



International Journal of Applied Business and Economic Research

ISSN : 0972-7302

available at <http://www.serialsjournals.com>

© Serials Publications Pvt. Ltd.

Volume 15 • Number 21 (Part 2) • 2017

Hedonic Well-Being: An Essential Component for Teachers Work Life

Vijay Kumar¹ and Almaas Sultana²

¹Associate Professor & COD, Department of Education, Lovely Professional University, Punjab. Email: vijay.chechi@lpu.co.in

²PhD (Research Scholar), Department of Education, Lovely Professional University, Phagwara, Punjab

ABSTRACT

Teachers play an important role in student's scholastic lives so teaching profession is an emotionally draining profession. Teachers persistently dedicate themselves to their profession both sensitively and rationally. Teaching has been rated as one of the most stressful job and stress directly or indirectly affects the hedonic well-being of teachers. Teaching is quite different from other profession because of some distinctive characteristics. Different profession has different work characteristics which affect employees' wellbeing. Therefore insight towards teacher's hedonic well-being is essential as it adds to the understanding of teacher's careers and will also be helpful in exploring factors that are of great concern to teacher's wellbeing. This will be helpful in creating school contexts which helps in fostering teacher's job commitment which eventually lessen the dropout rate in teaching profession. The present study discusses the importance of hedonic well-being in teaching profession by highlighting the factors which effect hedonic well-being of teachers.

Keywords: Hedonic well-being and teachers.

1. INTRODUCTION

Education is a complex process and teachers play an important and pivotal role in the education system. A school without teacher is like a soulless body as all the activities of the school are dependent upon teachers. Teachers are the role models for their students and students internalize behaviors, values as well as social skills, when these are modeled by their teachers. It's been explored by various researchers that an individual's behaviors, values and social skills directly or indirectly are affected by hedonic or emotional well-being. Therefore we can say that teacher's well-being play an important role in shaping their behavior pattern at workplace which directly or indirectly molds a student's personality.

Goodness of any educational programme is determined by the teachers. The quality of teachers is closely related to the quality of education delivered and the standard of achievement of learners in educational institutions. Therefore the role of teachers in 21st century has become complex as well as diverse. Teaching is a standout amongst the most unpleasant vocation and need to play out a lot of emotional labor (Schutz et. al., 2007). Teachers stress is a significant factor in well-being (Kendra et. al., 2014). It is the demand of the situation that researchers should focus their attention towards teacher's hedonic well-being.

Hedonic well-being sometimes also referred as emotional well-being or experienced happiness (Kahneman and Deaton, 2010). Hedonic well-being refers to the emotional satisfaction of a characters day-to-day experience of pleasure, satisfaction, apprehension, disappointment, rage, and friendliness that makes one's existence happy or ugly. It can also be defined as the way a character examine his/her lives which can reflect their emotive responses to actions, their moods, and decrees they form towards life satisfaction, achievement, and delight with domains which includes wedding and work (Diener et. al., 2003).

Hedonic well-being is primarily based on the individual's subjective cognitive appraisals about the life in general (Diener, 1984). It is preponderance of positive over the undesirable affects or the affective balance i.e. happiness (Christopher, 1999). Educators who need aid skilful clinched alongside assessing their feelings are preferred to convey their necessities and pay more concern on their own emotions so as to finish objectives and improve performance attainment (George, 2000). Instructors for the capacity on assess others feelings would more mindful with others necessities and more likely to provide emotional support to gain assistance by others to achieve a common task and show good performance (Day & Carroll, 2004).

Hedonic well-being indicates the quality of life. In the context of workplace it is the only source from where positive energies originate. One of the most important factor which disturbs the hedonic well-being of teachers are stress, once stress is understood by the teachers or by school management resilience is generated which enhances the focus of teachers more towards their job related tasks.

Teaching profession involves a whirlpool for regularly evolving feelings (Erb, 2002) and these feelings can be efficient for unique reasoning tasks. Teachers who're aware to use feelings to abet cognitive processing can have an improved performance (O'Boyle et. al., 2011). Finally, the capability to modify emotions linked with emotional self-discipline. This capacity may additionally facilitate teachers to show off appropriate feelings all through emotionally arousing instances and gain more aid from principals and co-workers that definitely control their job outcomes (Brackett et. al., 2010).

