

Personal Well-Being of Undergraduate College Teachers: A Comparative Study During Online Education Process

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Abstract:

The purpose of the present study was to study the personal well-being of undergraduate college teachers during online education process. For the study the sample of 400 undergraduate college teachers, were selected from the government and private colleges of Raipur district of Chhattisgarh state using simple random sampling method. The data was collected with the help of personal well-being scale developed by Dr. V.L.Chauhan and R.K. Didwania. The scale consists of 50 items presented on five-point rating scale from twelve different areas. For the analysis of data, mean, standard deviation and t-test were used. The findings of the study revealed that the personal well-being of government UG college teachers is far better in comparison to the private UG college teachers. No significant difference has been found to exist in the personal well-being of female teachers of government and private UG colleges. However, the personal well-being of male teachers of government UG teachers is far better than the male teachers of private UG teachers.

Keywords: Personal well-being, Online Education Process

Introduction:

The Internet has seamlessly integrated into our daily lives, becoming an indispensable component without which, many aspects of our existence would struggle to function effectively. Several decades ago, the idea that the Internet would evolve into an inseparable part of our daily routines seemed unimaginable. The inception of the internet can be traced back to the 1960s, but its official birthday is recognized as January 1, 1983.

The transformative impact of the Internet extends across various spheres of life, with education being a notable example. In the earlier stages, envisioning the profound changes that the Internet would bring to the education system might have seemed far-fetched. However, in the 21st century, particularly during the COVID-19 pandemic, a monumental shift has occurred in the way education is delivered. The traditional model of face-to-face education has given way to the rising prominence of online education, marking a paradigm shift in the educational landscape. The Internet has played

a pivotal role in reshaping the methods and accessibility of education, bringing about a fundamental transformation in how we approach learning and knowledge acquisition.

“Online education refers to a method of carrying out teaching and learning practices through technology.” (Singh, 2022)

“Education that is provided online or over the internet is an online education.” (“Online Education - Meaning and Definition,” 2021)

There are three primary categories of online teaching and learning processes. Synchronous online learning involves real-time interaction between students and teachers via the internet, whether they are participating simultaneously or at different times. Asynchronous online learning, on the other hand, entails engagement between students and teachers occurring at different times and from various locations. Blended online learning integrates both online and face-to-face learning components.

Each of these approaches has its own set of advantages and drawbacks. Synchronous learning fosters immediate engagement and interaction, enabling real-time communication and feedback. However, it may pose challenges related to scheduling, technical issues, and accessibility limitations. In contrast, asynchronous learning allows flexibility for learners to engage with the material at their own pace and convenience. This approach promotes accessibility and provides more time for reflection. Nevertheless, it lacks the immediacy of communication and may demand a higher degree of self-motivation from students. Blended learning combines the benefits of both synchronous and asynchronous methods, offering a personalized and interactive educational experience. This approach is particularly suitable for accommodating large groups and is cost-effective. However, it comes with the drawback of requiring maintenance costs to ensure seamless integration of online and face-to-face components.

“Wellbeing is variously linked to positive and negative affect, satisfaction with life, quality of life, happiness, personal growth and flourishing, capability, self-acceptance, positive relationships and autonomy.” (Gubler et al., 2021)

“Wellbeing is a term used synonymously with a wide range of concepts including self-esteem, self-efficacy, self-determination, resilience, quality of life, mood enhancement, positive mental health, life satisfaction, and worthwhileness.” (Huppert, 2017)

Well-being is defined as a sense of health and vitality that arises from your thoughts, emotions, actions, and experiences. When we have well-being, we feel happy, healthy, socially connected, and purposeful most of the time. (*Well-Being Definition, Meaning, and Strategies - The Berkeley Well-Being Institute, n.d.*)

“Well-being is a global assessment of a person’s quality of life according to his own chosen criteria.” (Shin & Johnson, 1978)

Thus, wellbeing is an individual’s perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns. It is a broad ranging concept affected in a complex way by the person’s physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment.

In a broad context, personal well-being denotes a positive, satisfactory, and desirable state of individual existence, encompassing subjective well-being, emotional well-being, psychological

well-being, mental well-being, life satisfaction, and happiness. It is intertwined with social well-being and spiritual well-being, crucial for both psychological and physical health. In essence, well-being is a holistic state of being healthy, happy, and harmonious, contributing to a prosperous life. Similar to life, work is a spectrum of emotions, where constant contentment is unrealistic. General well-being reflects an individual's mental state within adequate conditions. Recognizing that well-being is multifaceted, certain aspects can be associated with it:

Self-perceived health: An individual's subjective evaluation of their health, revealing their overall health status.

