



Teacher well-being for Educational Excellence

Dr.Raihana Malik, Dr Sameena Basu

Assistant Professors,

Maulana Azad National Urdu University Hyderabad.

Abstract:

The well-being of every individual is a valuable asset. A person's health and well-being motivates them to take steps toward greater awareness, education, and personal progress. Teachers are the unsung heroes of the educational system, but they are underrepresented and overworked in the profession. Wellness has been defined as "a conscious, self-directed and evolving process of realizing one's full potential. (National Wellness Institute)" In spite of this, wellness has not been systematically investigated within the field of education (Sackney et al., 2000), and teachers are frequently unaware of the few resources available to them to address their personal and emotional needs. These resources include counseling services, physical wellness memberships, and social support groups (Taxer & Frenzel, 2015). Clearly, there is a need to place a greater emphasis on the well-being of teachers as they are entrusted with the responsibility of development of one of the most important resources- the child. To be more precise we can say that those who feel better can perform better. It is against this backdrop the paper has highlighted the concept of wellbeing and its importance for a teacher and the students academic excellence

Keywords: Well being, teacher, educational excellence

Introduction:

“Education is an important activity because investment in education is essential for both professional growth and economic development.”(Anderson 2004,p19) The goal of education will never be realized without teachers. There is a significant impact of teachers on the lives of the students.It is the teachers who are in charge of getting children excited about school and encouraging them to pursue a formal education in the first place. According to research teachers are the most important influential in-school factor in terms of student performance, satisfaction and achievement. Teachers play an important role in children's growth and development and as a result educational institutions and systems value their contributions highly.Teachers are held to a high standard of performance due to the breadth and depth of their responsibilities and obligations.The goal of teaching should be more than simply passing on information; it should be ensuring that all students gain the knowledge, skills, and attitudes that will enable them to succeed and thrive in their future careers. Teachers' new responsibilities include encouraging the development of students' social and emotional skills, acknowledging and responding to students' individual differences and collaborating with other teachers and parents in order to ensure the holistic development of their students. It is also required that they adapt to the technological and digital demands of our

times, as well as to incorporate information and communication technology into their classrooms in order to develop high-order skills in their students. Teachers in the twenty-first century are expected to be curious thinkers who are able to collect and analyze data about their students and the environment in which they work and then act on the information gathered and analyzed.

The working conditions of teachers and the routines of their classrooms are changing in tandem with the evolution of student expectations. Classroom diversity is a challenge for many educators in many educational systems, who must deal with a diverse range of abilities, socioeconomic backgrounds and ethnic composition in their classes. In addition many educational institutes are experiencing budget cuts and freezes, making it more difficult for educators to keep up with the increasing demands and problems they are facing on a daily basis.

Every human being has the right and responsibility to take care of his or her own physical and mental well-being. The concept of "wellbeing" encompasses more than just being healthy, strong, and courageous or being successful. It is possible for a rational person to be in pain, to be terrified of a challenge, or to be physically unable to function. Wellness is a concept that is constantly evolving.

Impact of Teacher Well-Being

The well-being of teachers is an important aspect of student achievement in educational settings. Many people in the education community are thinking about how schools can better support students' mental health as part of their efforts to improve school climate, safety, and well-being, and they are thinking about how schools can better support students' mental health. Students' mental health is the primary concern for all but teachers also require support because they are frequently under a great deal of stress. When compared to other professions, educators bear a disproportionately large amount of responsibility and are more vulnerable to mental health problems. In a survey conducted by the American Psychological Association, more than 60% of teachers stated that their jobs were either "always" or "often" stressful. Teachers' mental health may suffer if they are not provided with adequate support. Teacher wellness, in addition to physical health, has been shown to be associated with institutional climate, teaching effectiveness and student achievement.

Teacher's Wellness in the Classroom

Education should include more than just mathematics and Shakespearean poetry; social and emotional well-being as well as essential life skills, are just as important to our children's long-term success as academic instruction. There is much more to the issue of health and wellness than the current healthcare crisis in the country.

