

A COMPARATIVE STUDY OF ON PSYCHOLOGICAL WELL-BEING AMONG EDUCATIONAL STAKEHOLDERS

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Abstract:

Health psychology emerged as a result of the awareness that knowing biological systems alone is insufficient to sustain or enhance health; acknowledged as a major etiological element behind a wide spectrum of illnesses and disorders. Although, the causal links between people's emotional states and sickness have been long recognised; health professionals only lately state that, to comprehend and alleviate physical pain, one must assess the patient's attitudes, expectations, beliefs, and emotions, not only his response to pharmacological therapies. Deviating from the medical paradigm, the emphasis is on sustaining good health. Educational sector is a driving factor for the development of human society, therefore considering their psychological well-being is rather essential. Assessing psychological well-being among educational stakeholders, the current study employs 101 respondents to a one-way ANOVA across three variables, which revealed a statistically significant difference in mean value between at least two groups ($F(2, 98) = [3.11], p = 0.04$).

Keywords: *Psychological well-being, Educational Stakeholders, Mental Health, Students, Parents of Students, Teachers.*

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Introduction:

At its most basic, psychological well-being (PWB) is fairly comparable to other terminology that relate to good mental states, such as happiness or contentment, and in many respects, worrying about small distinctions between such concepts is neither required nor beneficial. If one claims that one is pleased or highly satisfied with one's life, you could bet their psychological well-being is quite high! There are two fundamental aspects to psychological well-being. The first pertains to how much people experience good emotions and sentiments of happiness. This element of psychological well-being is sometimes referred to as subjective well-being (Diener, 2000). Subjective well-being is an important factor in overall psychological well-being, but it is not sufficient by itself.

Considering being someplace one truly appreciates, such as lounging on a boat in the sun, with their favourite food and drink and some excellent company - or alone if that's what they prefer! That would be really nice for most people for a week or two, but imagine doing that for the rest of their life! That is a future that very few people would like. You can have too much of a good thing, as the old adage goes. This example emphasises the importance of experiencing purpose and significance in addition to joyful feelings in order to truly feel good. Thus, the two key factors in psychological well-being are subjective joyful sensations triggered by something we love and the sense that what we do with our life



has some value and purpose.

The phrase "Hedonic" well-being usually refers to subjective sensations of happiness. It is made up of two parts: an emotive component (with a high positive affect and a low negative affect) and a cognitive component (satisfaction with life). It is suggested that an individual experiences happiness when both positive affect and life satisfaction are high (Carruthers & Hood, 2004). The purposive part of PWB is referred to by the less well-known term "Eudaimonic" well being. Carol Ryff, a psychologist, has established a very clear model that divides Eudaimonic wellness into six basic forms of psychological well being, namely, Self acceptance, Environmental mastery, Positive Interpersonal Interactions, Personal Development, Purpose in Life, and Autonomy.

Review of Related Literature:

