

Impact of Wellness Programs on Agility of School Teachers Working in Puducherry and Chennai.

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Abstract

Employee agility is the skill of workers to respond efficiently and quickly to sudden changes in their organization. It refers to how individuals can take up the opportunities to learn new technologies and develop new ideas. This skill is important in the changing educational environment, where changes are needed due to policy changes, technology development, and curriculum changes. Many studies focus on employee agility in the business world, but only few examine the need for wellness programs to support teachers' mental well-being. Additionally, there are not many studies on the impact of wellness programs on teachers' agility, which this paper will address. The research looks at how demographic factors, teachers' participation and awareness of wellness programs, the types of wellness programs available, teachers' perceptions, and institutional support affect teacher agility. The study investigates the influence of wellness programs on teachers' agility in selected schools in Puducherry and Chennai. 120 teachers were sampled through convenience sampling who were school teachers working in select Government and private schools in Puducherry and Chennai. This study adopted tools such as correlation, regression, and one – way ANOVA were employed for data analysis. The results highlight the need for educational institutions to remodel wellness programs that are more holistic, need-based, and supported by strong administrative commitment. It concludes that while wellness programs have the ability to enhance teacher well-being, their usefulness depends on institutional policies, engagement strategies, and regular evaluation to create a lasting impact on teacher agility and performance..

Keywords: Awareness and Participation, Educational Institutions, Employee agility, Institutional Support, Teachers' Perception. Wellness programs.

INTRODUCTION

Teachers' wellbeing is very important for keeping them motivated, good performance and the adaptability to new situations in the classroom. Schools have wellness programs for teachers that include things like health awareness sessions, stress management, and mental health support. These programs are meant to improve the overall health of teachers. Research on workforce' health and well-being programs shows that they can help employees' physical, mental, and emotional health. It's likely that these programs can be used in schools. When schools offer these programs, they show that they care about their staff and that they are important to the school. Teacher agility, or the ability to deal with educational problems in a good way, is closely related to these wellness programs. Nonetheless, there is a paucity of research within the Indian context that investigates the impact of these programs on teacher agility. The study examines the influence of demographic factors, teachers' engagement and awareness of wellness programs, the variety of wellness programs available, teachers' perceptions, and institutional support on teacher agility. This study examines the influence of wellness programs on teachers' agility in schools throughout Puducherry and Chennai. By detecting these relationships, the study focuses to give significant insights for educational institutions and policymakers to formulate more effective and sustainable wellness programs that enhance teacher well-being and their agility.

OBJECTIVES

To explore the impact of demographic variables on the agile teachers who participate in the wellness programs.
To compare the types of wellness programs on their influence on teachers' agility in Puducherry and Chennai schools.

To analyze the relationship between teachers' perception in wellness programs and their agility in Puducherry and Chennai schools.

To find out the relationship between institutional support in offering wellness programs and teachers' agility in Puducherry and Chennai schools

HYPOTHESES OF THE STUDY

H₀₁: There is no significant influence in the Teacher Agility scores of agile teachers based on their demographic variables (e.g., age group, years of experience, or gender) who participate in wellness programs.

H₀₂: There is no significant influence of different types of wellness programs on teachers' agility.

H₀₃ : There is no significant difference between teachers' perceptions of wellness programs and their agility.

H₀₄: There is no significant relationship between Institutional support in offering wellness programs and teachers' agility.

REVIEW OF LITERATURE

Aghina and associates (2021)ⁱ examined that highly effective agile transformations enhanced operational performance, customer satisfaction, employee engagement, and efficiency by approximately 30%. They also made the organization five to ten times faster and more creative. The study's results went against the common belief that these goals can't be met. The respondents said that, four of the seven performance dimensions that were part of the survey had gotten better. Also, this big change gave the company a competitive edge. Organisations had a successful agile transition which were three times more likely to be in the top quartile of performance among their peers than those that did not. Also, they did better than the born-agile companies because they were more likely to have a more advanced operating model in all areas and to be top-quartile performers. To find out what the 580 less successful transformations did differently, we compared them to almost 300 very successful transformations. The logistic regression model identified four salient components, which, when aggregated, elevated the probability of success from an average of 30% to 75%.

