**Psychological Well-Being of Higher Secondary Teachers**

**ABSTRACT**

The psychological wellbeing of teachers is described as the judgment and satisfaction of an individual with his/her happiness, physical and mental health and profession. In general, the psychological wellbeing of teachers goes beyond the simple absence of setbacks and stressors at work and concerns healthy and functional teachers. In simple terms, psychological wellbeing refers to the capability of teachers to strike a positive and dynamic balance between their resources and professional challenges. In respect of the present study, the Investigator adopted survey method of research to study the psychological wellbeing higher secondary teachers. The higher secondary teachers working in high and higher secondary schools in Karur District of Tamil Nadu State, India were the population of the present study. The sample for the present study consisted of 320 higher secondary teachers (both men and women) selected by means of stratified random sampling technique. The stratification was made on the basis of gender, subject and teaching experience of teacher and nature, locality and type of school. Psychological Wellbeing Scale standardized by **Madhuchandra** (2016) was the tool used to measure the psychological wellbeing of higher secondary teachers. For analyzing the data, the Investigators used Mean and‘t’-test. The findings of the present study revealed that there was significant influence of gender of teacher, locality and type of school on the psychological wellbeing of higher secondary teachers. On the contrary, teaching experience of higher secondary teachers did not seem to have any significant influence on the psychological wellbeing of them. Further, the findings confirmed that nature of school did not have exerted any significant influence on the psychological wellbeing of higher secondary teachers.

**Keywords:** Psychology, Well-being, Higher secondary, Teachers, Schools.

1. **INTRODUCTION**

Psychological wellbeing refers to how people evaluate their lives and includes variables such as life satisfaction and marital satisfaction lack of depression and anxiety and positive moods and emotions. Psychological wellbeing attempts to understand people's evaluation of their healthy lives. Some researchers (Carol D.Ryff & Corey Lee M.Keyes, 1995) explain “psychological wellbeing in terms of self acceptance, personal growth in life and positive relations with others, environmental mastery and autonomy. Researchers in this field strive to understand not just undesirable clinical states but also differences between people in positive levels of long term wellbeing”. (Diener, E.,1984) Thus “a person is said to have high levels of psychological wellbeing, if she or he experiences life satisfaction and frequent joy and only infrequently experiences unpleasant emotions such as sadness and anger”. On the contrary, (Diener, E., et. al 1999) “a person is said to have low psychological wellbeing if he or she is dissatisfied with life, experiences little joy and affection and frequently feels negative emotions such as anger or anxiety”. (Pavot, W & Diener, E.,2009) “The cognitive and affective components of psychological wellbeing are highly interrelated”. (Krueger,A.B., & Stone,A.A, 2014) Psychological wellbeing is measured from the individuals own perceptivity. With reference to psychological wellbeing, a person's beliefs about his or her own wellbeing are of paramount importance.

1. **NEED AND SIGNIFICANCE OF THE STUDY**

Psychological wellbeing is associated with how and why teachers experience their lives in more positive ways including cognitive functioning, decision making and judgment, effective performances and affective reactions. Now-a-days, psychological wellbeing of teachers is increasingly emerging with discussions that teachers with better psychological wellbeing could excel in their profession having a more desirable and contented life. (Dreer, B., 2023) Teachers with good psychological wellbeing do better in their profession as psychological wellbeing is inextricably linked to the wider network of the profession of teaching through what teachers do (teach academic subjects, teach social values and nurture pupils) and how they do it (responsibly and safely). Although the concept of psychological wellbeing is relatively new, its basic components have been rooted within the life blood of teaching and teachers’ work for a long time. The results of all the reviewed related studies provide recommendations indicating that any positive psychology intervention designed for teachers should integrate all aspects, including teaching practice, educational leadership and school management. In a nutshell, teachers' wellbeing is a complex construct, which has been conceptualized as the absence of negative conditions such as teacher's stress, feelings of reduced motivation and even burnout. Teachers' psychological wellbeing has also been studied as it relates to coping strategies and recovery from work tension. From the perspective of positive psychology, teachers’ psychological wellbeing may be analyzed with a holistic approach. Based on the above discussion, the Investigator prepared his mind to analyze the psychological wellbeing of higher secondary teachers with respect to certain background variables namely, gender and teaching experience of teacher and locality, nature and type of school. Researcher used these variables because each of these variables can significantly influences of a teacher’s mental health, work satisfaction, stress, and their effectiveness of teaching and students outcomes.

