

## IMPACT OF GENDER AND FAMILY TYPE ON THE PSYCHOLOGICAL WELLBEING OF SCHOOL TEACHERS IN CURRENT SITUATION: A CRITICAL ANALYSIS ON HILLY AREA, MANDI (H.P)

Kusum Lata\*<sup>1</sup>

\*<sup>1</sup>Educator, Government Primary School, Goda, Gagal Mandi (H.P), India.

DOI : <https://www.doi.org/10.56726/IRJMETS51838>

### ABSTRACT

Psychological well-being is an important factor in today's life. It is an indicator of a normal, happy, and balanced personality. Various factors affect psychological well-being. Teachers are the pillar of every education system. That's why their psychological well-being is very important. The influence of Gender and family Type are very much related to his psychological well-being. For this purpose, a sample of a total of 104 (Female 54, and 50 male) teachers have been selected and to determine the effect of gender and types of family the result a 2x2 ANOVA was used. The result revealed that male teachers have better psychological well-being levels than female teachers and teachers from joint families were found to have higher well-being than teachers from Nuclear families.

**Keywords:** Joint Family, Nuclear Family, Psychological Well-Being.

### I. INTRODUCTION

The environment in which we are living today can be called an example of suffocating, suicidal, uncertain, unforeseeable circumstances. Here, every individual being is a victim of this hellish environment and everyone wants to overcome this situation. For these reasons, they are in search of psychological health and want to keep their life relaxed and mentally happy. On the other hand, the extent to which a person suffers from ill psychological well-being depends on how he perceives the situation, his personality type, and the type of available support system. hence Psychological well-being has become the most important factor of the century. According to **Seifert (2005)**, six factors contribute to an individual's psychological well-being, contentment, and happiness. (Seifert, T. A. (2005). The Ryff scales of psychological well-being consist of self-acceptance, positive relationships with others, autonomy environmental mastery, a feeling of purpose and meaning in life, and personal growth and development (**Ryff 1989**). In his Nicomachean Ethics (21; 1095 a 15 -22), Aristotle says that everyone agrees that eudaimonia is the highest good for humans, but there is substantial disagreement on what sort of life counts as doing and living well; i.e. eudaimon: The famous Greek philosopher Aristotle (384 B.C.E. -322 B.C.E.) was the first person to create this theory of happiness in response to hedonism. He defined eudaimonia as the "highest human good." He has mentioned this in his treatise Nicomachean Ethics (1095a15-22). Eudaimonia implies a positive and divine state of being that humanity can strive toward and possibly reach. Then after this many scholars have mentioned it with different characteristics. Carl Ryff's model is considered the most effective.

Teaching is a profession associated with high stress, and teaching responsibilities include balancing the demands of the pupils and concerns about their behavior, and speedy decision-making is often required. Teachers are put under additional pressure by scientific research work, performance appraisal, expectations of promotion, and fear of redundancy. School teachers are at the vanguard of the education system and are instrumental in building and equipping children for the future. Teacher Psychological well-being is a crucial issue for schools and society. It is found related to teaching effectiveness, student outcomes, and educational governance. Teachers with High Psychological well-being have been shown to help schools—as organizations—stabilize their functioning and increase the commitment of staff members. By contrast, Teacher with low Psychological well-being is considered an obstacle to school improvement and educational reforms and can lead to higher rates of teacher absenteeism. Teachers' Psychological well-being is also associated with other psychological constructs, including negative with teacher stress and burnout and positive with satisfaction and positive emotions and motivation and commitment. If a teacher is not healthy in mind and body, it will have a

very bad effect on the children and the educational environment. The strengths and mistakes of the children will not be analyzed and it will be impossible to create a prosperous educational environment in the future.

