



Psychological Well-Being of Senior Secondary School Teachers and Students in Different Types of School Management.

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ABSTRACT :

The current paper studied the Psychological Well-being of Government and Private Senior Secondary School Teachers and Students. The psychological well-being of both educators and students within senior secondary school settings plays a pivotal role in fostering a conducive learning environment and shaping future academic success. New Education Policy 2020 also talks about the good mental health of students. As the private players in education contribute to most of the education in India, it is necessary to create conducive environment for teachers and students for their study. Therefore, this study is envisaged to compare the psychological well-being of teachers and students who are part of different types of management. The study revealed that the psychological well-being of private school teachers and students is much less than compared to their counterparts in government schools. Overall, the study's educational implications underscore the importance of considering the interplay between school management models and psychological well-being in fostering a supportive and conducive learning environment for both teachers and students. By leveraging research insights, educational stakeholders can collaborate to implement evidence-based practices that promote the holistic development and flourishing of all members of the school community.

Keywords: Psychological Well-being, Private Senior School Teachers, Government Senior School Students. School Management

Introduction :

The psychological well-being of both educators and students within senior secondary school settings plays a pivotal role in fostering a conducive learning environment and shaping future academic success. Amidst the multifaceted dynamics of educational systems, the management structure of schools emerges as a significant factor influencing the psychological welfare of its stakeholders. This research endeavors to delve into the intricate interplay between school management models and the psychological well-being of secondary school teachers and students. In today's educational landscape, senior secondary schools operate under varied management systems, ranging from traditional public institutions to charter and private schools, each with distinct organizational frameworks, governance structures, and educational philosophies. These management models not only shape the administrative processes but also permeate into the social and emotional fabric of the school community, influencing the mental health and overall well-being of teachers and students alike. Understanding the psychological well-being of teachers is essential as they serve as the cornerstone of educational delivery, guiding and nurturing students through their formative years. A teacher's sense of job satisfaction, burnout levels, perceived support from the administration, and overall mental health significantly impact their effectiveness in the classroom and interactions with students. Similarly, students' psychological well-being, encompassing factors such as academic stress, social connectedness, emotional regulation, and perceptions of school climate, profoundly influences their learning outcomes, engagement, and overall school experience. While existing research has explored various facets of teacher and student well-being separately, there remains a dearth of comprehensive studies that systematically investigate the nuanced relationship between school management models and the psychological well-being of both teachers and students within senior secondary education settings. This research aims to bridge this gap by employing a multi-dimensional approach that considers the perspectives of all stakeholders involved. By examining how different types of school management influence the psychological well-being of senior secondary school teachers and students, this research not only contributes to the theoretical understanding of educational psychology but also holds practical implications for policymakers, school administrators, educators, and mental health practitioners. Insights garnered from this study can inform the development of targeted interventions, policies, and support systems aimed at fostering a nurturing school environment conducive to the holistic well-being of all members of the educational community. managements.

Review of Related Literature

Masi, G. et al. (2001) conducted a study reported that the students reporting high levels of psychosocial stress are more likely to perceive themselves as less academically competent.

Nelson et al. (2004) conducted a study and reported that approximately 83 percent of students with emotional and behavioral disorders scored below the mean of the control group in reading, writing, and math.

Breslau, J. et al. (2009). Attention problems are the principal predictor of diminished achievement relative to expectations based on a young person's cognitive ability.

Walker et al. (2010) conducted a study and found that school-based health center (SBHC) users receiving mental health services had significantly lower GPAs than non-users in the beginning of the study and then a steeper increase in GPA over five semesters than non-users and medical SBHC users.

Joshi et al. (2011) studied teacher effectiveness in relation to mental health and burnout of teachers at the secondary school level and indicated that teacher effectiveness is positively related to mental health and negatively related to burnout of teachers. The researchers used the teacher effectiveness scale prepared by Kumar and Mutha (1982) to assess teacher effectiveness.

Joshi (2011) studied impact of socio-emotional school climate on mental health of the secondary school students and indicated significant impact of favourable and unfavourable social-emotional school environment on mental health of the students. The study also reported significant difference in mental health between students of govt. and public schools.