There are several factors which affect emotions of individuals in everyday life. The factors which affect emotions vary from situation to situation and from person to person. In the context of teachers and teaching profession some of the important factors which affect hedonic well-being are discussed below:

Factors which Might Affect Hedonic Well-being Among Teachers

1. **Teachers Salary:** One of the most serious problems is the low salary of teachers which affect teacher's turnover and job satisfaction which are the important factors in teacher's hedonic well-being. Low salary in teaching profession negatively impact teacher's wellbeing because salary plays an essential role in balancing ones hedonic well-being. Kahneman, (2010) stated that less money or income is associated with emotional pain. Females who are single with modest

education find themselves insufficient to support their families which finally lead to emotional exhaustion.

2. **Teacher Stress:** Stress among teachers can be caused due to personal family issues or due to professional problems like multiple role expected from teachers by school authority like devoting extra time for some non-teaching tasks (buying materials for schools, survey duty etc). These add on pressure mentally and emotionally exhaust teachers as they find difficulty in giving required time for family and other mandatory works of daily life.

The negative emotional components of occupational stress and burnout, which are pondered in emotional pressure and poor emotional self-regulation are considered a primary motive for teachers dissatisfaction which compels them to quite the profession (Montgomery & Rupp, 2005).

3. **Workplace environment:** The school environment also plays an important role in teachers work life. A good interpersonal relationship with the colleagues and activities devoted to professional development promote positive school environment which develops the feeling of belongingness as well as satisfaction among teachers, high work involvement, strong achievement motive, extended work hours or we can simply say passionate in their work. Work environment is one of the three factor which determine an individual performance (Griffin, 2005). Therefore the nature and quality of work relationship helps teacher's better adjustment in school as well as positive emotions among teachers.
4. **Exclusion:** Exclusion in teaching profession can range from silent treatment, avoiding conversation or eye contact and giving the cold shoulders because of reasons like belonging to different gender, caste or religion or any other which constrain the hedonic well-being among teachers. Its been found by various researchers that one who are excluded are more likely to be aggressive and to derogate
5. **Occupational Humour:** Humour reduces stress among employees and has short as well as long term effect on emotional well-being. Samson and Gross in 2012 found that emotions of employees are effected through humour. Occupational humour provides health within an organization (Bowling et. al., 2012) and is supported by the relief theory that states that humour reduces stress in organization. Though the degree of humour that exists across organizations vary greatly, its existence is usually associated superiority theory of humour that suggests people laugh when they are superior to others around. To the negative emotions occupational humour is a virus (Valliant, 2000).
6. **Social Support:** It's been identified by the researchers that social support is of two types i.e., structural and functional support. It basically means support from peers, family or colleagues. Social support is the feeling of security, belongingness and self-worthiness which contribute towards the happiness of the individual at workplace (Bukhari and Khan, 2016).

School Initiatives to Improve Hedonic Well-being Among Teachers

Workplace environment affects an employee's wellbeing. Cabanac (2002) characterized feeling as any psychological involvement with high intensity and high hedonic content viz pleasure and displeasure. A positive environment impacts employee's wellness positively and likewise prompts a critical increment

in group's engagement, cohesiveness and general efficiency, whereas negative emotions are believed to be the basic cause of many organizational problems (Zineldin & Hytter, 2012). Following are the suggested initiatives to improve hedonic well-being.

1. **Prioritise professional learning and staff development:** School should emphasize on teachers professional learning and staff development as it will generate the feeling of satisfaction from profession which will further contribute to the development of positive emotions among educators thus improving the hedonic well-being.
2. **Develop Supportive Policy:** School should ensure that there are full-bodied guiding principle or rules and practice for teachers and school staffs related to their behaviour with their colleagues considering the diversity. Prejudice and stigma should not be promoted as these things disturb the well-being of teachers.
3. **Providing Organizational Benefits:** An institution should be capable to stabilize its employees temperament and emotions through improving the level of satisfaction from employees prescribed job which directly or indirectly will impact their moods. Happiness at work reduces the level of stress and strains and influences an employee's level. Gratification from ones present job has an effect on an individual's temperament or emotional state. This can be achieved by providing the employees with organizational benefits which might include gym facilities and meditation classes either free or on nominal charges. Researchers have proved that active lifestyle enhance energy and mood.
4. **Providing Incentives:** An institution can encourage their teachers by providing them incentives which can be gift cards followed by premium discounts vouchers, T-shirts, coffee mugs etc which directly or indirectly will boost their level of emotion.