Longevity: Leading a long and fulfilling life positively impacts personal and social well-being.

Mental and physical health: Well-being encompasses both mental and physical health, necessitating internal restoration for optimal work outcomes and life satisfaction. Cognitive, biological, and spiritual well-being are integral for a sense of good well-being.

Social connectedness: The significance of belonging to a group, family, or community cannot be overlooked. Social connectedness fosters lower anxiety, reduced depression, heightened self-esteem, and increased empathy. In the workplace, it contributes to overall well-being and good health.

Productivity: Contentment arises when one can work with maximum productivity, creating high-quality outcomes at a swift pace.

Factors in the physical and social environment: A balanced state of mind, body, and spirit influences stress tolerance, cognitive agility, anxiety levels, and more. The physical and social environment significantly impacts well-being, often more than acknowledged.

Well-being is a multifaceted concept, comprising cognitive and affective as well as physical and mental components. It can be understood in different types depending upon its nature and characteristics, therefore the various types of well-being included in general well-being are as follows:

- 1. Physical well-being** - An individual's physical well-being refers to them eating well, sleeping well and being physically active. It also refers to an article about individuals living a hygienic life while getting most of their daily activities.
- 2. Cultural well-being** - Cultural well-being refers to individual freedom to retain, interpret and express arts, history, heritage, and tradition. It additionally refers to the ability to participate in recreational, creative and cultural activities.
- 3. Religious well-being** - It is the relationship one shares with their belief system and god. God can mean a lot of things to different people in accordance with their religious beliefs, family perceptions and individual experiences. It is essential to lead a healthy relationship with what one believes in and work in an environment where they are respected for the same.
- 4. Psychological well-being** - Meaning of happiness, satisfaction with life, search for acceptance, positive relations with others, managing everyday environmental factors, and the purpose of life.
- 5. Active lifestyle** - The importance of having an active lifestyle cannot be more emphasised. Everyone requires some sort of exercise in the form of walking, gym, yoga, and more in their daily routine.

6. Spiritual well-being - Spiritual well-being refers to the meaning and the purpose of life one has. It extends to being connected to something greater. An individual's spiritual choice is very subjective and is based upon personal experiences and learnings. When a person is spiritually connected to their inner self, they make clearer choices and consistent actions.

7. Social well-being - Able to maintain a self-identity while engaged with other people. Have a cordial relationship with others and coexist peacefully with the community. One example of such is keeping regular contact and spending quality time with one's friends or circle.

8. Positivity - Positivity refers to being optimistic, and helpful. It is essential as an individual who has better well-being has chances for lower blood pressure, reduced risk for heart disease, healthier weight, better blood sugar levels, and longer life.

9. Happiness- It is the emotional state characterised by a feeling of joy, contentment and fulfilment.

10. Economic independence - There are three levels of satisfaction, wants, needs and desires. When an individual is financially independent, they then fulfil their wants and needs predominantly and desires when abundant which improves their lifestyle and well-being. The sedentary lifestyle of people is increasing, more so during and post-COVID when the possibility of diseases like sugar, high blood pressure and more increased. It is quintessential for people to be financially independent to be materialistically satisfied and healthy.

11. Self-awareness – Self-awareness is the ability to concentrate on oneself, reflections, sentiments and emotions.

12. Family relations - Our surroundings make or break our mood. Good family relations act as a resource to act against stress, engage in healthier behaviours and enhance self-esteem. Since physical and mental health are perpetually connected to one another, good relations with family can boost one's mental health, enhancing their physical health.

