



International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

A Study of Innovative Pedagogical Intervention for Psychosocial Wellbeing of Senior Secondary School Teachers

Dr. Shelly

Associate Professor College of Education, IIMT University Meerut

Shellyrana1981@gmail.com

ABSTRACT:

As the core of the educational system, the teaching and learning process is extremely important for developing students' capacity because they will be our nation's future human capital. Building students' competency in terms of their knowledge, attitude, aptitude, and abilities is known as capacity building. Effective pedagogical practices that allow students to think critically and create their own knowledge in the classroom must be planned and designed by the instructor, who will be referred to as a facilitator. Open-ended inquiry should be the goal of learning. Experts in pedagogy are fervently supporting a learner-centered, innovative pedagogical approach that is consistent with the essence of exploratory learning. In this sense, psychological wellbeing is another term for life quality. A new area of study called psychosocial wellbeing aims to comprehend the full spectrum of personal wellbeing, from severe despair to euphoria and complete life satisfaction. In essence, a teacher is a person who cultivates character, guards education, and carries the torch for all of humanity. In society, teachers are constantly in a respected position. As it determines the interpersonal interaction between education and teaching for successful outcomes in the teaching and learning process, new innovative pedagogical interventions gain importance. The existential realities of constructivist learning and the normative expectations of creative education are never far apart.

Keywords: [Mental health](#), [psychosocial interventions](#), [systematic review](#)

Introduction:

If the scientific research of the class is to maximize it to become a future innovator in our country, it's time for everyone to think about ways to increase the efficiency of teaching and learning, how to allow them to apply their minds in the right direction. Psychosocial well-being is a multidimensional structure made up of psychological, social and subjective components that affect the global functionality of people in the realization of their true potential as members of society. Human happiness completely recognizes the different pressures of daily life and fulfills an individual's potential as an effective contributor to society.

Engaging in social activities has greatly enhanced positive mental well-being, life satisfaction, and lowered depressive symptoms. Innovative Educational Approaches Encompass Alternative Perspectives on Issues and their resolution enhancing educational equality, as it catalyzes and initiates actions to address complex issues. The school setting must emphasize teacher engagement and implement innovation. Because of this, there are numerous approaches that educators can progressively adopt if they think outside the box. Include students in real-world situations where they can improve their class training if necessary. Teachers must embrace the habit of showing compassion and gratitude to others. Artistically, it has not been universal due to the development of advanced education, but instructors and students are constantly under great stress due to the nature of today's competitive nature. As a result, this pressure affects emotions, which leads to negative aspects, especially anxiety, boredom, dissatisfaction, sadness, and higher relationships among teachers compared to students. A person's physical health is associated with psychological wells.

Objectives:

- To understand the norms of innovative pedagogical interventions for teachers' psychosocial wellbeing.
- To determine the overall degree of school teachers' psychosocial well-being in relation to innovative educational interventions.
- To determine the high, average, and low levels of Innovative Pedagogical Intervention normalcy of school teachers' psychosocial well-being.

Hypotheses of the study:

- There is no significance difference between the distribution of scores of psychosocial wellbeing of schoolteachers and students.

- There is no significance difference between high, average and low levels of Innovative Pedagogical Intervention level of socio psychological well being
- There is no significance difference between the distribution of scores of psychosocial wellbeing of school teachers and students at senior secondary level.

Sample: A geographical location of the current study was in and around Meerut and NCR only adopted random sampling techniques for the selection of the schools.

Tool Used: The Ryff's psychological well being scale (1989 & 1992) a five point rating scale based on the Likert's scale of measurement was used.