1. **STATEMENT OF THE PROBLEM**

For the present research, the Researcher has chosen three research variables, namely psychological wellbeing of higher secondary education teachers. The present study was designed to explore the existing status of psychological wellbeing of higher secondary teachers. When the teachers are mentally healthy and feeling motivated to teach, they become more effective in their teaching and will promote motivation in their students to be successful in their academic achievements. If they are unable to adjust with their own problems, they cannot help their students. Keeping in mind the importance of psychological wellbeing, the Researcher planned to study the psychological wellbeing of higher secondary teachers with respect to background variables namely, gender and teaching experience of teacher and locality, nature and type of school.

1. **OPERATIONAL DEFINITIONS**
2. **Psychological Wellbeing**

According to **Ryff** (1995), “Psychological wellbeing is the striving for perfection that represents the realization of one's own true potential. Psychological wellbeing is a multidimensional well being, which focuses on positive functioning”

1. **Higher Secondary Teachers**

The term ‘Higher Secondary Teachers’ refers to the teachers handling classes for 11thand 12thstandards in the schools which provide education up to XII classes. At this level of education, the teachers conduct classes in academic subjects namely, Arts, Commerce and Science (Medical & Engineering).

1. **OBJECTIVES OF THE STUDY**

The following are the objectives of the present study:

To find out whether there is any significant difference among higher secondary teachers in their psychological wellbeing with regard to the background variables namely: (i) Gender (Men & Women) and (ii) Teaching Experience (less than 5 years, 6-10 years and 11 years and above) of Teacher and (iii) Locality (Rural & Urban), (iv) Nature (Government, Govt. aided & Self-financed) and (v) Type (Boys’, Girls’ and Co-education) of School.

1. **METHOD**
   1. **Method Used For The Study**

The higher secondary school teachers of Karur District of Tamil Nadu State, India were the population of the present study. For the present study, survey method was employed by the researcher.

**7.2 Participants of the present study**

The present study was designed to explore the existing status of psychological well-being of higher secondary teachers. The term ‘Higher Secondary Teachers’ refers to the teachers handling classes for 11thand 12thstandards in the schools which provide education up to XII classes. At this level of education, the teachers conduct classes in two academic groups namely, Arts and Science streams.

The stratified random sampling technique was adopted and the stratification was made on the basis of gender, teaching experience of teacher and locality, nature and type of school. In the present study 3000 higher secondary teachers were identified. The sample for the present study consisted of 320 higher secondary teachers (both men and women) from 35higher secondary schools in Karur District of Tamil Nadu State, India.

**7.3 Instrument of Data Collection**

A self-report instrument (Scale) was used to collect data on Psychological Well-being. Part one dealt with demographic data of participants. Part two dealt Psychological well-being Scale that used to find the differences in higher secondary teachers. The Psychological Wellbeing Scale which consisted of 54 questions/statements. Each item had a possible score between 1 and 5. The scoring process will be inverted for items with negative wording, using a 5–1 range. The Likert scale method, which is based on objective evaluation, was selected by the author. For analyzing the data, the Investigators used Mean and‘t’-test.

* 1. **Validity**

In order to find out the item validity, item correction with total psychological well-being scores was computed. Validity of the test found that each dimension varied from 0.83 to 0.99.

* 1. **Reliability**

The internal consistency (coefficient alpha) for each measure of the Psychological Well-being Scale ranged from 0.86 to 0.91, indicating its dependability.