## II. REVIEW OF LITERATURE

- **Nataraj and Jayasankara (2022)** conducted a study to analyze the relationship between PWB, mindfulness, and emotional intelligence of school teachers and examined the predictive capability of mindfulness and emotional intelligence for PWBs. This study uses a correlational research design. Participants (N=125) consist of female teachers recruited from English medium private schools in Bangalore, India, through a convenience sampling method. Data were collected using a survey consisting of a demographic information sheet, Scales of Psychological Well-Being (Ryff, 1989), Five Facets of Mindfulness Questionnaire (Baer et al., 2006), and Assessing Emotions Scale (Schutte et al., 2009). Results revealed that PWB has a strong association with mindfulness and a moderate association with emotional intelligence. The association between mindfulness and emotional intelligence is moderate. Data shows that mindfulness and emotional intelligence contributed to higher variance in PWB than only mindfulness. Thus, mindfulness and emotional intelligence may impact the PWB of school teachers and should be considered for school mental health programs.
- **Poormahmood et al. (2017)** examine relationships between psychological well-being, happiness, and perceived occupational stress among primary school teachers in Iran. **METHOD** This cross-sectional study was carried out from September 23, 2014, to May 22, 2015, in Bandar Abbas, Iran. The sample size was 330, calculated according to the Morgan table. Three questionnaires were used for data gathering, specifically scales of perceived occupational stress and psychological well-being, and the Oxford Happiness Scale. The mean age of the participating teachers was  $32.58 \pm 7.48$  years. Significant negative correlation was demonstrated of occupational stress with life satisfaction ( $p < 0.01$ ,  $r = -0.81$ ), spirituality ( $p < 0.01$ ,  $r = -0.64$ ), joy and optimism ( $p < 0.01$ ,  $r = -0.52$ ), individual development ( $p < 0.01$ ,  $r = -0.48$ ), positive relationships with others ( $p < 0.01$ ,  $r = -0.74$ ), and autonomy ( $p < 0.01$ ,  $r = -0.4$ ), as well as with overall psychological well-being ( $p < 0.01$ ,  $r = -0.8$ ). In addition, a significant positive correlation was demonstrated between subjective well-being and happiness ( $p < 0.01$ ). **Conclusions-** Occupational stress in teaching may lead to poor psychological well-being and reduced happiness in primary school teachers.
- **Nagendramma and Suneela (2023)** The study focused on the Mental Health and Psychological well-being of secondary school teachers in the Guntur district of Andhra Pradesh. It was carried out on a sample of 700 secondary school teachers from various urban and rural schools selected in the Guntur district of Andhra Pradesh state using a random sampling technique. They found the psychological well-being of women to be more than that of men.
- **Kurt and Demirbolat (2019)** research aims to determine the relationship between psychological capital, psychological well-being, and job satisfaction of teachers. The research is a descriptive study of the relational screening model. This study consisted of a sample of 12714 teachers working in official secondary schools in seven central districts in Ankara. The sample of the population is selected by a multi-stage Stratified sampling method. The Sample size was 384 teachers. In the research, the Psychological Capital Scale developed by Luthans, Youssef & Avolio (2007b); Minnesota Satisfaction Questionnaire developed by Weiss, Dawis, Lofquist & England (1967), and the Psychological Well-Being Scale developed by Ryff (1989) was used as data collection tools. The results of the analysis using structural equality modeling determined that teachers' psychological capital perception affects their job satisfaction and psychological well-being levels positively and predicts them significantly, and it was also determined that job satisfaction has a partial mediator role in the relationship between teachers' psychological capital perception and their psychological well-being.
- **Prajapati (2013)** the research aims to find out the Psychological Well-being among joint and nuclear families. Two groups were selected, one is joint families and the other is nuclear families, both groups have 200 persons. One group has 89 and the other group has 111 persons. All subjects were randomly selected from the Ahmedabad district. The scale used for data collection is a personal data sheet and Psychological Well-being scale developed by Bhogale and Prakash (1995), and data were analyzed by the 't' test. Results showed that there was no significant difference was found between the psychological well-being of joint and

