

# Environmental Mastery And Socioeconomic Status Of Women Teachers In Andhra Pradesh

Chelluru Srinivas Uday Abhijit<sup>1</sup>, Dr. V. Bala Ruby<sup>2</sup>

<sup>1</sup>PhD Part Time Research Scholar, Department of Economics, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu, India-600117.

acsueducation@gmail.com

<sup>2</sup>PhD Part Time Research Scholar, Department of Economics, Vels Institute of Science, Technology and Advanced Studies (VISTAS), Pallavaram, Chennai, Tamil Nadu, India-600117.

vbalruby@gmail.com

---

## ABSTRACT

The study is limited to Andhra Pradesh. In this paper a theoretical discussion of environmental master and socio-economic status done. the paper tries to explain the economic decision making, and having control over the immediate social surroundings are greatly dependent upon the socio-economic status components of education, income, economic freedom etc. The study suggests some recommendations relating the improving the lot of not only teaching but also other sectors..

**Keywords:** Environmental Mastery, Socio-economic status, Recommendations, Education..

**How to cite this article:** Abhijit CSU, Ruby VB, Environmental Mastery And Socioeconomic Status Of Women Teachers In Andhra Pradesh..Int J Drug Deliv Technol. 2026;16 (8s): 56-58; DOI: 10.25258/ijddt.16.8s.8

**Source of support:** None

**Conflict of interest:** None

## INTRODUCTION

. It seeks to understand how women teachers in male-dominated workplaces use their power and effect to improve their well-being (Prabha & Professor, 2023). The social attitudes towards gender roles depend on several factors, such as race, living standards and family background and significantly affect women's working environments (Liu et al., 2022). While financial independence is considered one of the key factors of empowerment, a woman remains vulnerable despite having autonomy and control over her finances (Anand et al., 2025). There is a need to look into the interplay between social structural forces and individual practices in determining women teachers' socioeconomic status and access to opportunities (Kriti, 2024). For instance, women teachers' empowerment involves three components namely resources, agency and achievements (Kumari & Siotra, 2023). It also seeks to find out how well women are supported by their families and other social setups in enabling them master the skills needed to live better lives (Coley et al., 2021). The study seeks to identify the elements related to three dimensions of women's empowerment: social, economic and political that are essential for sustainable growth (Mishra et al., 2024). It involves protecting women's equal access to and control over all the resources necessary for leading productive, healthy and fulfilling lives (Singh, 2014).

## The Background of the Study

This study is particularly relevant in Andhra Pradesh due to the socio-cultural characteristics of women that determine their role in the educational context and link to the progression toward environmental mastery.

The study hypothesizes that women's rights to land and their employment in non-agricultural jobs may help understand the level of economic freedom and empowerment they enjoy in SSA (Reddy, 2019). Additionally, the study observes that

women's empowerment through higher education faces multifaceted barriers in professional settings and society (Rana et al., 2024). Furthermore, the way women's bodies are subordinated is closely linked to how they exercise control over their identities, which means that choices women make are not a matter of preference, but rather an interplay of power structures inherent in society and its culture (Prati et al., 2021).

This aspect means that women teachers are able to adapt and exert control over their professional and personal environments (Aldabbas et al., 2024) (Gopalakrishnan et al., 2023). This aspect examines the degree to which women can affect their environment and make strategic life choices through education, financial independence and social support (Cornwall 2016; Kumar et al. 2020). Empowerment, in this context, is understood as the ability of women to exercise agency in order to achieve desired outcomes (Maltitz & Bahta, 2024). Women's empowerment goes beyond the access to resources or the opportunities granted to them; it also encompasses their capacity to use these resources effectively in ways that can improve their quality of life and boost economic success (Wondimu et al., 2023).

**Review of Literature** This extensive link identifies a woman's access to resources and opportunities in Andhra Pradesh, which directly impacts her ability to be at the forefront.

There is a well-established link between socioeconomic factors and various life outcomes, including gender-related inequalities (Augustsson et al., 2022). Studies establish that women of low social status are more prone to physical and mental health issues, which necessitates further explorations (Wang & Geng, 2019). The current study will explore the nature of inequalities among women teachers and their effects on environmental mastery and overall well-being.

