CHAPTER - I
INTRODUCTION

| 1.1 | Education in India | 2 |
| 1.2 | 10+2+3 Pattern | 4 |
| 1.3 | Primary Education System in India | 4 |
| 1.4 | Private Education | 5 |
| 1.5 | Secondary Education | 7 |
| 1.6 | Status of Indian Women | 8 |
| 1.7 | Women in the Field of Education | 9 |
| 1.8 | School Teachers: Job Description and Activities | 10 |
| 1.9 | Teachers’ Role in the Society | 11 |
| 1.10 | Problems faced by School Teachers | 12 |
| 1.11 | Women in Teaching Profession - Important Personal Characteristics of a Teacher | 17 |
| 1.12 | Quality of Life | 19 |
| 1.13 | Teacher Stress | 22 |
| 1.14 | Family Environment | 25 |
| 1.15 | Occupational Stress and Family Difficulties of Working Women | 26 |
| 1.16 | Introduction to Life Skills for Psycho Social Competence | 29 |
| 1.17 | Defining Life Skills | 30 |
| 1.18 | Promoting the Teaching of Life Skills | 35 |
| 1.19 | Quality of Life among Married Women Schools: A Social work Perspective | 39 |
CHAPTER - II
REVIEW OF LITERATURE

2.1 Notable Statistics regarding School Teachers Worldwide

2.2 Studies related to Status of Working Women in India

2.3 Reviews on the Stress among School Teachers

2.4 Studies related to Sources of Stress among School Teachers

2.5 Reviews related to Family Environment among Women School Teachers

2.6 Reviews related to Life Skills of Teachers

2.7 Studies related to Quality of Life among Women School Teachers
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Title of the Study</td>
<td>81</td>
</tr>
<tr>
<td>3.2 Brief Description of the Art of the Research Topic</td>
<td>81</td>
</tr>
<tr>
<td>3.3 Statement of the Problem</td>
<td>82</td>
</tr>
<tr>
<td>3.4 Scope of the Study</td>
<td>83</td>
</tr>
<tr>
<td>3.5 Significance of the Study</td>
<td>83</td>
</tr>
<tr>
<td>3.6 Objectives of the Study</td>
<td>84</td>
</tr>
<tr>
<td>3.7 Hypotheses</td>
<td>85</td>
</tr>
<tr>
<td>3.8 Operational Definitions</td>
<td>85</td>
</tr>
<tr>
<td>3.9 Research Design</td>
<td>87</td>
</tr>
<tr>
<td>3.10 Universe</td>
<td>88</td>
</tr>
<tr>
<td>3.11 Method of Data Collection</td>
<td>89</td>
</tr>
<tr>
<td>3.12 Distribution of the Respondents</td>
<td>89</td>
</tr>
<tr>
<td>3.13 Pilot Study</td>
<td>89</td>
</tr>
<tr>
<td>3.14 Inclusion Criteria</td>
<td>90</td>
</tr>
<tr>
<td>3.15 Exclusion Criteria</td>
<td>90</td>
</tr>
<tr>
<td>Section</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>3.16  Variables</td>
<td>90</td>
</tr>
<tr>
<td>3.17  Tools used for Data Collection</td>
<td>91</td>
</tr>
<tr>
<td>3.18  Description of the Tools</td>
<td>92</td>
</tr>
<tr>
<td>3.19  Pre – Testing</td>
<td>96</td>
</tr>
<tr>
<td>3.20  Collection of Data</td>
<td>96</td>
</tr>
<tr>
<td>3.21  Sources of Data Collection</td>
<td>97</td>
</tr>
<tr>
<td>3.22  Analysis of Data and Statistical</td>
<td>97</td>
</tr>
<tr>
<td>Techniques Used</td>
<td></td>
</tr>
<tr>
<td>3.23  Limitations of the Study</td>
<td>98</td>
</tr>
<tr>
<td>3.24  Chapterisation</td>
<td>98</td>
</tr>
</tbody>
</table>
CHAPTER - V

FINDINGS, IMPLICATIONS, SUGGESTIONS AND SUMMARY

Introduction

5.1 Salient Findings related to Socio Demographic Characteristics 248

5.2 Salient Findings related to Socio Demographic Characteristics with regard to their Salary 248

5.3 Salient Findings related to Socio Demographic Characteristics with regard to their Profession 249

5.4 Salient Findings related to Socio Demographic Characteristics with regard to their family and children 249

5.5 Salient Findings related to Socio Demographic Characteristics with regard to their physical problem 250

5.6 Findings related to Key Variables 250

5.7 Findings related to Teacher Stress 251

5.8 Findings related to Family Environment 253

5.9 Findings related to Life Skills 255

5.10 Findings related to Quality of Life 256

5.11 Findings of Multiple Regression 258

5.12 Findings related to Hypotheses 258
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.13</td>
<td>Review Discussion</td>
<td>260</td>
</tr>
<tr>
<td>5.14</td>
<td>Implications and Suggestions of the Study</td>
<td>268</td>
</tr>
<tr>
<td>5.15</td>
<td>Social Work Interventions</td>
<td>270</td>
</tr>
<tr>
<td>5.16</td>
<td>Summary</td>
<td>274</td>
</tr>
<tr>
<td>5.17</td>
<td>Suggestions for the Future Study</td>
<td>275</td>
</tr>
</tbody>
</table>
CHAPTER - I
INTRODUCTION

A school is the greatest tool available to spread information to others. It is the best training ground to teach individuals to become agents for change and become productive members of the society. Yet, schools cannot do this without having teachers who wish to bring forth change and who possess the necessary human traits, abilities, skills and competence. The importance of a teacher in the educational process is unquestionable. The teachers occupy the key position in all the human factors in the education system, and it is only through them that the ultimate process of education takes place. Teachers are uniquely positioned to define their problems and seek solutions in their own situations and their own terms. But teachers’ perceptions about what goes on in the school often differ from public perceptions. Teachers consistently view public education in a more positive light than that of public. In addition, the role of teachers in the class room has shifted; therefore, they are required to wear many hats during the course of the school day.

In the educational process, the teacher occupies a very important place. A teacher is the medium through which objectives and plans can be actualized. For this, the teacher must have sound mental and physical health. There have been many studies stating that the person’s mental health has direct and significant relationship with his / her working efficiency (Dragano, 2005). Teaching is a profession where every day radical changes occur in the educational system. These changes are likely to increase rather than reduce the level of stress in teachers. Secondary school teachers experience higher level of stress due to demanding situation, while dealing with adolescent students. Overcrowded classes, heavy syllabi and inadequate facilities make teachers’ work more complex.
1.1. **Education in India**

Education in India is provided by the public sector as well as the private sector, with control and funding coming from three levels: central, state, and local. Takshashila was the earliest recorded center of higher learning in India from at least 5th century BCE and it is debatable whether it could be regarded as a university or not. The Nalanda University was the oldest university-system of education in the world in the modern sense of university. Western education became ingrained into Indian society with the establishment of the British Raj. (Garten, 2006).