Although physical fitness is the most obvious shortcoming in our country's overall well-being, there are a number of other issues that have significant impact on the teachers and they are serious issues that must be addressed.

Educators and parents are scrambling to understand how complex the institution has become in the age of social media, which has only served to exacerbate the problem. Children today live in a world of unprecedented access and social liberation.

Components of Teachers' Professional Well-being

Teachers' occupational well-being is defined in terms of four important aspects of well-being

1. Cognitive Dimension
2. Subjective Dimension
3. Physical and Mental Dimension
4. Social Dimension

1. Cognitive Dimension

Cognition is defined as the mental action or process of acquiring information and comprehending that information. This category of cognitive functions and processes includes functions and processes such as attention, knowledge production, judgment and assessment, problem solving, and decision making among others. Cognitive well-being refers to the collection of skills and abilities that teachers require in order to perform their duties effectively.

The term "cognitive well-being" is a euphemism for the term "cognitive fatigue," which was coined by Van Horn. This measure reflects both the ability of teachers to learn and concentrate on their tasks, as well as their ability to absorb new information.

Additionally, teachers' self-efficacy, which demonstrates their belief in their own abilities to perform, is associated with cognitive well-being. Numerous studies have been conducted in recent years to determine whether or not teachers believe in their own abilities.

A growing body of research indicates that teachers' feelings of self-efficacy have an impact on their teaching practices, as well as their feelings of job satisfaction, enthusiasm, and dedication. It has been shown that teacher efficacy is associated with a willingness to try new things as well as the ability to plan and organize effectively, as well as openness to new ideas and a willingness to experiment with different approaches.

2. Subjective Dimension

Teachers' subjective well-being is a critical component of their overall job satisfaction, according to research. In the standard definition of subjective well-being, a wide range of factors are taken into consideration. It is defined as "a good mental state that includes all of the varied evaluations, both positive and negative, that people make of their lives as well as the affective reactions of people to their experiences" (National Institute of Mental Health).

Individuals' subjective well-being comprises three components, according to this definition.

- a) Life appraisal is a self-reflective assessment of one's life
- b) Specific sensations or emotional states; and
- c) Eudemonia (a sense of meaning and purpose in one's life, or excellent psychological functioning).

So teachers' job satisfaction is directly related to his/her efficacy in teaching, motivation, wellbeing and commitment to teaching .

3. Physical and Mental Dimension

It is important to remember that the teachers' physical and mental health are inextricably linked to their profession. People place a higher value on their health over anything else . There are numerous additional benefits, such as improved access to school and the workforce, increased productivity and income, lower health-care costs, stronger social ties and of course a longer life expectancy among others. It is possible for stress and difficult working conditions to have a negative impact on one's health. It is possible for teachers to experience psychosomatic symptoms and problems as a result of the stress they are experiencing.

Psychosomatic symptoms associated with stress can result in the development of both emotional and physical diseases. A variety of physiological effects are observed, including those on the nervous system (such as adrenaline and cortisol release), the musculoskeletal system (such as migraines, headaches, and muscle tension), the respiratory system (such as rapid breathing or hyperventilation), the cardiovascular system (such as elevated blood pressure and heart rate), and the digestive system (such as self-reported symptoms such as stomach pains, for instance). 50 stress-related symptoms that can manifest themselves as a variety of physical and psychological issues, including: The following are some of the symptoms that people who suffer from depression may experience: insomnia, feelings of isolation or loneliness; excessive worry; increased rage or irritation; changes in appetite; and decreased energy.

Education professionals, when compared to other occupations, are more likely than others to suffer from psychosomatic diseases. Teachers are more likely than the general population to experience sleep problems, forgetfulness, pain, and irritation. When it comes to psychological health issues, teachers have a higher rate of certification than the general population, making them unfit for the job if they are certified as unwell or unfit for work. In fact, the inverse is true: It is believed that teachers' hearts are in better shape than the average person's because they participate in more physical activity, are less likely to be overweight, and are less likely to smoke. According to a new study, teachers in China have a poorer health status than the general population in the country. Teachers are more likely than other workers to suffer from anxiety, hypertension, headaches, psychosomatic disorders, and cardiovascular disease when compared to other occupations. Higher levels of occupational stress have been linked to lower levels of life satisfaction and a shorter life expectancy among teachers, according to research.

