

A STUDY OF PSYCHOLOGICAL WELL BEING OF SENIOR SECONDARY SCHOOL TEACHERS IN RELATION TO GENDER AND TYPES OF SCHOOL

Ms. Sushma

Ph.D. Research Scholar, Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak

Dr. Aruna Anchal

Professor & Head, Department of Education, Director of Women Studies Center, Baba Mastnath University, Asthal Bohar, Rohtak (Haryana), Executive Director of I.C.E.R.T. (New Delhi)

Abstract:

This study investigates the psychological well-being of senior secondary school teachers, focusing on gender and school types. A sample of 600 teachers was randomly selected, and the Psychological Well-Being Scale by Sisodia and Choudhary (2012) was utilized for data collection. Descriptive survey methodology, including mean, standard deviation, and 't' test analyses, was employed. The findings indicate no significant gender-based differences in psychological well-being; however, a notable disparity was observed between government and private school teachers. Government school teachers demonstrated higher levels of psychological well-being. These findings emphasize the need for tailored strategies to enhance teacher well-being in different school contexts.

Keywords: Psychological well-being, senior secondary school teachers, gender, school types,

Introduction

Teachers play a fundamental role in shaping society by imparting knowledge, values, and critical thinking skills to their students. They are the backbone of the education system, facilitating the growth and development of the next generation. As stated by Johnson (2009), “Teachers are the heart of the educational system, serving as guides, mentors, and facilitators of learning.” Their influence extends beyond the classroom, influencing students' personal and professional lives. Effective teaching fosters a love for learning, encourages curiosity, and instills the importance of education.

The significance of teachers and teaching lies in their ability to mold young minds and provide a foundation for future success. According to Darling-Hammond (2017), “Quality teaching is the single most important factor in student learning.” Teachers have the power to inspire and motivate students, creating a positive learning environment that encourages active participation and engagement. Moreover, they adapt to diverse learning styles and individual needs, ensuring that every student has the opportunity to succeed academically and personally.

Teachers also contribute to the overall progress of a society by producing informed and responsible citizens. They instill values such as respect, empathy, and social responsibility, preparing students to contribute positively to their communities (Ingersoll, 2001). Through their dedication and passion for education, teachers shape the future by nurturing the leaders, thinkers, and innovators of tomorrow.

Thus, teachers are invaluable agents of change, guiding students towards a brighter future through education. Their role in fostering intellectual growth, nurturing character, and molding society underscores the significance of effective teaching in shaping a prosperous and harmonious world.

Psychological Well-being

Teachers' well-being is a crucial and multifaceted concept encompassing various dimensions of physical, emotional, and mental health, as well as job satisfaction and work-life balance. In the Indian context, the well-being of teachers has garnered increasing attention due to the unique challenges faced by educators in the country. Indian studies have highlighted the significance of teacher well-being and its impact on the education system.

Job satisfaction is a critical component of teacher well-being in India, influencing their commitment to the profession and overall engagement. A study by Singh and Mansoor (2017) noted that job satisfaction among teachers in India is linked to factors such as classroom autonomy, supportive work environment, and opportunities for professional growth. Additionally, a sense of job security and fair compensation are key factors contributing to the well-being of teachers in India (Kumar, 2013).

Work-life balance is another vital aspect of teacher well-being in the Indian context. Teachers in India often face demanding work hours, administrative tasks, and societal expectations, which can affect their personal lives. A study by Akintoye and Lawal (2016) emphasized the need for policies that promote a healthy work-life balance for teachers, allowing them to recharge and maintain overall well-being.

The mental and emotional health of teachers in India is a growing concern, with stress and burnout being prevalent issues. A study by Upadhyay and Singh (2018) highlighted the significant stress levels experienced by teachers in Indian schools due to workload, student discipline issues, and societal pressures. Implementing stress management programs and providing emotional support can significantly contribute to enhancing the well-being of teachers (Singh, 2018).