Education in India falls under the control of both the Union Government and the State Governments, with some responsibilities lying with the Union and the states having autonomy for others. The various articles of the Indian Constitution provide Education as a fundamental right. Most universities in India are controlled by the Union or the State Government.

India has made progress in terms of increasing the attendance rate of Primary Education and expanding literacy to approximately three quarters of the population. India's improved education system is often cited as one of the main contributors to the Economic rise of India. Much of the progress, especially in higher education and scientific research, has been credited to various public institutions. The private education market in India was 5% and in terms of value was estimated to be worth US$40 billion in 2008 but had increased to US$68–70 billion by 2012 (Naidu, 2014).

As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the age of 6 and 14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. 83% of all rural 15-16 year children were enrolled in school. However, going forward, India will
need to focus more on quality. Gross enrollment at the tertiary level has crossed 20% (Judge, 2001).

As per the latest report 2013 issued by the All India Council of Technical Education (AICTE), there are more than 3524 diploma and post-diploma offering institutions in the country with an annual intake capacity of over 1.2 million.

The AICTE also reported 3495 degree-granting Engineering colleges in India with an annual student intake capacity of over 1.76 million with actual enrollment crossing 1.2 million. Capacity for Management Education crossed 385000, and Post Graduate degree slots in Computer Science crossed 100,000. Pharmacy slots reached over 121,000.

Total Annual intake capacity for Technical Diplomas and Degrees exceeded 3.4 million in 2012. According to the University Grants Commission (UGC) total Enrollment in Science, Medicine, Agriculture and Engineering crossed 6.5 million in 2010.

Charu Sudan Kasturi reported in the Hindustan Times (New Delhi, 10 January 2011) that the number of women choosing Engineering is more than Doubled since 2001.

In Indian Education System, a significant number of seats are reserved under affirmative action policies for the historically disadvantaged Scheduled Castes and Scheduled Tribes and Other Backward Classes. In Universities/ Colleges/ Institutions affiliated to the federal Government there is a minimum 50% of reservations applicable to these Disadvantaged Groups. At State level it can vary. Andhra Pradesh had 83.33% reservation in 2012, which is the highest percentage of reservations in India (Census, 2011).
1.2. **10+2+3 Pattern**

The central and most state boards uniformly follow the "10+2+3" pattern of education. In this pattern, 10 years of primary and secondary education is followed by 2 years of higher secondary (usually in schools having the higher secondary facility, or in colleges), and then 3 years of college education for bachelor's degree. The 10 years is further divided into 5 years of primary education and 3 years of upper primary, followed by 2 years of high school and 2 years of higher secondary. This pattern originated from the recommendation the Education Commission of 1964–66 (Bamzai, 2009).

1.3. **Primary Education System in India**

The Indian government lays emphasis on Primary Education up to the age of Fourteen years, referred to as Elementary Education in India. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free Education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. 80% of all recognized schools at the elementary stage are government run or supported, making it the largest provider of education in the country (Blackwell, 2004).

However, due to a shortage of resources and lack of political will, this system suffers from massive gaps including high pupil-teacher ratios, shortage of infrastructure and poor levels of teacher training. Figures released by the Indian government in 2011 show that there were 5,816,673 elementary school teachers in India. As of March 2012 there were 2,127,000 secondary school teachers in India. Education has also been made free for children for 6 to 14 years of age or up to class VIII under the Right of Children to Free and Compulsory Education Act 2009.
There have been several efforts to enhance quality made by the government. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to Universalize Primary Education in India by reforming and vitalizing the existing Primary Education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 1,60,000 new schools including 84,000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes.

This Primary Education scheme has also shown a High Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for Universalisation of Education for All is the Sarva Shiksha Abhiyan which is one of the largest Education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

1.4. Private Education

In India and Sri Lanka, due to the British influence, a Public school implies a Non-Governmental, historically elite Educational institution, often modeled on British public schools which are in certain cases Governmental. The most well known public school in Sri Lanka is Royal College Colombo. Although it is a Governmental School it has much autonomy. S. Thomas' College located in Mount Lavinia and its branches are located in Kollupitiya, Gurutalawa, Bandarawella and Trinity College, Kandy are the most prominent private schools in the island. Apart from this Ladies' College, Colombo; Bishop's College, Colombo and Hillwood College, Kandy are the well known private schools for ladies.
There are privately owned and managed schools, many of whom have the appellation "Public" attached to them, e.g. the Delhi Public Schools, National Public Schools or Frank Anthony Public Schools. Most middle-class families send their children to such schools, which might be in their own city or distant boarding school such as Rajkumar College, Rajkot, the oldest public school in India. The medium of education is English, but Hindi and/or the state's official language is also taught as a compulsory subject. Preschool Education is mostly limited to organised neighbourhood nursery schools with some organised chains (Blackwell, 2004).

According to current estimates, 80% of all schools are Government Schools making the Government the major provider of education. However, because of poor quality of Public Education, 27% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas, the balance has already tilted towards Private Schooling in cities; even in rural areas, nearly 20% of the children in 2004-2005 were enrolled in private schools. According to some research, Private Schools often provide superior results at a multiple of the unit cost of Government Schools. However, others have suggested that private schools fail to provide Education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation (Geetha, 2006).

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as Science fairs, General knowledge, Sports, Music and Drama. The pupil teacher ratios are much better in private schools (1:31 to 1:37) for Government Schools and more teachers in private schools are female. There is some disagreement over which system has better educated teachers. According to the latest District Information System for Education (DISE) survey, the percentage of untrained teachers (paratechers) is 54.91% in private, compared to 44.88% in
Government schools and only 2.32% teachers in unaided schools receive inservice training compared to 43.44% for Government Schools. The competition in the school market is intense, yet most schools make profit. However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% - (Source: Fortress team research, 2013).

Even the poorest often go to private schools despite the fact that government schools are free. A study found that 65% of school children in Hyderabad's slums attend private schools.

1.5. Secondary Education

The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system. Secondary education covers children 14–18 which covers 88.5 million children according to the Census, 2001.

A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to secondary education in the form of the Madhyamik Shiksha Abhiyan (Blackwell, 2004).

A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education, but which was converted into Inclusive Education at Secondary Stage. Another notable special programme, the Kendriya Vidyalaya project, was started for the
employees of the Central Government of India, who are distributed throughout the country. The government started the *Kendriya Vidyalaya* project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred.

### 1.6. Status of Indian Women

This changing status of women influences not only their role in society but also affects their interaction with their children. Today, the status of Indian women has totally changed. The number of educated women including the number of working women is increasing. At present, women are in a position to compete with men in all walks of life. Teaching has always been one of the prior professions open to women. The employment of women outside home has added to their duties and functions. The problems of women who combine the different roles of a wife, a mother and a working woman are multiple, which can be categorized under different heads as physiological problems, adjustment problems, social problems and economic problems.