**RESULTS AND DISCUSSION**

**ANALYSIS OF DATA**

NULL HYPOTHESIS 1.1

There is no significant difference between men and women higher secondary teachers in their autonomy, environmental mastery, personal growth and positive relation with others, purpose in life and self-acceptance and on the whole psychological wellbeing.

Table 1. DIFFERENCE BETWEEN men AND women higher secondary teachers

IN THEIR Psychological Wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Psychological Wellbeing and its Dimensions** | **Gender** | **Mean** | **SD** | **Calculated ‘t’ Value** | **Remarks at 5% level** |
| Psychological Wellbeing  (on the whole) | Men (N=143) | 160.972 | 78.6103 | 5.311 | S |
| Women (N=177) | 112.452 | 84.4041 |

It is inferred from the Table 1 thatthe null hypothesis 1.1 was rejected as there was significant difference between men and women higher secondary teachers in their psychological wellbeing because the calculated ‘t’ value 5.311 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, higher secondary women teachers were rated higher than men teachers in their psychological wellbeing.

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**NULL HYPOTHESIS 1.2**

There is no significant difference among higher secondary education teachers having teaching experience of less than 5 years, 6-10 years and 11 years and above in their autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance and on the whole psychological wellbeing.

**Table 2.** DIFFERENCE AMONG HIGHER SECONDARY TEACHERS having teaching

experience OF LESS than 5 years, 6-10 years and 11 years and above

In their Psychological Wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Psychological Wellbeing and its Dimensions** | **Source of Variation** | **Sum of Squares** | **Mean Square** | **Calculated ‘F’ value** | **Remarks at 5% Level** |
| Psychological Wellbeing  (on the whole) | Between | 24262.094 | 12131.047 | 1.677 | NS |
| Within | 2293281.128 | 7234.325 |

***(At 5% level of significance for 985df, the table value of ‘F’ is 3.00)***

From the Table .2, it is inferred that the null hypothesis 1.2 was accepted as there was no significant difference among higher secondary teachers having teaching experience of less than 5 years, 6-10 years and 11 years and above in their psychological wellbeing because the calculated ‘F’ value 1.677 was less than the table value 3.00 at 5% level of confidence.

NULL HYPOTHESIS 1.3

There is no significant difference between higher secondary education teachers from rural and urban schools in their autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance and on the whole psychological wellbeing.

**Table 3.** DIFFERENCE BETWEEN HIGHER SECONDARY teachers from

rural and urban schools IN THEIR Psychological Wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Psychological Wellbeing and its Dimensions** | **Locality of School** | **Mean** | **SD** | **Calculated ‘t’ Value** | **Remarks at 5% Level** |
| Psychological Wellbeing  (on the whole) | Rural (N=133) | 145.842 | 84.2498 | 2.087 | S |
| Urban (N=187) | 125.807 | 85.1756 |

It is learnt from the Table 3 that the null hypothesis 1.3 was rejected as there was significant difference between higher secondary teachers from rural and urban schools in their psychological wellbeing because the calculated‘t’ value 2.087 was greater than the table value 1.96 at 5% level of significance. While comparing the mean scores, higher secondary teachers from urban schools were rated higher than teachers from rural schools in their psychological wellbeing.

**NULL HYPOTHESIS 1.4**

There is no significant difference among higher secondary education teachers from Government, Government aided and Self-financed schools in their autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance and on the whole psychological wellbeing.

**Table 4.** DIFFERENCE AMONG HIGHER SECONDARY TEACHERS FROM government,

govT. aided and self-financed schools in their

Psychological Wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Psychological Wellbeing and its Dimensions** | **Source of Variation** | **Sum of Squares** | **Mean Square** | **Calculated ‘F’ value** | **Remarks at 5% level** |
| Psychological Wellbeing  (on the whole) | Between | 17894.733 | 2299648.489 | 1.233 | NS |
| Within | 8947.367 | 7254.412 |

***(At 5% level of significance for 985 df, the table value of ‘F’ is 3.00)***

From the Table 4, it is inferred that the null hypothesis 1.4 was accepted as there was no significant difference among higher secondary education teachers from Government, Government aided and Self-financed schools in their psychological wellbeing because the calculated ‘F’ value 1.233 was less than the table value 3.00 at 5% level of confidence.

