

A Comparative Study of General Well Being and Life Style of Government Educators

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ABSTRACT

The current research work has been conducted to study general well being and life style of government educators. For the present investigation forty female and forty male teachers were selected of Meerut district. Data collected through General Well Being scale constructed by Chauhan and Didwania and Life Style scale modified by investigator. The statistical techniques were used the Mean, Standard Deviation, SE_M and t-value. The result of the study indicated that there is significant difference between general well being and life style of female and male teachers. It was revealed that general well being was found to be greater in female teachers as compared to male teachers and life style was better in female teachers as compared to male teachers.

Key Words : General well being, Life style, Government educators

INTRODUCTION

Wellbeing is a multifaceted and multidimensional construct, involving objective and subjective physical health, as well as cognitive and affective assessments of quality of life (Lawton *et al.*, 1982). Other conceptualizations, such as the PERMA model (Forgeard *et al.*, 2011; Seligman, 2011) focus on a wider range of dimensions, including positive emotions, engagement in meaningful activities, satisfying relationships with others, a life of meaning and purpose, and a sense of accomplishment. However, these aspects sometimes differ in their importance and interrelations at different points in the lifespan (Kern *et al.*, 2015). Across varying conceptualizations of wellbeing in adulthood, however, the importance of both physical and emotional wellbeing emerges. A recent meta-analysis (Diener and Chan, 2011) supports the links among emotional wellbeing, physical health and mortality risk, although other research points to more nuanced relations (Friedman and Kern, 2014; La Placa *et al.*, 2013). Thus, disentangling the predictors of each form of wellbeing is an important public health

initiative to promote health and wellbeing among adults.

Well being is a quality which is important for the students just as the educators. The teaching profession at 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 feeling 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 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 statement simply underlines the very fact that there is much more that any teacher could do. Part of teaching as 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 one in all the foremost valuable aspects of individuals. General well being as a constructs refers to the harmonious functioning of the physical just

as mental aspects of oneself and advantage to the general public (Siwach, 2000).

General well being helped us keep resilient, form social help, self efficacy and adapt to misfortune. In positive psychological science, general well being may be a heightened state that's beyond just feeling happy or having healthiness. It is a state of prospering, where we flourish in numerous parts of our lives. Verma and Verma, (1989) defines General well being "as the subjective feeling of contentment, happiness, satisfaction with life's experience and of one's role in the world of work, sense of achievement, utility, belongingness and no distress, dissatisfaction or worry etc."

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 may be 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:

Life style is a living style which influences the people who adopts it as well as influences the general public. The term Life style was propounded by Alfred Adler in 1929. It characterizes the attitudes, esteem and fairly displays the social position. Moreover, it additionally includes pattern of social relations, utilizations, entertainments and dressing style. It reflects individual's perspectives, habits and the manner of life that has the direct influence on the kind of service that person provides or needs.

Life style is the manner in which an individual or a group lives. Life style of youth in India is taking a quick turn with the quick changing world. Impact of globalization, modernization, changing requirements of the general public and mindfulness is making the youth more

and more ambitious, hence affecting their life style. It may be examined through their orientation to career, society, family, education and trend seeking attitude. The manner in which one lives greatly affects the capabilities of a person to get achievement and fulfillment throughout everyday life. Each individual has different way and style of living. Thus, life style can be outlined as an individual's pattern of living expressed through his or her activities, interests and opinions.

Mittal *et al.* (2017) revealed that general well being was found to be greater in employees working in public sector banks as compared to private sector banks.

Ilgan and Akram (2015) examined the relationship between quality of school work life (QSWL) and psychological well-being (PWB) of public school teachers. 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.

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 favourably in cultural activities. Urban and metro-urban female school going adolescents reported a greater engagement in sedentary activities than their rural counterparts.

Nalgundwar *et al.* (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. Majority showed awareness about various daily lifestyle related practices, which if practiced by everyone, will help in reduction of global warming. These responsible choices at individual level can contribute to a significant change globally.

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 general well being of female and male government teachers.
- To study the difference between lifestyle of female and male government teachers.

Hypotheses:

Following hypotheses have been formulated:

- There will be significant difference between general well being of female and male government teachers.
- There will be significant difference between lifestyle of female and male government teachers.

METHODOLOGY

Sample:

The total sample comprised of 80 teachers chosen randomly from Meerut district. The selected subjects will be divided into two equal subgroups, according to gender

forty (40) female and forty (40) male teachers.

Variables:

Independent variable:

1. Gender

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. General well-being scale contains 50 items (36 positive and 14 negative) belonging to twelve dimensions of general well-being. The Cronbach's Alpha reliability computed with the no. of 380 respondents 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 Life Style Scale prepared by the author, was used to measure ten different dimensions of life style. This scale contains 57 items (42 positive and 15 negative). 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 life style 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 80 participants was analyzed with the help of following statistical techniques: Mean, Standard Deviation (σ), Standard Error of Mean (SE_p) and t-test.

RESULTS 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. Obtained results have been shown in Table 1 and 2.

It may be seen from Table 1 that the t-value of female and male teachers for general well being is 2.74 which is significant at 0.01 level with d.f. 78. On the basis of Table 1, it can be said that the mean score of female teachers (206.87) is greater than of male teachers (196.97). So the hypotheses 1 “there will be significant difference between general well being of female and male government teachers” 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 relation 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.

The Table 2 states that the t-value of female and male teachers for life style is 3.58 which is significant at 0.01 level with d.f. 78. The mean score of life style for female teachers is 193.65 which is significantly higher than that of male teachers whose mean score of life style is 185.3. So the hypotheses 2 “there will be significant difference between life style of female and male government teachers” stands accepted.

Patrao *et al.* (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 programmes designed to promote health.

Conclusion:

On the basis of results we may conclude that:

- There will be significant difference between general well being of female and male government teachers.
- There will be significant difference between life style of female and male government teachers.
- It was revealed that general well being was found to be greater in female teachers as compared to male

Table 1 : Showing t-value between female and male teachers 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	Female	40	206.87	19.38	78	1.93	2.74
	Male	40	196.97	12.21			

** Significant beyond 0.01 level of confidence.

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

Variables	Group	N	Mean	Standard Deviation	d.f.	Standard Error of Mean (SE _M)	t-value
Life Style	Female	40	193.65	12.09	78	1.91	3.58
	Male	40	185.3	8.48			

** Significant beyond 0.01 level of confidence.

teachers and life style was better in female teachers as compared to male teachers.

Results revealed that well-being and life style may be improved through specific behaviors, including healthy eating and physical exercise (Kostka and 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 with each other.

Limitations of the study:

Following limitation can pointed out of this study.

1. Sample size could be increased.
2. 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. Experimental method could be applied to verify cause-and-effect relationship mentioned in previous studies.

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