

A Study of General Well Being and Life Style of Primary School Teachers

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Abstract

The main objective of the study was to measure the general well being and life style of primary school teachers. For the present investigation, eighty male and eighty female teachers were selected from primary schools. Data collected through General Well Being scale constructed by Chauhan and Didwania and Life Style scale modified by investigator. The statistical techniques have used the Mean, Standard Deviation, SE_M , t -value, and 'Pearson Product Correlation'. The result of the study indicated that there is a significant difference between general well being and the lifestyle of female and male teachers. It was revealed that general well-being was found to be greater in male teachers as compared to female teachers and lifestyle was better in female teachers as compared to male teachers. The result also showed that general well-being and lifestyle are low positively correlated with each other. The findings suggest that well-being and lifestyle may be improved through specific behaviors, including healthy eating and physical exercise.

Keywords: *General Well Being, Life Style, Primary School Teachers, Healthy Eating, Physical Exercise*

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Introduction

Well-being is an outcome that is meaningful to the public. Well-being integrates mental health (mind) and physical health (body) resulting in more holistic approaches to disease prevention and health promotion. Well-being is a valid population outcome measure beyond morbidity, mortality, and economic status that tells us how people perceive their life is going from their own perspective. In psychology, neuroscience, and measurement theory suggest that well-being can be measured with some degree of accuracy. Cross-sectional, longitudinal, and experimental studies find that well-being is associated with self-perceived health, longevity, healthy behaviors, mental and physical illness, social connectedness, productivity, and factors in the physical and social environment.

Well, being is a quality which is important for the students just as the teachers. The teaching profession at a completely different stage of education i.e. elementary, secondary and tertiary gives a set of challenges in which teachers show emotion whereas they may not felling well or truly feel. They are also expected to serve as mentors and inspire students who are unwilling to learn. A teacher's occupation involves a lot of hard work. Most of their days require a high amount of energy, pre-preparation for all their classes, patience, and healthiness. Teacher lifestyle is exactly the one of responsibility. This is not to say that someone is irresponsible. Such a statement simply underlines the very fact that there is much more than any teacher could do. Part of teaching as a lifestyle means creating the educational aspect around a vast diversity of the activities that you do in your life.

General Well Being

General well-being is probably one of the most important aspects of human beings and a state of general well-being can be attained in terms of a healthy body with a healthy mind. General well-being as a construct refers to the harmonious functioning of the physical as well as psychological aspects of the personality, giving satisfaction to the self and benefit of to the society (Siwach, 2000). According to Angner (2008), even the philosophical literature refers to the 'simple notion' of well-being ('a life going well') in a variety of ways, including a person's good, benefit, advantage, interest, prudential value, welfare, happiness, flourishing, eudemonia, utility, quality of life and thriving. General well-being may show some degree of positive correlation with the quality of life, job satisfaction/general satisfaction level, sense of achievement, etc, and negatively related with neuroticism, psychoticism, and other such variables. General well-being has been interchangeably used with health (Emmons and Kings, 1998 cf. Yadav, 2001) and quality of life. In general well-being, the main emphasis is given to the health because health is the general condition of a person in all aspects. It is a level of functional and metabolic efficiency of an organism, often implicitly human. World Health Organization (1948) defined health as "a state of

complete physical, mental and social well-being and not merely the absence of disease or infirmity”.

General well being is one of the most important goals which individuals just as societies strive for. The term implies that something is in a decent state. It does not confirm what the ‘something’ is and what is implied by ‘great’. Well, being can be indicated in two different ways: first by determining the ‘what’ and secondly by spelling out the criteria of wellness (Veenhoven, 2004). So many terms such as happiness, fulfillment, trust, positive outcome, positive mental health, thriving, and individual satisfaction have been used in the literature synonymously and interchangeably. The word well-being is utilized for the specific variety of goodness, for instance, living in a very sensible surrounding, being of worth for the world, having the capacity to adapt to life, enjoying life, and so on. Well, being maybe a positive outcome that is necessary for people and for certain regions or society, because it tells us that individuals see that their lives are going well.