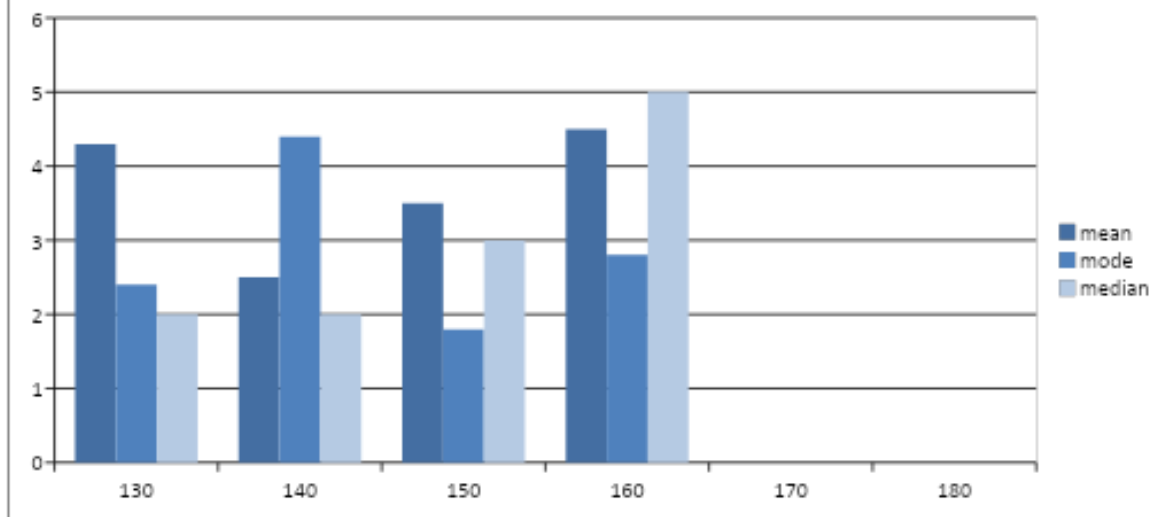
Interpretation: The distribution of scores of psychological social well being of school teachers is not normal. The percentage mean and standard deviation for the high, average psychosocial wellbeing scores of school teachers. It is clear that among the total teachers 20 percentage of school teachers have high psychosocial well being 60 percent of school teachers have average psychosocial well being.

- The distribution of scores of psychosocial wellbeing of schoolteachers and students is not normal.

The normality on the scores of psychosocial well being of school teachers is given in the table -1 to study the deviation from normal distribution property form the scores on the collected data.

Distribution of Scores on psychosocial well being of school teachers

N	Mean	Median	Mode	SEM	SD	S	K	R	Min	Max
100	171.50	165.50	160	1.328	13.05	0.285	-0.595	54	135	192