Barnes (2023)ⁱⁱ, in the article "Supporting School Staff: Insights From Employee Health and Well-Being Interventions," conducted a systematic review aimed at recognizing effective strategies to improve the health and well-being of school staff, including teachers. The study looked at the body of research on employee health interventions, focused on initiatives that promote physical activity and a healthy diet among school staff. According to the findings, staff health behaviours, job satisfaction, and general well-being can all improve as a result of well-designed health and well-being programs. According to the data, staff and students may benefit from incorporating such interventions into educational settings. The review measured the efficacy of different health and well-being programs in educational settings by a thorough study of peer-reviewed literature

In a public school district, **Brinkley, Jessica (2024)ⁱⁱⁱ** sought to investigate the effects of wellness programs on teachers' stress, coping strategies, and general well-being. To record instructors' lived experiences and perspectives, the researcher used a qualitative phenomenological design in semi-structured interviews with teachers to record their real-life experiences and thoughts. The results showed that wellness programs offered emotional support and temporary relief, but they weren't much effective due to heavy workloads, lack of time, and varying use. Teachers placed greater importance on the social and community components of the programs rather than solitary wellness activities, highlighting the necessity for enhanced administrative engagement. The research determined that wellness initiatives can improve teacher well-being solely when integrated with organizational support and effective workload management. The researcher employed thematic coding in accordance with Moustakas' phenomenological analysis framework, utilizing NVivo software for the organization and coding of qualitative data.

Fatahi et al. (2024)^{iv} in their article on Approaches to Teacher Well-Being identified and assessed the strategies that improve teachers' well-being, especially in response to stressors associated with the pandemic. The research used a mixed-methods design, integrating literature reviews, case studies, and interviews with educators and administrators from various educational contexts. Key findings focussed the comprehensive wellness initiatives, including mental health supports, professional learning communities, and leadership engagement, can markedly enhance teacher morale, retention, and instructional adaptability. The analysis emphasized the importance of systemic, equity-focused strategies that incorporate social-emotional learning (SEL), trauma-informed methodologies, and workload management to foster teacher adaptability and resilience which guide schools in embedding wellness into institutional culture.

Galés and Gallon (2019)^v studied examined the revolution of educational systems, demanding alterations in methodologies, educators' mind-sets, and social perceptions. The Agile Manifesto said that agile thinking should be used in software development, which makes education more flexible. Schools, teachers, and students who are agile can make education better. We need a community of practice to talk about, use, do, and judge educational agility in real life. Subsequent case studies will investigate the impact of agile mind-sets on learning theory, communication theory, and assessment methodologies. The research employed a theoretical framework methodology, utilizing agile iterative cycles and principles.

Resnicow K et al. (1988)^{vi} sought to investigate whether the incorporation of a school-based teacher wellness program augments the efficacy of the Gimme-5 health curriculum in enhancing student and teacher outcomes. In a randomized controlled design, 32 elementary schools were assigned to receive either the Gimme-5 program alone or the Gimme-5 program in conjunction with a two-year teacher wellness program comprising 54 workshops and school wide activities. Data regarding physiological, behavioral, and cognitive outcomes were gathered from both teachers and students and examined through mixed-model statistical analyses. The results indicated no substantial differences between the experimental and control groups regarding student or teacher outcomes. The study found that the program's effectiveness may have been limited by low participation in the wellness initiatives and other institutional factors

RESEARCH GAP

Numerous studies have investigated teachers' well-being and workplace stress. However, there is a lack of research examining the direct association between wellness programs and teacher agility, particularly in the context of Indian schools. Many studies that are already there focussing on teachers' health, job satisfaction or motivation, yet not much of them were about, how planned wellness programs help them to be more adaptable in their jobs. Only a few studies have examined the influence of demographic variables, teachers' perceptions, and institutional support on the efficacy of wellness programs. This gap underscores the necessity for empirical research to ascertain the actual effects of wellness initiatives on improving teacher agility and overall professional performance in educational institutions.