2. CONCLUSION

The teaching profession are under growing pressure. The work life of teachers is rapidly changing and day-by-day is becoming more demanding. A very little attention is being given to the adverse effects of these rapid changes on teacher's hedonic well-being. It is known that positive emotions play an important role as well as act as mean to improve performance. Therefore, attention is required from policy makers to take some positive steps towards the well-being of teachers.

References

- Montgomery, C., & Rupp, A. A. (2005). A meta-analysis for exploring the diverse causes and effects of stress in teachers. *Canadian Journal of Education*, 28, 458-486.
- Bowling, N., Kirkendall, C., Houdmont, J., Leka, S., & Sinclair, R. (2012). *Contemporary occupational health psychology: Global perspectives on research and practice*: Wiley-Blackwell Chichester.
- Bukhari, A.M., & Khan, F. (2016). *Role of Emotional Wellbeing to Manage the Occupational Stress through Job Satisfaction*. University of Modern Sciences, 1(1), 1-19.
- Brackett, M.A., Palomera, R., Mojsa-Kaja, J., Reyes, M.R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47, 406-417. <http://dx.doi.org/10.1002/pits.20478>.

- Cabanac, M. (2002). What is emotion?. *Behavioural processes*, 60(2), 69-83.
- Diener, E. (1984). Subjective well-being. . *Psychological Bulletin*, 93, 542-575.
- Day, A.L., & Carroll, S.A. (2004). Using an ability-based measure of emotional intelligence to predict individual performance, group performance, and group citizenship behaviors. *Personality and Individual Differences*, 36, 1443-1458. [http://dx.doi.org/10.1016/S0191-8869\(03\)00240-X](http://dx.doi.org/10.1016/S0191-8869(03)00240-X).
- George, J.M. (2000). Emotions and leadership: The role of human intelligence. *Human Relations*, 53, 1027-1055. <http://dx.doi.org/10.1177/0018726700538001>.
- Schutz P., Cross D.I., Hong J.Y., Osbon J.N. (2007). "Teacher identities, beliefs, and goals related to emotions in the classroom," in *Emotion in education* eds Schutz P.A., Pekrun R., editors. (Burlington: Academic Press;), 223–241.
- Schutz, P.A., Cross, D.I., Hong, J.Y., & Osbon, J.N. (2007). Teacher identities, beliefs, and goals related to emotions in the classroom. In P. A. Schutz, & R. Pekrun (Eds.), *Emotion in education* (pp. 223-241). Burlington: Academic Press.
- Samson, A.C., & Gross, J.J. (2012). Humour as emotion regulation: The differential consequences of negative versus positive humour. *Cognition & emotion*, 26(2), 375-384.
- Kahneman, D., and Deaton, A. (2010). High income improves evaluation of life but not emotional well-being. *Psychology and cognitive Sciences*, 107(38), 16489-16493.
- Zineldin, M., & Hytter, A. (2012). Leaders' negative emotions and leadership styles influencing subordinates' well-being. *The International Journal of Human Resource Management*, 23(4), 748-758.
- O'Boyle, E.H. Jr., Humphrey, R.H., Pollack, J.M., Hawver, T.H., & Story, P.A. (2011). The relation between emotional intelligence and job performance: A meta-analysis. *Journal of Organizational Behavior*, 32, 788-818. <http://dx.doi.org/10.1002/job.714>.
- Brackett, M.A., Palomera, R., Mojsa-Kaja, J., Reyes, M.R., & Salovey, P. (2010). Emotion-regulation ability, burnout, and job satisfaction among British secondary-school teachers. *Psychology in the Schools*, 47, 406-417. <http://dx.doi.org/10.1002/pits.20478>.
- Erb, C.S. (2002, May). The emotional whirlpool of beginning teachers' work. Paper presented at the annual meeting of the Canadian Society for Studies in Education, Toronto, Canada.
- Vaillant, G.E. (2000). Adaptive mental mechanisms. Their role in a positive psychology. *American Psychologist*, 55, 8998.