1. According to M. Pilar Matud, Marisela López-Curbelo, and Demelza Fortes's research from 2019, males outperformed women in terms of autonomy and self-acceptance, while women outperformed men in terms of personal development and good interpersonal relationships.
2. In their 2020 study, Jean M. Twenge and Gabrielle N. Martin found that connections between low psychological well-being/mental health difficulties and moderate to high digital media usage were usually stronger for females than for boys.
3. According to R.A. Burns and M.A. Machina (2010), personality, SWB, and PWB were assessed in a sample of teachers. The findings showed only weak connections between the variables. When personality was taken into account, hierarchical regression found that PWB was a highly significant predictor of SWB. The requirement to evaluate both SWB affective components is supported by distinct predictors of negative and positive affect. Except for the non-significant coefficients found between openness to experience neuroticism, good relationships, and conscientiousness, moderate to strong bi-variate correlations between SWB, PWB, and personality were very significant (p .001).
4. Javier Páez-Gallego et al. (2010), stated a strong correlation between increased usage of adaptive decision-making processes and increased psychological well-being. The confluence of the factors associated with maladaptive decision-making and psychological wellbeing, however, shows a strong and unfavourable association.
5. In their 1991 study, Sharpe, Mark J., and Heppner, P. Paul looked at a variety of psychological well-being indicators in connection to two conceptions related to the male gender role: gender role and gender-role conflict. The Gender Role Conflict Scale results (J. M. O'Neil et al.; see record 1987-09215-001) were associated with femininity scores rather than masculinity scores. Additionally, the findings showed that gender-role conflict was adversely correlated with practically every psychological well-being indicator. Finally, a canonical analysis showed that traditional well-being and affiliative well-being were at least two distinct causes of covariation in the well-being and gender-role categories.
6. Veronica M. Godshalk, Yasmin S. Purohit, Nicholas J. Beutell, and Saroj Parasuraman (1996) looked into how work and family factors affected the professional performance and psychological well-being of men and women entrepreneurs. The findings indicate that whereas family-domain variables explain a considerable portion of the variance in time commitment to family, work-domain variables account for a significant portion of the variation in time commitment to work. In order to moderate the impacts of gender, work and family characteristics, and role expectations on work-to-family conflict and family-to-work conflict, time commitments to both work and family are crucial.



7. According to K. Williams' (2003) research on gender, marriage, and mental health, men's psychological wellbeing is influenced more by their marital status than women's, but women's psychological wellbeing is influenced more by their marital quality. With a few exceptions, the effects of marriage status, marital transitions, and marital quality on psychological well-being are similar for men and women, according to the current study of three waves of a nationally representative survey.
8. Kim, J. E., & Moen, P. (2002) used data on married men and women (aged 50–72) who either were still in their primary career jobs, retired, or had just made the transition to retirement over the preceding two years to investigate the relationship between retirement transitions and subsequent psychological well-being. The results demonstrate the need to consider the link between retirement and psychological health in the context of time and the life course. In particular, males who transitioned to retirement during the previous two years report better levels of morale, but those who retire "continuously" report more melancholy symptoms.

Statement of Problem:

The present study intends to examine the difference between Psychological well-being among gender, and among educational stakeholders.

Research Questions:

1. Is there a difference between the psychological well-being between students and parents of students?
2. Is there a difference between the psychological well-being between students and teachers ?
3. Is There A Difference Between The Psychological Well-Being Between Parents Of Students And Teachers?

Variables:

The variables under study are

1. Psychological Well-being.
2. Educational Stakeholders –
 - a. Students
 - a. Parents of students
 - b. Teachers

Inclusion Criterion of Participants:

1. Participants with minimum education up to matriculation were included from the age of 15 – 65 years.
2. The samples were selected from schools, colleges, and domestic spaces in Mumbai.
3. Participants familiar with the English language were selected.

A total of 101 participants, each being a stakeholder of educational institute as sample for the research, across Mumbai, by using purposive sampling method. The sample had a minimum educational qualification as matriculate.

Scope and Delimitation of the Study:

The study takes into consideration psychological well-being of educational stakeholders viz. students, parents of student(s), and teachers and other stakeholders like non-teaching staff, administrations etc. were not considered. The study is geographically limited to Mumbai, Maharashtra. The study consisted of Psychological Well-being as a whole. The scope of study includes testing correlations between students, parents, teachers, and also comparison based on their gender, educational qualification, professional status and family structure etc.

Tool of the Study:

The 42-item Psychological Well-being (PWB) Scale, developed by psychologist Carol D. Ryff, assesses six components of happiness and wellbeing: autonomy, environmental mastery, personal growth, healthy relationships with others, life purpose, and self-acceptance (Ryff et al., 2007; adapted from Ryff, 1989). A condensed 18-item version questionnaire was used (Ryff & Keyes, 1995) (Ryff & Keyes, 1995; Curhan et al., 2014); the structure of psychological well-being revisited was used for the present study.

