kerala. The value of shared variance is obtained as 53.65. This means that 53.65 per cent of the variance in one variable can be explained by the other variable.

Tenability of Hypothesis

The test of significance of the relationship revealed that there is a significant relationship between Mental Health and Teacher Effectiveness of primary school teachers in Kerala. Hence the null hypothesis formulated in this context is rejected.

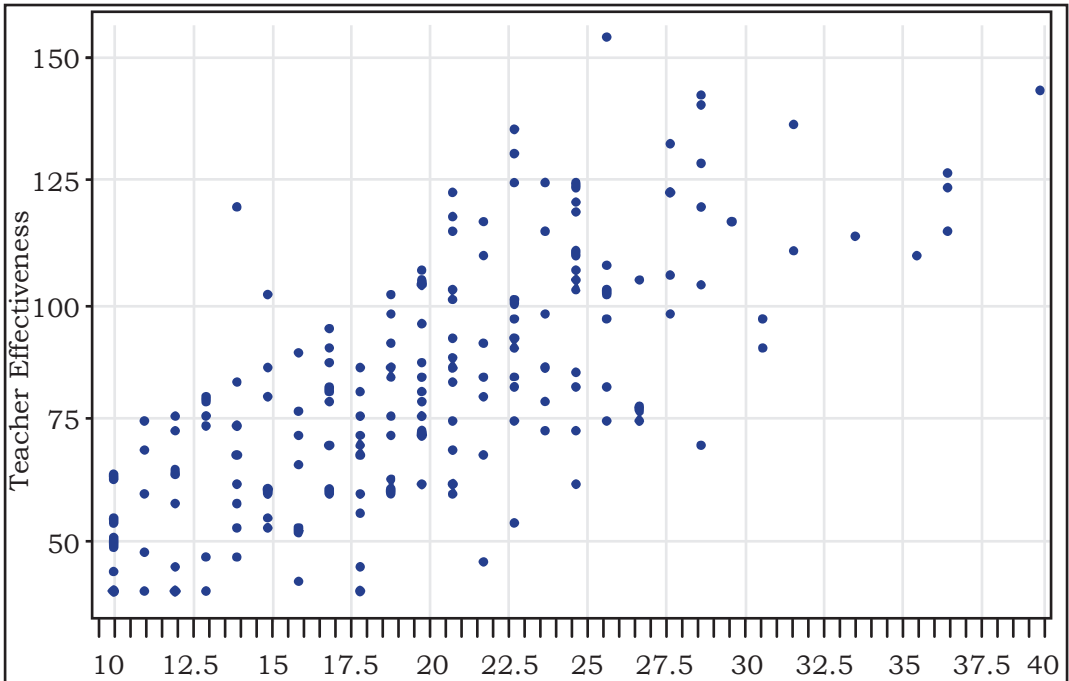


Figure 4: Scatter plot of mental health and teacher effectiveness of primary school teachers in Kerala

Hypothesis 5

H0: There exists no significant relations and teacher effectiveness of relationship between interpersonal primary school teachers in Kerala.

Table 5

Correlation Between Interpersonal Relations and Teacher Effectiveness of Primary School Teachers in Kerala

N	Coefficient of correlation (r)	t	Level of significance	SEr	95% CI Lower	95% CI Upper	Shared variance
200	0.7	13.79	0.05	0.04	0.63	0.77	48.99

The calculated value of r is 0.7 and is significant at 0.05 level. (r = 0.7; p<0.05). Hence, it can be concluded that there is significant positive relationship between interpersonal relations and teacher effectiveness of primary school teachers in Kerala. The value of shared variance is obtained as 48.99. This means that 48.99 per cent of the variance

in one variable can be explained by the other variable.

Tenability of Hypothesis

The test revealed that there is significant relationship between interpersonal relations and teacher effectiveness of primary school teachers in Kerala. Hence, the null hypothesis formulated in this context is rejected.