- nuclear families. There is no significant difference found between the psychological well-being of married and unmarried persons.
- **Kumar and Rangan (2023)**. This study explores the relationship between the educational qualification of secondary school teachers and their psychological well-being. The research objectives include: (1) assessing the levels of psychological well-being among secondary school teachers based on their educational qualifications, and (2) exploring the factors that influence psychological well-being in the teaching profession. The random sampling method was applied to select a sample of 300 secondary school teachers (150 Graduate teachers and 150 postgraduate teachers) between the ages of 21 to 61 years. Teachers from both government and private schools in Yadadri Bhuvanagiri district were selected. The findings of this research were expected to contribute valuable insights into the relationship between educational qualification and psychological well-being among secondary school teachers.
  - **Kumari and Jyoti (2020)** The present study was designed to compare the well-being of secondary school teachers. For this, a sample of 448 secondary school teachers from different government and private schools in Haryana (Government = 224, Private = 224) was drawn. All the selected subjects were administered with Psychological Well-Being Scale by Dr. Sisodia and Choudhary (2012). Subsequently, the data was analyzed by using descriptive statistical methods, the most prominently by t-ratio. The obtained findings revealed significant differences between government and private secondary school teachers. Private secondary school teachers scored significantly higher mean scores on sociability, mental health, and interpersonal relations dimensions of well-being but the two groups did not differ significantly on the rest of the dimensions i.e. satisfaction and efficiency.
  - **Vaghela (2014)** this research aims to find out the Psychological Well-being among School teachers. The sample consists of two groups one is government school teachers and the other is non-government school teachers, have 400 participant in each group. All subjects were randomly selected. Data were collected from the Ahmadabad district. The scale used for data collection is the personal data sheet and Psychological Well-being scale developed by Bhogale and Prakash (1995), and data were analyzed by the "f" test. Results show, there is no significant difference found between the psychological well-being of government and non-government school teachers. There is no significant difference between the psychological well-being of male and female teachers of urban and rural areas.
  - **Zahoor (2015)** Teaching is perhaps the most important profession in the society. The well-being of today's teachers affects the well-being of society tomorrow. Unless the well-being of individual teachers is improved, standards of education and the educational experience of young people will suffer with far-reaching financial, economic, and social consequences for the nation. The purpose of the present study is to investigate the relationship between well-being and job satisfaction among government and private school teachers. The sample of this study comprised N = 100 teachers (50 from government and 50 from private school). Age ranged between 25 and 58 years. The sample was randomly chosen. The well-being of the respondents was measured with the help of a well-known psychological well-being scale developed by Bhogle and Prakash (1995). The differences in the obtained data were analyzed by using a t-test and the relationship was analyzed using Pearson's correlation. Significant differences emerged in the well-being and job satisfaction among government and private school teachers.
  - **Panchal (2013)** Present research was undertaken to study mental health and psychological well-being among adolescents of joint and nuclear families. 30 adolescents from join families and 30 adolescents from nuclear families were randomly selected Naroda area of Ahmadabad city. The mental health inventory by Jagdish and A.K. Shrivastava and the Psychological well-being scale by S.K Verma and Anita Verma were used for data collection. To test the null hypotheses t test was used. Results reveal that significant differences existed between adolescents of joint and nuclear families on mental health dimensions such as positive self-evaluation, perception of reality, integration of personality, autonomy, group-oriented attitudes, and environmental mastery. A significant difference was also found in overall mental health. A significant difference was found in psychological well-being also.

### III. AIMS OF THE STUDY

To Study the main and interaction differences of Gender and Family Type (Nuclear and Joint) on Psychological Well-Being and their different Dimension.

#### HYPOTHESIS

**H01.** There would be no significant main effect difference found of gender and family type on psychological well-being.

**H01.1.** There would be no significant main difference found between gender and family type on Satisfaction. (first dimension of psychological well-being).

**H01.2.** There would be no significant main difference were found between gender and family type on Efficiency (Second dimension of psychological well-being).

**H01.3.** There would be no significant main differences were found in gender and family type on Sociability (Third dimension of psychological well-being).

**H01.4.** There would be no significant main differences were found between gender and family type on Mental Health (Fourth dimension of psychological well-being).

**H01.5.** There would be no significant main differences were found between gender and family type in Interpersonal Relations (Fifth dimension of psychological well-being).

### IV. METHODOLOGY

#### Sample:

For this study samples of 104 teachers were selected from Ahmadabad city. 1) A Total no. of 50 Male and 54 Female school teachers Who belong to joint and nuclear Family types were selected by applying the Random Sampling method.

#### Tools used:

The following tools are used in the present study:

To collect data researcher used a questionnaire which is developed by Sisodia, Devendra Singh (Udaipur), and Choudhary Pooja (Udaipur).

#### TABLES

**Psychological Wellbeing**

Source	Type III Sum of Squares	df	Mean Square	F
Gender	4723.38	1	4723.38	15.35*
Family Type	8.19	1	8.19	.027 <sup>NS</sup>
Gender * Family Type	713.86	1	713.86	2.320 <sup>NS</sup>
Error	30774.30	100	307.74	

**Effect of Gender and Family type on the first dimension of PWB Satisfaction.**

Source	Type III Sum of Squares	Df	Mean Square	F
Gender	435.73	1	435.72	12.44*
Family Type	219.44	1	219.44	6.26**
Gender * Family Type	.61	1	.613	.018 <sup>NS</sup>

