

Psychological Well-Being and Mental Health Problems in College Teachers and School teachers

*Ms. Akshita Lamba & **Dr. Rajashree Roy Som

* Student of Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh.

**Assistant professor of Amity Institute of Psychology and Allied Sciences, Amity University, Uttar Pradesh.

Abstract

Psychological well-being is measured by how people assess their life rather than their contemporary feelings. It is a way an individual assesses his or her life and how he or she feels about where it is going in the future. Researchers have also shown that there is a variance between the psychological well-being of men and women. Mental health includes an individual's ability to enjoy life and form a balance between life activities & efforts to achieve psychological resilience. If a person has a good mental health, they are more satisfied from their life. The current study aimed at studying the psychological well-being and mental health problems in college teachers and school teachers. Samples of 160 school teachers were taken from Delhi NCR. The study reported that the male school teachers have a better psychological well-being and they have a less mental health problem which indicates that if an individual have a less mental health problems then they have better psychological well-being and are more satisfied with their lives. These findings can be used in Indian context and thus essential steps can be taken to educate the people to make their lives better. They can be made aware of the implications of the mental health problems.

Key words: College teachers, School teachers, Psychological well-being, Mental Health Problems.

INTRODUCTION

Psychological well-being is measured by how people see their lives as a whole rather than their current feelings. It is the way of seeing how a person regards his life and how he feels in relation to what he will do in the future. It measures well-being and can also be assessed on the basis of moods, satisfaction with relationships with others as well as goals achieved, self-image and the ability to cope with daily living. It is more of a favourable perspective towards one's own life rather than an assessment of current feelings. Psychological well-being is measured in terms of economic status and residence, as well as many other concerns. An individual's current condition is an important aspect of subjective well-being. The level of education strongly influences the subjective well-being of an individual, as has been shown in various studies on mental well-being. Researchers have also shown that there is a difference between the mental well-being in men and women. Happiness and psychological well-being are positive emotions that the individual experiences in different phases of life. Subjective well-being is measured by the presence of positive experiences and feelings such as pleasure, smile or laughter and the absence of negative experiences, feelings such as pain, worry and sadness. Mental health is the absence of mental disorder or mental illness. Mental health includes a person's ability to enjoy life and find a balance between life's activities and mental resilience efforts. When we are healthy, we build positive relationships with others, face life's challenges and use our skills to reach our potential.

REVIEW OF LITERATURE

During the last decade, the times have greatly changed. On one hand, we have witnessed many new technologies, new culture, latest developments, opening of many corporate, schools and universities and also on the second hand, we have seen an increase in the array of disorders or illnesses like, anxiety disorders, lifestyle disorders and so on. With more and more men and women being a part of the workforce and studies of different fields, the gender differences affect psychological well-being which

has also been researched. Most of the researches indicate that there is a gender difference. At the same time, many researchers have been done to see the effect of mental health problems on the psychological well-being of the individual.

Ozu O; Zepeda S. et al. (2017) investigated the teachers psychological well being from three different countries: U.S.A., Turkey, and Pakistan. The study included 403 teachers from U.S.A., 990 teachers from Turkey, and 715 from Pakistan individually. Results revealed that the U.S. sample had the highest PWB means followed by teachers in Turkey and least in Pakistan.

Boro J; Dhanalakshmi D (2014) conducted a study to find the relationship among life stress, optimism and psychological well-being among Teachers. The study was conducted on 145 school children. It was found that there was a positive relation between optimism and psychological well-being as the girls experienced higher levels of psychological well-being than boys as boys had high levels of pressure, life stress in life.

The current study was done by Upadhyaya C (2014) to investigate the effect of marital status, employment status and religion on psychological well-being. The study was conducted on 160 hindu and muslim females. The results revealed that marital status, employment status and religion had an effect on psychological well-being of female subjects.

Researchers have shown that the study on psychological distress, coping resources and subjective well-being in breast cancer women. The study was conducted on 200 women which was done by Devi P; Neelam (2013)

The relationship between self-image and happiness among adolescents belonging to government and public school was seen in this study done by Nair J; Haripriya (2013) it was a comparative study. The study was conducted on 147 boys and 87 girls aged from 12 to 14 years. It was found that there were no sex differences in case of self-image but girls were more in scores of happiness than boys.

Sahu K (2013) study was aimed to find the gender difference in regard to the experience of well-being and psychological well-being. The study was conducted on 100 adults. The results revealed that there was no gender difference in both well-being and psychological well-being.