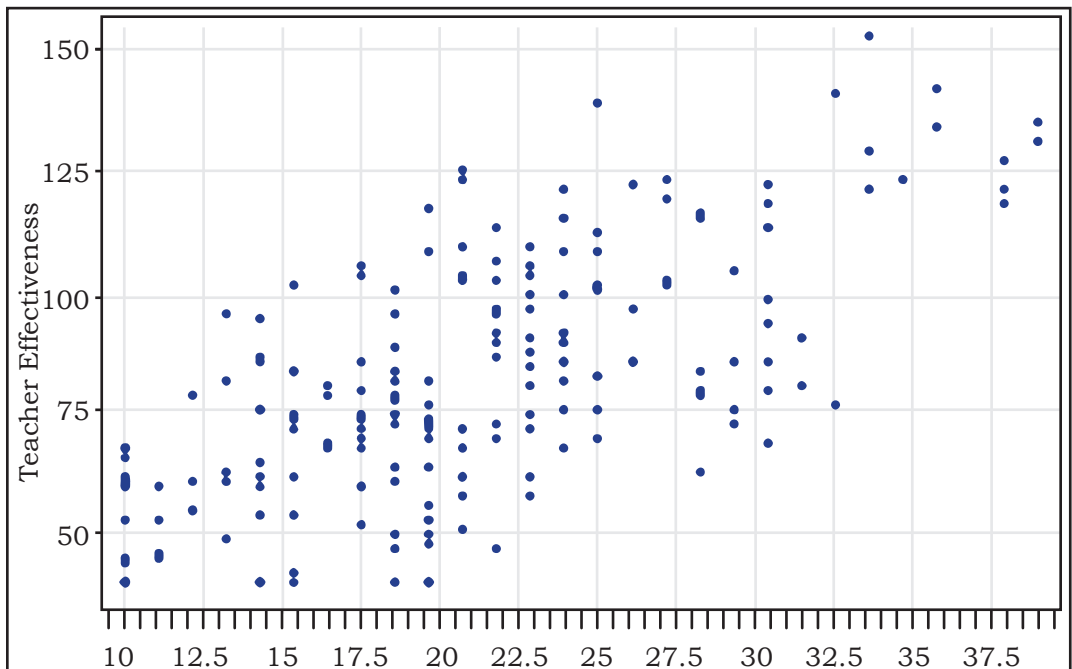


Figure 5: Scatter plot of interpersonal relations and teacher effectiveness of primary school teachers in Kerala

Hypothesis 6

H0: The predictive efficiency of effectiveness among primary the components of psychological school teachers in Kerala is well-being to predict teacher not significant.

Regression to Predict Teacher Effectiveness of Primary School Teachers in Kerala Based on the Components of the Psychological Well-Being

Table 6
Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1.	0.951	0.904	.902	8.136

From Table 6, the R value is obtained as 0.951 which indicates a high degree of correlation among the components of psychological well-being and teacher effectiveness of primary school teachers in Kerala.

The value of R^2 is obtained as 0.904, which indicates that 90.4 per cent of the variance in teacher effectiveness of primary school teachers in Kerala can be explained by the components of the psychological well-being.

Table 7
ANOVA for the Regression Model

Model		Sum of Squares	df	Mean Square	F	Level of significance
1.	Regression	121077.230	5	24215.446	365.793	0.01
	Residual	12842.770	194	66.200		
	Total	133920.000	199			

From Table 7, the F value for the regression model is obtained as 365.793 which is significant at 0.01 level ($F=365.793$; $p<0.01$). It indicates

that, overall, the regression model significantly predicts the variable teacher effectiveness of primary school teachers in Kerala.

Table 8
Coefficients for the Regression Model

Model	B	Unstandardised coefficients		Standardised coefficients	t	Level of significance
		Std. Error	Beta			
1.	(Constant)	-25.939	2.599		-9.982	0.01
	Life satisfaction	1.152	0.109	0.277	10.569	0.01
	Efficiency	1.116	0.120	0.253	9.303	0.01

Sociability	0.700	0.122	0.166	5.753	0.01
Mental health	1.405	0.108	0.344	13.000	0.01
Interpersonal relations	1.004	0.111	0.250	9.050	0.01

From Table 8, it can be seen that all the components of psychological well-being are significant predictors of teacher effectiveness of primary school teachers in Kerala. The Regression equation is obtained as teacher effectiveness = $-25.939 + 1.152 * \text{Life satisfaction} + 1.116 * \text{Efficiency} + 0.700 * \text{Sociability} + 1.405 * \text{Mental health} + 1.004 * \text{Interpersonal relations}$.

Tenability of Hypothesis

Regression to predict teacher effectiveness among primary school teachers in Kerala based on the components of psychological well-being revealed that, the predictive efficiency of the components of Psychological well-being to predict Teacher Effectiveness among primary school teachers in Kerala is significant. Hence the null hypothesis formulated in this context is rejected.

CONCLUSION

The study revealed a significant positive relationship between the components of well-being and teacher effectiveness among primary school teachers in Kerala. The study also revealed that the components of well-being are significant predictors of the teacher effectiveness of primary school teachers in Kerala. Since a substantial decline in well-being components may lead to a considerable decline in teacher effectiveness, educationists and policymakers should take necessary steps to increase the psychological well-being of primary school teachers. Schools should provide opportunities to attend primary school teachers to refresher courses and orientation classes to improve well-being and increase teacher effectiveness.

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