Thapliyal and Joshi (2014) studied the Leadership Behaviour of Principals and the Psychological Well-Being of Secondary School Teachers and reported that there exists a significant positive relationship between these two variables.

Singh (2015) examined the impact of mental health on academic achievement of college students. The sample included 200 college students (100 males & 100 females) from different colleges of Ranchi town. The marks obtained in class twelfth of CBSE was used as the indicator of academic achievement. Students were classified into two groups namely high and low achievers. The data was collected by Mental Health Battery which was developed by Arun Kumar Singh and Alpna Sen Gupta. The result showed that the male, group was mentally healthy than the female group. The high achiever group was mentally healthier than the low achiever group. Mental health was positively related to academic achievement.

Joshi et al. (2020) through their study on the Mental Health in Relation to Academic Achievement of Students at Secondary Level in Ranchi reported positive relationship between the variables.

Objectives of the Study

1. To compare the psychological well-being of government and non-government senior secondary school teachers.
2. To compare the psychological well-being of government and non-government senior secondary school students.

Hypotheses of the Study

1. There exists no significant difference in the psychological well-being between government and non-government senior secondary school teachers.
2. There exists no significant difference in the psychological well-being between government and non-government senior secondary school students.

Delimitation of the Study

1. The research was delimited to ten Senior Secondary Schools in Ranchi.
2. The study was delimited to five government and five non-government Senior Secondary Schools.
3. The study was delimited to 100 teachers and 200 students.

Methodology of the Study

The descriptive Survey Method was used in the present study.

Sample of the Study

The sample of the research consisted of five government senior secondary schools and five non-government senior secondary schools selected purposively from Ranchi. The student's and teacher's samples were collected randomly from these schools. From each school, 20 students were selected randomly from class eleventh. A total of 200 students were selected from these schools. To select teachers from these schools, the researcher selected 10 senior secondary school teachers from each school. A total of 100 teachers were selected from these schools. The sample composition is shown in the table below:

| Teachers | | Students | |
|----------|-----------|----------|-----------|
| Govt. | Non-Govt. | Govt. | Non-Govt. |
| 50 | 50 | 100 | 100 |

Research Tools Used

A scale on 'Psychological Well-Being' developed and standardized by D. S. Sisodia and Pooja Choudhary was used to compare students' Psychological Well-Being. The scale consists of 50 items in Five Areas—I. Satisfaction, II. Efficiency, III. Sociability, IV. Mental Health, V. Interpersonal Relation. This scale was originally administered at 16 to 60 years of age. It was administered to senior secondary school teachers and students.

Scoring Procedure

The scale is a self-administering scale with 50 items. All statements are positive. It is a five-point Likert-type rating scale. Items were scored 5 to 1 viz. 5 marks to strongly agree, 4 marks to agree, 3 marks to undecided, 2 marks to disagree and 1 mark to strongly disagree. The sum of marks is obtained for the entire scale. The higher the score more the well-being. The range of the tool was 50-250. Scoring in Terms of Levels/Categories of Psychological Well-Being is provided in the manual. The class interval for each level is: Very Low- 50-58, Low- 58-83, Medium- 83-217, High- 217, 242, Very High- 242-250.

Collection of Data

The data for the research was collected by administering the psychological well-being scale to the selected teachers and students as per the instructions provided in the manual of the tool.

Statistical Techniques Used

Descriptive statistics such as Mean and Standard Deviations were used, along with inferential statistics (t-test) were used.

Results and Discussions of the Study

The findings of the study are reported and discussed below with the help of tables.

Table -1

Difference in the mean scores of Psychological Well-Being between Government and Non-Government Senior Secondary School Teachers

| Teachers Groups | No | Mean | S.D. | t-ratio | Result |
|-----------------|----|--------|-------|---------|--------------------|
| Govt. | 50 | 215.50 | 10.50 | 4.40 | Significant |
| Pvt. | 50 | 205.50 | 12.20 | | |

An independent samples t-test was used to test the first hypothesis. Table 1 shows that the mean score of psychological well-being of the government secondary school teachers is 215.50 with S.D. 10.50 whereas the mean score of private senior secondary school teachers is 205.50 with S.D. 12.20. The t-ratio is calculated as 4.40 which is significant at 0.05 level. The first null hypothesis therefore cannot be accepted. Thus, the result shows that there exists a significant difference in the psychological well-being between Govt. and Pvt. senior secondary school students. The psychological well-being scores of government secondary school teachers are better than their counterparts in private schools.