4.Social Dimension

Teachers' job satisfaction is influenced by their social interactions on the job. Teachers work in teams, collaborate with one another, and engage with one another when it comes to teaching; rather, it is a part of a larger system in which they collaborate and engage with one another. Teacher's daily interactions with students, parents, teachers, and other members of the school community are a part of their professional lives as educators. Teachers also have interactions with their colleagues, principals, support staff, and consultants, amongst other people. Teachers' well-being can be influenced either positively or negatively depending on how frequently and effectively they interact with their students and colleagues.

It is the quality and depth of these social connections that are considered to be a measure of one's social well-being, according to some researchers. Teachers' occupational well-being can be influenced by their social well-being, which is closely related to the factors that influence their relationships with their students. Misbehavior on the part of students, parental concerns, managerial support or a lack thereof, and difficult circumstances involving students are just a few of the issues that can arise.

Many studies have examined the importance of relationships between teachers and students for the development of students, but only a small amount of research has examined the relationship between relationships between teachers and students and the well-being of teachers in their professional lives. Students' achievement is shown to be improved when teachers are effective, according to the research. interactions with students, as well as the overall well-being of the instructor The relationships that teachers have with their students are negatively impacted if they are described as disrespectful, conflictual, or distant.

Teachers' well-being is also influenced by their interactions with coworkers, support staff, and administrators at their respective institutions, according to recent research.

According to the findings of a study conducted in the Flemish Community of Belgium on the well-being of teachers, having a supportive school culture is critical to their success. Teachers who are supported by their colleagues and principals tend to have higher levels of professional well-being, higher levels of self-efficacy, lower levels of stress at work, and a stronger focus on the needs of students, according to research. They are better able to deal with external stresses than most people.

It is the relationships that teachers have with their students and colleagues that serve as the foundation of their social capital.

Social capital plays a significant role in determining the professionalism of teachers. According to the findings of another study conducted in Latin American Primary schools, students' academic success is strongly correlated with the presence of social capital in the classroom.

Conclusion:

Teachers place a high value on the relationships they develop with their students in the classroom. As teachers, we must carve out some time in the midst of our hectic schedules to reflect on the relationships we've built and why we chose this profession in the first place. It is possible that this period of inner insight will provide encouragement and hope when the current situation appears to be overwhelming. A thorough examination of complex issues, as well as reflective writing in a journal, prayer, and meditation, can all assist the teachers in gaining a better understanding of them and providing more food for thought.

References:

- Aelterman, A. et al. (2007), "The well-being of teachers in Flanders: the importance of a supportive school culture" *Educational Studies* Vol. pp.285-297, <http://dx.doi.org/10.1080/03055690701423085>.
- Anderson, J. (2008), "Social capital and student learning: Empirical results from Latin American primary schools", *Economics of Education Review*, Vol.27/4, pp.439-449, <http://dx.doi.org/10.1016/j.econedurev.2007.05.00>
- Sackney, L., Noonan, B., & Miller, C.M. (2000). Leadership for educator wellness: An exploratory study. *International Journal of Leadership in Education*, 3, 41-56.
- Strout, K.A. & Howard, E.P. (2012). The six dimensions of wellness: Cognition in aging adults. *Journal of Holistic Nursing*, 30, 195-204.
- Taxer, J.L. & Frenzel, A.C. (2015). Facets of teachers' emotional lives: A quantitative investigation of teachers' genuine, faked, and hidden emotions. *Teaching and Teacher Education*, 49, 78-88.
- Wang, H., Hall, N.C., & Rahimi, S. (2015). Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education*, 47, 120-130
- Yang, X. et al. (2009), "Relationship between quality of life and occupational stress among teachers", *Public Health*, Vol. 123/11, pp. 750-755, <http://dx.doi.org/10.1016/j.puhe.2009.09.018>.