

A Comparative Study of Psychological Well-Being Among School Teachers in Relation to Gender, Marital Status and Length of Service

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Abstract

The present study aimed to compare the psychological well-being of school teachers across different demographic variables such as gender, marital status and length of service. The sample consisted of 240 teachers (120 male and 120 female) selected from schools using stratified random sampling. The Psychological Well-Being Scale developed by Dr. Devendra Singh Sisodia and Pooja Chaudhary was used to collect data. Results revealed that female teachers exhibited slightly higher psychological well-being than male teachers. Furthermore, married teachers scored higher in psychological well-being than unmarried teachers. ANOVA results showed a significant difference in psychological well-being with respect to length of service indicating that teachers with more than 10 years of experience (20-30yrs.) possessed higher well-being. The findings highlight the need for supportive work environments to enhance teachers' psychological well-being and, consequently, their professional satisfaction.

Keywords: Psychological Well-Being, Gender, Marital status, Length of service, Teachers.

Introduction:

Teaching is considered one of the most challenging and psychologically demanding professions. The emotional, intellectual, and social involvement required in the teaching process can directly influence a teacher's psychological well-being. Psychological wellbeing refers to an individual's positive mental state, including self-acceptance, personal growth, purpose in life, autonomy, environmental mastery, and positive relations with others (Ryff, 1989).

Teachers with higher psychological well-being tend to be more motivated, resilient, and effective in their teaching performance. They show greater classroom engagement, student connection, and job satisfaction (Seligman, 2011). However, the pressures of workload, student diversity, lack of recognition, and administrative stress often affect their mental health negatively.

In the Indian context, teaching environments vary widely between government and private institutions. Similarly, experience levels and gender dynamics may influence wellbeing perceptions and coping mechanisms.

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Objectives:

- To compare the psychological well-being of male and female teachers.
- To compare the psychological well-being of Married/Unmarried teachers.
- To examine the difference in psychological well-being among teachers with length of service (10-20/20-30 years).
- HYPOTHESES:
- There will be no significant difference in psychological well-being between male and female teachers.
- There will be no significant difference in psychological well-being between marital status.
- There will be no significant difference in psychological well-being among teachers with length of service.

Research Design

- Ex-post facto research design
- Descriptive and comparative survey method
- Analysis: t-test, ANOVA, Correlation
- SAMPLE: The sample consisted of 240 school teachers (120 male and 120 female) selected from schools of Rajasthan.

Tool Used:

Psychological Well-Being Scale (Dr. Devendra Singh Sisodia and Pooja Chaudhary) The scale consists of 50 items covering five dimensions: satisfaction, Efficiency, Sociability, Mental health and Interpersonal relation. Reliability of the scale was determined by (a) test—retest method and (b) internal consistency method. The best retest reliability was 0.87 and the consistency value for the scale is 0.90.

Statistical Analysis:

Mean, Standard Deviation, t-test, and ANOVA were used for data analysis to test group differences.

Results and Interpretation:**Table 1: Mean, SD, and t-test for Gender**

Gender	N	Mean	SD	t-value	Significance level
Male	120	182.45	18.72	2.14	0.05
Female	120	187.65	16.84		

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Interpretation: Female teachers have higher psychological well-being compared to male teachers, indicating better emotional stability and coping skills among females.

Discussion:

The results show a noticeable difference in psychological well-being between male and female teachers, with female teachers scoring higher on average. The t-value is significant, indicating that this difference is statistically meaningful. This suggests that gender may influence the level of emotional balance, resilience, and overall psychological adjustment in the teaching profession. The findings highlight the importance of considering gender-related psychological support and well-being programs within educational institutions.

Table 2: Mean, SD, and t-test for Marital status

Type of School	N	Mean	SD	t-value	Significance level
Married	120	188.42	17.56	2.48	0.01 level
Unmarried	120	181.34	19.28		

Interpretation: Married teachers reported higher well-being, possibly due to social support systems and Social security.

Discussion:

The results indicate a noticeable difference in psychological well-being between married and unmarried teachers, with married teachers scoring higher on average. The significant t-value suggests that this difference is statistically reliable and not due to chance. This pattern may reflect the emotional stability, social support systems, and sense of security typically associated with marital life. Overall, marital status appears to play a meaningful role in influencing psychological well-being among teachers.

Table 3: ANOVA

Source of Variation	SS	df	MS	F-value	Significance
Between Groups	3204.36	2	1602.18	5.72	0.01 level
Within Groups	66142.88	237	279.14		
Total	69347.24	239			

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Interpretation: A significant difference was found in psychological well-being for length of service. Teachers with 20-30 years of experience reported higher well-being, suggesting that prolonged exposure to classroom situations develops emotional resilience.

Discussion:

The ANOVA results indicate that there is a significant difference in psychological wellbeing across teachers with different lengths of service. The obtained F-value (5.72) is significant at the 0.01 level, confirming that years of experience meaningfully influence well-being. This suggests that professional exposure and time spent in the teaching field may contribute to the development of stronger emotional maturity and coping skills. Overall, length of service appears to be an important factor in shaping psychological well-being among teachers.

Conclusion:

The study concludes that psychological well-being among teachers varies significantly by gender, marital status, length of service. Female, married, and experienced teachers possess better psychological well-being. Educational administrators should create supportive environments and professional development programs to enhance teacher well-being and performance.

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