Life Style

Lifestyle is the term that is given for a mode of living adopted by an individual, a group, a nation, or a commonwealth of nations. Lifestyles depend on and in turn co-create the characteristics of a civilization or a culture within a given space and time. A lifestyle takes Shape within the specific interweaving of economic, political, cultural, and religious frameworks, patterns, and discourses. The term lifestyle can denote the interests, opinions, behaviors, and behavioral orientations of an individual, group, or culture. It is not clear when the term lifestyle was first mentioned in the literature, but the first definitions of the term go back to the 1920s. When the sociologist Max Weber and shortly after him the psychologist Alfred Adler introduced the term, they also gave birth to its ambiguity. Later on, the concept was introduced to marketing by William Lazer and hereafter modified several times.

Lifestyle is the manner in which an individual or a group lives. Lifestyle of youth in India is taking a quick turn with the quickly changing world. The impact of globalization, modernization, changing requirements of the general public, and mindfulness are making the youth more and more ambitious, hence affecting their lifestyle. It may be examined through their orientation to career, society, family, education, and trend seeking attitude. How one lives greatly affects the capabilities of a person to get achievement and fulfillment throughout everyday life. Each individual has a different way and style of living. Thus, lifestyle can be outlined as an individual’s pattern of living expressed through his or her activities, interests, and opinions.

The term style of life (German: *Lebensstil*) was used by psychiatrist Alfred Adler as one of several constructs describing the dynamics of the personality. It reflects the individual’s unique, unconscious, and repetitive way of responding to (or

avoiding) the main tasks of living: friendship, love, and work. This style, rooted in a childhood prototype, remains consistent throughout life, unless it is changed through depth psychotherapy. A lifestyle typically reflects an individual's attitudes, values, or world view. In the 21st century, the definition of lifestyle has changed.

Ilgan and Akram (2015) examined the relationship between quality of school work-life (QSWL) and psychological well-being (PWB) of public school teachers. The cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six providences in Turkey. Data were primarily collected with two validated scales: Psychological Well-being, and the Quality of School Work Life. The study revealed that teachers rated their level of Quality of School Work-Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables.

Sahu (2013) found the gender differences regarding the experiences of well-being and life satisfaction with on 100 adults (50 males and 50 females) belong to middle socio-economic background was taken. Results denoted that there was not any significant gender difference for well-being as well as for life satisfaction.

Pateraki and Roussi (2012) examined the relationship between marital satisfaction and well-being, particularly focusing on the moderating role of gender, marital duration, and social support and the mediating role of spousal support. The data were collected from 95 married couples from Greek urban and rural areas. The findings confirmed the negative relationship between marital satisfaction and depressive symptoms.

Tripathi (2011) investigated the link between spirituality and well-being on a sample of 400 adolescents. Results revealed that significant correlations between spiritual well-being and indices of health and subjective well-being among adolescents. Pratap and Misra (2016) examined gender differences in multiple aspects of an adolescent's lifestyle, including dietary habits, food consumption, sleep, sports, games, physical activity, sedentary and leisure patterns through an anonymous lifestyle survey. The results indicated that female adolescents in rural schools had the least positive dietary habits, and had a limited engagement in sports or games while male school-going adolescents fared less favorably in cultural activities. Urban and metro-urban female school-going adolescents reported a greater engagement in sedentary activities than their rural counterparts.

[Nalgundwar](#), [Velankar](#), [Joshi](#), [Mankar](#), and Pinto (2014) carried out to determine the level of awareness regarding global warming and to study the lifestyle-related daily practices among the teaching staff of a medical college. All the participants were aware of global warming and almost all of them (96%) opined that global warming was a man-made phenomenon rather than a natural one. Two-third

(66%) perceived the threat of global warming as severe. Majority (82%) could correctly name at least two activities responsible for global warming. Half (56%) could correctly name any two greenhouse gases. The majority showed awareness about various daily lifestyle-related practices, which if practiced by everyone, will help in the reduction of global warming. These responsible choices at individual level can contribute to a significant change globally.

Tanihata (2015) studied the relationship between mental health and lifestyle of adolescents and investigated that population characteristics associated with poor mental health were being female, being a senior high school student, skipping breakfast, not participating in extracurricular activities, not consulting parents about personal matters, parental smoking, students smoking or alcohol use, poor subjective sleep assessment and short or long sleeping duration.

Mittal, Bansal & Uppal (2017) conducted a study to find out the level of the general well-being of the employees of both the genders working in both the public and private sector bank. Results revealed that general well-being was found to be greater in employees working in public sector banks as compared to private sector banks. Gender could not affect general well-being.

