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A STUDY ON PSYCHOLOGICAL WELL-BEING AMONG HIGH SCHOOL TEACHERS IN THIRUVALLUR DISTRICT

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Abstract: This study investigates the level of psychological well-being among high school teachers with specific reference to gender, locality and type of management. Using the normative survey method, a sample of 200 high school teachers was selected through stratified random sampling from government and private schools. The Psychological Well-Being Scale (PWBS) developed and standardized by the investigator was used to measure five key dimensions: Emotional Well-Being, Personal Growth, Autonomy, Positive Relations and Purpose in Life & Professional Satisfaction. The findings reveal a significant difference in psychological well-being between male and female teachers, with female teachers demonstrating higher levels of well-being. However, no significant differences were found based on locality and type of management.

Keywords: Psychological Well-Being, High School Teachers, Emotional Health, Autonomy, Professional Satisfaction.

Introduction

Educational system is supported by teachers who are the key to classroom performance and student success and their psychological status has a severe impact on both effectiveness and success. Teachers in the modern-day educational environment are under mounting professional expectations, accountability stress, technological integrations and administrative burdens. Taking care of teacher's well-being is becoming more and more important to keep teaching effective and maintain a positive school atmosphere. Various studies show that when teachers feel emotionally well, they are happier with their job, more engaged, better at handling challenges and less likely to experience burnout. This not only benefits the teachers themselves but also has positive effects on how students learn and the overall vibe of the school. (Huang, S., et al. 2024) Carol Ryff (1989) defines psychological well-being as a set of various dimensions, which are autonomy, environmental mastery, personal growth, positive relations, purpose in life and self-acceptance. Highly psychologically well teachers are more resilient, motivated and efficient in dealing with classroom settings. Teacher psychological well-being will include their satisfaction with their physical well-being, mental state and their career. Going beyond the simple lack of stress factors at the workplace, real well-being is focused on dynamic and working health as well as the ability of the practitioner to constantly maintain the balance of professional needs and resources at his or her disposal (U.Ramachandran and K.K.Rajendran.2025). Psychological well-being helps teachers to balance their

emotions, develop positive relationships with their students and colleagues and find meaning in their profession (Majidovna, J. F. (2025). In this regard, the study of psychological health among high school teachers is thus a central task to the enhancement of teaching standards and institutional growth.

Psychological Well-Being

The psychological well-being may be referred to as the optimal psychological functioning that is the presence of positive emotions and life satisfaction as well as meaningful engagement and good relationships with others. A study by Ms. Sushma and Dr. Aruna Anchal (2023) indicates that while gender does not significantly impact teacher well-being, school environment does. Government school teachers report higher psychological well-being than their private school counterparts. To bridge this gap, educational leaders must implement targeted interventions that address the unique stressors found in private institutions. Psychological Well-being is defined as an optimal functioning state that is evidenced by the existence of positive emotions and a relative lack of negative emotions and satisfaction with life (Keyes, 2007). The psychological well-being is one of the most important aspects of human life and it encompasses numerous aspects of the psychological activity of an individual (Mehrotra et al., 2013). Teaching is a highly stressful career and teacher well-being is also of great importance to teacher burnout and teacher satisfaction and achievement.

Teacher well-being is a complex and mainly theoretical nature, but there are some general features which can affect the psychological activity of teachers. (Bondarchuk, O. (2021). Besides this, the well-being of teachers has an impact on the student level performance, as well as on the Indian education system, not to mention that their well-being matters to their own personal fulfillment. The study conducted by Prabhu (2017) has revealed the effects of teacher well-being on the learning experience of the students by demonstrating a positive interaction between student academic performance and level of teacher well-being. The psychological well-being of teachers depends on such factors as healthy working conditions and the supportive leadership. These environments lead to resilience because it allows the educators to better handle the occupational challenges, and also increases job satisfaction and professional fulfillment. In addition to that, organizational support acts as a buffer against the harmful effects of occupational stress, which alleviates the negative implications of occupational stress on mental health. All these factors together lead to the establishment of a favorable institutional environment that provides motivation to teachers, enhances their involvement and promotes their psychological well-being over time (Dhungana et al., 2025).

