

26. Seven Day Workshop on '**Social Science Research Methodology**' during 6th -11th March, 2017 at Institute for Studies in Industrial Development (ISID), New Delhi.
27. One Day Workshop on '**Effective Counseling Skills**' on 16th March, 2015 at Department of Psychology, Osmania University, Hyderabad, Telangana.

Research Articles Published in Peer Reviewed/Refereed Journals/CARE Listed Journals (5):

1. Madhumathi, C., & Dayakar, K.(2021) Well-being among Teachers with respect to Category and Monthly income. "*Research and Reflections on Education*"(0974-648X), Oct-Dec 2021, Vol.19, No.14, pp.19-27.
2. Dayakar, K. (2020) Work-life balance among Secondary School Teachers with respect to Age and Management'. *Sambodhi (UGC Care Journal) Publisher: Lalbhai Dalpatbhai Institute of Indology*. ISBN: 2249-6661, Nov-Dec2020, Vol-43, pp.70-82 No.01
3. Madhumathi, C., & Dayakar, K.(2020) Well-being among Secondary School Teachers with respect to Age and Teaching Experience. *International Journal of Multidisciplinary Educational Research (IJMER)*.ISBN: 2277-7881 August 2020, Vol.9, Issue.8 (1), pp. 125-137(Impact Factor: 6.514).
4. Dayakar, K. (2020) Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience. *International Journal of Analytical and Experimental Modal Analysis (IJAEMA)*.ISBN: 0886-9367 August 2020, Vol.12, Issue.8, pp.2226-2240(Impact Factor:6.3).
5. Dayakar, K. (2020) Well- being among secondary School Teachers with respect to Gender and Location. *International Journal of Research and Analytical Review (IJRAR)*. E-ISSN 2348-1269, P- ISSN 2349-5138, Vol.7,(3), pp.396-404, August 2020(Impact Factor:5.75)
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Chapters in Edited Book (1)

1. Dayakar, K. (2017). *An Explorative Study on the Coping Strategies among High School Students in Nalgonda district of Telangana State*, Sreenivas Das. P (Ed.).*Contemporary Issues in Interdisciplinary Research* (pp.252-255), Canadian Academic Publishing; India. ISBN; 978-1-926488-74-5.

International & National Webinars (Online) Participated (23):

1. Participated Two Day National Seminar on "**Media in Telangana : Past, Previous and Present** from 12th -13th November 2022 Organized by Department of Mass Communication & Journalism, Dr. B.R.Ambedkar Open University, Hyderabad, India.
2. Participated in Webinar on "**Freedom Movement in Telangana**"-1st August, 2022, organized by Faculty of Social Sciences, Department of Education, Dr. B.R. Ambedkar Open University, Hyderabad, India.

WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO CATEGORY AND MONTHLY INCOME

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ABSTRACT

Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships to be happy, healthy, harmonious, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and capability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. The descriptive survey method was adopted for this study. The present study consisted of 48 secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana, during 2017-2018. The well-being tool developed by the investigators was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. The findings revealed that the category of the teachers does not influence teachers well-being. Teachers monthly income of the teachers does not affect well-being.

Keywords : Well-being, Category, Income, Secondary School Teachers.

Introduction

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays a significant role in the advancement of society. Students' character building, growth and success also largely depends on the role played by the teacher. It is the teacher who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society; their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the excellent and ideal citizen and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasised teachers important and crucial role in nation-building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17). The Kothari Commission (1964-66) was rightly emphasised ideal society citizen and that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing optimal health and well-being are prerequisites for the teaching-learning process. Teachers play a significant role in the success of any educational process, and the success depends upon the teacher's mental health, well-being, guidance, and teaching.

National Curriculum Framework for Teacher Education (2009) emphasised that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to serve additional working hours daily to be effective and productive to reach the maximum extent and face challenging circumstances. The concept of well-being has become increasingly prominent since acknowledging health rather than the absence of disease is actualised.

The history of well-being dates back to Aristotle's period when Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfying prosperous life.' Bradburn (1969) emphasised how psychological well-being (translated to as happiness) was the factor that stands out as being generally transformed as well-being. Aristotle believed this "lifelong pursuit of happy and prosperous life is to

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Work-Life balance among Secondary School Teachers with respect to Age and Management

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Self Attested
Dayakar**Abstract**

Managing a harmonious balance between daily family/life responsibilities and duties, pressures at work place become difficult to every individual. Perfect maintenance of quality work life of teachers is now becoming top priority in school settings. Work-life balance is managing daily activities at work and home; to achieve a sense of perfect balance between professional activities and family life. The expression of "work-life balance" is to explain the three main aspects: work, personal life and the balance. It can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana during the academic year 2017-2018. The work-life balance tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that senior teachers were significantly better than others in family/life satisfaction. There was also a significant difference between the work satisfaction scores of teachers with respect to management.

