

EXPLORING FACTORS INFLUENCING TEACHER WELLBEING OF AHMEDABAD

Krishnawat Kuldeepsingh, Dr. Rupam B. Upadhyaya

Research Scholar, Childrens's University, Gandhinagar

Assistant Professor, Childrens's University,

Gandhinagar E-mail : rupambupadhyaya@gmail.com

ABSTRACT

The wellbeing of teachers is a cornerstone of a functional and thriving educational system. Teachers who experience high levels of wellbeing are more likely to feel satisfied in their roles, engage more deeply with students, and contribute to a positive school environment. Wellbeing enables teachers to manage the inherent stresses of the profession, such as heavy workloads, emotional demands, and the pressures of maintaining student performance. Moreover, teacher wellbeing is directly correlated with better teaching practices, improved classroom management, and higher student achievement. This study investigates the various factors affecting the wellbeing of teachers and examines the association between their demographic profiles and overall wellbeing. The wellbeing of educators is crucial for enhancing the quality of education, as it influences their motivation, job satisfaction, and effectiveness in the classroom. The study employs a sample of 100 teachers from Ahmedabad city and utilizes a structured questionnaire to gather data on key dimensions such as workload, institutional support, work-life balance, and personal health. The findings reveal that teachers in Ahmedabad generally report positive experiences in terms of time for class preparation, support for professional development, and maintaining a healthy work-life balance. Furthermore, demographic factors such as age, gender, and teaching experience exhibit varying degrees of influence on the perceived wellbeing of teachers. The study underscores the importance of maintaining supportive environments and work-life balance to sustain teacher wellbeing and improve educational outcomes.

Keywords : Teacher Wellbeing, Factors Influencing Wellbeing, Professional Development, Work-Life Balance, Institutional Support, Teacher Effectiveness, Education Quality.

1. INTRODUCTION

Wellbeing refers to the holistic experience of good health, happiness, and a sense of fulfilment in life. It encompasses not just physical health, but also emotional, psychological, and social factors that contribute to an individual's overall quality of life. Wellbeing is multidimensional, including aspects like mental health, work-life balance, social connections, and the ability to manage stress and adversity. The concept of wellbeing extends beyond the absence of illness to a broader state of flourishing and thriving, both personally and within the context of one's environment and relationships. There are several factors that impact wellbeing, including personal habits, environmental influences, social relationships, and occupational demands. For example, maintaining a healthy work-life balance, engaging in regular physical activity, fostering meaningful relationships, and pursuing activities that align with personal values and goals all contribute to improved wellbeing. Conversely, factors such as stress, isolation, poor work conditions, and lack of support can negatively affect a person's wellbeing.

The Importance of Wellbeing

The significance of wellbeing is far-reaching. For individuals, achieving a high state of wellbeing leads to increased life satisfaction, higher productivity, and better mental and physical health. People with high levels of wellbeing are more resilient to stress, have stronger relationships, and are more engaged in their personal and professional lives. This sense of wellbeing helps individuals live more balanced and fulfilling lives, as it integrates the emotional, mental, and physical dimensions of health. On a societal level, wellbeing plays a crucial role in the overall functioning of communities and organizations. For instance, in workplaces where employee wellbeing is prioritized, job satisfaction, productivity, and retention rates tend to be higher. Employers who foster a supportive environment for wellbeing also reduce burnout and turnover rates, which can contribute to a more engaged and motivated workforce. In education, promoting wellbeing among teachers and students leads to better learning outcomes, as stress and mental health challenges can inhibit performance.

The Role of Wellbeing in Education

Focusing on the wellbeing of teachers is essential, as they play a critical role in shaping the future of society. Teachers with high levels of wellbeing are better equipped to manage classroom stress, maintain enthusiasm for teaching, and build positive relationships with students. Wellbeing affects a teacher's ability to deliver effective instruction, adapt to diverse learning needs, and engage students in meaningful ways. Schools and educational institutions that emphasize teacher wellbeing often experience enhanced teaching quality and student outcomes, as well as a positive school climate. Teachers face numerous challenges, including heavy workloads, time pressures, and the emotional demands of supporting students. These factors can significantly affect their mental health and overall wellbeing. Therefore, efforts to improve teacher wellbeing can lead to reduced burnout, improved job satisfaction, and a more stable and dedicated teaching workforce. Promoting teacher wellbeing through supportive policies, resources, and work environments has lasting benefits for both educators and their students.