Review of Related Literature:

Kim and others did a study to explore if student conduct problems have any influence on teachers' wellbeing especially following the onset of COVID-19 pandemic. The qualitative study was taken on primary as well as secondary teachers from the various schools of England. The data collected through in-depth interviews suggests that teachers have experienced an increase in student conduct problems following the onset of the pandemic and it has negatively affected the wellbeing of teachers. (Kim et al., 2022)

Kun and Gadanecz carried out a study to investigate the relationship between workplace happiness, well-being and their relationship with psychological capital on Hungarian teachers. A mixed of both qualitative and quantitative method was used to collect the data. The workplace well-being and happiness were found to be highly correlated with inner psychological resources. The findings also suggest that the main pillars on which teachers' workplace happiness rely are mainly realization of goals, feedback, finding meaning in work and social relationships, (Kun & Gadanecz, 2022)

Jain conducted a study to understand the impact of online teaching on the wellbeing and work productivity of Indian educators during the lockdowns. The major factors on which the study was focussed are work-life integration, psychological wellbeing, financial wellbeing and organisational

support. The findings based on 206 teachers showed that work-life integration, organisational support, psychological wellbeing have significant high positive impact on the work productivity. While financial wellbeing had positive but very low impact on the work productivity of teachers. **(Jain, 2022)**

Kutsyuruba and others conducted an online survey on 1343 Canadian early career teachers to explore the impact of mentoring on early care teachers' well-being. The results showed that there exists a strong positive correlation between the mentoring experiences and well-being of teachers. Teachers who received some sort of mentoring scored higher on well-being scale than those who did not receive any mentorship. Based on the findings it was concluded that purposeful, strong approaches must be taken to improve collaboration, collegiality, connectedness and resilience building opportunities for novice professionals. **(Kutsyuruba & Stroud Stasel, 2021)**

Thomas and others aimed to find the psychological well-being and quality of work-life of the school teachers during the COVID-19 situation. The findings of the study revealed that teachers experienced lot of stress due to COVID-19 situations and it has affected their psychological well-being negatively and has to a large extent decreased the employment related positive experiences. **(Chan et al., 2021)**

Sharma and Vaish carried out a study to assess the physical and mental load on Indian women professionals working from home during lockdowns. The responses collected from 537 working women revealed that mental health of these women professionals is moderately and severely affected in 27.5% and 27% of the participants respectively. They found that 34.3% of women experienced great increase in their physical load due to household chores while working from home, which led to many Musculo skeletal problems like neck pain, back pain and strain in eyes. **(Sharma & Vaish, 2020)**

Prasada and others in their study which attempted to understand the impact of occupational stress and remote working on the psychological wellbeing of employees working in Information Technology industry. The study was mainly focussed on the seven major factors affecting occupational stress i.e., workload, peer related factors, physiological factors, role ambiguity, organisational climate, psychological factors and job satisfaction. The findings suggest that role ambiguity, organizational climate, job satisfaction and peer related factors have significant affect whereas workload, physiological factors and psychological factors have less significant effect on the wellbeing of the employees. **(Prasad et al., 2020)**

Sudibjo and Sutarji did a study on 65 teachers working at SDS Pelangi Kasih at Jakarta. They used qualitative approach to understand the roles of job satisfaction, wellbeing and emotional intelligence in enhancing the teachers' employee engagements. The findings suggest that job satisfaction, emotional intelligence have significant positive affect on the teachers' employee engagement. **(Sudibjo & Sutarji, 2020)**

Mahipalan and Sheena conducted a study on workplace spirituality and subjective happiness among high school teachers, keeping gratitude as a moderator. The results showed that there exists a significant strong relationship between subjective happiness, gratitude and workplace spirituality. They also found gratitude to be a significant moderator which has a positive influence on the workplace spirituality and subjective happiness relationship. **(Mahipalan & S, 2019)**

Rational for the study:

The landscape of education underwent a swift and unforeseen transformation as the COVID-19 pandemic compelled a global shift towards digital platforms, making online learning the prevalent mode. This abrupt transition shed light on various aspects that prompt a reconsideration of traditional education delivery methods. Factors such as improved internet connectivity, diverse technology-assisted teaching modes, enhanced learning flexibility, increased reach, and a plethora of delivery options have compelled educators to reassess the job satisfaction of teachers amidst this paradigm shift. The widespread adoption of online education, particularly the hybrid learning model, has gained widespread acceptance, driven by increased computer ownership and improved internet services. This mode of learning offers the distinct advantage of upskilling, reskilling, and specializing at one's own pace, providing the flexibility to accommodate individual schedules. Consequently, it appears that online learning is poised to play a significant role in the future of education. In the context of personal well-being, a topic extensively researched for several decades, there has been a notable gap in the exploration of the well-being of teachers during online education. Given the increasing prominence of online education in the educational landscape, there is an imperative need for more research to comprehensively assess well-being in this context. The collection of data on personal well-being during online education can serve as a crucial foundation for informing measures aimed at enhancing the teaching experience. This ensures that educators find contentment and motivation within this evolving educational paradigm. As the educational landscape continues to undergo transformation, understanding and addressing the factors that influence personal well-being in online education will be pivotal for the sustained success and growth of this mode of learning. By prioritizing the well-being of teachers, educational institutions can contribute to creating a positive and motivating environment, fostering the continued success and development of online education.