**NULL HYPOTHESIS 1.5**

There is no significant difference among higher secondary education teachers from Boys’, Girls’ and Co-education schools in their autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance and psychological wellbeing on the whole.

Table 5. DIFFERENCE AMONG HIGHER SECONDARY TEACHERS FROM Boys’, Girls’

and Co-education schools in their Psychological Wellbeing

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Psychological Wellbeing and its Dimensions** | **Source of Variation** | **Sum of Squares** | **Mean Square** | **Calculated ‘F’ value** | **Remarks at 5% level** |
| Psychological Wellbeing (on the whole) | Between | 223421.768 | 2094121.454 | 16.910 | S |
| Within | 111710.884 | 6606.061 |

***(At 5% level of significance for 985 df, the table value of ‘F’ is 3.00)***

From the above Table 5, it is inferred that there was significant difference among higher secondary education teachers from Boys’, Girls’ and Co-education schools with regard to the dimensions namely, autonomy, environmental mastery, personal growth, positive relation with others, purpose in life and self-acceptance as the calculated ‘F’ values 14.744, 6.455, 5.949, 8.729, 6.263 and 5.604 were greater than the table value 3.00 at 5% level of confidence.

In other words, the null hypothesis 1.5 was rejected as there was significant difference among higher secondary education teachers from Boys’, Girls’ and Co-education schools in their psychological wellbeing because the calculated ‘F’ value 16.910 was greater than the table value 3.00 at 5% level of confidence. While comparing the scores, higher secondary teachers from Co-education schools experienced more psychological well being than higher secondary teachers from Boys’ and Girls’ schools.

The investigators with their limited observations and field experience have come out with the following interpretations to the findings of the present study.

The findings of the differential analyses (**‘t’ test**) on **psychological wellbeing** confirmed that gender (men & women) of teacher had significant influence on psychological wellbeing of higher secondary teachers. Women teachers were rated higher than men teachers in their psychological wellbeing and it may be due to the fact that women psychologically driven and socially forced to take up family based responsibilities and to bear with stress situations, which may be the reasons for having been rated higher in their psychological wellbeing when compared with men higher secondary teachers. Their care and concern towards family and pertinent experiences help them imbibing more psychological wellbeing in them.

Similarly, there was significant locality (rural & urban) based difference in the psychological wellbeing of higher secondary teachers and the teachers from urban schools experienced more psychological wellbeing than teacher from urban schools. The reason is that higher secondary teachers of urban schools are subject to varied psychological issues both in the work place and at home and hence they are endowed with more opportunities to cultivate better psychological wellbeing than their rural counter parts. Moreover the teachers from urban schools are exposed to multivariate societal problems apart from the institutional responsibilities and other administrative activities. These commitments help them to cultivate ample psychological wellbeing and maintain balance over stress conditions in them and other emotional distortions in their work place. They mould themselves with the qualities of well cultivated psychological wellbeing to adapt those environments. On the other hand, the teachers from rural schools require more time to adapt themselves to the recent innovations and technological developments and they were found lacking the coping skills to face stress conditions, which in turn resulted in their poor psychological wellbeing. It is understood that poor social and physical environments affect people’s psychological well-being.

Likewise, the findings of the present study revealed that the type of school (Girls’, Boys’ & Co-education) had an impact on the psychological wellbeing of higher secondary teachers. The teachers from Co-education higher secondary schools were found to have experienced more psychological wellbeing than teachers from Boy’s and Girls’ school higher secondary teachers. It is obvious that teachers working in Co-education schools move with girls and boys and they feel well at ease teaching them together and the teachers wishfully furnish their accomplishments supported by their psychological wellbeing than the teachers who are from Boys’ and Gils’ higher secondary schools.

