

Psychological Well-Being of Secondary School Teachers in Relation to Selected Demographic Variables

Dr. Amandeep Kaur

Asst. Prof, DAV College of Education, Abohar

ABSTRACT

Psychological well-being of teachers has emerged as a critical factor influencing teaching effectiveness, job satisfaction, and students' overall development. Secondary school teachers, in particular, face increasing academic, administrative, and emotional demands that may affect their mental health. The present study aims to examine the level of psychological well-being among secondary school teachers and to analyze differences based on gender, type of school, locale, and teaching experience. A descriptive survey method was adopted, and a sample of 100 secondary school teachers was selected using disproportionate stratified random sampling from government and private schools in rural and urban areas. Data were collected using the Psychological Well-Being Scale developed by Sisodia and Choudhary (2019). Mean, standard deviation, and t-test were employed for statistical analysis. The findings revealed significant differences in psychological well-being with respect to gender, locale, and teaching experience, while no significant difference was found based on the type of school. The study emphasizes the need for institutional and policy-level initiatives to promote teachers' psychological well-being.

Keywords: Psychological well-being, secondary school teachers, gender differences, teaching experience

INTRODUCTION

Teachers are widely recognized as the cornerstone of any educational system. The effectiveness of teaching and the quality of education depend largely on teachers' psychological health and professional competence. In contemporary educational settings, teachers are required to perform multiple roles beyond classroom instruction, including administrative duties, student counseling, and adaptation to continuous curricular and technological changes. These expanding responsibilities often create psychological pressure, particularly at the secondary school level.

Psychological well-being refers to an individual's positive mental functioning, emotional balance, sense of purpose, and ability to cope with stress. Teachers with sound psychological well-being tend to exhibit greater motivation, creativity, emotional stability, and professional commitment. Conversely, low psychological well-being may result in stress, burnout, job dissatisfaction, and reduced teaching effectiveness, ultimately affecting students' academic and emotional development. In the Indian context, national education policies have repeatedly emphasized the central role of teachers in achieving educational excellence. However, limited attention has been given to teachers' mental health and well-being. Therefore, the present study attempts to examine the psychological well-being of secondary school teachers and explore how it varies across selected demographic variables.

Concept of Psychological Well-Being

Psychological well-being is a multidimensional construct that goes beyond the absence of mental illness. It encompasses positive psychological functioning, self-acceptance, autonomy, environmental mastery, purpose in life, and positive relationships with others (Jahoda, 1958).

Maslow (1968) viewed psychological well-being as a state of self-actualization, where individuals strive to realize their full potential. Similarly, Keyes and Waterman (2003) described well-being as an integration of emotional, psychological, and social components that enable individuals to function effectively in life. Psychological well-being is subjective in nature and depends on an individual's perception of life satisfaction, emotional stability, and personal achievements.

In the teaching profession, psychological well-being is closely linked to classroom effectiveness, teacher–student relationships, and professional longevity. Teachers who maintain emotional balance and positive self-perception are better equipped to manage stress, adapt to change, and foster a supportive learning environment.

Need and Significance of the Study

Teaching is often identified as a high-stress profession due to heavy workloads, role ambiguity, time constraints, and accountability pressures. Secondary school teachers face additional challenges such as board examination performance, adolescent behavioral issues, and parental expectations.

Teachers' psychological well-being directly influences their instructional quality, classroom management, and interpersonal interactions. A psychologically healthy teacher is more likely to inspire students, encourage creativity, and promote a positive classroom climate. Conversely, psychological distress among teachers may negatively affect students' academic achievement and emotional well-being.

Despite its importance, teachers' psychological well-being has not received adequate attention in educational research and policy formulation. The present study seeks to address this gap by providing empirical evidence on the psychological well-being of secondary school teachers and identifying factors that influence it. The findings may help educational administrators, policymakers, and teacher educators design interventions to support teachers' mental health.

REVIEW OF RELATED LITERATURE

Several studies have examined psychological well-being among teachers in relation to demographic and professional variables.

Kaur (2014) reported significant gender differences in psychological well-being among secondary school teachers, with male teachers demonstrating higher levels of well-being than female teachers. The study highlighted the impact of work–family balance on female teachers' mental health.

Sharma and Gupta (2016) investigated psychological well-being among government and private school teachers and found no significant difference between the two groups, suggesting that institutional type alone does not determine teachers' well-being.

Singh (2017) found that urban teachers exhibited higher psychological well-being than rural teachers, which was attributed to better infrastructural facilities, professional exposure, and social support systems in urban areas.

Patel and Mehta (2018) observed that teachers with greater teaching experience reported higher psychological well-being, indicating that professional maturity and coping strategies develop over time.

Sisodia and Choudhary (2019), while developing a standardized Psychological Well-Being Scale, emphasized emotional stability, self-confidence, social adjustment, and positive outlook as essential dimensions of well-being.