Although more and more women are coming out in search of employment and their families also need their income, the attitude towards women and their role in the family has not undergone much change. Even today, looking after the family and children is generally perceived to be primary responsibility of women. Working women's problems at work are manifold. They are not taken to be as equally efficient worker as men and face discrimination at the workplace. This attitude tends to create feeling of inferiority, uselessness or inability and leads to mental fatigue, stress related illness and high degree of job dissatisfaction among working women. Hence, women face problems like job strain, role conflict, sexual harassment, inadequate household help, financial dependence and other occupational
hazards. The feeling of guilt and neglect afflict their job productivity and efficiency and earn them poor reputation as workers (Kaur, 2012).

Education is a continuous process of learning and teacher being the key figure and important element of educative process is the person who transfers the knowledge as well as the positive changes to the following generation and also promotes healthy training of students and their active integration into society. Hence, due to challenges in education and heavy demands made by society on teachers, for different roles, stress is sure to overpower and affect the mental health of women teachers. In the multifaceted roles that women play, the quality of life of women should be viewed as an issue in social development. She should not only be visualized as a 'child-bearer ‘and a 'home-maker' but as an enterprising personality. Therefore, dire need is felt to undertake a study for investigating and exploring their problems especially stress and their family environment that adversely affect women teachers working in schools so that there is an increased awareness about these problems and also for seeking promising solutions to wipe them off.

1.7. Women in the Field of Education

Nature transforms every bud into a beautiful flower through several steps involving natural process. Likewise, all children are flower buds when they enter a school for the first time. It is the role of the school teachers who are involved in blooming them into colourful flowers with sweet fragrance which is knowledge. School teachers are considered as a superior power of nature who takes the children from ignorance to intelligence. As every child comes out of the protected environment of home for the first time and is away from the parents, these school teachers become a parent substitute. What a child learns and experiences during its early school years can shape the child’s views about himself or herself and the world around him or her, which would later play an important role in his or her success at school, work and also the
personal life. Therefore, the school teachers are responsible for the social, emotional and intellectual growth of the children.

Since ages, women continue to feel to be a weaker section of society. The concept of equality has exercised a powerful emotional appeal in the struggle of women to free them from age-old oppression. During the last few decades, industrialization, urbanization, increasing level of education, awareness of rights, wider influence of media and westernization has changed the status and position of women. The present sky-rocketing prices resulting in economic tension have aroused in her a desire to pool in her might in easing the financial and economic constraints of her life. For this, she has to maintain an equilibrium and balance between home and career.

1.8. School Teachers: Job Description and Activities

Job Description:

School teachers develop schemes of work and lesson plans in line with curriculum objectives. They facilitate learning by establishing a relationship with pupils and by their organization of learning resources and the classroom learning environment. School teachers develop and foster the appropriate skills and social abilities to enable the optimum development of children, according to age, ability and aptitude. They assess and record progress and prepare pupils for the exams. They link pupils' knowledge to earlier learning and develop ways to encourage it further, and challenge and inspire pupils to help them deepen their knowledge and understanding.

Activities of Married Women School Teachers:

Typical activities are broadly the same for all women school teachers that include:

- Teaching all areas of the secondary curriculum;
- Taking responsibility for the progress of a class of pupils;
Organizing the classroom and learning resources to create a positive learning environment;
Planning, preparing and presenting lessons that cater for the needs of the whole ability range within their class;
Motivating pupils with enthusiastic, imaginative presentation;
Maintaining discipline;
Preparing and marking to facilitate positive pupil development;
Meeting requirements for the assessment and recording of pupils' development;
Providing feedback to parents on a pupil's progress at parents' meetings;
Co-ordinating activities and resources within a specific area of the curriculum, and supporting colleagues in the delivery of this specialist area;
Working with others to plan and co-ordinate work;
Staying up-to-date with changes and developments in the structure of the curriculum;
Taking part in school events and activities which may take place at weekends or in the evening;
Liaising with colleagues and working flexibly, particularly in high and higher secondary schools.

1.9. Teachers’ Role in the Society

Teachers are the real builders of the nation. They are the pillars to uphold the national aspirations of progress. The teachers’ role in the growth, development and prosperity of the nation is undeniable. It is the teachers who mould the future society and influence the coming generations towards successful achievement of the national goals. If the teachers have to perform their duties with dedication and sincerity they must possess adequate mental health. A mentally healthy teacher is one who has confidence in himself or herself and his or her pupils, one who expects much and gets much, one who is
concerned for the future citizens of India. Teachers are expected to be mentally healthy but the problems of teachers are more than what it was in the past. In addition to the loss of special recognition, the profession has been infested with a number of other problems, such as enormous rise in the work load, lack of security of service, too much domination by the political forces under local board managements, growing indiscipline among the students, delayed promotions and poor school climate. The teacher has to cope with so many stressful and frustrating situations which result in mental ill-health. A teacher, who is not mentally happy, will breed discontentment and dissatisfaction which will have a long term effect on the pupils. Therefore, mental health of teachers is a crucial issue to be tackled by educationists and all those concerned with the teaching profession.

1.10. Problems Faced by School Teachers:

The school teachers play a very important role in the society, as they are largely responsible for moulding the young and impressionable minds. There is growing concern among educators about teacher’s mental health. Job-related stress is an important factor in teacher’s motivation and retention. Teaching once was considered a rather routine job; however, within the last decade it has become an increasingly complex profession. Issues such as litigation, liability, accountability, tenure, unions, along with increasingly diverse responsibilities and fast changing ideas have made teaching more stressful. Two of the main sources of this stress were cited as work pressure and students’ misbehavior. This stress could be putting the school teachers’ health at risk, as many find themselves unable to unwind out of school. Basically, school teachers play three different roles at home, school and society. They need to face numerous problems while playing these three roles. So they are flooded with extreme stress, anxiety and tension which finally affect their personality. The reasons for their stress can be channelized as follow:
1. **Home**: Misunderstanding with the elders, financial problems, difficulty in nurturing their kids, etc.

2. **Society**: Recognition problems.

3. **School**: Work pressure, childrens' misbehavior, frequent changes in curriculum, lack of job satisfaction, insufficient salary package, etc.

4. **Personal**: Physiological and psychological problems.

All these problems have direct influence on the personality development and work efficiency of school teachers. Sometimes, the pressures, which bear down upon them threaten destruction or serious injury to their personality and then they judge themselves helpless.