Operational definition of the term used:

Personal well-being in this study means a state of Physical, Emotional, Psychological, and Personal wellbeing in which an individual can use his or her cognitive and emotional capabilities, function well in society and meet the ordinary demand of everyday life. About undergraduate teachers, it means their adjustment with themselves as well as with all types of environments with a maximum of effectiveness, satisfaction, cheerfulness and socially considerable behaviour. It also means the ability to face and accept the realities of life and be optimistic.

Objectives of the study:

1. To compare the personal well-being of undergraduate college teachers of government and private Institutes.
2. To compare the personal well-being of government undergraduate college male teachers and private undergraduate college male teachers.

3. To compare the personal well-being of government undergraduate college female teachers and private undergraduate college female teachers.

Hypothesis:

- H01 No significant difference will exist between the personal well-being of Government Undergraduate College Teachers and Private Undergraduate College Teachers.
- H02 No significant difference will exist between the personal well-being of Government Undergraduate College Male Teachers and Private Undergraduate College Male Teachers.
- H03 No significant difference will exist between the personal well-being of Government Undergraduate College Female Teachers and Private Undergraduate College Female Teachers.

Delimitation of the study:

Keeping in mind the nature of the study and time available the present study was limited to the government and private undergraduate colleges situated in Raipur District of Chhattisgarh state.

Research Methodology:

A Descriptive Survey Method was adopted for the present study.

Population and Sample:

The population constituted all the undergraduate college teachers of both government and private Colleges of Raipur District of Chhattisgarh state and simple random sampling method was used to collect the data. The sample constituted of total 400 undergraduate college teachers. Equal number of teachers that is 200 each were selected from government and private Undergraduate Colleges. Out of these 400 teachers, number of male and female teachers were equal.

Tool used for the study:

For the study a general well-being scale developed by V.L.Chauhan and R.K Didwania was used. The scale consists of 50 items presented on five-point rating scale from twelve different areas. The 12 dimensions on which the questions are based are physical well-being, psychological well-being, social well-being, happiness, spiritual well-being, cultural and religious wellness, active life style, positivity, economic independence, self-awareness, family relations and environmental adjustment.

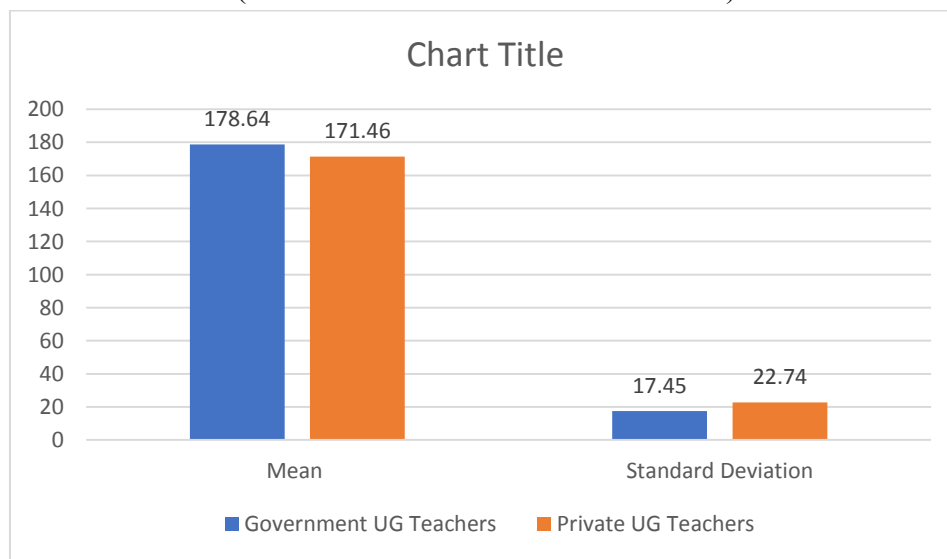
Statistical techniques used:

Data collected was analyzed using mean, standard deviation and t-test.

