

INFLUENCE OF AGE FACTOR ON GENERAL WELL-BEING AMONG FEMALE TEACHERS

DR.HANAMANTHRAYA BARAGALI*

**Guest Lecturer, Dept. of Women's Studies, Gulbarga University - 585106*

ABSTRACT

In psychology, well being refers to the behavioral process of balancing conflicting needs, or needs against obstacles in the environment. Humans and animals regularly do this, for example, when they are stimulated by their physiological state to seek food, they eat (if possible) to reduce their hunger and thus adjust to the hunger stimulus.

The study was focusing on difference in well being due to age difference among teachers of Kalaburagi district, The objectives of the study: to find out the level of well being of junior and senior female teachers. To compare the junior and senior teachers well being and find difference. And also to know the influence of age factor on the well being among the female teachers of Kalaburagi district. Hypothesis of the study: There would be significance difference among junior and senior teachers in their well being. There would be significance influence of age factor on the general well being among female teachers. Research tool the standardized research tool, General well-being scale (GWBS) developed by Dr.Ashok.k.kalia & Ms.Anita Deswal, was used for collection of research data. Sample: One hundred female teachers both junior and senior (below 25 and above 25) female teachers working in the private schools of Kalaburagi district Karnataka state.

The researcher met more than one hundred and fifty teachers and given information about his work and instruction of well being scale for the collection of the data.after the data collection one hundred suitable teachers both junior and senior selected for the study.

Statistical techniques like mean, SD, t test used in the study to test the research hypothesis of the study, finally the researcher found the significance difference between senior and junior female teachers in their general well being.

Key word: Well being, Age

INTRODUCTION

Well-being, wellbeing, welfare or **wellness** is a general term for the condition of an individual or group, for example their social, economic, psychological, spiritual or medical state; a high level of well-being means in some sense the individual or group's condition is positive, while low well-being is associated with negative happenings.

In philosophy, the term 'well-being' (and 'welfare', 'utility', etc.) refers to the manner in which an individual's life manifests desires, objectives, and needs—among myriad more diverse variables—and how these affect the individual's perspective.

Philosophers, such as Fred Feldman and Brad Hooker, have suggested we should think of well-being in terms of a parent's expectations for a child (aka 'crib test')^[citation needed]. Philosophical study of well-being identifies a number of different kinds of theory, such as: hedonism, desire-fulfillment theory, objective-list theory, perfectionism, and some 'mixed' or 'hybrid' views of well-being. Well-being features in normative ethical theories, most notably utilitarianism; one need not be a utilitarian, or a consequentialist, more generally, to think that well-being is a moral matter. Any plausible ethical theory will give at least some role to well-being.

According to McNulty (2012), positive psychology at the subjective level is about valued subjective experiences". Well-being is an important factor in this subjective experience, as well as contentment, satisfaction with the past, optimism for the future and happiness in the present. People are more likely to experience positive psychology if they take in the good things in each experience or situation. Even with regard to the past, if a person only focuses on the negative the brain will only be able to recognize the negative. The more the brain has access to the negative, the easier it becomes, because that is what is more memorable. It takes more effort for the brain to remember the positive experiences because typically it is the smaller actions and experiences that are the positive ones. James McNulty's (2012) research examines this idea further. He argues that, "...well-being is not determined solely by people's psychological characteristics but instead is determined jointly by the interplay between those characteristics and qualities of people's social environments". When people experience well-being, they are experiencing a sense of emotional freedom – there is nothing negative that is holding them back from experiencing positive emotions. This is true if a person is in a certain setting, because it has been demonstrated in previous research that particular environments can hold a lot of memories for an individual just because of what was shared there and the meaning of it (source?). Therefore, "...well-being is often equated with the experience of

pleasure and the absence of [pain] over time” The less psychological pain an individual is experiencing the more he or she is going to experience well-being.

When someone is experiencing well-being they are also experiencing several other things. It involves a sense of self-fulfillment, which is the feeling of being happy and satisfied because one is doing something that fully uses one's abilities and talents (Merriam-Webster). The feeling of having a purpose in life and connection with others are also contributors to the idea of well-being. When people feel as though they have a [purpose] in the world, they feel like they belong. They feel like they matter

METHOD

Objectives

- To measure the General Well being of female teachers
- To compare the level of well being among junior and senior female teachers.
- To find out the influence of age factor on the well being among female teachers.