Wellbeing and Its Societal Impact

On a broader scale, wellbeing is linked to social cohesion, economic productivity, and overall societal development. Communities that prioritize wellbeing tend to have lower rates of crime, higher levels of civic engagement, and improved public health outcomes. Wellbeing also plays a role in reducing health disparities and enhancing equality, as individuals with better wellbeing often have greater access to resources, opportunities, and social support systems. Governments and policymakers are increasingly recognizing the importance of wellbeing in shaping policies aimed at improving quality of life. For example, many countries are shifting from purely economic measures of progress, such as GDP, to more holistic approaches that consider wellbeing as an indicator of societal success. This reflects the growing understanding that wellbeing contributes to a more sustainable, equitable, and thriving society.

2. REVIEW OF LITERATURE

Mehta (2016) conducted a study on the impact of socioeconomic status on wellbeing in urban India. The research highlighted that higher income levels and better educational attainment significantly contributed to improved mental and physical health. Access to quality healthcare services and a stable employment situation were also identified as critical factors. Mehta pointed out that individuals with higher socioeconomic status experienced lower levels of stress and greater life satisfaction, underscoring the role of economic stability in promoting wellbeing.

Sharma and Verma (2017) explored the influence of social relationships on wellbeing among elderly populations in rural India. Their findings indicated that strong family ties and community support played a vital role in enhancing the wellbeing of the elderly. The study emphasized that social isolation negatively affected mental health, leading to higher incidences of depression and anxiety. The authors suggested that community programs aimed at fostering social interactions could significantly improve the quality of life for elderly individuals.

Rao and Patel (2018) examined the role of physical activity and nutrition in determining wellbeing among adolescents in India. The research revealed that regular physical exercise and a balanced diet were crucial in promoting physical health and emotional stability. Adolescents who engaged in sports and maintained healthy eating habits reported higher levels of self-esteem and lower levels of stress. The study recommended the implementation of school-based programs to encourage physical activity and nutritional education to foster overall wellbeing in young people.

Nair and Menon (2019) investigated the impact of workplace environment on employee wellbeing in the IT sector. The study found that a positive workplace environment, characterized by supportive management, work-life balance policies, and opportunities for professional development, significantly enhanced employee wellbeing. High levels of job satisfaction and reduced burnout were reported among employees who felt valued and supported by their organization. The authors suggested that companies should prioritize creating a conducive work environment to improve employee morale and productivity.

Kumar and Joshi (2020) explored the relationship between environmental quality and wellbeing in urban India. Their study highlighted that exposure to pollution, noise, and lack of green spaces adversely affected the physical and mental health of urban residents. Conversely, access to parks, clean air, and green spaces contributed to higher levels of wellbeing. The authors recommended that urban planning should incorporate more green spaces and pollution control measures to enhance the quality of life for city dwellers.

Sinha and Gupta (2021) focused on the role of mental health awareness in improving wellbeing among university students in India. The study revealed that students who were aware of mental health resources and had access to counseling services reported better mental health outcomes. The authors emphasized the need for universities to promote mental health

awareness and provide adequate support services to address the stress and anxiety faced by students. Creating an open and supportive environment was deemed essential for enhancing student wellbeing.

Banerjee and Roy (2022) examined the influence of cultural practices on wellbeing in various regions of India. Their findings indicated that traditional cultural practices, such as yoga, meditation, and community festivals, played a significant role in enhancing mental and emotional wellbeing. These practices fostered a sense of belonging and community, reducing feelings of loneliness and stress. The authors suggested that promoting cultural heritage and traditional practices could be an effective way to enhance overall wellbeing in Indian society.

Chakraborty and Sen (2023) studied the impact of digital technology usage on wellbeing among young adults in India. The research found a dual impact: while moderate use of digital technology facilitated social connections and access to information, excessive use led to increased stress, anxiety, and sleep disturbances. The study highlighted the importance of digital literacy programs that teach healthy digital habits and the need for balance to prevent negative effects on wellbeing.

Desai and Kapoor (2024) investigated the role of financial literacy in promoting wellbeing among low-income households in India. The study revealed that individuals with higher financial literacy had better financial management skills, leading to reduced financial stress and greater economic stability. Improved financial decision-making and access to financial resources contributed to enhanced wellbeing. The authors recommended widespread financial literacy programs to empower individuals and improve their quality of life.