Modern scientific and technological development has created a lot of exposure in one's life. Today, human life is full of numerous hardships, conflicts and problems related to satisfaction of basic needs and psychological needs. Traditionally, it had been perceived that men are more subject to problems because of varied responsibilities being the provider of the family. But in recent times, this perception has changed. Women face more problems now as a result of her changing roles and bearing dual responsibilities, one in family and other at job. Various problems like anxiety, frustration, mental illness, distress, depression, stress, anger, phobias and other various social and emotional distresses are likely to upset her and pushes her to live poor quality of life. A careful and sensitive peep into mind and psyche of women reveals beyond doubt how her fears, anxieties, stress and strains warp and dampen her morale, courage and retard her march to excellence, progress and glory. She has to trudge a weary and difficult terrain all her life because of her dual responsibilities at home and at the job. Despite all her resilience, patience, fortitude and tolerance, sometime her spirits give way under the dreary and cumbersome obligation of their home and official duties. All the problems prey
upon her mental, moral, social, official and familial sphere. We can have a glance at the withering and decaying impact of the problems on her outer and inner potential. With the passage of time, the wounds may heal but the scars remain and these scars with her ageing process become more marked and more pronounced and manifest themselves in her attitude and self-conduct.

India has a long history of organized education. The Gurukul system of education is one of the oldest on earth but before that the gurushishya system was extant, in which students were taught orally and the data would be passed from one generation to the next. Gurukuls were traditional Hindu residential schools of learning; typically the teacher’s house or a monastery. Education was free (and often limited to the higher castes), but students from well-to-do families paid Gurudakshina, a voluntary contribution after the completion of their studies. At the Gurukuls, the teacher imparted knowledge of Religion, Scriptures, Philosophy, Literature, Warfare, Statecraft, Mathematics, Medicine Astrology and “History” (“Itihaas”) (Buch, 1991).

The current system of education, with its western style and content, was introduced and funded by the British in the 19th century, following recommendations by Macaulay. Traditional structures were not recognized by the British government and have been on the decline since. After independence, education became the responsibility of the States. The Central Government’s only obligation was to co-ordinate in technical and higher education with specific standards. This continued till 1976, when the education became a joint responsibility of the State and the Center, through a constitutional amendment. The Center is represented by Ministry of Human Resource Development’s Department of Education and together with the States; it is jointly responsible for the formulation of education policy and planning.
(National Policy of Education 1986) and (Revised Programme of Action 1992) envisioned that free and compulsory education should be provided for all children up to 14 years of age before the commencement of 21st century. Government of India made a commitment that by 2000, 6% of the Gross Domestic Product (GDP) will be spent on education, out of which half would be spent on the Primary education. The Article 45 of the Directive Principles of the State Policy was committed to ensuring free and compulsory education for all. This did not significantly translate into action and school enrolments and participation remained dismally low for decades after independence. Further, Elementary education being made a fundamental right by the 83 Constitutional Amendment, and the Supreme Court’s insistence on States to provide hot cooked meals in schools, are improving enrolments, especially among girls. The Government of India has assigned high priority to the education sector not only to achieve the Universalization of Elementary Education by 2010 but also to improve the quality of education at all levels. Also due to policy of economic liberalization and globalization it becomes all the more necessary to improve the quality of human capital to face the new challenges and competition in the world of work (Annual Report 2005-06, National Council of Education Research and Training, New Delhi, 2006).

Transmission of human values is to be made feasible by the pivotal role played by the teacher in the arena. Teacher is the right person to develop awareness and sensitivity of duties and values amongst the children. An efficient teacher aims at enlightening the minds and values amongst the children. An efficient teacher aims at enlightening the minds and illuminating the hearts of individual. Teachers are the strong pillar of nation. It is in the hands of teachers to mould the personality of the students by inculcation of values.
Values are important for bringing desirable changes in an individual. The National Policy on Education (1986) calls for an emphasis on development of science and technology and the “cultivation of personal and social values”. So that “the educational system produces young men and women of character and ability committed to national services”.

The Education commissions headed by Dr. Radhakrishnan and Dr. Kothari recommended that values such as truth, peace, non-violence, right conduct and love be induced as core values in our Educational System (1948, 1966) Sri Prakasa committee (1959) made valuable recommendations for strengthening moral, ethical and spiritual values. The need to cultivate the Value of a human and composite culture for integrated development of the youth through specialized institution or by refashioning the education system has been recognized in the national policy on education (1986) and program of action (1992).

Howsoever one may land the role of teachers acting as missionaries, torchbearers and architects of nation, the individuals to work as teachers have to be chosen from the same society of which they are a part. Their personalities, values and character to an extent also would reflect the traits of that society, from which they are chosen.

It is essential that certain national values are also imbibed by the young student. They should be acquainted with the history of India’s freedom struggle, culture, heritage, constitutional obligation and the features comprising our national identity. The teacher is the key person who can inculcate all the required values in small children in spite of many odds. This task would become easier if the teacher through his personal character and action sets an example before his students.
1.11. **Women in Teaching Profession—Important Personal Characteristics of a Teacher**

Teaching is a holy profession and anyone related to this field is respectful and honorable because they play a vital role in developing a person's life. The role of women in teaching profession is not less important than the male teachers; instead, it is observed that a woman can be a better teacher due to the God gifted qualities of motherly nature. Moreover the power of making things understandable is more in females as compared to males.

It is believed that a woman has the ability to meet the challenges of the environment (society), she is an effective and positive change maker, she is thoughtful and as an ethical leader thus can handle different curriculum in a fruitful manner. Moreover due to the fact that children can easily relate to the female teachers as compared to males, women can make themselves excellent teachers.

When we see the recent ratio of success in the field of education women took clear lead than men. While dealing with Early Childhood Development (ECD), a man cannot be as effective as a female because it is even difficult for them to handle small kids. Therefore the field of ECD specially moves around females to take part in the teaching capacity (Anisa, 2010).

Following personal characteristics of females make them perfect for teaching profession:

- Females are good in academics as compared to males, where as males are more towards technical side i.e. practical rather than theoretical.
- They can handle kids easily, due to their motherly nature.
- They understand kid's psychology better than males.
Females are more convincing and have good communication skills.

Females are comparatively more responsible than males, and teaching, being a profession of character building, requires responsible people.

Other than the above mentioned personal characteristics, teaching is best for females because of many other reasons, for example:

- Students perceive female teachers as soft and kind in nature as compared to male teachers thus they feel free to talk to female teachers.
- Teaching is best suitable for a woman's life due to the fact that females have other family commitments and engagements.
- Due to several reasons females require career breaks and teaching profession allows it thus making it best fit.
- Social prestige associated with teaching is what makes this a best profession for females. (Baumann, E. K., 2006-2007)

Teaching as a female profession is now becoming popular in many cultures and with the passage of time it is becoming even more prominent. This profession has so many things to offer to a woman like satisfaction, money, respect, protection, no travel and maximum opportunities to learn new and modern things. This profession is recommended to all females if they have an ability to communicate well and can convey their message perfectly. Moreover while planning to join this profession one should keep in mind that it is a holy profession - a profession of prophets, thus females should try to give their sincere contribution in developing human lives and thus while earning money, earn some virtue as well.

In the present study the researcher has attempted to relate the study with other key variables such as teacher stress, family environment, life skills and
quality of life. The researcher has formed the following model in order to find out the association between the socio demographic characteristics and quality of life.