METHODOLOGY

The samples were collected from 125 respondents through convenience sampling who are teachers of selected public and private schools of Puducherry and Chennai through structured questionnaire. After scrutiny of the questionnaire, 5 were found to be incomplete and were rejected. Hence, 120 samples were chosen for the study. The study adopted tools such as correlation, regression and one – way ANOVA using SPSS.

Table 1: Components of the study

Sl.N o	Components
1	Teachers' Agility
2	Teachers' Participation & Awareness of Wellness Programs
3	Types of Wellness Programs
4	Perception and Effectiveness of Wellness Programs
5	Institutional Support & Resources

DATA ANALYSIS AND INTERPRETATION

OBJECTIVE 1: To explore the impact of demographic variables on agile teachers who participate in the wellness programs.

Table 2: Regression analysis

Table 2 a: ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	17.638	5	3.528	.517	.763 ^b
	Residual	375.575	55	6.829		
	Total	393.213	60			
a. Dependent Variable: Participation & Awareness of Wellness Program						
b. Predictors: (Constant), Location of the Institution, Type of Institution, Highest educational Qualification, Gender, Years of Teaching Experience						

Table 2 b: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.212 ^a	.045	-.042	2.613

a. Predictors: (Constant), Location of the Institution, Type of Institution, Highest educational Qualification, Gender, Years of Teaching Experience

Table 2 c: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Independent Variables)	22.575	2.448		9.222	0.000
	Gender	-0.366	0.769	-0.068	-.476	0.636
	Highest educational Qualification	-1.013	0.752	-0.184	-1.347	0.184
	Years of Teaching Experience	-0.262	0.282	-0.157	-0.929	0.357
	Type of Institution	0.172	0.758	0.034	0.227	0.821
	Location of the Institution	-0.232	0.819	-0.046	-0.283	0.779

a. Dependent Variable: Participation & Awareness of Wellness Program

Source: Primary data

Table 2 examines the influence of demographic variables such as gender, highest educational qualification, years of teaching experience, type of institution, and location on teachers' participation and awareness of wellness programs. The ANOVA result ($F = 0.517$, $p = 0.763$) indicates that the overall model is not statistically significant. The R^2 value of 0.045 shows that only 4.5% of the variation in participation and awareness is explained by these demographic factors. The general form of the equation of influence of demographic variables on agile teachers who participate in Wellness Programs in schools of Puducherry and Chennai: predicted impact of demographic variable on the agile teachers = $22.575 - (0.366 * \text{Gender}) - (1.013 * \text{Highest educational Qualification}) - (0.262 * \text{Years of Teaching Experience}) + (0.172 * \text{Type of Institution}) - (0.232 * \text{Location of the Institution})$. **Highest educational Qualification** has the highest beta value of -0.184, indicating it has the **stronger but negative influence** comparatively on participation and awareness of wellness programs. However, since its **p-value is $0.184 > 0.05$** , this effect is not statistically significant.

Thus, **H₀₁: There is no significant influence in the Teacher Agility scores of agile teachers based on their demographic variables (e.g., age group, years of experience, or gender) who participate in wellness programs.** is accepted.

OBJECTIVE 2: To compare the types of wellness programs on their influence on teachers' agility in Puducherry and Chennai schools.