Method of Data Analysis and Sample Size:

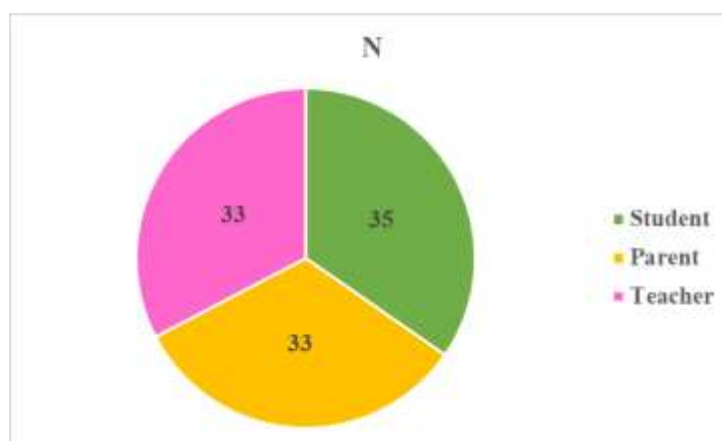
The data was analysed using Descriptive statistics for the variables. To further verify the hypothesis based on gender t-test was computed; One way ANOVA was used to test hypotheses based on psychological well-being differences between students and parents of students, students and teachers, and parents of students and teachers.

Table 1.1 represents the sample size of the present study and Figure 1.1 represents a pie chart depicting the sample size graphically, based on different educational stakeholders.

Table 1.1: Sample size for based on Students, Parents of students, and Teachers

Independent Variable	Dependent Variable	N	Total	Percentage
Psychological Wellbeing	Student	35	101	34.65%
	Parent	33		32.67%
	Teacher	33		32.67%

Out of the total 101 respondents, 34.65% or 35 were students, 32.67% or 33 were parents of students, and 32.67% or 33 were teachers.

**Figure 1.1: Pie Chart Representing Sample Size of the Study****Hypothesis Testing and Interpretation of Data:****Proposed Hypotheses:**

1. There is no significant difference in psychological well-being between students and parents of students.
2. There is no significant difference in psychological well-being between students and teachers.
3. There is no significant difference in psychological well-being between teachers and parents of students.

Table 1.2: Descriptive statistics results comparing the level of Psychological Well-being

	N	Mean	Median	Mode	S.D.	Skewness	Kurtosis
Total	101	88.2	89	80	12.46	0.05	-0.07
Students	35	92.02	94	94	11.28	-0.21	0.47
Parents of Students	33	84.69	85	76	14.4	0.37	-0.09
Teachers	33	87.67	86	80	10.66	0.35	0.22

Hypothesis 1: The Mean, Median, Mode and Standard Deviation value for all participants was found to be 88.2, 89, 80 and 12.3 respectively. The skewness was found to be 12.46 which is positive. The Kurtosis was found to be 0.05 which is positive, thus the distribution is leptokurtic by nature.

Hypothesis 2: The Mean, Median, Mode and Standard Deviation value for all students was found to be 92.02, 94, 94 and 11.28 respectively. The skewness was found to be -0.21 which is negative. The Kurtosis was found to be 0.47 which is positive, thus the distribution is leptokurtic by nature.

Hypothesis 3: The Mean, Median, Mode and Standard Deviation value for all parents of students was found to be 84.96, 85, 76 and 14.4 respectively. The skewness was found to be 0.37 which is positive. The Kurtosis was found to be -0.09 which is negative, thus the distribution is platykurtic by nature.

Hypothesis 4: The Mean, Median, Mode and Standard Deviation value for all teachers was found to be 87.67, 86, 80 and 10.66 respectively. The skewness was found to be 0.35 which is positive. The Kurtosis was found to be 0.22 which is positive, thus the distribution is leptokurtic by nature.

Table 1.3: One way ANOVA results comparing the level of Psychological Well-being.