Analysis and Interpretation of Data:**Table 1:** Scores of personal well-being of Government and Private UG Teachers

Category	Total Number	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value
Government UG Teachers	200	178.64	17.45	198	3.55*
Private UG Teachers	200	171.46	22.74		

*Significant at 0.01 level

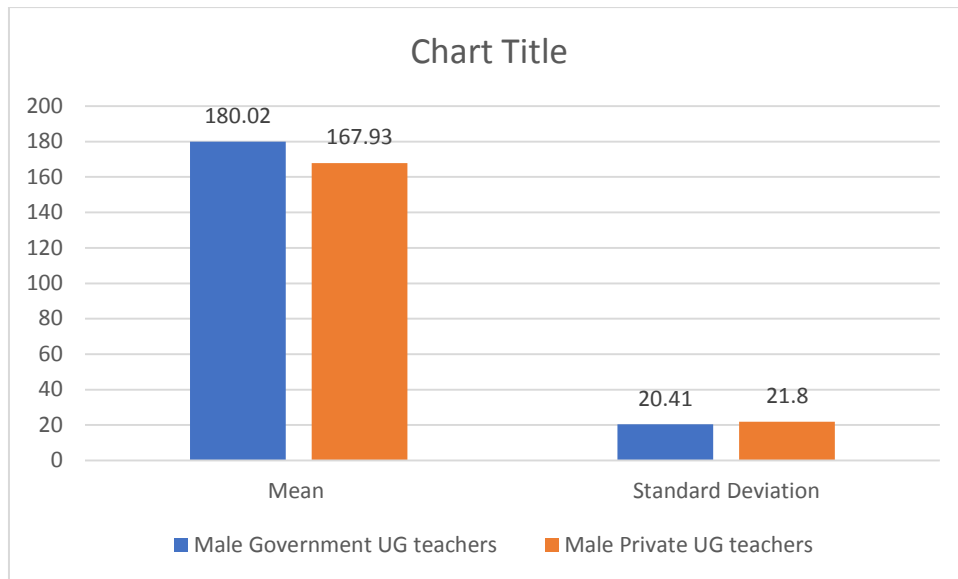
Figure 1: Mean and Standard Deviation of Personal Well-being (Government and Private UG teachers)

As shown in Table 1, the mean scores for the personal well-being of government and private UG teachers is 178.64 and 171.46 with standard deviation 17.45 and 22.74 respectively. The calculated t-value is 3.55, which is more than the table value of 2.60 at 0.01 level of significance. Thus hypothesis 1 is rejected at 0.01 level and it is inferred that the personal well-being of government UG teachers is much better than the well-being of private UG teachers.

Table 2: Scores of personal well-being of Government and Private UG Male Teachers

Category	Total Number	Mean	Standard Deviation	Degrees of Freedom	t-value
Male Government UG teachers	100	180.02	20.41	98	4.05*
Male Private UG teachers	100	167.93	21.80		