Strategies to Improve Psychological Well-Being for School Teachers

- Practice stress management techniques (meditation, deep breathing, relaxation).
- Assign manageable career objectives.
- Watch out on overworking and time stress.
- Engage in physical activity.
- Eat well and take enough sleep.
- Co-operate and work with other people.
- Participate in career development.
- Learn to be emotionally intelligent and self-knowledgeable.
- Be thankful and have a positive mindset.
- Support appreciative and beneficial school management.
- Create a friendly and favorable school atmosphere.

Review of Related Literature

Dhungana et al. (2025) concluded that considerable rates of psychological distress and well-being in teachers were largely predicted by high rates of occupational stress, but teachers with higher job satisfaction and institutional support had better psychological outcomes.

Kurrle and Warwas (2025), examined that organizational support, work climate and leadership behaviors have great impact on the psychological well-being of teachers.

Ramachandran and Rajendran (2025) stressed that a good working environment and the balance between work and life are the defining factors in influencing the improvement in the psychological well-being of teachers and that the aspect of institutional and contextual dimensions play a crucial role in the overall well-being.

Rangkuti et al. (2024) suggested institutional reforms and stress management training in order to decrease the occupational strain and improve the psychological well-being of teachers.

Zhang (2023) made a literature review of the works done by the resilience and positive psychology created on teacher well-being. The findings revealed that optimism, resiliency and good teacher-student interrelationships significantly influence psychological well-being in a positive way.

Need and Significance of the Study

Psychological well-being of teachers in high school is the result of the severe overlap between mental health of a teacher and the quality of the national education system as a whole. Teachers work in an unprecedented pressure to meet high academic standards, administrative intricacy and emotional labor of dealing with high-stakes examination stress in the context of an Aspirational India. The research is necessary as it goes beyond the conventional performance standards to provide the underlying causes of burnout, anxiety and attrition, which is a direct effect on effective pedagogy.

The study gives a fact-based basis to the development of special intervention programmes and understanding institutional policies by determining the impact of particular demographic factors on psychological resilience, including gender, years of experience and institutional type. Finally, this work is important because it can cause a well-being contagion in the classroom; a psychologically oriented teacher will be more prepared to demonstrate emotional intelligence and contribute to the holistic growth of the students, making the teaching profession sustainable and excellent in the long run. This study provides insights into how demographic variables influence psychological well-being among high school teachers and contributes to teacher education research.

Statement of the Problem

A study on Psychological Well-being among High School Teachers in Thiruvallur District

Operational Definition

In this study, psychological well-being is defined as the overall state of mind and emotional stability of high school teachers. This state reflects their happiness, emotional resilience, self-confidence, ability to manage stress, positive relationships with others, professional performance and sense of purpose in life.

Objectives of the Study

1. To find out the level of psychological well-being among high school teachers.
2. To find out whether there is a significant difference in psychological well-being based on Gender.
3. To find out whether there is a significant difference in psychological well-being based on Locality.
4. To find out whether there is a significant difference in psychological well-being based on Type of Management.

Hypotheses of the Study

1. There is no significant difference in psychological well-being of high school teachers based on Gender.
2. There is no significant difference in psychological well-being of high school teachers based on Locality.
3. There is no significant difference in psychological well-being of high school teachers based on Type of Management.

Methodology of the Study

The investigator adopted the Normative Survey Method to study psychological well-being among high school teachers.

Population and Sample for the study

The population consisted of high school teachers working in government and private schools in Tiruvallur District. The investigator used stratified random sampling technique. The sample randomly selected government and private high schools from thiruvallur district. Stratification was done on the basis of gender, locality and type of management. The sample consists 200 high school teachers among them 100 are Male 100 are Female high school teachers.

Tool Used in the Study

The investigator developed and standardized a Psychological Well-Being Scale (PWBS) consisting of 50 items among them 35 positive items 15 negative items Five-point Likert scale. The tool measures five dimensions 1. Emotional Well-Being, 2. Personal Growth, 3. Autonomy, 4. Positive Relations, 5. Purpose in Life & Professional Satisfaction. The lowest mark possible to the individual is 50 and the highest is 250. The scoring is calculated with the help of a key that was made by the investigator.