Source of Variation	Sum of Squares	df	Mean Square	F	P-value
Between Groups	927.35	2	463.67	3.11	0.04
Within Groups	14759.54	98	149.07		
Total	15709.84				

Tukey HSD Test

HSD[.05]=7.08; HSD[.01]=8.88 M1 vs M2 P <.05 M1 vs M3 non significant M2 vs M3 non significant	M1 = mean of Students M2 = mean of Parents of Students M3 = mean of Teachers
	HSD = the absolute [unsigned] difference between any two sample means required for significance at the designated level. HSD[.05] for the .05 level; HSD[.01] for the .01 level.



A one-way ANOVA was used to compare the psychological well-being between the three educational stakeholders viz. Students, Parents of Students, and Teachers.

The finding suggests that there was a statistically significant difference in mean value between at least two groups ($F(2, 98) = [3.11], p = 0.04$).

Tukey's HSD Test for multiple comparisons found that the mean value of psychological well-being was significantly different between Students and Parents of Students ($p < 0.05$) (HSD [.05]=7.08; HSD [.01]=8.88). There was no statistically significant difference in mean value between students and teachers ($p = 0.1$) or between parents of students and teachers ($p = 0.3$).

Discussion and Conclusion:

Psychological well-being can be defined as a central aspect of mental health, which may be described as resilience combined with hedonic (enjoyment, pleasure) and eudaimonic (meaning, fulfilment) happiness (coping, emotion regulation, healthy problem solving). It is beneficial to comprehend the underlying mechanisms connected to this construct in order to build specialised and efficient training programmes that improve psychological well-being. High masculinity had a vital role in defining the psychological health of both men and women. Other crucial aspects of women's well-being were high femininity, not working physically, not being a stay-at-home parent, and having a professional career. Professional men, skilled non-manual workers, highly feminine men, and men who were not single, divorced, or widowed also reported higher levels of men's well-being. Men outperform women in terms of autonomy and self-acceptance, while women outperform men in terms of personal growth and positive interpersonal relationships. (Matud, M. P., López-Curbelo, M., & Fortes, D. (2019). The importance of mental health has indeed been emphasised again and again over the past several decades as public knowledge and understanding have grown. It is currently understood that two aspects of mental health are psychological well-being and the absence of mental illness. The optimum possible psychological experience and functioning is referred to as psychological well-being, a challenging term. It may be defined as including hedonic (enjoyment, pleasure), eudaimonic (meaning, fulfilment), and resilient happiness (coping, emotion regulation, healthy problem resolution) (Gross and Munoz, 1995; Ryff, 1995). According to Brown and Ryan (2003), psychological well-being requires a balance of emotions, thoughts, social relationships, and interests. This requires active use of self-control strategies including emotion regulation. "Emotion regulation" refers to the processes through which we manage our emotions, including when we feel them, how we experience them, and how we express them (Gross, 1998). There were no gender differences in the psychological wellbeing of the pupils. The vocations, earnings, educational backgrounds, and familial relationships of parents all have an impact on children's psychological health. (M. Daraei, 2012). The autonomy and life purpose measures of psychological health revealed relationships between gender and status of transition. (2017; Malinauskas and Dumciene).

The present study explores differences between students, parents of students and teachers' psychological well-being, which was found to be significant only between the former two groups. Likewise, Daraei, M. (2012), from Mysore, India, found no gender variations in the students' psychological wellbeing. Parents' occupations, income levels, educational backgrounds, and familial ties all have an influence on pupils' psychological well-being. Also, Abdurrahman Ilgan, Oyku Ozu-Cengiz, Atakan Ata, & Muhammad Akram. (2015) in Turkey studied psychological health and the standard of one's life in school and at work, teachers rated their quality of school life a moderate rating while giving their psychological well-being a significantly better rating. Armsden, G. C., & Greenberg, M. T. (1987), revealed that relationship quality with parents and peers was shown to be substantially correlated with psychological health. These



results offer evidence that, with the right self-reflection guidance and mentor assistance, obstacles may help produce chances for beneficial personal and professional development. People are urged to use their past struggles as a springboard for significant progress in the future, making them more psychologically healthy and stable.

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