**Conceptual Framework**

**Figure: 1**

1.12. Quality of Life:

A person who enjoys the work and derives satisfaction alone can perform in the best perfect manner. The fulfillment of personal needs and goals leads to satisfaction, well-being and happiness. To be in a state of satisfaction or well-being or happiness is the prime motto of individual life. But how far and how long the individual can be satisfied in his profession, which is full of work-related stress and strain? Finding an answer to this question is not an easy task.

**Indicators of Quality of Life**

Overall quality of life is a composite assessment of the quality of the social, economic and physical environments. Eleven domains (or aspects of life) have been used to assess the external conditions of overall quality of life. The eleven domains were categorized into the three environments of overall quality of life. The quality of each domain was assessed by several indicators,
which were then combined to create a quality of life index. Eleven domains and their respective indicators are used to assess the important aspects of quality of life.

1. **Housing**
   - Percentage of population living in housing requiring major repairs (inverse)
   - Average number of persons per room (inverse)
   - Percentage of household incomes with owners major payments (or gross rent) for shelter being greater than or equal to 30 percent of household income (inverse)

2. **Accessibility to Services**
   - Distance from centre of census subdivision to nearest other services (inverse)

3. **Environmental Quality**
   - Density of dwelling requiring major repairs (inverse)
   - Air quality; measured as total population particulate emissions (inverse)

4. **Household Finance**
   - Average owner’s major payments (inverse)
   - Percentage of income from government transfer payments (inverse)
   - Ratio of percentage of households in lowest income category to that of households in highest income category (inverse)
   - Percentage incidence of low income families (inverse)

5. **Employment/Paid Work**
   - Unemployment rate (inverse)
   - Ratio of individuals working part time to individuals working full year, fulltime (inverse)
   - Average employment income (direct)
6. **Social Opportunity and Mobility**  
   - Ratio of female median income to male median income (direct)  
   - Male participation rate in workforce (direct)  
   - Female participation rate in workforce (direct)  

7. **Participation in Democratic Processes**  
   - Percentage of the population that participated in the 1997 elections (direct)  

8. **Social Stability**  
   - Ratio of percentage of population living in owned housing to percentage of population living in rental housing (direct)  
   - Percentage of population living at the same address they lived at five years earlier (direct)  
   - Percentage of population at a different address than the one they lived at five years earlier (inverse)  

9. **Education**  
   - Ratio of percentage of population with trade/college or university education to percentage of population with less than Grade 9 education (direct)  

10. **Access to Health Resources.**  
    - Number of physician specialists per thousand people (direct)  
    - Number of family physicians per thousand people (direct)  

11. **Leisure and Recreation**  
    - Number of leisure-related commercial activities per thousand people  
    - Number of libraries per thousand people (ENVIS centre on human settlement-Department of Environmental Planning, SPA, New Delhi, 2009)
Quality of life, which has gained prominence in social research study since the 1970s, is a broad concept concerned with overall well-being within society. Its aim is to enable people, as far as possible, to achieve their goals and choose their ideal lifestyle. In that sense, the quality of life concept goes beyond the living conditions approach, which tends to focus on the material resources available to individuals. Three major characteristics are associated with the quality of life concept (Fahey, Nolan and Whelan, 2003).

School provides a number of social functions from elementary knowledge acquisition that are necessary for life in society up to the acquisition of social values needed for its functioning. The school and its teachers are expected to conform to the requirements of society. Accordingly, the teaching profession obtains high social status. However, it becomes a stressful activity if conditions of work are not conducive to this compliance. It regularly involves tasks fraught with emotion and necessitates the making of on the spot decisions to solve problems, dealing with a constantly increasing administrative load, students’ lack of interest in learning, their lack of discipline, even their violence and aggression. In society there is scant awareness of the conflicts inherent in the teacher’s role. On the one hand he/she has to maintain student discipline while serving as an authority for them, yet on the other hand he/she should be like a friend, gain students’ confidence and create a congenial atmosphere. In spite of the high psychological stress of teaching, this profession does carry such positives that enable teachers to go on working with enthusiasm and prevent them from succumbing to “Burnout Syndrome”, so that at the best of times they do regard the opportunity to teach as one of the main factors defining their quality of life (Jikta, 2011).

1.13. Teacher Stress

Teacher stress is a widespread, cross-cultural phenomenon (Kyriacou, 1987). At the economic level, teacher stress may result in costs due to stress-
related employee absenteeism, employee turnover, reduced employee output and employee health problems. At the personal level, it may result in burnout, which is characterised by emotional exhaustion, depersonalisation and reduced personal accomplishment (Maslach & Jackson, 1986). Teacher stress may also result in educational problems, such as reduced teacher competence (Kyriacou, 1987; O'Connor & Clarke, 1990). Hence the problem of teacher stress has social, personal and economic implications.

The issue of stress is of great concern among working class people, including women. In the last two decades, stress has continued to attract considerable attention from educational, psychological and social researchers. The term “stress” was first introduced into the fields of Biology and Medicine in 1926 by an Austrian endocrinologist, Hans Selye, working in Montreal, Canada. His concept of stress at that time was a physiological one and throughout his life the psychological component of the phenomenon of stress was not given as much attention as he gave the physiological component. Today, stress has become a complex concept that is difficult to define. A general and popular definition is to characterise it as a process in which environmental forces threaten an individual’s well being. Thus, Selye (1974) described the concept as a non-specific response of the body to any demand. The non-specificity of the response is central to Sely's concept, although many researchers have argued that there may well be far greater specificity than those appreciated.

(Schermerhorn, Hunt and Osborn, 2005) Stress is defined by 'as a state of tension experienced by individuals facing extraordinary demands, constraints, or opportunities'. Also Gibson, John and James, 1988 defined the concept as a person's adaptive response to a stimulus that places excessive psychological and physical demands on the person. This definition implies two components: first is the notion of adaptation, which means that people adapt to
stressful circumstances in any of several different ways. Second is the role of the stimulus. The stimulus is generally called a stressor. A stressor is anything that induces stress. In addition, the demands placed on the individual by the stressor must be excessive for stress to result and of course, what is excessive for one person may be perfectly tolerable for another. A person must therefore view the demands placed on him or her as excessive for stress to occur.

Teacher stress is specifically defined as a condition of negative effects, such as frustration and anxiety, which results from aspects of the job. According to Gelvin 2007, teacher stress is a response syndrome of negative affects resulting from aspects of a teacher's job and mediated by the perception that the demands constitute a threat to self-esteem and coping mechanisms activated to reduce the perceived threat. The stress of teaching as an occupation is widespread and cross-cultural. As observed by L hospital and Gregory 2009, teachers today face high stress that can compromise their well-being, longevity in the profession and the quality of their interactions with students. Consequently, many teachers have been leaving their profession in increasing numbers. In many instances, a high proportion of teachers who remained on their jobs freely admitted their dissatisfaction and rated their jobs as very stressful (Thomas, Clarke & Lavery, 2003). Teacher stress may lead to severe negative consequences such as job absenteeism, teacher turnover, reduced output and health problems. At the personal level, it may result in burnout, which is characterised by emotional exhaustion, depersonalisation and reduced personal accomplishment (Thomas, Clarke & Lavery, 2003). Teacher stress may also result in educational problems, such as reduced teacher competence (O'Connor & Clarke, 1990). Undeniably, the problem of teacher stress has social, personal and economic implications.