The findings with respect tothe research variable, namely, **‘psychological wellbeing’** were compared with the findings of the previous related researches. The findings of the related studies reviewed are in accordance with the findings of the present study and support the same. With reference to the sub-variable namely, gender (men & women), **Ramachandran. U & Rajendran. K.K** (2020) conducted a study on psychological well-being and the findings reported that “gender had significant influence on psychological well-being of secondary education teachers”, which supported the findings of the present study. In the same manner, **Premila S. Chaudhari, Pragna Parikh** (2019) studied “psychological well-being among primary and higher secondary school teachers and the findings of the study revealed significant difference between the mean score of the psychological well-being among male and female school teachers”, which was in accordance with the findings of the present study. Also, the study conducted by **Muhammad Akram** (2019) on psychological well-being among University teachers revealed that “there was significant difference between male and female teachers in their psychological well-being”, which concurred with the findings of the present study. **Jin-long Liang et. al.,** (2017) studied “psychological well-being of teachers and there was significant gender based difference among teachers”, which supported the findings of the present research. The study conducted by **Surekha Rani & Madhu Gupta** (2017) on psychological well-being of secondary school teachers observed that male teacher had high level psychological well-being than their female counterparts. Similarly, **Jin-long Liang et al.** (2017) analysed “the relationship among workplace spirituality, meaning in life and psychological well-being of teachers and recorded significant difference between men and women teachers in their psychological well-being”. Similarly, **Luis Guanzon Rile, et. al.** (2015) observed gender based differences among professors of Expat University in their psychological well-being and male professors demonstrated higher level of psychological wellbeing than females, which was in accordance with the findings of the present study. Similarly, **Luis Guanzon Rile et al.** (2015) studied the state of psychological well-being of Expat University professors towards University task in UAE and the results showed “significant difference between male and female professors in their state of psychological well-being towards University task”, which was in accordance with the gender based difference of the present research. **Mohsen Khanbani, et. al.,** (2014) examined the relationship between gender and psychological wellbeing and found “significant difference between men and women teachers in their psychological well-being”. N**ayanika Singh Aadi Garg** (2014) assessed the effects of gender on psychological capital and personal well-being of teachers and there was significant difference between female and male teachers in their psychological capital, which stood on the other side of the present research. Similarly, **Vazra V Hiregoudar** (2009) studied psychological well-being of high school, college and University teachers and the findings revealed that sex of high school teachers had contributed significantly to their overall psychological well-being, which supported the findings of the present research.

With reference to the sub-variable namely, locality (urban & rural), the findings of the study conducted by **Umme kulsuma Rashid** (2020) studied psychological well-being and self-acceptance of rural and urban aged people and revealed that “there was significant difference between urban and rural people and urban old people were reported to possess significantly more psychological well-being than the rural old people”, which were in accordance with the findings of the present study. Similarly, **Vandana Mishra & HGR Tripathi** (2020) studied psychological well-being among rural and urban women and the findings revealed “significant locality based difference in the psychological well-being of urban and rural women teachers”, which concurred with the present study. Likewise, This finding concurred with the findings of the present study. **Kiranben Vaghela** (2014) conducted a comparative study on psychological well-being of government and non-government school teachers and the results concluded that “there was significant impact of locality of school (urban &rural) on the psychological well-being of school teachers, which was in accordance with the findings of the present study”. Likewise, **Ripenjeet Kaur** (2013) studied well-being of teacher trainees in Punjab and found that the well-being of urban school teacher trainees was better than that of their rural school counter parts, which supported the findings of the present research.