Table 3: Regression analysis

Table 3a: ANOVA^{a,b}						
Location of the Institution	Model	Sum of Squares	df	Mean Square	F	Sig.
Puducherry	1 Regression	15.200	5	3.040	0.408	0.841 ^c
	Residual	424.514	57	7.448		
	Total	439.714	62			
Chennai	1 Regression	40.087	5	8.017	0.998	0.429 ^d
	Residual	401.752	50	8.035		
	Total	441.839	55			

a. Dependent Variable: Teachers' Agility

b. Predictors: (Constant), Holistic & Integrated Wellness Programmes, Health & Fitness sessions, Professional Development Activities, Recreational & Social Wellness Programmes, Mental Health sessions

Table 3 b: Model Summary^a

Location of the Institution	Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Puducherry	1	0.186 ^b	0.035	-0.050	2.729
Chennai	1	0.301 ^c	0.091	0.000	2.835

a. Predictors: (Constant), Holistic & Integrated Wellness Programmes, Health & Fitness sessions, Professional Development Activities, Mental Health sessions, Recreational & Social Wellness Programmes

Table 3c: Coefficients^{a,b}

Location of the Institution	Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
Puducherry	1	(Independent Variables)	14.943	3.354		4.456	0.000
		Health & Fitness sessions	0.054	0.390	0.020	0.138	0.891
		Mental Health sessions	-0.217	0.497	-0.063	-.437	0.664
		Professional Development Activities	0.275	0.377	0.097	0.728	0.470
		Recreational & Social Wellness Programmes	0.342	0.643	0.084	0.532	0.597
		Holistic & Integrated Wellness Programmes	0.466	0.590	0.119	0.789	0.433
Chennai	1	(Independent Variables)	14.613	2.362		6.188	0.000
		Health & Fitness sessions	0.012	0.485	0.004	0.026	0.980
		Mental Health sessions	-0.310	0.561	-0.106	-.553	0.583
		Professional Development Activities	0.009	0.505	0.003	0.019	0.985
		Recreational & Social Wellness Programmes	0.238	0.577	0.069	0.412	0.682
		Holistic & Integrated Wellness Programmes	1.087	0.683	0.297	1.591	0.118

a. Dependent Variable: Teachers' Agility

Source: Primary data

Table 3 shows the influence of wellness programme components on teachers' agility in Puducherry and Chennai. The model summary indicated only a small amount of variation in teachers' agility for both locations ($R^2 = .035$ for Puducherry and $R^2 = .091$ for Chennai). The ANOVA results revealed that the regression models were not statistically significant (Puducherry: F-value = 0.408, p-value = .841; Chennai: F-value = 0.998, p-value = .429), suggesting no significant relationship of the wellness programmes on teachers' agility. The regression analysis further showed that none of the individual wellness components had a significant influence as all p-values were greater than 0.05. However, **Holistic & Integrated Wellness Programmes** exhibited a relatively higher positive beta value in Chennai ($\beta = .297$, p-value = .118), indicating a slightly positive influence. Overall, the findings suggest that wellness programmes have limited impact on enhancing teachers' agility across both regions. Therefore, **H₀₂: There is no significant influence of different types of wellness programs on teachers' agility.** is accepted.

OBJECTIVE 3: To analyze the relationship between teachers' perception in wellness programs and their agility in Puducherry and Chennai schools .

Table 4: ONE – WAY ANOVA						
Teachers' Agility						
Location of the Institution		Sum of Squares	df	Mean Square	F	Sig.
Puducherry	Between Groups	44.495	10	4.450	0.585	0.818
	Within Groups	395.219	52	7.600		
	Total	439.714	62			
Chennai	Between Groups	134.646	11	12.241	1.723	0.099
	Within Groups	319.600	45	7.102		
	Total	454.246	56			

Source: Primary data

Table 4 shows the ANOVA results for **Puducherry**, where the differences in teachers' agility across various levels of perception toward wellness programmes were **not statistically significant** (F- value = 0.585, p - value = 0.818 > 0.05). This indicates that teachers' agility levels did not vary meaningfully based on their perception of wellness programmes. Similarly, for **Chennai**, the ANOVA results revealed **no significant difference** in teachers' agility across different perception levels (F - value = 1.723, p - value = 0.099 > 0.05). Although the F-value is slightly higher compared to Puducherry, it still does not have statistical significance.