Data Analysis

Null Hypothesis – 1

There is no significant difference in psychological well-being of high school teachers based on Gender.

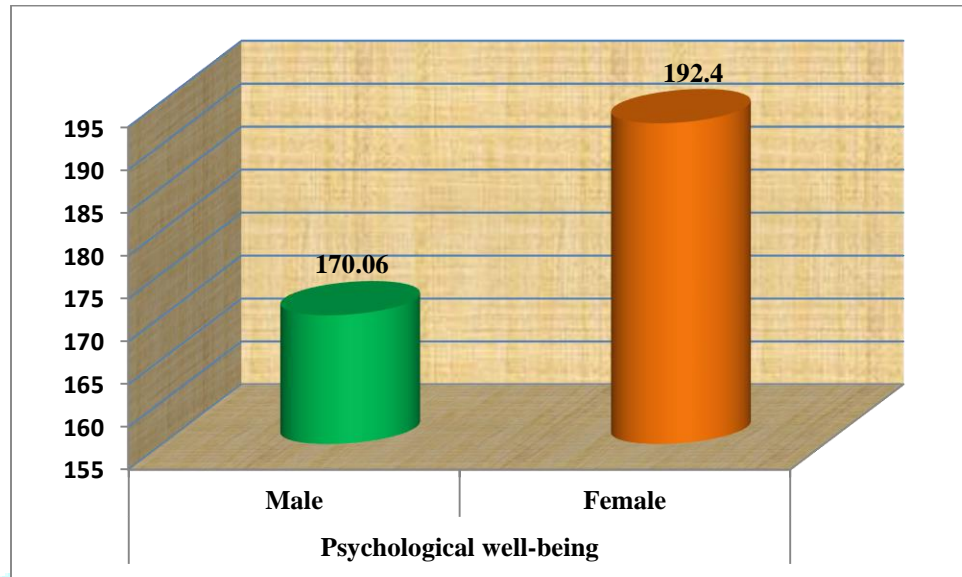
Table 1
Difference between Male and Female Teachers in Psychological Well-Being

Variable	Gender	N	Mean	SD	t - value	L.S
Psychological well-being	Male	100	170.06	10.25	9.168	S
	Female	100	192.40	22.10		

From the above table, it is inferred that t- value (9.129) is higher than the table value (1.96) at 0.05 levels. Hence there is a significant difference between male and female teachers in their psychological well-being. Therefore, the null hypothesis is rejected. Female teachers exhibit higher psychological well-being than male teachers.

Fig: 4.1

Graph showing difference between Male and Female Teachers school teachers in their psychological well-being



Null Hypothesis – 2

There is no significant difference in psychological well-being based on Locality.

Table 2

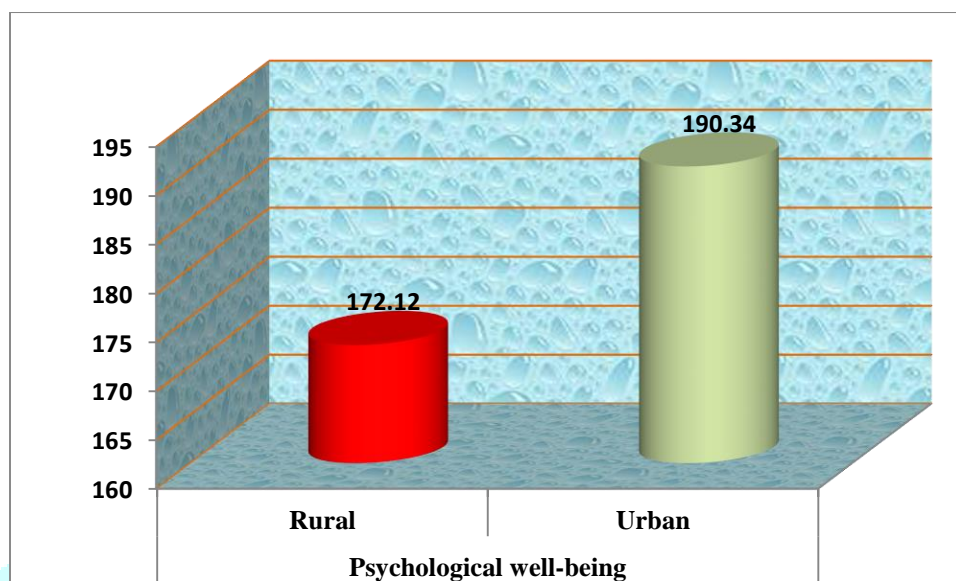
Difference between Rural and Urban Teachers