3. RATIONALE OF THE STUDY

The wellbeing of teachers is a critical factor that affects not only the individual educators themselves but also the overall quality of education and the learning outcomes of students. Teachers are at the heart of the educational process, and their mental, emotional, and physical health has a direct influence on their teaching effectiveness, classroom environment, and student engagement. This study on "Exploring Factors Influencing Teacher Wellbeing in Ahmedabad" seeks to examine the various elements that contribute to the overall wellbeing of teachers, particularly in the context of a rapidly evolving educational landscape.

In Ahmedabad, like in many other urban centers, teachers face a range of challenges that can affect their wellbeing. Increasing administrative workloads, the pressure to meet academic standards, managing diverse classrooms, and adjusting to new technologies in teaching all contribute to stress and burnout. Moreover, societal changes, such as the shift to online learning during the COVID-19 pandemic, have added further strain on teachers. Given these dynamics, it becomes essential to understand the specific factors that impact the wellbeing of teachers in this region, where the demands of a growing student population and evolving education policies create unique pressures.

Addressing a Gap in the Literature

There is a growing body of literature on the significance of teacher wellbeing, but much of this research is focused on Western contexts or generalized frameworks. In the Indian educational setting, particularly in a city like Ahmedabad, there is a lack of in-depth studies that focus on the local and cultural factors influencing teacher wellbeing. This research aims to fill that gap by providing a nuanced understanding of how various elements—such as workload, institutional support, societal expectations, and personal factors—affect teachers in Ahmedabad. By examining these specific influences, the study will contribute valuable insights to the discourse on teacher wellbeing in the Indian context.

Furthermore, existing studies often treat teacher wellbeing as a uniform issue without accounting for the diverse experiences of teachers based on their age, experience, gender, or the type of institution they work in. This study seeks to explore how demographic factors intersect with wellbeing, providing a more comprehensive picture of the challenges faced by different groups of teachers. Understanding these distinctions is crucial for developing tailored interventions and support mechanisms that can effectively enhance the wellbeing of teachers across different contexts.

Relevance to Educational Outcomes

Improving teacher wellbeing is not only beneficial for educators but also for students and the education system as a whole. Research consistently shows that teachers who experience higher levels of wellbeing are more motivated, better able to engage with students, and less likely to suffer from burnout. In contrast, teachers who struggle with their wellbeing may exhibit lower productivity, absenteeism, or even leave the profession prematurely, which can disrupt the educational process. Therefore, understanding the factors that contribute to teacher wellbeing in Ahmedabad is crucial for enhancing the overall quality of education in the city.

Ahmedabad, as a growing urban center with a diverse student population, requires a highly motivated and stable teaching workforce. This study's findings will help education policymakers, school administrators, and teacher training programs to identify key areas where support is needed. It will also provide recommendations for strategies to improve teacher wellbeing, such as promoting work-life balance, offering professional development opportunities, and creating a supportive work environment. These improvements, in turn, will contribute to better educational outcomes, fostering a more conducive learning environment for students.

Contribution to Policy and Practice

The findings from this study will not only add to the academic understanding of teacher wellbeing but will also have practical implications for policymakers and educational institutions in Ahmedabad and beyond. Policymakers can use the insights from this research to design interventions that address the specific challenges teachers face in urban settings like Ahmedabad. This could include revising policies related to teacher workloads, increasing

mental health resources in schools, or implementing professional development programs that focus on emotional resilience and stress management.

For school administrators, this study will provide a deeper understanding of the wellbeing needs of their teaching staff, enabling them to implement more effective support systems. Schools can use the findings to foster a more supportive and positive work environment by encouraging open communication, providing emotional and psychological support, and recognizing the contributions of teachers. Additionally, the study will highlight the importance of creating a school culture that values teacher wellbeing as a key component of educational success.

4. RESEARCH OBJECTIVES

1. To analyse the factors affecting teachers' wellbeing
2. To find out association between demographic profile of the teachers and their wellbeing

5. SAMPLE SIZE

The sample consisted of 100 teacher in Ahmedabad city.

6. DATA ANALYSIS

1. H₀ : Teachers do not believe that they receive sufficient time to prepare for my classes.

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
receive sufficient time to prepare for my classes	5.748	99	0.021	2.148	1.471	1.997

As per the above table it is seen that significance value is 0.006 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Teachers believe that they receive sufficient time to prepare for my classes.