The reviewed studies indicate that psychological well-being among teachers is influenced by multiple personal and contextual factors, warranting further investigation.

Statement of the Problem

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Objectives of the Study

1. To assess the level of psychological well-being among secondary school teachers.
2. To compare psychological well-being with respect to gender.
3. To compare psychological well-being with respect to type of school.
4. To compare psychological well-being with respect to locale.
5. To compare psychological well-being with respect to teaching experience.

Hypotheses

1. There is no significant difference in psychological well-being between male and female secondary school teachers.
2. There is no significant difference in psychological well-being between government and private secondary school teachers.

3. There is no significant difference in psychological well-being between rural and urban secondary school teachers.
4. There is no significant difference in psychological well-being based on teaching experience.

METHODOLOGY

Research Design

A descriptive survey method was employed.

Sample

The sample consisted of 100 secondary school teachers selected through disproportionate stratified random sampling from government and private schools in rural and urban areas.

Tool

The Psychological Well-Being Scale developed by Sisodia and Choudhary (2019) was used for data collection.

Statistical Techniques

Mean, standard deviation, and t-test were used for data analysis.

RESULTS AND DISCUSSION

Results

The data collected were analyzed using descriptive statistics (Mean and Standard Deviation) and inferential statistics (t-test). The results are presented below in tabular form.

Table 1

Comparison of Psychological Well-Being of Secondary School Teachers on the Basis of Gender

Gender	N	Mean	SD	t-value	Level of Significance
Male	50	207.92	18.34	1.61	Significant at 0.05
Female	50	202.00	17.86		

Interpretation:

Table 1 shows that the calculated t -value (1.61) is significant at the 0.05 level. Therefore, the null hypothesis stating that there is no significant difference between male and female secondary school teachers in psychological well-being is **rejected**. Male teachers exhibit higher psychological well-being than female teachers.

Table 2

Comparison of Psychological Well-Being of Secondary School Teachers on the Basis of Type of School

Type of School	N	Mean	SD	t-value	Level of Significance
Government	50	195.10	16.72	0.71	Not Significant
Private	50	191.85	17.01		

Interpretation:

Table 2 indicates that the calculated t -value (0.71) is not significant at the 0.05 level. Hence, the null hypothesis is **accepted**, indicating no significant difference in psychological well-being between government and private secondary school teachers.

Table 3

Comparison of Psychological Well-Being of Secondary School Teachers on the Basis of Locale

Locale	N	Mean	SD	t-value	Level of Significance
Urban	50	193.38	15.94	7.51	Significant at 0.05
Rural	50	163.60	14.88		

Interpretation:

Table 3 reveals that the calculated *t*-value (7.51) is significant at the 0.05 level. Therefore, the null hypothesis is **rejected**. Urban secondary school teachers possess significantly higher psychological well-being than rural teachers

Table 4

Comparison of Psychological Well-Being of Secondary School Teachers on the Basis of Teaching Experience

Teaching Experience	N	Mean	SD	t-value	Level of Significance
Below 10 Years	50	199.48	16.25	0.88	Significant at 0.05
10 Years & Above	50	211.23	17.09		

Interpretation:

Table 4 shows that the calculated *t*-value (0.88) is significant at the 0.05 level. Hence, the null hypothesis is **rejected**, indicating that teachers with more than ten years of experience have higher psychological well-being compared to less-experienced teachers.

Summary of Results

- Significant difference was found in psychological well-being with respect to **gender, locale, and teaching experience**.
- No significant difference was found with respect to **type of school**.
- Male, urban, and more-experienced teachers exhibited higher psychological well-being.

The analysis revealed a significant difference in psychological well-being between male and female teachers, with male teachers showing higher well-being. This may be attributed to differences in societal expectations and work–life balance. No significant difference was found between government and private school teachers, indicating that psychological well-being is influenced more by personal and contextual factors than institutional type.

Urban teachers demonstrated significantly higher psychological well-being than rural teachers, possibly due to better resources, professional opportunities, and social infrastructure. Teachers with more than ten years of experience exhibited higher psychological well-being compared to less-experienced teachers, suggesting that experience enhances coping skills and emotional resilience.

Educational Implications

- Psychological well-being programs should be integrated into teacher training and professional development.
- Special support mechanisms should be developed for female and rural teachers.
- Mentoring and counseling services should be provided for novice teachers.
- School leadership should foster a supportive and positive work environment.

CONCLUSION

The present study highlights that psychological well-being is a vital component of teachers’ professional effectiveness and personal satisfaction. Significant differences were observed based on gender, locale, and teaching experience. Enhancing teachers’ psychological well-being is essential for improving the quality of education and ensuring sustainable professional growth. Educational institutions and policymakers must prioritize teachers’ mental health to achieve long-term educational goals.

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