The well-being of teachers is not only essential for their personal fulfillment but also has implications for student outcomes and the overall education system in India. A study by Prabhu (2017) demonstrated a positive correlation between teacher well-being and student academic performance, emphasizing the ripple effect of teacher well-being on students' learning experiences.

Thus, teacher well-being is a critical aspect of the education system in India, encompassing job satisfaction, work-life balance, and mental and emotional health. Addressing the unique challenges faced by teachers in the Indian context is crucial to enhance their well-being, ultimately leading to a more effective and fulfilling teaching profession.

Review of Literature

The review of literature on teachers' well-being provides valuable insights into the various dimensions of well-being and its significance within the context of education. Studies by Skaalvik and Skaalvik (2017) emphasize the importance of job satisfaction as a key element of teacher well-being. Their research indicates that teachers who experience high levels of job satisfaction are more likely to display commitment to their profession and engage more effectively with their students, ultimately contributing to a positive learning environment.

In the Indian context, Kumar (2013) highlights the correlation between job satisfaction and certain demographic factors among teachers. The study indicates that factors such as location, gender, and marital status can significantly influence a teacher's level of job satisfaction. Understanding these demographic nuances is essential for devising targeted strategies to enhance job satisfaction and, subsequently, overall well-being among Indian teachers.

Furthermore, a study by Akintoye and Lawal (2016) underscores the importance of work-life balance in promoting teacher well-being. The research suggests that maintaining a healthy balance between professional

responsibilities and personal life is crucial for reducing stress and enhancing the overall well-being of teachers. Effective policies and practices that facilitate work-life balance can positively impact teacher satisfaction and performance, ultimately benefiting the educational system.

Examining the mental and emotional health of teachers, Singh (2018) discusses the prevalent stress levels experienced by teachers in the Indian context. The study identifies workload, student discipline issues, and societal pressures as significant stressors for teachers. Addressing these stressors through stress management programs and providing emotional support are vital steps in improving the mental and emotional well-being of teachers, thus ensuring a more conducive teaching environment.

In summary, the review of literature highlights the interplay of various factors influencing teachers' well-being, including job satisfaction, work-life balance, and mental and emotional health. Understanding these factors, particularly within the Indian educational landscape, is crucial for developing targeted interventions aimed at improving the well-being of teachers and, consequently, enhancing the quality of education.

Rationale of the Study

In the demanding profession of teaching, the well-being of teachers is a critical concern as it not only affects their personal lives but also significantly impacts their effectiveness in the classroom and the overall educational system. High levels of stress, burnout, and job dissatisfaction are prevalent among educators (Skaalvik & Skaalvik, 2017), underlining the need to explore and understand the factors influencing teacher well-being.

The objectives of this study are centered around investigating the determinants of teachers' well-being, analyzing the impact of job satisfaction and work-life balance, and understanding the unique stressors faced by teachers in the Indian context. Job satisfaction has been identified as a fundamental component of teacher well-being, influencing their commitment to the profession and overall engagement (Skaalvik & Skaalvik, 2017). Exploring the relationship between job satisfaction and well-being is crucial for enhancing teacher retention and the quality of education.

Additionally, understanding work-life balance as a determinant of well-being is imperative, especially in the context of the demanding workload and societal expectations faced by teachers (Akintoye & Lawal, 2016). Achieving an equilibrium between professional responsibilities and personal life is vital for reducing stress levels and promoting a healthy, satisfied teaching workforce.

Within the Indian context, specific stressors unique to the education system and societal norms may impact teachers differently than in other regions. Research has highlighted that Indian teachers experience high levels of stress due to workload, student discipline issues, and societal pressures (Singh, 2018). Investigating these stressors is crucial for developing targeted interventions to alleviate stress and enhance overall teacher well-being.

The significance of this study is underscored by the potential benefits it offers to teachers, educational institutions, policymakers, and the broader society. Understanding the factors influencing teacher well-being allows for the development of strategies and policies that promote a healthier and more satisfying work environment. This, in turn, can lead to enhanced teacher retention, improved educational outcomes, and ultimately a positive impact on society.