**Effect of Gender and Family type on the second dimension of PWB Efficiency.**

Source	Type III Sum of Squares	df	Mean Square	F
Gender	119.13	1	119.13	7.80*
Family Type	69.19	1	69.19	4.53**
Gender * Family Type	3.17	1	3.17	.208 <sup>NS</sup>

**Effect of Gender and Family type on Third dimension of PWB Sociability.**

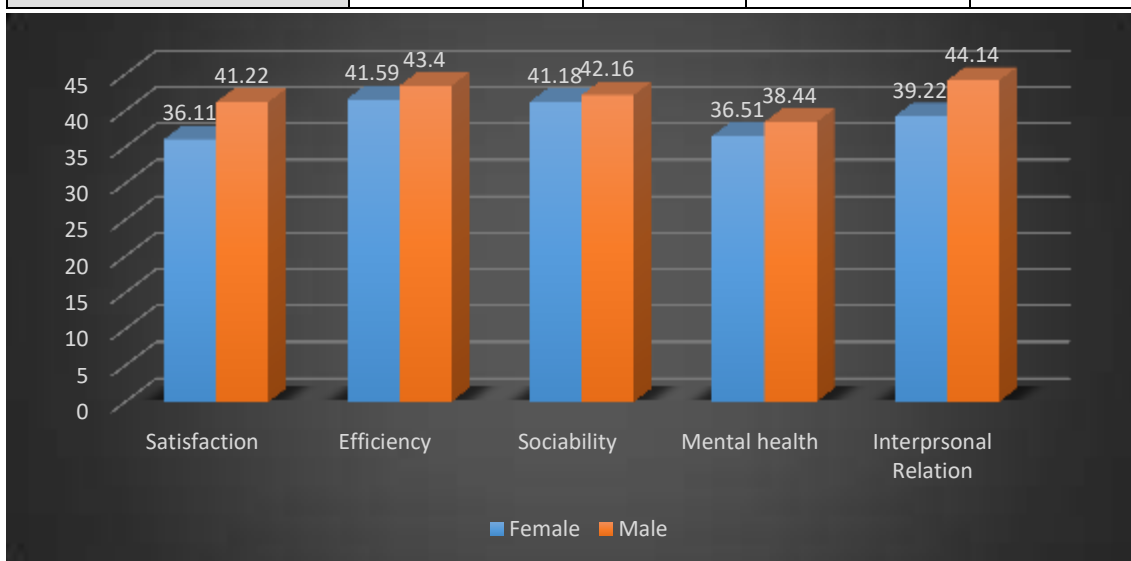
Source	Type III Sum of Squares	df	Mean Square	F
Gender	53.459	1	53.459	2.999 <sup>NS</sup>
Family Type	206.918	1	206.918	11.60*
Gender * Family Type	241.201	1	241.201	13.53*

**Effect of Gender and Family type on the fourth dimension of PWB Mental Health.**

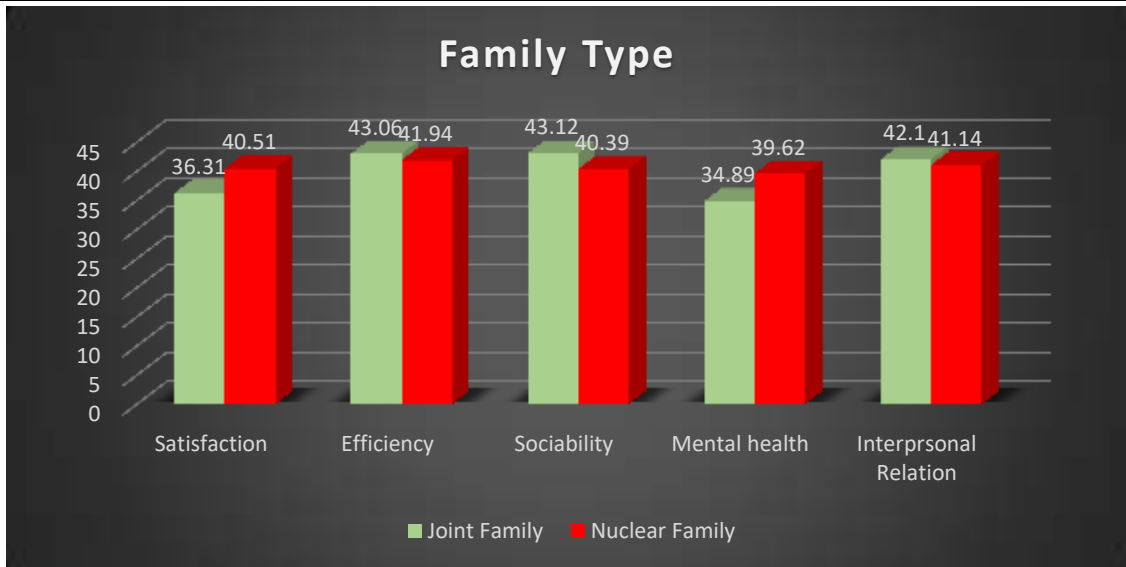
Source	Type III Sum of Squares	df	Mean Square	F
Gender	14.83	1	14.83	.322 <sup>NS</sup>
Family Type	470.94	1	470.94	10.23*
Gender * Family Type	21.83	1	21.83	.474 <sup>NS</sup>