Ervasti et al. (2012) examined health, health behaviors, and exposure to violence at work differed between special education and general education teachers in Finnish basic education. No difference was found between the health behaviors of general and special education teachers. With regard to work-related violence, however, male special education teachers were 3 times more likely to be exposed to mental abuse, and 5 times more likely to be exposed to physical violence when compared to their male colleagues in general education. Although female special educators were also at an increased risk of mental abuse and physical violence compared to their female general teacher colleagues, their odds ratios for such an encounter were smaller than those of male special education teachers.

Objectives

Following objectives have ignited the current research:

- To study the difference between the general well being of male and female teacher of primary school.
- To study the difference between the lifestyle of male and female teachers of primary school.
- To test the relationship between general well being and lifestyle among primary school teachers.

Hypotheses

The following hypotheses have been formulated:

- There will be a significant difference between the general well being of

male and female teacher of primary school.

- There will be a significant difference between the lifestyle of male and female teachers of primary school.
- There will be a significant positive relationship between general well being and life style among primary school teachers.

Method

Sample: The total sample comprised of 160 teachers chosen randomly from the Meerut district. The selected subjects will be divided into two equal subgroups, according to gender forty (80) female and forty (80) male teachers.

Variables

A. Independent Variable

1. Gender

B. Dependent Variables

1. General Well Being
2. Life style

Tools for Data Collection

To meet the objectives of the current research following tools have been used:

General Well Being Scale

General well-being scale developed by Chauhan and Didwania. The tool may conveniently be administered to the adults also because statements are adult free. The general well-being scale contains 50 items (36 positive and 14 negatives) belonging to twelve dimensions of general well-being. The Cronbach's Alpha reliability computed with the no. of 380 respondents was found 0.78. The test-retest was done after a month and it was found 0.72. To determine the validity of the General Well-being scale coefficients of correlation between the score of the present scale and PGI General Well-being Measure of S.K. Verma and K. Verma (1989) was computed the correlation of coefficient was found to be 0.83. The scale also passed through face and content validity since each item was judged by experts.

Life Style Scale

The Hindi adaptation and modification of the Life Style Scale prepared by the author, was used to measure ten different dimensions of life style. This scale contains 57 items (42 positives and 15 negatives). The Alpha Coefficient obtained with the no. of 200 respondents found .79. Face validity is concerned with the extent to which an instrument measures what it is supposed to measure. The lifestyle scale used for the study can claim face validity as it had been prepared after studying all the related literature and it has been reviewed by many experts.

Data Analysis

Collected data on 160 participants were analyzed with the help of the following statistical techniques: Mean, Standard Deviation (σ), Standard Error of Mean (SE_D), t-test and Pearson Product-Moment Correlation.

Result and Discussion

In order to attain the objectives of the current research collected data on two inventories was to be analyzed in terms of Mean, Standard Deviation and t-test and Pearson Product-Moment Correlation Obtained results have been shown in table 1,2, and 3.

Table – 1: Showing t-value between male and female teachers of primary school with respect to General Well-Being

Variables	Group	N	Mean	Standard Deviation	d.f.	Standard Error of Mean (SE_M)	t-value
General Well-Being	Male	80	213.80	14.71	158	1.64	1.69
	Female	80	208.86	21.48		2.40	

** Significant beyond 0.01 level of confidence.

It may be seen from Table-1 that the t-value of male and female teachers for general well-being is 1.69 which is significant at 0.01 level with d.f. 158. On the basis of the table-1, it can be said that the mean score of male teachers (213.80) is greater than that of female teachers (208.86). So the hypothesis 1 “there will be a significant difference between general well being of male and female teachers of primary school” stands accepted.

Graham and Chattopadhyay (2013) found that women have higher levels of well-being than men, with a few exceptions in low-income countries. We conclude that differences in well-being across genders are affected by the same empirical and methodological factors that drive the paradoxes underlying income and well-being debates, with norms and expectations playing an important mediating role.

According to the Reserve Capacity model, it is important to understand how individual and demographic characteristics relate to personal resources in order to support health and health-promoting behavior (Gallo, 2009). Education and income difficulty were each directly, associated with wellbeing. Closer inspection of each path revealed additional indirect influences of education and income difficulty on physical wellbeing, through their relationships with physical activity. Thus, by studying the various demographic variables, such as gender and education, we can better understand how these variables influence physical activity and overall wellbeing. Physical activity and wellness may contribute to a variety of positive or negative

outcomes, significantly impacting one’s health.