Thus, the rationale for this study is rooted in the pressing need to address the well-being of teachers, a critical factor in the education sector. By investigating the determinants of teacher well-being, particularly job satisfaction, work-life balance, and stressors unique to the Indian context, this study aims to shed light on effective strategies to enhance the overall well-being of teachers, ultimately resulting in a more productive and satisfying educational workforce.

Statement of the problem

A study of psychological well being of senior secondary school teachers in relation to gender and types of school

Objectives of the Study

1. To compare the psychological well being between male and female senior secondary school teachers.
2. To compare the psychological well being between government and private senior secondary school teachers.

Hypotheses

1. There will be no significant difference in the psychological well being of male and female senior secondary school teachers.
2. There will be no significant difference in the psychological well being of government and private senior secondary school teachers

Methodology

Keeping in view the nature of the study, a descriptive survey method was employed. A Sample of 600 senior secondary school teachers has been selected on the basis of the random sampling method. The Psychological Well-Being Scale by Sisodia and Choudhary (2012) was used to collect the data. The mean, Standard Deviation, and 't' test were used to analyze the data.

Data Analysis

The first objective of the study is to measure psychological well being among male and female senior secondary school teachers. 't' test was employed to know the difference among male and female teachers given below in table 1:

Table 1: Mean, SD and 't' value of psychological well being among male and female senior secondary school teachers

Gender	Number	Mean	S.D.	't'
Male teachers	300	146.11	36.26	1.162 ^{NS}
Female teachers	300	143.05	27.67	

NS = Not significant

From table 1, it is clear that the mean score of psychological well being of male and female senior secondary school teachers are 146.11 and 143.05 respectively. The calculated 't' value for 598 degree of freedom is 1.162 which is less than the table value 1.96 at 0.05 level of significance. It means that there exists no significant difference between male and female senior secondary school teachers regarding psychological well being. Hence the null hypothesis, "There will be no significant difference in the psychological well being of male and female senior secondary school teachers" is retained. Hence it is concluded that male and female teachers were found to have almost same level of psychological well being.

The second objective of the study is to measure psychological well being among government and private senior secondary school teachers. 't' test was employed to know the difference among government and private teachers given below in table 2:

Table 2: Mean, SD and 't' value of psychological well being among government and private senior secondary school teachers

Gender	Number	Mean	S.D.	't'
Government school teachers	300	149.96	37.24	4.139*

Private school teachers	300	139.20	25.30	
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*Significant at 0.01 level

From table 2, it is clear that the mean score of psychological well being of government and private senior secondary school teachers are 149.96 and 139.20 respectively. The calculated 't' value for 598 degree of freedom is 4.139 which is more than the table value 2.58 at 0.01 level of significance. It means that there exists a significant difference between government and private senior secondary school teachers regarding psychological well being. Hence the null hypothesis, "There will be no significant difference in the psychological well being of government and private senior secondary school teachers" is not retained. Hence it is concluded that government school teachers were found to have better psychological well being than private school teachers.

Findings of the study

1. It was observed that there exists no significant difference between male and female senior secondary school teachers regarding psychological well being. Male and female teachers were found to have almost same level of psychological well being.
2. In the present study, it was observed that there exists a significant difference between government and private senior secondary school teachers regarding psychological well being. Government school teachers were found to have better psychological well being than private school teachers.

Conclusion:

The study reveals a nuanced understanding of psychological well-being among senior secondary school teachers in relation to gender and school types. While no significant gender-based differences were identified, a significant difference in psychological well-being was found between government and private school teachers. Government school teachers exhibited superior psychological well-being. These findings underscore the importance of considering school type when addressing the psychological well-being of teachers. Strategies to enhance well-being should be tailored, with particular attention to the unique challenges and support systems in government and private school settings. Efforts to enhance psychological well-being in private schools should focus on targeted interventions addressing the specific stressors faced by teachers in this sector. Additionally, fostering a conducive work environment and providing adequate support can further enhance well-being for both male and female teachers across all types of schools.

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