

EMOTIONAL WELLBEING AND QUALITY OF WORKLIFE OF SCHOOL TEACHERS IN PUDUKKOTTAI DISTRICT

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Abstract

Teachers play a crucial role in shaping society, and their emotional well-being significantly influences job performance and satisfaction. This study examines the emotional well-being and quality of work life (QWL) of school teachers in Pudukkottai district. Key factors explored include job satisfaction, work-life balance, mental health, working conditions, job security, and professional development. Using a descriptive research design, data was collected from 100 teachers through structured questionnaires. Findings indicate that poor working conditions and stress negatively impact teachers' well-being. The study suggests policy interventions, stress management programs, and professional development opportunities to enhance teachers' motivation, productivity, and job satisfaction, ultimately improving the quality of education.

Keywords: Emotional well-being, quality of work life, job satisfaction, work-life balance, teacher stress, professional development, Pudukkottai district.

INTRODUCTION:

Teachers have a major influence on how society develops in the future, and their emotional health has a big impact on how well they teach and how happy they are at work overall. Understanding the mental health and work-life balance of school teachers in Pudukkottai district is crucial to enhancing the educational system and creating a positive learning environment. An individual's capacity to cope with stress, uphold wholesome relationships, and feel content with their work is referred to as their emotional well-being. Workload, student conduct, administrative assistance, and work-life balance are some of the elements that affect teachers' emotional states. On the other hand, job security, work environment, income satisfaction, possibilities for professional advancement, and institutional support are all included in the quality of work life (QWL). Teachers in schools frequently deal with difficulties, such as a lack of resources, high student-teacher ratios, and administrative restraints.

Their teaching effectiveness and student results may suffer because of these variables, which can also cause stress, burnout, and decreased job satisfaction. On the other hand, a supportive workplace culture, chances for professional growth, and emotional fortitude might boost their drive and output. The emotional health and work-life balance of school teachers in Pudukkottai district

are investigated in this article, along with the major determinants of their experiences. Policymakers and educational administrators can boost teacher satisfaction and raise the standard of education in the area by putting these factors into practice. In Pudukkottai district, school teachers are subject to a variety of socio-economic and institutional factors that affect their overall job satisfaction and emotional stability. QWL is a more comprehensive concept that includes job security, workplace conditions, salary satisfaction, career growth opportunities, and institutional support—all of which affect a teacher's capacity to work in a stress-free and productive environment. Emotional well-being is defined as the capacity of teachers to manage workplace stress, maintain a sense of fulfilment, and effectively balance their personal and professional responsibilities. It includes psychological resilience, job-related stress, interpersonal relationships, and coping mechanisms that enable educators to stay motivated in their roles. Teachers in schools frequently face difficulties such a heavier workload, insufficient teaching materials, administrative demands, problems with student behaviour, and little possibilities for professional growth.

Their job experience is also impacted by bureaucratic restrictions, rural origins, and socioeconomic issues. Burnout, a diminished passion for teaching, and a reduction in general performance might result from prolonged exposure to these stressors. Conversely, a welcoming workplace with encouraging leadership, a cooperative culture, and equitable pay can greatly improve a teacher's emotional stability and job happiness. Examining the mental health and work-life balance of school teachers in Pudukkottai district is the goal of this article. It looks at the main elements affecting their emotional and professional experiences, pinpoints significant stressors, and suggests possible ways to improve their general wellbeing.

METHODOLOGY:

Aim:

- To study the emotional wellbeing and quality of work life of a school teachers at Pudukkottai district.

Objectives:

- To detriment their level job satisfaction, work-life balance and mental health of the teachers.
- To analyses the working condition and job security of middle school teachers
- To highlight the emotional resilience and professional development of middle school teachers.

HYPOTHESES:

- ❖ There is a significant difference between the education of the respondent and overall of emotional wellbeing and quality of work-life of middle school teachers.
- ❖ There is a significant assumption among the domicile of the respondent and overall of emotional wellbeing and quality of work-life of middle school teachers.
- ❖ There is a significant relationship between the age and overall of emotional wellbeing and quality of work-life of middle school teachers.