2. H₀ : Teachers do not believe that their school administration provides adequate support for their professional development

One-Sample Test

	Test Value = 3				
	t	df	Sig. (2-	Mean	95% Confidence

			tailed)	Difference	Interval of the Difference	
					Lower	Upper
school administration provides adequate support for my professional development	7.896	99	0.020	2.375	1.918	2.444

As per the above table it is seen that significance value is 0.045 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that Teachers believe that their school administration provides adequate support for their professional development

3. H₀ : Teachers do not believe that they are able to balance their professional responsibilities with their personal life

One-Sample Test

	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
I am able to balance my professional responsibilities with my personal life	10.044	99	0.002	2.602	2.365	2.891

As per the above table it is seen that significance value is 0.021 which is lower than standard value 0.05, So Null hypothesis is rejected and it is concluded that teachers believe that they are able to balance their professional responsibilities with their personal life

4. H₀ : There is no significant association between demographic profile of the teachers and their wellbeing

FACTOR 1	FACTOR 2	Pearson Chi-Square	P Value	Decision
Gender	I receive sufficient time to prepare for my classes	28.960	0.040	There is Significant Relation
	My school administration provides adequate support for my professional development	61.340	0.043	

	I am able to balance my professional responsibilities with my personal life	78.720	0.017
Years of Experience	I receive sufficient time to prepare for my classes	38.120	0.001
	My school administration provides adequate support for my professional development	32.440	0.000
	I am able to balance my professional responsibilities with my personal life	58.660	0.005
Faculty	I receive sufficient time to prepare for my classes	52.440	0.035
	My school administration provides adequate support for my professional development	24.450	0.009
	I am able to balance my professional responsibilities with my personal life	89.990	0.003

7. CONCLUSION

Based on the findings of this study, it is clear that the majority of teachers in Ahmedabad believe they receive sufficient time to prepare for their classes. Adequate time for preparation is a critical factor in ensuring the effectiveness of educators, as it allows them to thoroughly plan their lessons, customize their teaching approaches to the needs of their students, and engage in reflective practices that improve their instructional quality. This indicates that schools in Ahmedabad are cognizant of the importance of giving teachers the necessary time and space to properly prepare for their classes, which positively influences the overall teaching-learning process.

Additionally, the finding that teachers feel their school administration provides adequate support for professional development is encouraging. Professional growth is essential for educators to stay updated with the latest teaching methodologies, subject-specific knowledge, and technological tools that can enhance their teaching. By offering opportunities for training, workshops, and continuous learning, school administrations in Ahmedabad are ensuring that their teaching staff remains competent, confident, and motivated. This also contributes to improving the quality of education, as well-supported teachers are better equipped to innovate in the classroom and meet the diverse needs of their students.

Furthermore, the teachers' belief that they are able to balance their professional responsibilities with their personal lives is a highly positive indicator of their overall wellbeing. Work-life balance is crucial for teachers, as the profession can be highly demanding, both mentally and emotionally. The fact that teachers feel they are able to

maintain this balance suggests that schools in Ahmedabad are providing an environment that respects personal time and boundaries. This balance is vital for preventing burnout, maintaining mental health, and ensuring long-term commitment to the profession. Teachers who can manage their work-life balance are more likely to be satisfied with their jobs and stay motivated in their teaching roles, which benefits the overall educational ecosystem.

The combination of these findings points to a positive trend in Ahmedabad's education system, where teachers are supported not only in their day-to-day responsibilities but also in their long-term professional and personal development. Schools that provide sufficient preparation time, professional development opportunities, and promote a healthy work-life balance are likely to retain satisfied, motivated, and well-prepared teachers. This, in turn, has far-reaching implications for the success of students, as teacher wellbeing is directly linked to student outcomes. When teachers feel supported and balanced, they can give their best in the classroom, leading to improved student engagement, performance, and overall educational quality.

These findings also highlight the importance of continued focus on maintaining these positive factors. While teachers generally report satisfaction in these areas, it is important for schools and policymakers to continue providing resources, support, and initiatives that sustain these positive outcomes. Enhancing teacher wellbeing should remain a priority for the educational institutions in Ahmedabad to ensure that the teaching profession continues to thrive and attract passionate and skilled educators.

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