Hypothesis

- There would be significance difference among junior and senior teachers in their well being.
- There would be significance influence of age factor on the general well being among female teachers.

Tool

The standardized research tool, **General well-being scale (GWBS)** developed by **Dr.Ashok.k.kalia & Ms.Anita Deswal**, was used for data collection.

Sample

One hundred female teachers both junior and senior (below 25 and above 25) female teachers working in the private schools of Kalaburagi district Karnataka state selected for study.

The researcher met more than one hundred and fifty teachers and given information about his work and instruction of well being scale for the collection of the data. After the data collection one hundred suitable

teachers both junior and senior selected for the study. The sample divided into two groups senior teachers (average age 30 years) junior teachers (average age 25 years)

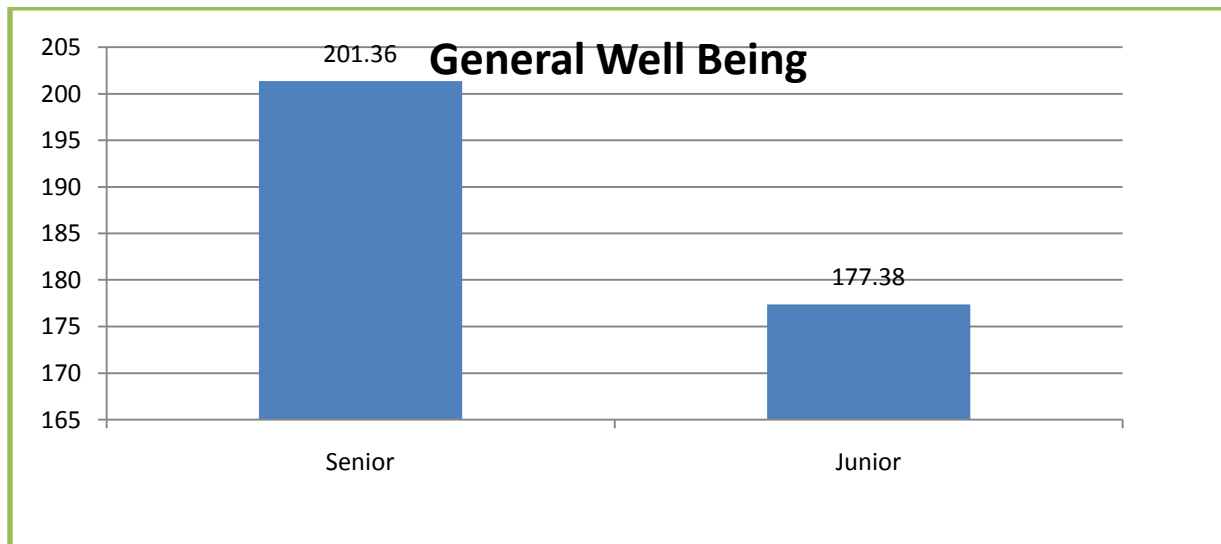
STATISTICAL TECHNIQUES

Statistical techniques used: Information gathered was put to suitable statistical treatment by using Mean, SD and t- test to test the research hypothesis.

Table No 1 General Well-beings among Junior and Senior female teachers

Female teachers	N	Mean	SD	t-Value
Senior	50	201.36	26.74	3.688**
Junior	50	177.38	36.30	

Significant at 0.01 level**



The table No 1 and graph showing that the senior female teachers having the higher mean score in the general well being test than the junior female teachers. According to the scale the higher mean score indicates higher the general wellbeing in the female teachers, the t values is 3.688** at the significant level of 0.01.

CONCLUSION

The study revealed that the age factor has the significance influence on the general well being among female teachers, the study also showing that senior teachers are having the higher well being than the junior teachers.

REFERENCE

1. *As in Journal of Economic Literature Health, education, and welfare JEL: I Subcategories at JEL: I3 - Welfare and Poverty.*
2. *Adam Smith, 1776. The Wealth of Nations.*
3. *Partha Dasgupta, 1993. An Inquiry into Well-Being and Destitution. Description and review.*
4. *David S. Landes, 1998. The Wealth and Poverty of Nations. Review. Paul Streeten, 1999.*
5. *"Henry J. Bruton, On the Search for Well Being, and Yujiro Hayami, Development Economics: From the Poverty to the Wealth of Nations," Economic Development and Cultural Change," 48(1), pp. 209-214.*