Research Design:

The present research will be observed and analysed using a descriptive design. To highlight the characteristics and significance of a number of study criteria, the researcher used a descriptive research design. In order to understand the suggested population employed in the study and to describe the phenomena, this methodology aims to collect data in a methodical manner.

Universe & Sampling:

The present study was undertaken in one of the premier schools in Pudukkottai District. This school consists of 109 teachers in various cadres. Since pre-testing was done with 9 teacher, they were excluded from the study. Hence, the researcher used the census method and selected all the remaining respondents for the study and as a result all 100 teachers were taken for the current study on emotional wellbeing and quality of work life.

Tools for data collection:

To gather information from Pudukkottai District school teachers, the researcher used a structured questionnaire. The purpose of the questionnaire was to evaluate several facets of emotional health and work-life balance. The study employed a Likert scale to gauge teachers' opinions on work-life balance, workplace stresses, job satisfaction, and institutional support.

Results and Discussion:

Table 1. Distribution of respondents based on overall emotional wellbeing and quality of work-life of a school teachers.

Emotional wellbeing and quality of work life of a school teachers	Low	Percentage (%)	High	Percentage (%)
Job Satisfaction	61	61	39	39
Work life Balance	56	56	44	44
Mental health	63	63	37	37

Working conditions	67	67	33	33
Job security	52	52	48	48
Professional development	56	56	44	44
Emotional Resilience	54	54	46	46
Overall Emotional wellbeing and quality of work life of school teachers	51	51	49	49

The above table 1 clearly states that less than three fourth (67%) of the respondents have low working conditions. The mental health has majority (63%) of the respondents. Similarly, majority (61%) of the respondents have low knowledge on the job satisfaction. Then the work life balance and professional development (56%) of the respondents were more than exactly half. The emotional resilience is the (54%) of the respondents more than exactly half and the job security in the (52%) of the respondents, which is also the more than exactly half. The overall emotional wellbeing and quality of work life of a school teachers at Pudukkottai district is (51%) slightly more than exactly half. And it is also evident that (48%) less than exactly half of the respondents have the high level of job security. The (46%) less than exactly half of the respondents have high emotional resilience then the professional development and work life balance were (44%) less than exactly half of the respondents have high level of the work life balance and the professional development. Then the (39%) less than two fifth of the respondents have high in job satisfaction and (37%) less than two fifth of the respondents have high level in mental health and (33%) of the respondents are in one third high in working conditions. The overall emotional wellbeing and quality of work life of a school teachers at Pudukkottai district is (49%) slightly less than exactly half have high level in emotional wellbeing and quality of worklife of a school teachers.

Table 2. 'Z'-Test based on Education of the respondents and overall emotional wellbeing and quality of work life of school teachers

Education	N	Mean	Std. Deviation	Std. Error Mean	Df	Statistical Inference
Job Satisfaction						
Ph.D.	16	15.56	1.861	.465	97	Z=0.699 P>0.05 Not Significant
M.Phil. B.Ed.,M.Ed	84	16.14	1.624	.178	19.651	
Work Life Balance						
Ph.D.	16	16.31	2.938	.734	97	Z=0.348 P>0.05

M.Phil. B.Ed., M.Ed	84	16.95	2.036	.223	17.878	Not Significant
Mental Health						
Ph.D.	16	18.06	2.542	.636	97	Z=0.510 P>0.05 Not Significant
M.Phil. B.Ed., M.Ed	84	16.93	2.626	.288	21.639	
Working Condition						
Ph.D.	16	14.88	1.668	.417	97	Z=0.581 P>0.05 Not Significant
M.Phil. B.Ed., M.Ed	84	15.60	1.950	.214	23.643	
Job Security						
Ph.D.	16	11.94	2.294	.574	97	Z=0.001 P<0.05 Significant
M.Phil. B.Ed., M.Ed	84	12.83	1.296	.142	16.890	
Professional Development						
Ph.D.	16	15.81	2.664	15.81	97	Z=0.666 P>0.05 Not Significant
M.Phil. B.Ed., M.Ed	84	16.64	4.774	16.64	36.752	
Emotional Resilience						
Ph.D.	16	16.75	1.949	16.75	97	Z=0.103 P>0.05 Not Significant
M.Phil. B.Ed., M.Ed	84	16.40	2.513	16.40	25.669	
Overall Emotional Wellbeing and Quality of Work Life of School teachers						
Ph.D.	16	125.94	6.816	1.704	97	Z=0.069 P<0.05 Significant
M.Phil. B.Ed., M.Ed	84	127.54	9.521	1.045	27.687	