Therefore, **H₀₃: There is no significant difference between teachers' perceptions of wellness programs and their agility**, is accepted.

OBJECTIVE 4: To find out the relationship between institutional support in offering wellness programs and teachers' agility in Puducherry and Chennai schools

Table 5: Correlation Analysis

Correlations						
Variables	Teachers' Agility	Time provision	Management encouragement	Wellness resources availability	Supportive policies	Administrative & peer support
Teachers' Agility	1	-0.175	- 0.046	0.097	-0.031	0.013
Time provision		1	0.368**	0.207*	0.011	0.074
Management encouragement			1	0.528**	0.138	0.227*
Wellness resources availability				1	0.079	0.101
Supportive policies					1	0.559**
Administrative & peer support						1
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Table 5 shows the relationship between institutional support factors and teachers' agility in Puducherry and Chennai schools. The results revealed that teachers' agility showed **weak correlations** with all institutional support dimensions like time provision ($r = -0.175$), management encouragement ($r = -0.046$), wellness resources availability ($r = 0.097$), supportive policies ($r = -0.031$), and administrative & peer support ($r = 0.013$). None of these correlations were statistically significant, indicating that teachers' agility is **not strongly influenced by institutional support elements**.

Thus, **H₀₄: There is no significant relationship between Institutional support in offering wellness programs and teachers' agility**, is accepted.

FINDINGS

Teachers' demographic characteristics, including gender, education, experience, school type, and location, do not significantly influence their level of participation or awareness of wellness initiatives.

Many types of wellness programs do not significantly enhance teachers' agility in either Puducherry or Chennai, indicating that these programs have a limited influence.

Teachers' agility remained the same, no matter how they perceived the wellness programs, which shows that their perception alone doesn't affect their agility.

Support from schools, like encouragement from management, extra time, and access to wellness resources, seemed to be linked to teachers' agility, which suggests that the institution had a small effect.

SUGGESTIONS

Schools should change their wellness programs so that they meet the real needs of teachers better and their goals for professional development.

Schools must give teachers enough time, money, and help to get them to actively participate in the wellness programmes offered.

Regular communication and encouragement should help the staffs become more aware of and have an optimistic view of wellness programs.

For wellness strategies to work, school management and teachers need to work together. So the institutions must work for the betterment of the workforce and teachers, on the other hand, must be co-operative to the institutional activities.

Schools should have regular reviews and ways for students to give feedback on how well wellness programs are working and what changes need to be made.

IMPLICATIONS

The study has several important effects on schools and people who make decisions about education. Teachers' wellbeing and output are very essential for their capacity to help improve the quality of education. It shows how essential it is to make stronger rules that make teachers' well-being, a key part to upgrade the schools' functioning. Because the present wellness programs didn't work well, schools and education departments should reconsider and improve the design, what they include, and how they are put into action to make them work even better. The results also show how important it is to take a holistic approach that includes physical, mental, and professional health to help teachers be more flexible and responsive. Moreover, the study also paves the way for future research to investigate other elements, such as leadership practices and the work environment that could enhance teachers' well-being and adaptability in significant ways.

CONCLUSION

Wellness programs can make the workplace a better place to be by improving the working conditions, addressing safety issues, and encouraging supportive and associated relationships. The study also finds that wellness programs in Puducherry and Chennai schools have only a small effect on making teachers more agile. Demographic factors, types of wellness programs, teachers' perceptions, and institutional support were determined to exert no significant impact on agility levels. This implies that current wellness initiatives may not adequately align with teachers' professional and personal requirements. The results show how important it is to create wellness programs that are more structured, based on needs, and comprehensive, with strong support from the administration. With better planning and on-going assessment, these kinds of programs can be very helpful in making teachers healthier and more adaptable in the classroom, more than ever.

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