

## PSYCHOLOGICAL WELL BEING OF SECONDARY SCHOOL TEACHERS

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### Abstract

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*Psychological well-being plays a crucial role in shaping the professional performance and personal satisfaction of teachers. At the secondary school level, teachers face multiple responsibilities such as managing large classrooms, meeting academic standards, guiding adolescents, and handling administrative work. High levels of stress, lack of support, and work pressure can negatively affect their mental health. Therefore, studying the psychological well-being of secondary school teachers is essential to understand their emotional state and its impact on teaching and learning. In respect of the present study the research paper has been designed to examine psychological well-being of secondary school teachers of Vijayawada city in Krishna district of Andhra Pradesh. This study utilized a survey method with a sample of 240 secondary school teachers from Vijayawada city in Krishna district, Andhra Pradesh. The data was collected by using a stratified random sampling technique. The psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) was used, which consists of 50 items rated on a 5-point scale. The test-retest reliability coefficient was 0.87. The results revealed that there is no significant difference in the psychological well-being of male and female secondary school teachers. There is no significant difference in psychological well-being of rural and urban Secondary School Teachers. There is a significant difference in psychological well-being of govt. and private Secondary School Teachers. There is no significant difference in the psychological well-being of arts and science secondary school teachers.*

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### Introduction

Psychological well-being is a crucial aspect of an individual's overall mental health and quality of life. It refers to a state of positive mental functioning in which a person experiences inner contentment, emotional balance, and a sense of purpose. Unlike the mere absence of mental illness, psychological well-being involves feelings of happiness, self-acceptance, personal growth, meaningful relationships, and the ability to cope effectively with life's challenges. It plays a significant role in shaping how individuals think, feel, and behave in their personal and professional lives. In the context of education, psychological well-being is particularly important for teachers, as their mental state directly affects their teaching effectiveness, classroom climate, and student outcomes. Teachers with good psychological well-being are more likely to be motivated, empathetic, and resilient in handling classroom challenges. They

can maintain positive interactions with students and colleagues, fostering a healthy and supportive learning environment. Psychological well-being is influenced by multiple factors such as work environment, personal coping skills, social support, job satisfaction, and life circumstances. A positive school environment, strong professional relationships, and opportunities for personal growth contribute significantly to enhancing teachers' mental health. On the other hand, excessive workload, stress, and lack of support can lead to burnout, anxiety, and decreased job performance. Promoting psychological well-being among teachers is essential for building a strong and effective education system. When teachers feel mentally healthy and emotionally balanced, they are better equipped to inspire, guide, and support their students. Therefore, understanding the concept of psychological well-being and implementing measures to strengthen it is a vital step toward improving the quality of education and fostering a positive school culture.

### **Need and Significance of the Study**

Psychological well-being plays a crucial role in shaping the professional performance and personal satisfaction of teachers. At the secondary school level, teachers face multiple responsibilities such as managing large classrooms, meeting academic standards, guiding adolescents, and handling administrative work. High levels of stress, lack of support, and work pressure can negatively affect their mental health. Therefore, studying the psychological well-being of secondary school teachers is essential to understand their emotional state and its impact on teaching and learning. Teachers with good psychological well-being are more motivated, emotionally stable, and effective in their classrooms. They can build positive relationships with students, create an encouraging learning environment, and maintain better classroom discipline. On the other hand, teachers experiencing stress, anxiety, or burnout may find it difficult to perform their duties effectively. This directly influences students' academic performance, classroom climate, and the overall quality of education. Thus, promoting psychological well-being is fundamental for improving school outcomes. The secondary school stage is particularly sensitive, as adolescents require not only academic guidance but also emotional support. Teachers act as role models and mentors for students during this developmental phase. If teachers are mentally and emotionally healthy, they are better equipped to address students' academic and personal needs with patience, empathy, and understanding. A psychologically well teacher is more likely to exhibit enthusiasm, resilience, and positive attitudes, which contribute to a healthy school culture. The findings of such a study

hold great significance for educational planners, policymakers, and administrators. By identifying the factors that affect teachers' psychological well-being, schools can design appropriate support systems such as counseling services, stress management workshops, and wellness programs. Enhancing psychological well-being not only benefits teachers but also leads to improved student learning experiences and overall institutional effectiveness. Hence, it is the need of the hour for the present investigation, "***Psychological Well Being of Secondary School Teachers.***"

### **Review of Related Literature**

Mohsen Khanbani, et. al., (2014) studied the relationship between gender and psychological wellbeing and found that there is a significant difference between men and women teachers in their psychological well-being.

Nayanika Singh Aadi Garg (2014) examined the effects of gender on psychological capital and personal well-being of teachers and found that there was significant difference between female and male teachers.

Akram et al. (2015) made a study to assess the relationship between the quality of school work life for public school teachers and their psychological well-being. According to the research findings, educators reported their psychological well-being at a significantly higher level compared to their moderate assessment of the quality of their school work life.