Table 2 shows that there is significant variation between PHD and M.Phil,B.Ed,M.Ed. respondents in terms of their Job Security and overall emotional wellbeing and quality of work life of school teachers. It's also clear that there are no significant variations between the respondents' education and the study's dimensions, which include job satisfaction, work life balance, mental health, working condition, professional development and emotional resilience.

H0: There is a significant relationship between education of the respondents and Perceptions of the work life of school teachers

H1: There is no significant relationship between education of the respondents and Perceptions of the work life of school teachers.

Test type: Z-test

Results: The Z-test is applied. It is discovered that the respondents' education and the overall emotional wellbeing and quality of work life of school teachers significantly differ from among themselves. Hence the research null hypothesis is rejected and the hypothesis is accepted.

Table 3. One-way analysis of variance among the domicile of the respondents and overall emotional wellbeing and quality of work life of school teachers

Domicile		Sum of Squares	Df	Mean Square	F	Statistical Inference
Job Satisfaction	Between Groups	2.870	2	1.435	.511	F=0.602 P>0.05 Not Significant
	Within Groups	269.877	96	2.811		
	Total	272.747	98			
Work Life Balance	Between Groups	2.891	2	1.445	.294	F=0.746 P>0.05 Not Significant
	Within Groups	471.837	96	4.915		
	Total	474.727	98			
Mental Health	Between Groups	9.679	2	4.839	.693	F=0.502 P>0.05 Not Significant
	Within Groups	670.099	96	6.980		
	Total	679.778	98			
Working Condition	Between Groups	5.738	2	2.869	.776	F=0.463 P>0.05 Not Significant
	Within Groups	354.989	96	3.698		
	Total	360.727	98			
Job Security	Between Groups	.722	2	.361	.153	F=0.858 P>0.05 Not Significant
	Within Groups	226.571	96	2.360		
	Total	227.293	98			
Professional Development	Between Groups	10.087	2	5.044	.245	F=0.783 P>0.05 Not Significant
	Within Groups	1974.660	96	20.569		
	Total	1984.747	98			
Emotional Resilience	Between Groups	6.029	2	3.015	.507	F=0.604 P>0.05 Not Significant
	Within Groups	570.516	96	5.943		
	Total	576.545	98			
Overall Emotional Well-being and Quality of Work	Between Groups	13.162	2	6.581	.078	F=0.925 P>0.05 Not Significant
	Within Groups	8150.919	96	84.905		
	Total	8164.081	98			

G1=Rural

G2=Urban

G3=Town

The given table 3 reveals that there is no significant difference among the various domicile of the respondents with regard to the dimensions of the study which include job Ssatisfaction,

work life balance, mental health, working condition, working condition, job security, professional development, emotional resilience, overall emotional well-being and quality of work life of school teachers.

H0: There is a significant difference among the domicile of the respondents and the effective measures to emotional well-being and quality of work life of school teachers.

H1: There is no significant difference among the domicile of the respondents and the effective measures to emotional well-being and quality of work life of school teachers.

Test type: F-Test

Result: The F-Test was applied and it was found that there is significant difference among the domicile of the respondents and the effective measures to emotional well-being and quality of work life of school teachers. As a result, the null hypothesis is accepted and the hypothesis is rejected.

Table 4. Correlation between the ages of the respondents and overall emotional well-being and quality of work life of school teachers.