Keywords: *Work-life balance, Age, Management, Secondary School Teachers*

Introduction

In the fast running era of human life, people failing to maintain a perfect balance between the professional pressures and the responsibilities at home; either they are men or women. In most organizations especially in school settings, teachers find it more difficult to balance multiple roles at work and family life emphasis on work-life conflict. Maintain a perfect harmony and balance between work and individual life is increasingly becoming top priority by teachers and other professionals but might be inversely dependent on how much one earns. The responsibilities in school are different, organizing and involvement in extracurricular, finding novel techniques to improve students' learning etc. Thus, teachers



WELL-BEING AMONG SECONDARY SCHOOL TEACHERS WITH RESPECT TO AGE AND TEACHING EXPERIENCE

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Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use abilities and talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, Telangana during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean and F-test were applied. **Findings:** The findings revealed that age was directly proportional to well-being i.e., higher the age of teachers, better was the well-being among teachers. Teachers with 36 yrs to 40 yrs of age were definitely better than others. Senior-most teachers were definitely better than others with regard to well-being.

Keywords: Well-being, Age, Experience, Secondary School Teachers

Progress of any nation predominantly depends on the health, wellness, quality of life and life satisfaction of its citizens. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. Teachers also play a pivotal role in shaping an ideal and knowledgeable emerging society, their health, wellness, personality, character, qualities, attitude, aptitude and lifestyle are valuable and essential for moulding the good and ideal students and thereby contributing to creating a better nation. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Managing good health and well-being are prerequisites for the teaching-learning process. The success of an educational process is determined to a large extent by its teachers and the success of students also depends upon the teacher's mental health, well-being, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National

Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience

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Work-Life Balance among Secondary School Teachers with respect to Age and Teaching Experience Abstract

Satisfaction with profession is a combination of emotional and mental experience, which can enhance the productivity and effectiveness. Adjusting refers to the individuals' behavioral process. A highly satisfied and well-adjusted teacher contributes maximum productivity and effectiveness to their profession and to the nation. Work satisfaction and adjustment largely contributes to the managing balance between different pressures at profession or workplace and responsibilities at family. Work-life balance can be defined as maintaining perfect harmony, integration and equilibrium between the work domain and individual life domain both not influence with one another. **Method:** In this survey study, the researcher has selected a sample of 480 secondary school teachers of Nalgonda,

WELL-BEING OF SECONDARY SCHOOL TEACHERS WITH RESPECT TO GENDER AND LOCATION

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Abstract

Well-being is the extent to which an individual experiences happiness, feeling of comfort, satisfaction with one's life experiences and one's role in the world of work, belongingness, curiosity and ability to use talents to the maximum extent, and sense of achievement, and no distress, dissatisfaction, and worries. **Method:** The Survey method was adopted for this study. The present study consisted of 480, secondary school teachers of Nalgonda, Yadadri Bhongir, and Suryapeta Districts, of Telangana State during the academic year 2017-2018. The well-being tool developed by the investigator was used for the present study. For statistical analysis and hypothesis testing, Mean, Standard Deviation and t-test were applied. **Findings:** The results show that the different dimensions of well-being are not differing significantly on gender and location i.e., there was no significant difference between social well-being, spiritual well-being, professional well-being and financial well-being and total well-being scores of men & women; rural & urban secondary school teachers.

Keywords: Well-being, Men, Women, Rural, Urban Secondary School Teachers

Progress of any nation largely depends upon its citizens' health, wellness and their life satisfaction. If the individuals of a nation are with physical, mental, social and spiritual well-being, then only there would be possibility for the entire intellectual, creative, educational and socio cultural upliftment. Teachers' efficiency and effectiveness largely depend upon their well-being in all aspects. A teacher plays major role in the progress of society. Students' character building; growth and success also largely depends on the role plays by the teacher. It is the teacher, who provides learning experiences and opportunities. The National Commission on Teachers (1983-85) emphasized the important and crucial role of teachers in nation building. "The wellness of teachers is a matter of concern to all as teachers accomplish a significant role of preparing the students to be future citizens and to face the present and future challenges." (p.17) The Kothari Commission (1964-66) was rightly emphasized that "the destiny of India is now being shaped in her classrooms." (p.2)

Maintaining good health and well-being is a prerequisite for learning. As emphasized by the 'National Education Policy, draft, it's an established fact that "an education system built on the premises of quality & equity is the core source for the success in the emerging knowledge economy and thereby to sustainable development" (Ministry of HRD, Govt. of India Some Inputs for Draft NEP 2016). The success of an educational process is determined to a large extent by its teachers; and success of students also depends upon the teacher's health, well-being, guidance, and teaching. Teachers should be aware, how significance of health and well-being in the education system. In fact, most of the teachers know about the importance of health and well-being, but little efforts are made to implement this. Heavy workload, stress are the frequently reported by teachers, which are seem to be major contributors to illness as well as a cause for health problems. National Curriculum Framework for Teacher Education (2009) emphasized that "it is the teacher in the classroom who inspires, cultivates, and motivates learning." Undesirable pressure of competitiveness in today's society, teachers are expected to be serve additional working hours daily to be effective and productive to face challenging circumstances. The concept of well-being now has become increasingly prominent since the acknowledgment that there is more to health than the absence of illness. Well-being includes human strengths and positive psychological outcomes which enable human beings to maintain healthy relationships for the purpose of being happy, healthy, and harmonious.

The history of well-being dates back to Aristotle's period when the term Eudaimonia (the Greek word for happiness) was coined and defined. Aristotle's views on Eudaimonia was that 'human flourishing associated with living a life of virtue, or happiness based on a lifelong pursuit of meaningful, developmental goals, was the key to a satisfied prosperous life.' Bradburn (1969) emphasized how psychological well-being (translated to as happiness)