**Effect of Gender and Family type on the fifth dimension of PWB Interpersonal Relation.**

Source	Type III Sum of Squares	df	Mean Square	F
Gender	664.34	1	664.34	26.24*
Family Type	119.86	1	119.86	4.73**
Gender * Family Type	176.73	1	176.73	6.98*







**Expected Reasons**

**Psychological Well-being**

**Impact of Gender on Psychological Wellbeing**

The psychological well-being of men found to be higher shows that even today, masculinity is given more importance in every kind of well-being. The social structure and stereotypes of that place also contribute to this, due to which a male teacher is compared better to a female teacher. He is considered more trustworthy and more capable, hence he gets more support from various policies of society. Due to this, the male teacher gets a better environment to showcase his achievements and qualities. On the contrary, women who have more responsibilities than men have lower status and facilities, they get less opportunity to showcase their capabilities. In many places of the world, it is still believed that a woman's top priority is her family role, while a man's top priority is business, perhaps This is the reason why psychological well-being was found to be more in men and less in women. Whereas **Nagendramma and Suneela (2023)** found opposite results in their research. They found the psychological well-being of women to be more than that of men.

**Impact of Family Type on Psychological Wellbeing**

No significant difference was found in the type of family, the reason may be that the family is the main one but perhaps both joint and nuclear families strengthen the family members with their characteristics but both the families have some special characteristics of their own, joint and nuclear families. Though there are different types the main effect of family type is not visible.

**Impact of Gender \* Family Type on Psychological Wellbeing**

According to the table, there is no significant effect of family type, whereas the effect of gender is seen significantly and significantly, and for meaningful interaction, both the variables must be effective, which was not found here, hence there is no significant effect of gender and family type. No interaction was found. This argument justifies this fact.

**H01.1 Satisfaction**

**Impact of Gender on Satisfaction**

According to the table, the mean score of male teachers is 41.24, which is higher than the mean score of female teachers 36.11, that is, the satisfaction level of male teachers is higher than that of female teachers. It is clear from the fact that male teachers were found to be more satisfied in their teaching work than women, due to which, based on gender, men are more relaxed, more independent, and less affected by homework responsibilities and pressures, whereas women are more satisfied with their traditional traditions and social responsibilities. Due to this, they are not completely satisfied in their real life, work field, and personal life, hence the amount of satisfaction is less in them. **Maina et al. (2020)** in their research study found that gender had a statistically significant effect on teacher satisfaction. They found male teachers to be more satisfied than

female teachers. Whereas **Mocheche et al. (2017)** on the contrary, in their research findings found the satisfaction of female teachers to be more than the satisfaction level of male teachers.

#### **Impact of family type on satisfaction**

The effect of the satisfaction level of the nuclear and joint families was determined based on mean values. The impact of a nuclear family was found to be more than that of a joint family. The main reason why the nuclear family is found to be more effective is their economic strength, members get more freedom, and married people and children get more quality time and attention, whereas in a joint family, members face more responsibility, more pressure, and financial crisis. The main reason for the satisfaction of members in a joint family is found to be getting less time for communication etc. Therefore, teachers living in a nuclear family are found to be more satisfied. **Lodhi et al. (2019)** in their research which was conducted in Karachi city of Pakistan found that the level of satisfaction among the members living in the joint family was higher than that of the nuclear family, whereas the satisfaction in the nuclear family system was lower in those with higher education and higher socioeconomic status. level found higher.

#### **Impact of Gender \* Family Type on Satisfaction**

No significant interaction was found between gender and family type; The reason for this may be the greater influence of gender but less influence of family type on the satisfaction level, and also the changing perceptions of teachers in the changing environment and the influence of people from the social sector may be involved.