Variable	Correlation Value	Statistical inference
Job Satisfaction	.181	P>0.05 Not Significant
Work Life Balance	.116	P>0.05 Not Significant
Mental Health	.003	P>0.05 Not Significant
Working Condition	.143	P>0.05 Not Significant
Job Security	.017	P>0.05 Not Significant
Professional Development	.094	P>0.05 Not Significant
Emotional Resilience	.027	P>0.05 Not Significant
Overall Emotional Well-being and Quality of Work	.008	P>0.05 Not Significant

****.** Correlation is significant at the 0.01 level (2-tailed).

***.** Correlation is significant at the 0.05 level (2-tailed)

According to the above table 4, there is no significant correlation between the respondents' ages and the study's dimensions which include job satisfaction, work life balance, mental health, working condition, working condition, job security, professional development, emotional resilience, overall emotional well-being and quality of work life of school teachers.

H0: There is a significant relationship between the age of the respondents and emotional well-being and quality of work life of school teachers.

H1: There is no significant relationship between the age of the respondents and emotional well-being and quality of work life of school teachers.

Test type: Pearson correlation

Results: Using the correlation test, it was discovered that the respondents' age and the emotional well-being and quality of work life of school teachers were significantly correlated. As a result, the hypothesis is rejected and the research null hypothesis is accepted.

Suggestions:

The difficulties teachers encounter, including stress, a lack of resources, and problems with student behavior, while outlining methods to improve their mental health and job happiness. Make suggestions to legislators and school officials on how to foster a positive work atmosphere, raise teacher motivation, and improve academic results in general.

Suggestion for the institutions:

To enhance the emotional well-being and quality of work life of school teachers in Pudukkottai district, various institutions can play a crucial role. The Tamil Nadu School Education Department is responsible for implementing policies that support teacher welfare, training, and professional development, while the State Council of Educational Research and Training (SCERT), Tamil Nadu, provides research and training programs to enhance teachers' professional growth. The District Educational Office, Pudukkottai, offers localized insights into the challenges faced by teachers and works toward improving

their work conditions. Additionally, the Tamil Nadu Teachers Association (TNTA) advocates for teachers' rights, job security, and better work environments.

Suggestions for the teachers:

To improve the emotional well-being and quality of work life of school teachers, certain steps can be taken. Policymakers and school administrators need to initiate stress management training and mental health support services along with providing better working conditions and adequate resources and reasonable student-teacher ratios. Reducing administrative workload and improving institutional support systems can also be a turning point in the teacher's overall experience. Schools and institutions need to provide a good working environment through peer support and mentorship programs, professional development, and career development opportunities. A healthy work-life balance through flexible timetabling and effective workload management can also improve the well-being of teachers. At the individual level, the improvement of teachers can be achieved through the practice of self-care, emotional support whenever needed, and training for building resilience and teaching effectiveness.

Current Trends in Emotional Well-being and Quality of Work Life of School teachers:

The Pudukkottai district's school teachers' recent trends in emotional well-being and work-life balance underscore the growing significance of professional development, work-life balance, and mental health support. To help teachers deal with the demands of the job, educational authorities and schools are implementing mindfulness seminars, counselling services, and stress management programs. The use of technology in the classroom, such as e-learning platforms and digital classrooms, is changing how teachers educate and necessitating the acquisition of new skills in addition to handling heavier workloads. Initiatives like peer support groups, leadership development courses, and teacher recognition programs are being promoted in an effort to improve job satisfaction.

Suggestions for quality research and design department:

Counselling and stress management programs are two examples of organized teacher support programs that should be the emphasis of the department in charge of emotional health and work-life balance. Addressing workplace issues can be facilitated by utilizing data-driven strategies such as performance analysis and feedback. Alignment with professional development objectives is ensured through cooperation between research organizations, HR,

and school administration. Digital well-being platforms and AI-based workload management are two examples of technology-driven solutions that might improve teacher support. Investing in better workplace environment, flexible rules, and professional progression possibilities will enhance morale and dedication. A healthier, more effective learning environment will be produced by proactive solutions and routine assessments.

Conclusion:

In Pudukkottai district, school teachers' job happiness, motivation, and performance are significantly influenced by their emotional health and work-life balance. Teachers are more committed and productive in schools that place a strong priority on professional development, mental health support, and a healthy work environment. This study emphasizes the close relationship between well-being and the quality of one's work, underscoring the necessity of ongoing funding for initiatives that support teachers, workplace enhancements, and regulations that promote a balanced and healthy work-life balance.

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