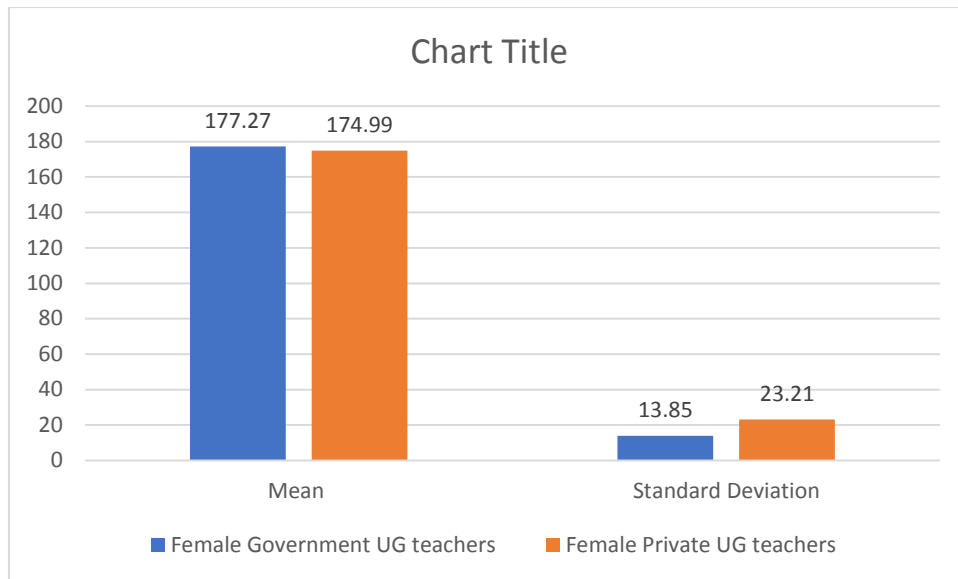
* Significant at 0.01 level

Figure 2: Mean and Standard Deviation of Male Government and Private UG teachers

As shown in Table 2, the mean scores for the personal well-being of male government and private UG teachers is 180.02 and 167.93 with standard deviation 20.41 and 21.8 respectively. The calculated t-value is 4.05, which is more than the table value of 2.60 at 0.01 level of significance. Thus hypothesis 1 is rejected at 0.01 level and it is inferred that the personal well-being of male government UG teachers is much better than the well-being of private UG teachers.

Table No. 3: Scores of personal well-being of Government and Private UG female Teachers

Category	Total Number	Mean	Standard Deviation	Degrees of Freedom	t-value
Female Government UG teachers	100	177.27	13.85	98	0.845
Female Private UG teachers	100	174.99	23.21		

Figure 3: Mean and Standard Deviation of Female Government and Private UG teachers

As shown in Table 3, the mean scores for the job satisfaction of male government and private UG teachers is 177.27 and 174.99 with standard deviation 13.85 and 23.21 respectively. The calculated t-value is 0.844, which is less than the table value of 1.98 at 0.05 level of significance. Thus hypothesis 1 is accepted at 0.01 level and it is inferred that there exists no significance difference in the personal well-being of female government UG teachers and female private UG teachers.

Educational Implications of the study:

On the basis of the findings of the present study and review of related literature, some important implications derived for improving the personal well-being of teachers of the higher education system are:

- For keeping up a good and healthy well-being the teachers should adopt a positive and growth mindset in teaching and must be focussed and try to reconnect to the purpose of teaching. They must try to update, upgrade and upskill themselves. They need to build emotional resilience and should create clear boundaries between professional and personal life. They have to adapt and maintain a healthy life style. Teachers must make their social support system strong by staying socially connected with their family and friends and also by building new connections, and relationships.
- Help people find meaning in what they do, communicate regularly, encourage team work, create a sense of ownership, help teachers identify and use their strengths, have an open-door policy, offer flexibility in working, invest in staff development, provide opportunities for peer learning and mentoring, appreciate the staff members frequently, set boundaries, adjust your expectations,
- The administration and management should try to maintain a healthy conducive working environment and provide opportunities for their professional growth as well as peer learning. They must keep an open-door policy and communicate regularly with the teachers in order to help them solve their problems and bring forward their concerns. They should help teachers find meaning in

what they do and encourage team work and help the teachers to create a sense of ownership. The management must offer flexibility in working and must appreciate the teachers often.

- Teachers need to be paid due respect and must be valued for the service they give to the society. Giving them due recognition in the form of awards, rewards and appropriate salary is must for their healthy wellbeing.
- A positive, conducive working environment that supports teacher growth and collaboration must be developed in order to generate sense of comradeship and for better general health.
- Various efforts should be made to help teachers achieve and maintain healthy personal well-being.

Conclusion:

This study was conducted to know about the personal well-being of undergraduate college teachers during online education process. Personal well-being refers may be understood as a state of being, healthy, happy and harmonious for prosperous life. It includes positive psychological outcomes and human strength which helps an individual to maintain a harmonious relationship with his/her surroundings so as to live a happy, healthy and meaningful life. Some of the dimensions on which the personal well-being of an individual depends are physical well-being, psychological well-being, social well-being, happiness, spiritual well-being, cultural and religious wellness, active life style, positivity, economic independence, self-awareness, family relations and environmental adjustment.

Online education process is the teaching learning process which relies on the internet. Online education has existed in our society since long but it was only during the COVID 19 pandemic that the entire world was forced to operate in this mode only. Due to the forced shift the world actually became aware of the possible benefits of online education and since then many institutions are incorporating it along with the traditional method of teaching. Online education in any of its form is the future of education and undoubtedly it is a challenging and demanding form of education on the part of teachers and efforts must be made to incorporate policies and take measures to help teachers attain and maintain a healthy general well-being.

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