Some research findings attest to the fact that women are more prone to stress than men. Arroba and James, 2002 reported that the relationship between
gender and stress is complex and varied and that women are more affected by stress than men. In the same vein, Melhinsh, 1998 and Philips & Segal, 1996 concluded that since most women work longer hours than men and both do not share duties equally at home, women tend to experience more psychological symptoms of occupational stress than men.

In worldwide, various attempts have been made in recent times to reduce job-related stress of teachers. These include an upward review in the salaries of teachers, establishment of various in-service training schemes and the recruitment of more teachers in some states. It is necessary to empirically determine the extent to which these measures have reduced the level of stress experienced by serving teachers. In particular, there is the need for more empirical studies to determine the nature of stress experienced by female teachers as well as identify specific personality traits which are predictors of stress among them. To do this, the present study identified from among the major personality factors in the literature, the personality characteristics of self concept, locus of control, achievement motivation and extraversion as appropriate and relevant for investigation to determine their potency as predictors of stress among female teachers.

### 1.14. Family Environment

Family is a biological unit whose members have common dwelling place, and the parents are bound together by institutionalized social relationships, which regulate the sex relations between them and determine the system of nomenclature and reckoning descent and the degrees within which marriage is allowed or forbidden. It is the most intimate group, to which man belongs, and most effective agent in the transmission of the social heritage.
1.15. **Occupational Stress and Family Difficulties of Working Women**

Balancing work and family roles has become a key personal and family issue for many societies. Work and family are the two most important aspects in people’s lives and, contrary to the initial belief that they are distinct parts of life; these domains are closely related (Ford et al., 2007). In all countries the economic development requires an integration of both male and female labour forces. That is men and women both have to contribute to development process of the country as the labour of women contributes to economic growth and poverty reduction.

Traditionally, the major responsibility of women has been perceived to be the maintenance of the family including home and childcare and breadwinning was the main responsibility of men. However, with more and more women entering the workforce and pursuing careers, these clearly defined gender roles were forced to change (Sevim, 2006). Most women do not have responsibility only in one domain anymore; they have to balance the competing demands of both work and family domains (Bicaksiz, 2009).

There are many facets in working mother’s lives that subject to stresses. They deal with home and family issues as well as job stress on a daily basis. Imbalance between work and family life arises due to a number of factors. Various factors appear to strengthen the brunt of pressure on women. Frequently household duty involves protecting family members: children, the sick and the elderly. Even where men play role in the caring function, usually it is the woman who is the initial career, although she may suffer additional health risks. ‘Work-family spillover’ is the result of the performing multiple roles and this will be accused when the demands from family and home life interfere with women’s ability to perform effectively in the workplace. Having to juggle multiple roles and effect of the pressures from work on one’s attitude and behavior within the family also may lead to ‘work-family spillover’
Because of difficult situation caused by occupational stress, there are many mothers that would like nothing more than to give up work and spend their time raising their family as best as they can. However, financial problems can create a real obstacle here and many mothers find themselves having to go back to work in order to help maintain the family budget. For single mothers in particular, a return to work after having a child is often a necessity. There are a number of problems that working mothers can face: financial difficulties, getting to spend time with the kids, keeping on top of the housework, dealing with sickness, quality of time spending, personal illness and stress.

Several researches have indicated that work-family difficulties can make negative influence for individual mentality and physiology. Studies have shown that, compared with their male counterparts, women report higher level of stress in work/family conflicts, gender barriers and career development. Zhang, 2010 studied the sources of work stress among women academics in research universities of China. Based on the results of her study, firstly, women academics perceived the demands for career development as highly stressful. The main career challenges for them include the need for renewing knowledge, lack of research productivity and slow career progress. Secondly, gender related barriers increased pressure on women academics. Finally, women academics experienced more difficulties in fulfilling both academic work and family roles. The main conflict situations pertained to “performing both work and family roles vary well,” “children’s education and future” and “lack of time to satisfy personal interests and hobbies.” In another study (Ugwu, 2010) investigated the multiple role stress sandwich generation female employees experience both at home and at the workplace and how they cope with such stress. 147 sandwich generation women participated in his study. Results showed that sandwich generation women that receive care giving supports either from their husbands or from house-helps experience less stress than their
counterparts without such care giving supports and sandwich generation women who cared for the sick aged parents experience more stress than their counterparts who care for healthy aged parents. Sandwich generation female employees who provide care giving services to large families did not differ from their counterparts in the normal family size on measures of multiple role stress.

Teaching is one of the noblest professions on the earth. Teaching is a highly noble profession most suited one especially for women. Teachers are always a boon to society. Teachers are the pillars of society for they educate and mould the future citizens of a country. Teaching is a revered profession in India also (Cinamon, 2005). Through their intelligence, patience and wisdom, they attempt to not only horn the learner’s intellect and aptitude but also to create a well rounded personality. Teaching has an influence in developing one’s mind and character and also gives the satisfaction of clearing the clouds of ignorance. As this field is so vast having areas of specialization, different skills and types of training are required for different levels. A secure career, great monetary compensation and annual vacations are enticing hordes of promising young men and women to join this teaching profession (Elliott, 2008). Teaching requires, apart from the requisite education and degree, a flair for interacting with the students and capability of explaining things in clear lucid terms to the students. Rousing the students from their apathetical slumber and watching their interest grow in studies is the greatest reward for a teacher. Teachers not only augment a student’s intellect but also contribute to the well rounded development of his or her personality. (Noor Mubasheer, 2013).

The uniqueness of a female teacher is that she has to attend house hold chores as well as the teaching assignment. Hence, the stress experienced by them will generally more than their counterparts. Further, a teacher at college level has to devote more time for preparation of classes and later delivering the
teaching assignment in an effective manner. For that the teacher has to devote some of her time even at home for her academic work. In course of this she may not be able to take care of the family issues as effectively as women who perform exclusively the role of a home maker (Bhati, H. and Gunthey, 1999).

In the back drop of the above it would be of high importance and relevant from the point of view of social work profession to understand the family atmosphere of female teacher which may be either related directly or indirectly by them in discharging their duties as an effective teacher. (Noor Mubasheer, 2013)

1.16. **Introduction to Life Skills for Psychosocial Competence Promoting Psychosocial Competence**

Psychosocial competence is a person's ability to deal effectively with the demands and challenges of everyday life. It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behaviour while interacting with others his/her culture and environment.