Table – 2: Showing t-value between female and male teachers of primary school with respect to Life Style

Variables	Group	N	Mean	Standard Deviation	d.f.	Standard Error of Mean (SE _M)	t-value
Life Style	Female	80	204.58	12.13	158	1.35	3.34
	Male	80	195.59	20.77		2.32	

** Significant beyond 0.01 level of confidence.

The table no. 2 states that the t-value of female and male teachers for lifestyle is 3.34 which is significant at 0.01 level with d.f. 158. The mean score of lifestyle for female teachers is 204.58 which is significantly higher than that of male teachers whose mean score of lifestyle is 195.59. So the hypothesis 2 “there will be a significant difference between the lifestyle of female and male teachers of primary school” stands accepted.

Patrao, Almeida, Matos, Chor & Aquino (2017) aimed to identify, from a gender-based perspective, the psychosocial factors associated with healthy lifestyles of Adult Health. The women have healthier lifestyles than men. In women, strong associations were found between a healthy lifestyle and age 60 years or older. In men, being 60 years or older, having a high-school equivalent level of education or higher, being retired, having a housekeeper, having a good or very good self-perception of health, and being satisfied with body image were the psychosocial factors associated with leading a healthy lifestyle. The factors that influenced healthy lifestyles were found to differ among men and women, a fact that must be addressed when developing programs designed to promote health.

Table – 3: Showing Mean, Standard Deviation (ó) and Pearson Product-Moment Correlation obtained between general well-being and lifestyle among primary school teachers.

Variable	Mean	Standard Deviation	N	Correlation
General Well Being	201.86	17.22	160	0.218** (Low Positive Correlation)
Li fe Style	199.76	18.35		

** . Correlation is significant at the 0.01 level.

It may be seen from Table-1 that the correlation between general well-being and lifestyle is 0.218 which is significant at a 0.01 level. Results showing low positive correlation between general well-being and lifestyle among primary school teachers. Thus the hypothesis framed at the beginning of this research “there will be a significant

positive relationship between general well-being and lifestyle among primary school teachers” stands accepted.

In order to find out the difference between general well being and lifestyle, Mean and S.D. were also calculated. The mean score of general well-being is 201.86 and lifestyle score is 199.76 and S.D. is 17.22 and 18.35 respectively. The mean score of general well-being is higher than the lifestyle score. Results show that Well-being and lifestyle are positively related, although they are two dimensions of life and are significantly different from each other.

Ilgan and Akram (2015) examined the relationship between quality of school work-life (QSWL) and psychological well-being (PWB) of public school teachers. The cluster random sampling technique was used to collect data from 784 teachers in 120 schools across six providences in Turkey. Data were primarily collected with two validated scales: Psychological Well-being, and the Quality of School Work Life. The study revealed that teachers rated their level of Quality of School Work-Life moderately, and rated their level of Psychological Well-being relatively higher. The findings of the study indicate that there were some differences in QSWL levels of teachers in connection with some demographic variables.

Conclusion

On the basis of results we may conclude that:

- There is a significant difference between the general well being of male and female teachers of primary school.
- There is a significant difference between the lifestyle of male and female teachers of primary school.
- It was revealed that general well-being was found to be greater in male teachers as compared to male teachers and lifestyle was better in female teachers as compared to male teachers.
- There is low positive correlation between general well-being and lifestyle among primary school teachers.
- There is a significant relationship between general well being and life style among primary school teachers.

Results revealed that well-being and lifestyle may be improved through specific behaviors, including healthy eating and physical exercise (Kostka & Bogus, 2007). However, many adults do not engage in optimal levels of either of these health-promoting behaviors. Well-being and lifestyle are positively related, although they are two dimensions of life and are significantly different from each other.

Limitations of the Study

The following limitation can pointed out in this study.

1. The sample size could be increased.

2. A random sampling technique could be applied.
3. Some other variables like type of school, family type, and background, socio-economic status, etc. could be included to specify the relationship.
4. An experimental method could be applied to verify the cause-and-effect relationship mentioned in previous studies.

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