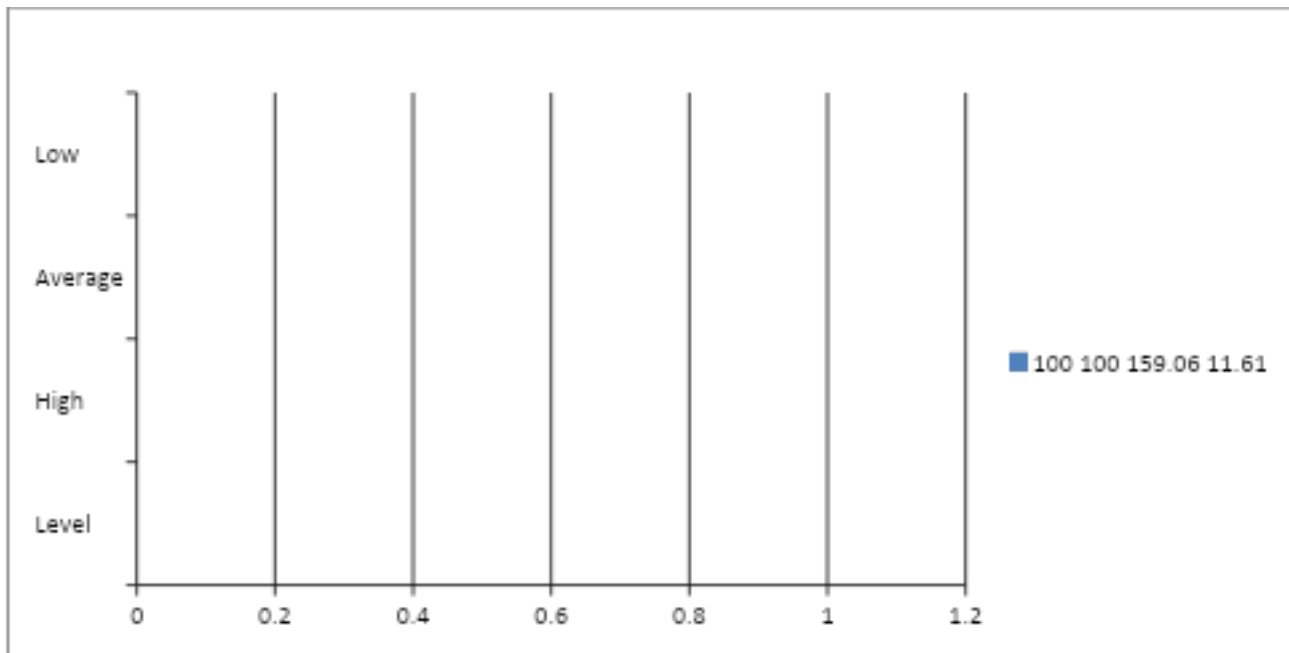


The ascending order of scores arrangement revealed that the minimum score S- Skewness , K- Kurtosis, standard error mean , R range of the psychosocial well being of school teachers was 135 and the maximum score was 192 which confirmed existence of higher score range difference (R= 53). The result further indicated that the mean (160.50) indicates that the whole sample has average category in the psycho sociological well being. The verification was made with regard to skewness and kurtosis. The skewness value was found as 0.245 which was found against the zero normal value and kurtosis was -0.495 against the standard value of 0.265. The whole distribution was positively skewed and tending to be platykurtic in nature. The negative kurtosis value indicates the curve is slightly aligned on the left side of the normal distribution of the curve. The score obtained by school teachers on psychosocial well being deviates slightly from the normality.

- To know overall level of psychosocial wellbeing impact through Innovative Pedagogical Intervention

Table 2 – Percentage, mean, and SD values for High, Average and Low levels of psycho Sociological wellbeing of School teachers.

N	Percentage	Mean	S.D	Level
18	25.0	180.20	4.980	High
60	65.8	159.50	7.55	Average
22	15.3	145.45	3.452	Low
100	100	159.06	11.61	Average