Psychosocial competence has an important role to play in the promotion of health in its broadest sense; in terms of physical, mental and social well-being. In particular, where health problems are related to behaviour, and where the behaviour is related to an inability to deal effectively with stresses and pressures in life, the enhancement of psychosocial competence could make an important contribution. This is especially important for health promotion at a time when behaviour is more and more implicated as the source of health problems.

The most direct interventions for the promotion of psychosocial competence are those which enhance the person's coping resources, and personal and social competencies. In school-based programmes for children
adolescents and teachers this can be done by the teaching of life skills in a supportive learning environment.

1.17. Defining Life Skills

Life skills are abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. Described in this way, skills that can be said to be life skills are innumerable, and the nature and definition of life skills are likely to differ across cultures and settings. However, analysis of the life skills field suggests that there is a core set of skills that are at the heart of skills-based initiatives for the promotion of the health and well-being of children, adolescents and teachers with mental stress. These are listed below:

- Decision Making
- Problem Solving
- Creative Thinking
- Critical Thinking
- Effective Communication
- Interpersonal Relationship skills
- Self-Awareness
- Empathy
- Coping with Emotions
- Coping with Stress

**Decision Making** helps us to deal constructively with decisions about our lives. This can have consequences on health if young people actively make decisions about their actions in relation to health by assessing the different options, and what effects different decisions may have.
Similarly, **Problem Solving** enables us to deal constructively with problems in our lives. Significant problems that are left unresolved can cause mental stress and give rise to accompanying physical strain.

**Creative Thinking** contributes to both decision making and problem solving by enabling us to explore the available alternatives and various consequences of our actions or non-action. It helps us to look beyond our direct experience, and even if no problem is identified, or no decision is to be made, creative thinking can help us to respond adaptively and with flexibility to the situations of our daily lives.

**Critical Thinking** is an ability to analyse information and experiences in an objective manner. Critical thinking can contribute to health by helping us to recognise and assess the factors that influence attitudes and behaviour, such as values, peer pressure and the media.

**Effective Communication** means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

**Interpersonal Relationship Skills** help us to relate in positive ways with the people we interact with. This may mean being able to make and keep friendly relationships, which can be of great importance to our mental and social well-being. It may mean keeping good relations with family members, which are an important source of social support. It may also mean being able to have relationships constructively.

**Self-Awareness** includes our recognition of ourselves, of our character, of our strengths and weaknesses, desires and dislikes. Developing self-
awareness can help us to recognize when we are stressed or feel under pressure. It is also often a prerequisite for effective communication and interpersonal relations, as well as for developing empathy for others.

**Empathy** is the ability to imagine what life is like for another person, even in a situation that we may not be familiar with. Empathy can help us to understand and accept others who may be very different from ourselves and which can improve social interactions, for example, in situations of ethnic or cultural diversity. Empathy can also help to encourage nurturing behaviour towards people in need of care and assistance, or tolerance, as is the case with AIDS sufferers, or people with mental disorders, who may be stigmatized and ostracized by the very people they depend upon for support.

**Coping with Emotions** involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. Intense emotions like anger or sorrow can have negative effects on our health if we do not react appropriately.

**Coping with Stress** is about recognising the sources of stress in our lives, recognizing how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax so that tensions created by unavoidable stress do not give rise to health problems.

The life skills described above are dealt with here in so far as they can be taught to young people as abilities that they can acquire through learning and practice. For example, problem solving, as a skill, can be described as a series of steps to go through, such as: 1) define the problem; 2) think of all the different kinds of solutions to the problem; 3) weigh up the advantages and
disadvantages of each; 4) chose the most appropriate solution and plan how to realise it.

Inevitably, cultural and social factors will determine the exact nature of life skills. For example, eye contact may be encouraged in boys for effective communication, but not for girls in some societies so that gender issues will arise in identifying the nature of life skills for psychosocial competence. The exact content of life skills education must therefore be determined at the country level, or in a more local context. However, described in general terms, life skills are being taught in such a wide variety of countries that they appear to have relevance across cultures.

**Conceptualizing the Role of Life Skills in Health Promotion**

- Complementary life skills can be paired to reveal 5 main life skills "areas", as shown below. For health promotion, teaching skills in each of these areas provides a foundation in generic life skills for psychosocial competence.
• The teaching of life skills appears in a wide variety of educational programmes with demonstrable effectiveness, including programmes for the prevention of substance abuse (Botvin, et al., 1980, 1984; Pentz, 1983) and adolescent pregnancy (Zabin, et al., 1986; Schinke, 1984), the promotion of intelligence (Gonzalez, 1990), and the prevention of bullying (Olweus, 1990). Educational programmes for teaching these skills have also been developed for the prevention of AIDS (WHO/GPA, 1994; Scripture Union, undated), for peace education (Prutzman, et al., 1988), and for the promotion of self-confidence and self-esteem (TACADE, 1990). Teaching life skills in this wide range of promotion and prevention programmes demonstrates the common value of life skills for health promotion, beyond their value within any specific programme.

• Teaching life skills as generic skills in relation to everyday life could form the foundation of life skills education for the promotion of mental well-being, and healthy interaction and behaviour. More problem specific skills, such as assertively dealing with peer pressures to use drugs, to have unprotected sex, or to become involved in vandalism, could be built on this foundation. There are research indications that teaching skills in this way, as part of broad-based life skills programmes, is an effective approach for primary prevention education (Errecart, et al., 1991; Perry and Kelder, 1992; Caplan, et al., 1992).

• The model below shows the place of life skills as a link between motivating factors of knowledge, attitude, values and positive health behaviour in this way contributing to the primary prevention of health problems.

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Knowledge, attitudes + Values, Life skills (for psycho-social competence) + Behaviour, Reinforcement Or change

→ Behaviour, reinforcement or change → Prevention of health problems
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Life skills enable individuals to translate knowledge, attitudes and values into actual abilities - i.e. "what to do and how to do it". Life skills are abilities that enable individuals to behave in healthy ways, given the desire to do so and given the scope and opportunity to do so. They are not a panacea; "how to do" abilities are not the only factors that affect behaviour. If the model above was placed within a larger, more comprehensive framework, there would be many factors that relate to the motivation and ability to behave in positive ways to prevent health problems. These factors include such things as social support, cultural and environment factors.

Effective acquisition and application of life skills can influence the way we feel about ourselves and others, and equally will influence the way we are perceived by others. Life skills contribute to our perceptions of self-efficacy, self-confidence and self-esteem. Life skills therefore play an important role in the promotion of mental well-being. The promotion of mental well-being contributes to our motivation to look after ourselves and others, the prevention of mental disorders, and the prevention of health and behaviour problems.