The assessment of self-efficacy as one of the psychological traits among these teachers is critical to establish their perceived ability to effectively perform tasks and respond to environmental challenges (Gellisch et al., 2024). This often focuses on educators' awareness and ability to identify trauma-affected students, which are essential for their job performance and contentment (McArthur, 2024).

#### **The Problem Statement:**

Despite the increasing number of women joining the teaching profession in Andhra Pradesh, little is known about the factors in their workplace settings that assist or deter them in achieving professional growth and general wellbeing.

Additionally, there is a dearth of studies on how socioeconomic status impacts women teachers' environmental mastery in different regions of the country (Rana et al., 2024). It ignores the fact that several factors affect how Muslim women perceive and interpret empowerment (Naguib, 2023). Therefore, there is need to investigate the challenges that women teachers encounter in order to establish whether they can adequately master the environment. It would also help determine the various strategies female teachers use to overcome hurdles and expand the existing knowledge on teacher agency within an ecological framework (Ghiasvand et al., 2023).

#### **The research questions**

What is the effect of socio-economic status on environmental mastery and how can women teachers in Andhra Pradesh mitigate the situation?

What role do social support networks and institutional policies play in environmental mastery for women teachers from low socioeconomic backgrounds?

Additionally, how does access to resources—such as economic independence, education and health services—affect the empowerment and decision-making capabilities of women teachers in their professional and personal lives (Krushnamma & Reddy 2011)?

How can educational interventions and policy reforms be tailored to meet the specific needs of women teachers across various socio-economic settings in Andhra Pradesh, thereby enhancing their environmental mastery and overall wellbeing?

These questions will act as a guide to the researcher in gathering relevant data that will aid in learning more about how women teachers in Andhra Pradesh can achieve environmental mastery.

#### **Objectives of the Study**

The study seeks to determine the socio-economic status, environmental mastery and women empowerment link among women teachers in Andhra Pradesh. The study seeks to identify the socioeconomic factors that affect their ability to be in charge of their work-life and surroundings or lack thereof. It further seeks to establish the mediating effect of teacher self-efficiency and quality teaching on women's ability to change their workplace conditions and student performance (Romel et al., 2021). In addition, it seeks to understand how contextual factors and the feeling of personal agency relate to each other in order

to improve the quality of teaching and support development (Collie et al., 2023). The study will further investigate how women view themselves in terms of equality and active participation within their workplaces, which is attributed to the empowerment derived from their academic training (Loor et al., 2023). Additionally, it seeks to evaluate the effectiveness of various coping strategies that the teachers apply to manage work-related stress and refine their wellbeing (Maqsood et al., 2024). Finally, the study will assess how physical activity and mental health affect teachers' psychological well-being and determine the level of self-efficacy (Guo & Jiang, 2023).

#### **Significance of the Study**

The study findings are anticipated to provide useful perspectives into developing targeted interventions and policy recommendations to improve women teachers' environmental mastery in Andhra Pradesh. By identifying the main barriers and enablers of teacher agency, this study will add to the body of knowledge on how women teachers can be supported by stakeholders in their pursuit of equitable opportunities for professional growth and development. It is also critical to acknowledge that teachers' self-efficacy and psychological well-being are primary aspects of effective teaching (Guo & Jiang, 2023). The information obtained would help to design strategies that can improve self-confidence and empowerment among women in society (Seitalieva 2024) (Richardson et al. 2019). The campaigns need to be sustained to ensure students benefit from a quality education system (Delbough et al., 2025).

#### **Scope and Constraints of the Study**

The study is confined to women teachers in Andhra Pradesh. Additionally, the study focuses solely on socioeconomic status, potentially ignoring other determinants of environmental mastery such as cultural influences, policy frameworks and individual psychological attributes (Raj & Prasad, 2023). The self-reported nature of the study also poses worries regarding subjectivity and possible bias. Additionally, the cross-sectional design might not fully convey how these variables interact and effect one another over time. However, it is worth noting that the study has a broader focus, considering several interrelated factors (biological, physical, mental and social) and utilizing a large sample size to boost the statistical validity and applicability of the results in various educational settings (Guo & Jiang, 2023).