Table-2

Difference in the mean scores of Psychological Well-Being between Government and Non-Government Senior Secondary School Students

| Students Groups | No | Mean | S.D. | t-ratio | Result |
|-----------------|-----|--------|-------|---------|--------------------|
| Govt. | 100 | 214.50 | 10.80 | 2.53 | Significant |
| Pvt. | 100 | 210.50 | 11.50 | | |

An independent samples t-test was used to test the second hypothesis. Table 2 shows that the mean score of psychological well-being of the Govt. secondary school students is 214.50 with S.D. 10.80 whereas the mean score of Pvt. school teachers is 210.50 with S.D. 11.50. The t-ratio is calculated as 2.53 which is significant at 0.05 level. The second null hypothesis therefore cannot be accepted. This indicates that there exists a significant difference in the psychological well-being of Govt. and Pvt. senior secondary school students. The psychological well-being scores of government senior secondary school students are better than their counterparts in private schools.

Educational Implications

Teachers' and students' mental health and well-being is an important variable that affects the overall outcome of the schools. The studies of Joshi (2010), Joshi et al. (2011), Thapliyal and Joshi (2014), Joshi (2022), Thapliyal (2022), Joshi et al. (2020), and Thapliyal (2023) reflected that mental health and well-being of teachers and students affected variables like academic outcome, emotional intelligence, life satisfaction, job satisfaction etc. The educational implications of studying the psychological well-being of secondary school teachers and students in different types of school management are far-reaching and hold significance for various stakeholders within the education system:

- **Informed Policy Decisions:** Research findings can inform policymakers about the impact of different school management models on the psychological well-being of teachers and students. This knowledge can guide the development of policies aimed at promoting mental health and well-being within educational institutions. For instance, policymakers may consider allocating resources towards professional development programs for teachers or implementing student support services tailored to the specific needs of different school management systems.
- **Improved Teacher Support:** Understanding how school management structures influence teacher well-being can lead to the implementation of support mechanisms tailored to the unique challenges faced by educators in different settings. Schools can offer targeted training programs, mentorship opportunities, and resources to help teachers manage stress, enhance job satisfaction, and maintain optimal mental health. Additionally, administrators can establish communication channels to solicit feedback from teachers, fostering a supportive organizational culture.
- **Enhanced Student Services:** Insights into the relationship between school management and student well-being can guide the development of interventions to support students across diverse educational settings. Schools may implement strategies to reduce academic pressure, enhance social-emotional learning initiatives, and promote a positive school climate conducive to student flourishing. This could involve the provision of counseling services, peer support groups, and extracurricular activities tailored to address the specific needs of students within different management structures.
- **Promotion of Effective School Leadership:** The study can highlight the importance of effective school leadership in promoting the well-being of both teachers and students. Administrators can leverage research findings to cultivate a positive school culture, establish clear communication channels, and implement inclusive decision-making processes. By fostering collaborative relationships among stakeholders, school leaders can create an environment where the well-being of all members of the school community is prioritized.
- **Professional Development Initiatives:** Findings from the study can inform the design of professional development programs for educators aimed at enhancing their capacity to support student well-being within diverse school management contexts. Training modules can focus on topics such as stress management, conflict resolution, cultural competency, and trauma-informed practices, equipping teachers with the skills and knowledge needed to address the diverse needs of their students effectively.

Overall, the study's educational implications underscore the importance of considering the interplay between school management models and psychological well-being in fostering a supportive and conducive learning environment for both teachers and students. By leveraging research insights, educational stakeholders can collaborate to implement evidence-based practices that promote the holistic development and flourishing of all members of the school community.

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