#### **H01.2. Efficiency**

##### **Impact of Gender on Efficiency**

From the table, the mean value of male teachers was found to be 43.40 and the mean value of female teachers was found to be 41.59, which confirms the fact that male teachers are more effective. The possible reason for this is the dominance of men and more facilities than women. there may be less family stress, whereas the status of women is still second class in society, which has a significant impact on their effectiveness. **Kulkarni (2000)** also found in his research study that male teachers were more effective than female teachers whereas Female teachers were average. Although changes are coming in the present, the effect of gender discrimination is ending in most of the states. As a direct example of this, **Kumar and Kumar (2015)** found in their research study that gender role affects the effectiveness of teachers. But no significant effect was found.

##### **Impact of Family Type on Efficiency**

It was observed that teachers living in joint families are more efficient whereas teachers belonging to nuclear families have a low level of effectiveness. The main reason for this may be that teachers living in joint families are burdened with additional family pressures and responsibilities. By dividing it among other members, they can concentrate and give more time to their teaching and learning process, and due to this, their efficiency increases continuously and satisfaction also increases. Besides, students also like such teachers more, whereas on the other hand, nuclear family Due to teachers suffering from additional pressures from their families, they are not able to show results as per their potential and are found to be less efficient. **Anuradha et al. (2015)** also found in the results of their research study that teachers in nuclear families are experiencing more role stress as compared to joint families. Teachers from nuclear families have many more responsibilities at home. Whereas **Kumar and Kumar (2015)** did not find any significant effect of family type on teachers.

##### **Impact of Gender \* Family Type on Efficiency**

No significant interaction was observed between gender and family type. Various reasons for this could be the influence of place, beliefs, and various policies, due to which no significant interaction was found between gender and family type.

#### **H01.3. Sociability**

##### **Impact of Gender on Sociability**

No effect of gender was found on the sociability of teachers. The reason for this could be that both male and female teachers have to develop qualities like sociability, compassion, and empathy while teaching and teaching students in school so that students can share all their problems with a parent. Due to this, characteristics of female teachers develop in male teachers also, hence the effect of gender does not appear to be significant.

### **Impact of Family Type on Sociability**

A significant effect of family type was found among the teachers. The joint family was found to have the better effect. This shows that qualities like sociability, humility, kind-heartedness, tolerance, adjustment ability, being together in joys and sorrows, etc. are present in the teachers living in joint families. They are absorbed from childhood itself, due to which teachers brought up in joint families are more successful by being more effectively involved with the students, whereas teachers brought up in nuclear families show loneliness, the quality of being lonely, less sociable, minding their own business or selfish tendencies are found due to which students are afraid or hesitant to talk to them or approach them for problem-solving. **Singh et al. (2014)** Results revealed that respondents from joint families were more personally, interpersonally, and socially adequate and thus, socially mature than those from nuclear families. Similarly, they were significantly higher on emotional stability, emotional progression, social adjustment, personality integration, and independence component of emotional maturity than those from a nuclear family.

### **Impact of Gender \* Family Type on Sociability**

Due to less influence of male teachers from joint families and more sociability of male teachers from nuclear families, the interaction was found to be clear. The reason for this may be that the influence of family type is so much that its influence reduces the influence of gender. Therefore, the importance of family type has not diminished even today. In whichever family system is not effective, the members of that family type lose their existence.

### **H01.4. Mental Health**

#### **Impact of Gender on Mental Health**

No significant difference was found in mental health based on gender reflecting the fact that at present, both male and female teachers have acquired the knowledge of their ability, tolerance, and new skills from time to time and have used them at the appropriate time. Whereas **Dagar and Mathur (2016)** on the contrary, the mental health of female teachers and Found more than male teachers. Whereas **Antonioni et al. (2013)** found that the mental health of male teachers was better than that of female teachers and the possible reason behind this was that male teachers are more capable of dealing with stress than female teachers.

#### **Impact of Family Types on Mental Health**

In family type, the researcher found significant differences between joint and nuclear families. He found teachers of nuclear families more effective than joint families, which could be due to less responsibility, less stress, reasonable salary, fewer challenges, a happy family, and quality time spent with the family. Due to this, the mental health of teachers from nuclear families is found to be better than that of teachers from joint families. Contrary to the findings, **Prajapati (2013)** in his research has not found any significant difference between joint and nuclear families.