Variable	Location	N	Mean	SD	t - value	L.S
Psychological well-being	Rural	100	172.12	12.60	6.997	S
	Urban	100	190.34	22.78		

From the above table, it is inferred that t- value (6.997) is higher than the table value (1.96) at 0.05 levels. Hence there is a significant difference between Rural and Urban teachers in their psychological well-being. Therefore, the null hypothesis is rejected. Urban teachers exhibit higher psychological well-being than Rural teachers.

Fig: 4.2

Graph showing difference between Rural and Urban Teachers school teachers in their psychological well-being



Null Hypothesis – 3

There is no significant difference in psychological well-being based on Type of Management.

Table 3

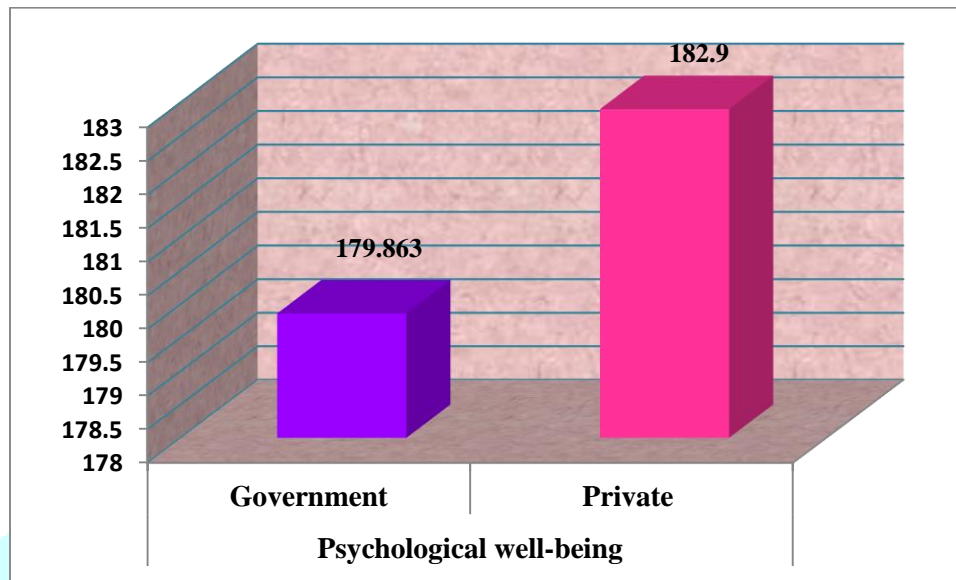
Difference between Government and Private School Teachers

Variable	Type of Management	N	Mean	SD	t - value	L.S
Psychological well-being	Government	100	179.863	19.522	1.031	S
	Private	100	182.900	21.654		

From the above table, it is inferred that t- value (1.031) is lesser than the table value (1.96) at 0.05 levels. Hence there is no significant difference between Government and Private School Teachers in their psychological well-being. Therefore, the null hypothesis is accepted. Private teachers exhibit higher psychological well-being than Government teachers.

Fig: 4.3

Graph showing difference between Government and Private School Teachers in their psychological well-being



Findings

1. There is a significant difference in psychological well-being between male and female high school teachers.
2. There is a significant difference in psychological well-being based on locality.
3. There is no significant difference in psychological well-being based on type of management.

Conclusion

The present study examined psychological well-being among high school teachers and analyzed its variation across demographic variables. The findings reveal that gender plays a significant role in influencing psychological well-being, with female teachers exhibiting higher well-being levels. However, locality and type of management do not significantly affect psychological well-being. The study highlights the importance of implementing teacher support systems, stress management programs, and professional development initiatives to enhance psychological well-being. Promoting mental health among teachers is essential for improving educational quality and student outcomes.

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