To conclude, the findings of the differential analyses (‘t’ test) on psychological wellbeing revealed that teaching experience (less than 5 years, 6-10 years and 11 years and above) of teacher did not seem to have any significant influence on the psychological wellbeing of higher secondary teachers. Further, the findings confirmed that nature (government, govt. aided & self-financed) of school did not have exerted any significant influence on the psychological wellbeing of higher secondary teachers. At this juncture, it is suggested that teachers should have a well planned balance between their personal life and occupation and need to cultivate sound psychological wellbeing in them.

**CONCLUSION**

The findings of the present study reported that there was significant influence of gender and subject of teacher and locality and type of school on psychological wellbeing of higher secondary teachers. Based on the findings, it is suggested that the teachers need to cultivate psychological wellbeing for building up a successful teaching career. To create a better society characterized by happiness and excellence, major scientific effort must be put forth to understand the various aspects of psychological wellbeing. The profession minded teachers attempt to work with the learners in such a way that would enable them to be physically fit, emotionally stable, intellectually strong and efficient in civic relationships. With reference to teachers, it is important for them to be happy, peaceful and to possess a stress free mind. In other words, teacher quality and health have an impact on pupil learning. Therefore a teacher’s psychological wellbeing will lead to completeness in his performance, which in turn will benefit the students. Although the concept of psychological wellbeing is relatively new, its basic components have been rooted within the life blood of teachers’ competencies and their teaching. Based on this fact, the study recommends that the higher authorities in Education may form committee involving principals and subject experts to evaluate their effectiveness and may motivate them by giving awards or additional increments for enhancing teacher effectiveness at the school level. Also the findings of the present research confirmed that it is essential that teachers need to possess quality mental health and psychological wellbeing as their impact is very high on their teaching. When teachers’ psychological wellbeing becomes a norm, so too will be their success in the profession. In a nutshell, a teacher’s efficiency and effectiveness largely depend upon their all-round mental health and psychological wellbeing. It is also suggested that higher secondary teachers should have a balance between their personal life and occupation and cultivate sound psychological wellbeing in them to be successful in their career and personal lives.

RECOMMENDATIONS AND IMPLICATIONS

Based on the findings of the present study, the following recommendations are made:

1. Any profession is bound to have its stresses and teaching is no exception. But when an unhealthy level of stress is inherent in teaching, placing the burden of stress reduction on the individual teacher, then the possibilities to improve the overall school wellness will be limited. The management of institutions can shape school and college teachers psychologically health by addressing the underlying causes of chronic stress of teachers and cultivating better environments to promote teacher wellness.
2. The present study indicates that psychological wellbeing plays a vital role in influencing the job performance of higher secondary teachers. It is suggested that the teachers who are psychologically well may be encouraged to enter the service of teaching profession.
3. A teacher can understand the concept and explain the lessons effectively when he/she is psychologically strong. Only then, he/she will understand the level of students and handle the students with apt psychological methods.
4. Through the various personality development programmes, orientation programmes, field trips, workshop and seminars, an institution can develop its teachers’ psychological wellbeing.
5. Every teacher faces unique classroom challenges and comes to work with a different set of skills. Skill development programmes will be helpful for the higher secondary teachers.
6. A psychologically sound teacher can develop himself/herself and give a positive environment to his/her colleagues.
7. In this technological century, psychological wellbeing will help the teacher to sustain in his/her profession in the present competitive situation.

The professional teacher community can mobilize the factors that generate organizational learning with a clear management commitment open to continuous learning and a climate that promotes learning. Members of the educational community must be located in an environment that favours training and the exchange of experiences and must have an infrastructure that would allow the educational organization to function optimally good in all its aspects. Valid and reliable psychometric scales to assess constructs related to teachers’ psychological wellbeing should be employed in any proposed research study.

**Disclaimer (Artificial intelligence)**

Option 1:

Author(s) hereby declare that NO generative AI technologies such as Large Language Models (ChatGPT, COPILOT, etc.) and text-to-image generators have been used during the writing or editing of this manuscript.

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