#### **Impact of Gender \* Family Type on Mental Health**

No significant effect of gender is found because male and female teachers are facing almost similar problems or facilities due to which they are unable to have meaningful interaction with family type. Whenever such a situation arises that the impact of any one of the main variables is not possible in a proper and meaningful way, then no matter how effective only one variable is, it is unable to present a meaningful impact and interaction, this is considered important in the situational situation. Can be presented as an argument.

### **H01.5 Interpersonal Relation**

#### **Impact of Gender on Interpersonal Relations**

The male teachers were found to be more successful in building interpersonal relationships, then it comes to light that perhaps due to the independence that men have received from the beginning, they develop the characteristics of extroverted personality due to which they develop the qualities of fearlessness, sociability, and love for new people. Qualities like lack of hesitation in forming relationships develop with them, due to which they become more self-confident and become adept in interacting with people, whereas female teachers are introverts from the beginning and it takes a lot of effort for them to remove the scope of their feminine nature. At the same time, they face a lot of difficulty in getting out of the constraints of the social system, due to which they lag in the quality of building interpersonal relationships with male teachers. In support of this



argument, **Donnelly (2017)** also said in his research. found men to be efficient in building interpersonal relationships. The reason for this is that they are assertive, independent, ambitious, active, and courageous due to their masculine qualities and traditional roles. Whereas **Lee (2016)** according to his research found men to be more self-reliant due to the above-mentioned qualities. Believers were found to be more active and satisfied in relationships.

#### **Impact of Family Type on Interpersonal Relations**

The role of the joint family was found to have an important contribution to building mutual relations rather than that of the nuclear family. We can understand this according to this logic that in a joint family, one member can meet many members, communicate, and present his opinion. Independence is available from childhood due to which he finds himself safe and perhaps due to these characteristics when he grows up, he can be successful in making different types of relationships with other people and environments apart from the family, whereas in a nuclear family, there are fewer members. Due to this, he communicates with very few people instead of a joint family, which is not suitable for effective communication in the outside environment, hence he is less successful than a member of a joint family. **Sinha (1984)** in his research findings found that by Explaining the important features and findings of the family, it has been confirmed that in a joint family, the child gets many adults for his identity. Children feel safe in these families. Therefore, this fact can be said to make a person successful and more efficient in making social and interpersonal relationships.

#### **Impact of Gender \* Family Type on Interpersonal Relations**

In the present situation, a significant difference between gender and family type indicates that if both the main variables are effective then the interaction will be found significant. Looking at this table it is clear that both the variables are effective and gender has a very powerful effect and sets clear conditions for meaningful interaction. Such an approximate argument can be given.

### **V. CONCLUSION**

At the end of the study, we conclude that male teachers have a higher score than female teachers in all dimensions which are Satisfaction, Efficiency, Sociability, Mental Health, and Interpersonal Relations. On the other hand, we observe the impact of family type that is amongst joint and nuclear families, we conclude that the joint Family has a higher effect than that of nuclear families, but the teachers belonging to nuclear families are found to have greater satisfaction and mental health than that of the teachers from joint families.

### **VI. REFERENCES**

- [1] Abkhou, T. and Jenaabadi. 2015. Comparative analysis of the relationship between job burnout and general health of male and female high school teachers in Zabol. *Natural Science*. 7, 391-399.
- [2] Anuradha. N, Latha, P. Swarna, Naidu, G. Tammi (2023). A Study On Work Stress of Secondary School Teachers in Vizianagaram City, AP, India., *International Journal of Research in Commerce & Management*, Volume No. 6 (2015), Issue No. 08, Pp 69-76.
- [3] Antoniou, A.S.; Ploumpi, A. and Ntalla, M. 2013. Occupational stress and professional burnout in teachers of primary and secondary education: the role of coping strategies. *Psychology*, 4 (3A), pp 349-355.
- [4] Dagar, Neetu and Mathur, Madhu (2016). Mental Health of School Teachers in Relation to Their Sex and Type of School, *International Journal of Educational Planning & Administration*, Volume 6, Number 1, pp. 49-53.
- [5] Donnelly, K., & Twenge, J. M. (2017). Masculine and feminine traits on the Bem Sex-Role Inventory, 1993–2012: A cross-temporal meta-analysis. *Sex Roles*, 76(9), 556-565.
- [6] Fisher M.H. (2011). Factors influencing stress, burnout, and retention of secondary teachers. *Curr Issues Educ*, Vol 14: pp1–36.
- [7] Kulkarni, A.H. (2000). A Comparative Study of Male and Female Secondary School Teachers with respect to their Personality Traits, Competency and Teaching Effectiveness. Doctoral Dissertation. Shivaji University,
- [8] Kumar, AC Lal and Kumar, R Krishna (2015). A Study of Teacher Effectiveness of Primary School Teachers, *International Journal of Applied Research*, Vol.1(8), pp 651-654.

