Analysis of Psychological Well-Being of Secondary School Teachers; A Review of Literature

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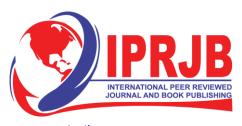Department of Psychology, Kenyatta University

Abstract

Purpose: The goal of the study was to conduct an investigation into the psychological wellbeing of teachers in secondary schools.

Methodology: The research strategy used was a desktop review. Google Scholar was used to track the foundational references and relevant scholarly articles. To fulfill the inclusion criterion, papers from the past ten years were used.

Findings: Teachers' mental health was found to be correlated with both their self-efficacy and their work surroundings, independent of their demographics. Teachers' psychological well-being was found to be positively correlated with their levels of affective and normative commitment, which in turn was found to be positively correlated with teachers' levels of job satisfaction, desire to get involved in their work, and sense of competence on the job.

Unique Contribution to Theory, Policy and Practice: Based on the findings of this study, it is clear that assisting educators in developing their teaching competency and efficacy, as well as providing them with the tools they need to cope with workplace pressures, can have a positive effect on their mental health. It is also advised that, at the program level, supportive environments for both educators and students should be established. Psychotherapy based on the Cognitive Behavioral Theory (CBT) will be used to examine how emotions and actions are expressed through one's ability to think. This theory should be applied in future as it proposes new methods of thinking that will result in better behavioral and emotional reactions.

Keywords: *Psychological Well-being, Secondary School Teachers*

INTRODUCTION

There is no universal agreement on how to define 'psychological well-being,' so the term is often used interchangeably. However, this framework has been used in a great deal of study and theory. Psychologists and academics agree that measuring an individual's psychological health is difficult because of the breadth of the concept of "well-being" (Girum, 2012). Life satisfaction is a key component of psychological health. It's the state of being in good spirits and able to carry out one's duties efficiently. Being able to manage negative or painful emotions is essential for long-term well-being, and this does not require that people feel good all the time. In fact, experiencing painful emotions (such as disappointment, failure, or grief) is a natural part of life. However, a person's psychological health can be jeopardized when persistent or intense negative emotions get in the way of normal daily life.

The term "psychological well-being" (PWB) refers to an individual's assessment of his or her own level of happiness and satisfaction with various aspects of his or her physical and mental health, as well as the relationship between these factors and other psychosocial ones like life satisfaction and job satisfaction (Garg & Rastogi, 2009). When we talk about positive emotions, we don't just mean joy and contentment; we also mean things like curiosity, enthusiasm, self-assurance, and even love. Optimal psychological functioning necessitates the realization of one's potential, the exercise of some degree of self-determination, the pursuit of meaningful goals, and the cultivation of supportive social relationships.

There is a large body of cross-sectional survey data demonstrating that people who report being happy have better quality of life in many respects, including higher levels of productivity, social engagement, and income (Mahadea and Ramroop, 2015). People who report higher levels of happiness or subjective well-being are more likely to have attributional styles that are self-enhancing and more enabling than those who report lower levels of happiness or subjective well-being, as noted by Kallay and Rus (2014).

Nowadays, people all over the world have to work under intense pressure due to the fierce competition. Thus, their Mental Health is affected by the stress they're under (PWB). In addition to students, teachers of secondary schools feel the effects of stress in the workplace. Because of things like a high teacher-student ratio, inconvenient or inefficient physical school conditions, and low salaries, they are feeling burned out, unhappy, dull, or unsatisfied. Prior to tackling the many problems plaguing, the educational system, teachers should take care of their own mental health (Pandey, 2020).

LITERATURE REVIEW

Cognitive Behavioral Theory (CBT)

Psychotherapy based on the Cognitive Behavioral Theory (CBT) will be used to examine how emotions and actions are expressed through one's ability to think. According to the Cognitive Behavioral Theory, dysfunctional emotions and behaviors are the result of cognitive processes that emerge as a result of one's interactions with people and one's exposure to the outside world. CBT's purpose is to uncover the maladaptive cognitive process and to train new ways of perceiving and

thinking about events. New methods of thinking will result in better behavioral and emotional reactions.