1.18. Promoting the Teaching of Life Skills

In promoting the teaching of life skills, the WHO is promoting the teaching of abilities that are often taken for granted. However, there is growing recognition that with changes in many cultures and lifestyles, many people are not sufficiently equipped with life skills to help them deal with the increased demands and stresses they experience. They seem to lack the support required to acquire and reinforce life skills. It may be that traditional mechanisms for passing on life skills (e.g. family and cultural factors) are no longer adequate considering the influences that shape young people's development. These include media influence and the effects of growing up in situations of cultural and ethnic diversity. Also the rapid rate of social change, witnessed in many
countries, makes the lives of people, their expectations, values, and opportunities very different from that of their parents. Life skills for psychosocial competence need to be distinguished from other important skills that we hope people will acquire as they grow up, such as reading, numeracy, technical and practical "livelihood" skills. These and other skills are usually recognised as abilities that people should learn, either in schools, at home or in their communities. Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of people.

**Life Skills Education**

For health promotion, life skills education is based on the teaching of generic life skills and includes the practice of skills in relation to major health and social problems. Life skills lessons should be combined with health information, and may also be combined with other approaches, such as programmes designed to effect changes in environmental and social factors which influence the health and development of people.

A life skills lesson may start with a life skills trainer exploring with the teachers what their ideas or knowledge is about a particular situation in which a life skill can be used. The teachers may be asked to discuss the issues raised in more detail in small groups or with a partner. They may then engage in short role play scenarios, or take part in activities that allow them to practice the skills in different situations - actual practice of skills is a vital component of life skills education. Finally, the life skills trainer will assign homework to encourage the teachers to further discuss and practice the skills with their families and friends.

Life skills teaching promotes the learning of abilities that contribute to positive health behaviour, positive interpersonal relationships, and mental well-being.
The school is an appropriate place for the introduction of life skills education because of:

- The role of schools in the socialization of students and teachers;
- Access to children, adolescents and adults on a large scale;
- Economic efficiencies (uses existing infrastructure);
- Experienced teachers already in place;
- High credibility with parents and community members;
- Possibilities for short and long term evaluation.

Life skills education is highly relevant to the daily needs of people. When it is part of the school curriculum, the indications are that it helps to prevent many problems. Furthermore, once experience has been gained in the development and implementation of a life skills programme for schools, this may help with the creation and implementation of programmes for other settings.

**Developing Life Skills Programmes for Teachers**

Implementing a life skills programme will require the introduction of teaching methods that may be new to teachers, and the success of the programme will depend very much on the availability of in-service training, as well as efforts to include training in participatory learning methods in teacher training colleges.

The introduction of life skills education will require input from the school and education authorities, for teacher training and the development of teaching manuals, as well as for the ongoing support of teaching programmes once they are in place. This investment is worthwhile considering that the potential gains of life skills education are so far reaching. Apart from the impact on child health, there may be other benefits for the school as an institution. For example, evaluative studies of life skills programmes suggest that the methods used can help to improve teacher and pupil relationships.
(Parsons, et al., 1988), fewer referrals to specialist support services and better relationships between teachers and their students.

A life skills programme will have to be proven worthy of the resources allocated to it. Process and outcome evaluation studies should be carried out, and results shared with all the relevant decision makers that could affect the future of the life skills programme. A programme that has a component of ongoing assessment of its use and impact offers scope for keeping in touch with changing priorities, and is more likely to be modified and maintained over time.

Well designed, tested and delivered life skills programmes can achieve much in helping teachers become more responsible, healthy and resilient as adults.

**How are Life Skills important for teachers?**

We find that behavior does not always follow the mind. This is when incidents of “I know but I can’t help it” occur. What we need is the ability to act responsibly. Life skills enable the teachers to translate knowledge, attitudes and values into actual abilities.

**Why there is a Need for Life Skills Education?**

The psychological push factors such as the inability to tackle emotional pain, conflicts, frustrations and anxieties about the future are often the driving force for high risk behaviour. Life skills training is an efficacious tool for empowering the teachers to act responsibly take initiative and take control. It is based on the assumption that when women are able to rise above emotional impasses arising from daily conflicts, entangled relationships and peer pressure, they are less likely to resort to anti social or high risk behaviours.
1.19. Quality of Life among Married Women Schools: A Social work Perspective

In this competitive and fast growing world, getting education for women is easier than a decade ago. After getting education, automatically women want to go for better career choice. Teaching remains a strongly female-dominated profession. Teaching is a difficult profession. There are many problems for women teachers that make the profession more complicated than it has to be. In India, owing to gender differentiated family roles, there is an asymmetry of responsibilities, with the primary domestic responsibility falling on women. Also, conventionally Indian meals are elaborate and time consuming, requiring women to spend long hours in the kitchen. Marriage, number of children, and number of children less than six years of age determine the nature of family responsibilities. The “make or break” years (around 30-35) for the female academic coincide in terms of career and child bearing, compelling women to face difficult choices. A difference in perceptions exists amongst women teachers themselves – unmarried women with less responsibilities find this profession convenient, while those in joint families and with many dependants find it difficult to integrate family expectations with work demands. Married teachers, especially new mothers, need constant reassurance from their spouse that their work supplements family income and is as vital to the family’s welfare as the work done by the husband. This stress could be putting the school teachers' physical and mental health at risk. To manage the stress teachers need to possess the life skills so that their quality of life would be on level.

Therefore, it is visualised that for drawing the best of creative talent and intellectual potentialities of women in the workforce and as well as in domestic life, there is need to recognize such problems and study them in depth in today's changed scenario of education for seeking promising solutions and to give women teachers the worthy attention, dignity and cooperation that they richly deserve and help them maintain a healthy mind in a healthy body.
Social work, a helping profession with unique methods and techniques, has a distinctive role to intervene to help all women who are in a critical stage of their employment. The unique perspectives and breadth of social work practice can provide systemic linkages between the social work profession and the psychosocial entities that affect the quality of life of the women teachers. Adequately meeting the needs of women teachers means engaging all systems – individual, school students, family, and the broader community – in efforts to prevent problems and promote physical health and mental health.

Since different forms of care are prevalent social workers have a significant role to assess and monitor the kind of care provided and ensure that serve the best interest and wellbeing of women teachers. Social work practitioners have an important and unique role to perform as they possess the fundamental knowledge and skills to work effectively with women who are not secured. The theory, principles, and methods of social work, including casework, group work, community organization, administration, and research can standardize the services and practices of various care-giving entities.

Social workers understand that everyone – individuals, communities, and society as a whole – reaps the benefits from investments in helping people achieve optimal physical and mental health. They provide essential services in the environments, communities, and social systems that affect the lives of women. Considering the fact that proper monitoring of women's physical health and mental health is much essential in our country it is necessary that their quality of life is assessed and necessary interventions made based on the result. Social work seeks socio-economic wellbeing and the deeper source of happiness that is self-actualization for all people. (Harter, 1993).

The researcher in the present study assesses some important aspects of married women school teachers such as teacher stress, family environment, life
skills and quality of life. The socio-demographic characteristics of the married women school teachers and their association and relationship with the key variables are also investigated. The outcomes of the study will help to understand the implications of quality of life and to frame suitable social work interventions to enhance the quality of life of married women school teachers and reintegrate them into society.