#### **Definition of Key Terms**

To ensure clarity and precision in this study, it is essential to delineate how some key concepts are defined in the context of this research investigation. Environmental mastery refers to a teacher's ability to manage and manipulate her surroundings to achieve the desired goals, which is essential to personal development, life purposefulness and self-acceptance. Hypothetically, this structure is essential for teachers' effective functioning at work (Rajesh et al., 2022) and their well-being. Socioeconomic status refers to the social positioning of a family or an individual in relation to others, often determined by income, education level and employment (Akram et al., 2023).

### Theoretical Frameworks of Environmental Mastery

Theoretical perspectives refer to the scholarly lenses through which concepts are viewed and they provide observations into comprehending a phenomenon (Mugenda & Mugenda, 2019). Several theoretical perspectives explain the concept of environmental mastery. One of the six domains of Ryff's psychological well-being model is called environmental mastery, which refers to a person's competence in engaging in complex activities and managing his or her surroundings (Rodríguez et al., 2023) (Chan et al., 2021). This framework asserts that people with high scores in environmental mastery have a firm grip on their surroundings and can exploit opportunities (Pandey, 2025). Additionally, a high level of environmental mastery is closely linked to other aspects of well-being, such as perceived autonomy and the ability to control one's life (Ran et al., 2024), which can considerably affect mental health and overall quality of life.

### Socio-economic Status and Women's Well-being

Socioeconomic status, which encompasses income, education and occupational standing, profoundly affects women's lives and well-being by shaping their access to critical resources and opportunities (Jamil, 2025). For example, due to this fact, aspects of female teachers' psychological well-being and self-efficacy are different (Corbí et al., 2024).

### Environmental Mastery and Socioeconomic Status: Interplay

The socioeconomic status has an impact on the environmental mastery which means that a person has sufficient control over his surrounding and can make decisions to solve problems. Teachers' well-being, which is vital for their performance and retention, depends on the workplace conditions and self-efficacy that schools or districts can offer (Dreer 2023). The socioeconomic status that teachers have, as well as the control they can exert over their work environment or a lack of it, correlate.

### The studies related to Andhra Pradesh context

While numerous studies have established the connection between these variables, there appears to be a scarcity of research focusing on female teachers in Andhra Pradesh, necessitating an investigation into the interplay of these factors. This study seeks to examine the effect of socioeconomic status on environmental mastery among women teachers in Andhra Pradesh. This grasping would help in designing strategies to promote environmental mastery among this vital population group (Chawla & Sharma, 2019; Ortiz-Meillón et al., 2024). This would help the women teachers to utilise their full potential for efficient service delivery in the education sector (Collie et al., 2023).

### Expected Results and Discussion

Socioeconomic status is expected to correlate positively with environmental mastery; this relationship should be stronger in countries with more developed social support and public health institutions. How well educators handle

work-related stress determines how professionally fulfilled they are likely to be.

### Conclusion and Recommendations

The study recommends that efforts to uplift the socio-economic status of female teachers and institutional support systems should be enhanced.

- Recommendations:
- The government should formulate policies and strategies that promote gender equality, leadership skills and professional development.
  - The institutions should also implement and establish mentorship programs and counseling facilities.
  - Families, communities and social networks need to support professional women.
  - Educators should have access to training programs focused on gender sensitivity.
  - Future research on teacher empowerment should consider implementing longitudinal study designs..

### REFERENCE

- Agarwal, B. (1997). "Bargaining" and gender relations: Within and beyond the household. *Feminist Economics*, 3(1).
- Desai, S., & Thakkar, U. (2001). Women's employment and household decision making in India. *Social Science & Medicine*, 52(5).
- Duflo, E. (2012). Women empowerment and economic development. *Journal of Economic Literature*, 50(4).
- Government of India. (2022). Educational statistics at a glance. Ministry of Education.
- Kabeer, N. (1999). Resources, agency, achievements: Reflections on the measurement of women's empowerment. *Development and Change*, 30(3).
- Kingdon, G. G., & Unni, J. (2001). Education and women's labour market outcomes in India. *Education Economics*, 9(2).
- Mukhopadhyay, S., & Narayanan, N. (2017). Economic empowerment of women and gender equality: Evidence from India. *Indian Journal of Human Development*, 11(3).
- National Sample Survey Office (NSSO). (2019). Women and men in India. Ministry of Statistics and Programme Implementation.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- UN Women. (2020). Women's economic empowerment in the changing world of work. United Nations...