Beck (1970) devised a short-term, present-focused therapy for depression. Based on Beck's observation that his depressed patients had unique cognitive biases; Cognitive Theory was developed. A gloomy view of oneself, the world, and the future, as well as a belief that one is alone, unlovable, and of no value, formed the basis of Beck's depression model. According to Beck, many psychiatric diseases are characterized by systematic biases in information processing. A pervasive sensation of physical or psychological danger characterizes anxiety disorders, while paranoid thinking assumes that others are prejudicing, abusive, or critical
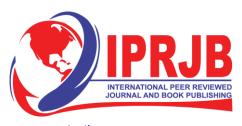
Empirical Review

McInerney et al. (2015) used questionnaires to investigate the connection between teachers' dedication to their jobs and their emotional health on the job. 857 Hong Kong schoolteachers took part. In order to learn how the three dimensions of commitment to both the organization and the profession predicted important outcomes, hierarchical regression analyses were conducted. Affective and normative commitment were found to be positive predictors of employee mental health outcomes, including social integration, flourishing, competence, recognition, interest in contributing, and job satisfaction.

Teachers' perceptions of their own levels of depression, stress, and emotional exhaustion were examined in a study by Jeon, Buettner, and Grant (2018). The researchers took into account teachers' age, gender, education level, and employment status, among other factors. In the United States, 1,129 preschool teachers (those who work with children aged 3 and 4) took part in the study. Teachers filled out a survey about themselves, their workplaces, and their mental health. Teachers' mental health was found to be significantly correlated with both their self-efficacy and their work environments, independent of their demographic and professional characteristics, via multiple regression analysis. Teachers' mental loads could be lightened by assisting them in developing their teaching competence and efficacy and by providing them with strategies for coping with workplace stressors, as suggested by this study. Furthermore, we recommend that, at the program level, supportive environments be developed for both educators and students.

Ilgan et al. (2015) conducted a study to evaluate the association between public school teachers' quality of school work life (QSWL) and their psychological well-being (PWB). A method known as cluster random sampling was utilized to collect information from 784 teachers working in 120 schools located in six different provinces of Turkey. The majority of the data were obtained using two validated scales: one measuring psychological well-being, and the other measuring the quality of the student's work-life balance. According to the findings of the survey, educators assessed their psychological well-being at a substantially higher level than they rated the quality of their school work life, which they rated as being moderate. According to the results of the research, there were a few disparities in the QSWL levels of teachers in relation with specific demographic factors. In addition, results of stepwise linear regression showed that teachers' psychological well-being could be defined by their Quality of School Work Life rating. The findings are compared to research that

has been done in the past, and ultimately, a discussion of the limitations of the study and recommendations for additional research are presented.

Following is a synopsis that may be constructed based on the empirical research regarding psychological well-being that was conducted by Huppert (2009): 1. Being adaptive and innovative in one's thinking, behaving in a socially responsible manner, and having good physical health are all connected with psychological well-being (PWB). 2. A person's early environment has a significant impact on the person's personality and how they behave. 3. Interventions that bring out positive attitudes and actions boost persons' potential for positive well-being. 4. It is necessary to take a comprehensive approach in order to lessen the prevalence of common mental disorders among people. 5. The concept of PWB that focuses on flourishing rather than on pathologies can advance the understanding of possible pathways to the well-being of individuals, organizations, and society in general.

Srivastava (2017) found that industrial managers and blue-collar workers who rated their workplace as safe and supportive had significantly lower levels of psychosomatic discomfort and less symptoms of somatization than those who rated their workplace as unsafe and unsupportive. Additionally, recent studies have shown that a positive psychological well-being has a direct and positive effect on the productivity of workers (Obrenovic et al., 2020). Employees who exhibit a high degree of psychological well-being are better, more dedicated to their jobs, and more productive than staff members who have a low level of psychological well-being. (Xu et al., 2020).

Othman and Sivasubramaniam (2019) did a study in Malaysia and discovered that teachers experienced significant rates of depression (43.0%), anxiety (68.0%), and stress (32.3%). Among educators, 9.9 percent, 23.3 percent, and 7.0 percent each reported having moderate to severe depression, anxiety, and stress, respectively. Teachers are more likely to feel depression, anxiety, and stress if they fit the following socio-demographic and work-related profiles: women, low educational status, 1-3 children, living with in-laws, living closer to school, living in a high-rise building, and being homeowners.