- [9] Kumar, Ch. Bharani and Rangan, Uma (2023). Psychological Wellbeing Among Secondary School Teachers with Respect to Educational Qualification, *International Journal of Multidisciplinary Educational Research*, Volume:12, Issue:5(4), pp 33-40.
- [10] Kumari, Meena and Jyoti (2020). A study of psychological well-being of secondary school teachers of Haryana, *International Journal of Applied Research*, 6(12): 290-293.
- [11] Kurt, Neslihan and Demirbolat, Ayşe Ottekin (2019). Investigation of the Relationship Between Psychological Capital Perception, Psychological Well-Being and Job Satisfaction of Teachers. *Journal of Education and Learning*; Vol. 8, No. 1, pp 87-99.
- [12] Li, H. Y. (2016). Develop gender role types and reduce barriers to interpersonal communication. *Journal of Henan Radio and TV University*, 29.02:110- 112.
- [13] Lodhi, S.F., Khan, A. A., Raza, O, Zaman, T.U, Farooq and Naieni (2019). Level of satisfaction and its predictors among joint and nuclear family systems in District Abbottabad, Pakistan, *Medical Journal of Islamic Research Republic of Iran*, Vol.33, 59.
- [14] Maina, Margaret, Kiumi, Kanjogu J. and Githae Peter (2020). Gender Factor in Public Secondary School Teacher's Job Satisfaction in Nakuru County, Kenya, *British Journal of Education* Vol.9, Issue 1, pp. 59-67.
- [15] Mocheche, Esther K., Bosire, Joseph and Raburu, Pamela (2017). Influence of Gender on Job Satisfaction of Secondary School Teachers in Kenya, *International Journal of Advanced and Multidisciplinary Social Science*, 3(2), pp 40-48. DOI: 10.5923/j.jamss.20170302.02
- [16] Nataraj, Bhuvana Manohari and Jayasankara, K. Reddy (2022). Psychological Well-Being of School Teachers: Predictive Role of Mindfulness and Emotional Intelligence, *MIER Journal of Educational Studies Trends & Practices*, Vol. 12, No. 2, pp. 242 – 262, DOI: 10.52634/mier/2022/v12/i2/2224
- [17] Nagendramma, K. and Suneela, M. Esther (2023). Relationship Between Wellbeing and Mental Health of the Secondary School Teachers, *Juni Khyat*, Vol-13, Issue-02, No.01, Pp 72-83.
- [18] Panchal, R. Deepika (2013). Mental Health and Psychological Well-Being Among Adolescents of Joint and Nuclear Family, *International Journal for Technological Research in Engineering*, Volume 1, Issue 4, pp 2347 – 4718.
- [19] Prajapati, Ramesh O. (2013). The Psychological Well-Being Among Joint and Nuclear Families: A Comparative Study, *The International Journal of Indian Psychology*: Volume: 01, Issue: 01, pp 47-53.
- [20] Poormahmood, A., Moayedi, F., & Alizadeh, K. H. (2017). Relationships between psychological well-being, happiness and perceived occupational stress among primary school teachers. *Archives of Hellenic Medicine*, 34(4), 504-510.
- [21] Ryff, D. (1989). "Happiness is everything, or is it? Explorations on the meaning of Psychological Well-being". *Journal of Personality and Social Psychology*. 57 (6):1069-1081. doi:10.1037/0022-3514.57.6.1069. S2CID 29135711.
- [22] Sinha, D. (1984). Some recent changes in the Indian family and their implications for socialization. *Indian Journal of Social Work*, 45, 271–285.
- [23] Vaghela, K. (2014). The psychological well-being among government and non-government school teachers: A comparative study, *The International Journal of Indian Psychology*, 2(1), pp 118-125.
- [24] Zahoor, Zeenat (2015). A comparative study of psychological wellbeing and job satisfaction among teachers. *Indian Journal of Health and Wellbeing*, 6 (2), pp 181-184.