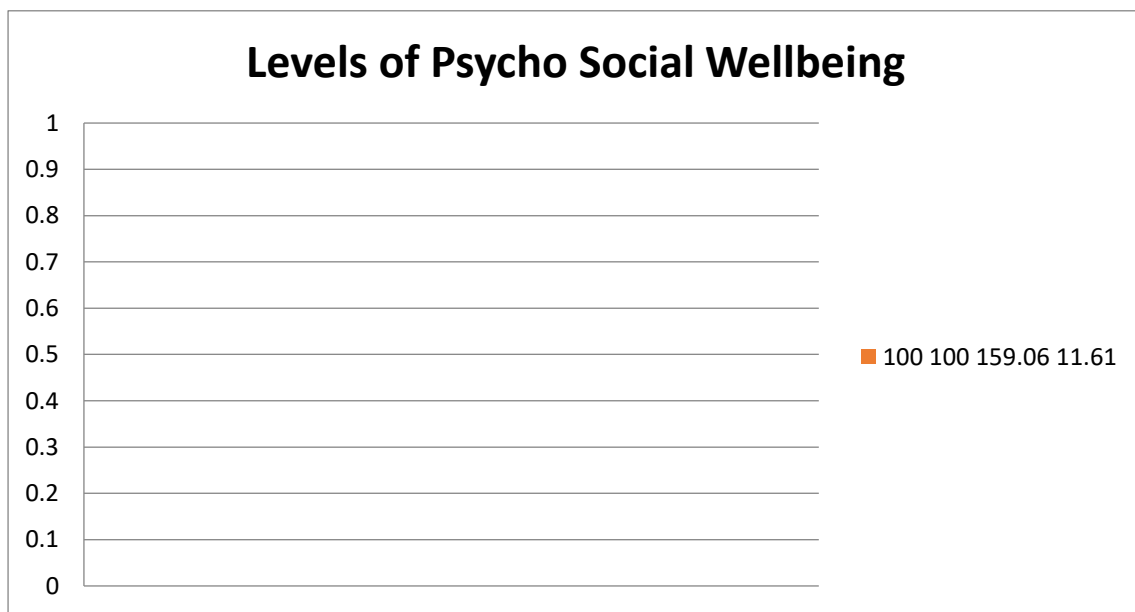


The percentage, mean and standard deviation for the high, average and low level of overall psycho-sociological well being scores of schoolteachers data is shown in the table. It is clear that among the 100 teachers, 25 percent of school teachers have high psychosocial well being 65.8 percent of school teachers have low psycho social well being.

- The high, average and low levels of Innovative Pedagogical Intervention level of socio psychological well being

Percentage, mean, and SD values for High, Average and Low levels of psycho Sociological wellbeing of School teachers.

N	Percentage	Mean	S.D	Level
18	25.0	180.20	4.980	High
60	65.8	159.50	7.55	Average
22	15.3	145.45	3.452	Low
100	100	159.06	11.61	Average



Conclusion:

It is very necessary to provide an environment that fosters and facilitates innovation rather than merely adhering to the conventional approach to instruction and assessment. Students' innovative streak will be fostered from the beginning by combining multiple subjects, going beyond the fundamentals, reaching outside of the classroom, and producing an entirely new and different result. Basic knowledge is a starting point, but it must be further applied and used to solve problems by students researching until they discover the best answers. Education has received a lot of attention in India, where a number of regulations are in place to support and improve educational standards. The mental health of educators is one of the most important variables for this goal. The percentage of school teachers have high psychosocial well being 65.8 percent of school teachers have low psycho social well being.

References:

- Dhara, R.D., & Jogsan, Y. (2014). A study of mental health and academic achievement among orphan and non-orphan students. *International Journal of Current Research and Academic Review*, 2(1),1-7.
- Joshi, A. (2010). Emotional intelligence & job satisfaction of teachers teaching in senior secondary schools. *Perspective in Psychological Researches*,33, 211-214.
- Joshi, A. (2022). Mental Health In Relation To Internet Usage of Senior Secondary School Students, *International Journal of All Research Education and Scientific Methods*, 10 (9), 129-131.
- Joshi, A., Thapliyal P., & Asthana. A.K. (2011). Teacher effectiveness in relation to mental health and burn-out of teachers at secondary level. *Perspective in Psychological Researches*, 34(1), 73-76.
- Joshi, A., Thapliyal, P., Kumar, A., & Ekka, M. (2020). Mental Health in Relation to Academic Achievement of Students at Secondary Level in Ranchi. *The Signage*, 8 (2), 113-119
- Masi, G. et al. (2001). Depressive symptoms and academic self-image in adolescence. *Psychopathology*,34,57-61.
- Nelson, R. et al. (2004). Academic achievement of K-12 students with emotional and behavioral disorders. *Exceptional Children*,71(1),59-73.
- Singh, S.K. (2015). Mental health and academic achievement of college students. *The International Journal of Indian Psychology*, 2(4),112-119
- Sisodia, D.S., & Choudhary, P. (2011). *Manual for Psychological Well-being Scale (PWS)*. Kacheri Ghat, Agra: National Psychological Corporation.