### **Objectives**

- To find out the difference between the psychological wellbeing of secondary school teachers due to variation in gender.
- To find out the difference between the psychological wellbeing of secondary school teachers due to variation in locality.
- To find out the difference between the psychological wellbeing of secondary school teachers due to variation in management.
- To find out the difference between the psychological wellbeing of secondary school teachers due to variation in subject

### **Hypotheses**

- There would be no significant difference in psychological well-being of male and female Secondary school teachers.
- There would be no significant difference in psychological well-being of rural and urban secondary school teachers.

- There would be no significant difference in psychological well-being of govt. and private secondary school teachers.
- There would be no significant difference in psychological well-being of arts and science secondary school teachers.

### Methodology

This study utilized a survey method with a sample of 240 secondary school teachers of Vijayawada city in Krishna district, Andhra Pradesh. The data was collected by using a stratified random sampling technique. The psychological well-being scale developed by Dr. Devendra Singh Sisodia and Ms. Pooja Choudhary (2012) was used, which consists of 50 items rated on a 5-point scale. The test-retest reliability coefficient was 0.87. Statistical analyses including mean, standard deviation, t-value, and correlation were performed to analyze the data.

### Analysis of the Data

**Table – 1: Comparison of psychological well-being of Male and Female Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Gender	Male	120	163.17	26.53	0.52#
	Female	120	164.84	22.87	

# Not Significant at 0.05 level

From the table -1, it is clear that the calculated value is 0.52 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the psychological well-being of male and female secondary school teachers. Hence the formulated null hypothesis there is no significant difference in psychological well-being of male and female secondary school teachers was accepted.

**Table – 2: Comparison of psychological well-being of Rural and Urban Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
Locality	Rural	120	162.34	23.92	0.68#
	Urban	120	164.49	24.98	

# Not Significant at 0.05 level

From the table -2, it is clear that the calculated value is 0.68 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the psychological well-being of rural and urban secondary school teachers. Hence the formulated null hypothesis there is no significant difference in psychological well-being of rural and urban secondary school teachers is accepted.

**Table – 3: Comparison of psychological well-being of Government and Private Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
<b>Management</b>	Government	120	168.61	22.65	2.64*
	Private	120	161.12	21.25	

\* Significant at 0.05 level

From the table -3, it is clear that the calculated value is 2.64 is greater than the table value 1.96 at the 0.05 level. It is reveal that there is a significant difference in the psychological well-being of government and private secondary school teachers. Hence the formulated null hypothesis there is no significant difference in psychological well-being of government and private secondary school teachers was rejected.

**Table – 4 Comparison of psychological well-being of Arts and Science Secondary School Teachers**

Variable	Sample	Sample size (N)	Mean	S.D.	t-value
<b>Subject</b>	Arts	120	162.35	23.67	0.19
	Science	120	161.78	22.21	

# Not Significant at 0.05 level

From the table -4, it is clear that the calculated value is 0.19 is less than the table value 1.96 at the 0.05 level. It is reveal that there is no significant difference in the psychological well-being of arts and science secondary school teachers. Hence the formulated null hypothesis there is no significant difference in psychological well-being of arts and science secondary school teachers was accepted.

### Findings of the study

- There is no significant difference in the psychological well-being of male and female secondary school teachers.

- There is no significant difference in psychological well-being of rural and urban secondary school teachers.
- There is a significant difference in psychological well-being of govt. and private secondary school teachers.
- There is no significant difference in the psychological well-being of arts and science secondary school teachers.

### **Educational Implications**

Improving the psychological well-being of secondary school teachers begins with creating a supportive and positive school environment. School administrations should foster a culture of respect, trust, and open communication where teachers feel valued and heard. Providing adequate teaching resources, reducing unnecessary workload, and ensuring a healthy work–life balance can significantly reduce stress levels. When teachers feel supported, their morale improves, leading to better emotional stability and job satisfaction. Another important implication is the integration of mental health and wellness programs into the school system. Regular workshops on stress management, emotional regulation, mindfulness, and work–life balance can help teachers build resilience and coping strategies. Schools can also provide access to counseling services and peer-support groups where teachers can share their experiences and find solutions collectively. Encouraging teachers to prioritize self-care enhances their ability to maintain a positive mindset and emotional well-being. Professional development opportunities also play a key role in promoting psychological well-being. Teachers who receive regular training and opportunities to upgrade their skills often feel more confident and competent in their work. Continuous learning, recognition of achievements, and career growth opportunities create a sense of fulfillment and reduce feelings of burnout. Involving teachers in decision-making processes also increases their sense of belonging and professional autonomy. Finally, effective leadership and supportive policies are essential to sustain teachers' well-being. School leaders should adopt empathetic leadership styles, provide constructive feedback, and appreciate teachers' contributions. Policies that focus on teacher welfare, flexible scheduling, and a healthy school climate can make a lasting difference. When teachers are mentally and emotionally healthy, they are more motivated, creative, and effective—ultimately leading to better student outcomes and a more vibrant educational environment.

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