Shernoff et al. (2011) conducted a qualitative analysis of the effects of stress on urban educators and found that it has a significant impact on teachers' perceptions of their own effectiveness, work satisfaction, burnout, turnover, student engagement, and teachers' physical health. Regarding their bodies, educators frequently complained of being sick, having trouble sleeping, eating poorly, and feeling constantly exhausted. In addition, stress is a major determinant in sleep quality, as noted by Musa, Moy, and Wong (2018). Teachers in Kuala Lumpur and Selangor's public secondary schools who reported feeling stressed also reported having trouble sleeping. Overthinking about their pupils' academic achievement is said to cause teachers sadness and worry, which in turn affects their quality of sleep. Stress, as reported by Moy et al. (2014), has been associated to major chronic medical disorders among educators, including obesity, hypertension, impaired glucose tolerance, diabetes mellitus, coronary heart diseases, kidney failure, and malignancies.

Teachers' levels of depression, anxiety, and stress were studied, as well as the moderating impact of job control and social support in the relationship between job demands and teachers' levels of depression, anxiety, and stress (Ibrahim et al., 2021). This study employed a quantitative

methodology in the form of a questionnaire. We surveyed 335 high school educators about their job demands, job control, social support, depression, anxiety, and stress, and demographics. Teachers' mental health was found to be significantly influenced by job demands, job control, and social support. In addition, job management and social support significantly attenuated the impact of job pressures on teachers' sadness and anxiety. The results of this study show that job control and social support have a moderating role in the relationship between teachers' psychological well-being in Malaysia, and that these two factors are significant predictors of teachers' psychological well-being.

METHODOLOGY

During the course of the investigation, a desktop methodology was utilized. A desk study is a sort of research that can be conducted without going out into the field. When opposed to field research, desk research is an approach that results in relatively lower costs due to the fact that the primary expenses consist of the executive's time, telephone charges, and directories. As a consequence of this, the research was relied on work that has been published in the past. It was made very easy to access this secondary material by using both the online journals and the library.

RESULTS

The findings were organized into a variety of research gap categories, including methodological gaps and contextual gaps.

Contextual Gaps

Studies by McInerney et al. (2015), Jeon, Buettner and Grant (2018), Ilgan et al. (2015), Srivastava (2017), Obrenovic et al., 2020, Xu et al., 2020, Othman and Sivasubramaniam (2019), Shernoff et al. (2011), Wong (2018) and Ibrahim et al. (2021) had contextual gap. In addition, all the mentioned studies did not establish psychological well-being of secondary school teachers. Therefore, the current study seeks to address these knowledge gaps.

Methodology Gaps

Studies by McInerney et al. (2015), Jeon, Buettner and Grant (2018), Ilgan et al. (2015), Srivastava (2017), Obrenovic et al., 2020, Xu et al., 2020, Othman and Sivasubramaniam (2019), Shernoff et al. (2011), Wong (2018) and Ibrahim et al. (2021) had methodological gap. In addition, all the mentioned studies did not employ desktop review methodology. Therefore, the current study seeks to address these methodology gaps.

Conclusions

Teachers should prioritize their own psychological health in order to better meet the obstacles they face in their profession. Teachers' mental health is related to both their self-efficacy and the quality of their workplaces, regardless of their individual or institutional circumstances. Teachers' psychological well-being was found to be positively correlated with measures of affective and normative commitment, including social compatibility, flourishing, competence, recognition, interest in participation, and job satisfaction.
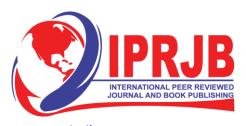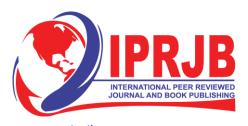
Recommendations

Based on the findings of this study, it is clear that supporting educators in developing their teaching competency and efficacy, as well as preparing them to face stressors from work situations, is crucial to easing the emotional strain on educators. Moreover, it is recommended that, at the program level, supportive environments be cultivated for both educators and students.

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