Another research done by Singh B; Singh A (2013) conducted a study to find the level of psychological well-being of the self-defined homosexual and heterosexual males. It was found that the homosexuals had a poor level of psychological well-being as well as the people with same sex had gained the personal sexual practices but had hampered their psychological well-being.

A study conducted by Singh A; Singh S; Singh A; Srivastava A (2013) to find the role of hope in well-being among Teachers. It was found that hope had a positive relation with psychological well-being and negative relation with depression.

A study was done by Singh P; Singh S (2013) to find the relationship between shyness, self-esteem & subjective well-being. The study was conducted on 160 Teachers. It was found that shyness had a correlation with self-esteem & negative affect and self-esteem had a correlation with shyness, psychological well-being, positive affect & negative affect.

This study investigated by Furlong M; Felix E. et al. (2008) to study the role of school connectedness in mediating the relation between Teachers' sense of hope and psychological well-being for three groups: Bullied Victims, Peer Victims, and Non-victims. Teachers in grades 5 to 12 ($N = 866$) completed the

California Bully/Victim Scale, School Connectedness Scale, Children's Hope Scale, and Teachers' Psychological well-being Scale. Multi-group latent mean analysis revealed significant group mean differences in hope, school connectedness, and psychological well-being, supporting our bullying classification. Multi-group structural model analysis showed differential patterns between hope, school connectedness, and psychological well-being. Specifically, school connectedness partially mediated the relation between hope and psychological well-being for the Non-victims only. The effect of hope on school connectedness was stronger for the Bullied Victims than the Non-victims, and the effect of hope on psychological well-being was stronger for the Peer Victims and Bullied Victims than the Non-victims group.

As per the research done by Bryant R; Constantine M (2006) many prior studies have reported that school counsellors are at risk for experiencing mental health difficulties (e.g., professional burnout) as a result of their participation in a wide variety of service-oriented roles. The majority of school counsellors are women, which underscores the importance of examining these individuals' unique work-related and life experiences. As such, this study explored the relationships among multiple role balances, job satisfaction, and psychological well-being in a sample of 133 women school counsellors. Findings revealed that multiple role balance and job satisfaction were each positively predictive of overall psychological well-being, even after accounting for the effects of age, years of experience as a school counsellor, and location of school environment.

This study aimed to study the relationships between perceived psychological well-being, poor mental health, suicide ideation and suicide behaviours were examined in a state-wide sample of 13 to 18 year old public high college teachers using the self-report CDC Youth Risk Behaviour Survey. This study was done by Valois R, Zullig K, Huebner E, Drane J (2004) Adjusted logistic regression analyses and multivariate models constructed separately (via SUDAAN), revealed that poor mental health (past 30 days), poor mental/physical health (past 30 days) serious suicide consideration (past 12 months), planning for suicide (past 12 months), attempted suicide (past 12 months) and suicide attempt requiring medical care (past 12 months) were significantly related to reduced psychological well-being. Also, differences across gender and race were demonstrated. Measures of psychological well-being as a component of comprehensive assessments of adolescent mental health, suicide ideation and suicide behaviour in fieldwork, research, and program-evaluation efforts should be considered.

This study examined the effects of acculturation, beliefs about mental illness, and selected demographic variables on the help-seeking attitudes of 120 Turkish Teachers who were attending school in the United States. This study was done by Kilinc A; Granello P (2003). The authors maintain that if mental health professionals increase their understanding of Turkish international Teachers, they can then develop more effective services for this population.

Brantley A, Huebner E, Nagle R (2002) by using the Multidimensional Teachers' Psychological well-being Scale—MSLSS (Huebner, 1994), we compared psychological well-being reports of 80 high college teachers with mild mental disabilities with a matched sample of 80 typically achieving teachers. The results provided preliminary support for the use of the MSLSS in research with secondary college teachers with mild mental disabilities. They reported lower satisfaction with their friendships and higher satisfaction with school experiences than did their typically achieving counterparts. The school satisfaction reports of Teachers with mild mental disabilities varied as a function of differences in placement in special education.

This study was aimed to indicate the work intense psychosocial functioning and adjustment by using nationally representative samples of high school seniors, totalling over 70,000 respondents, from the classes of 1985–1989. This study was done by Bachman, Jerald G.; Schulenberg, John (1993) Consistent

with previous research, bivariate correlations were positive between work intensity and problem behaviours; these associations were diminished (but not eliminated) once background and educational success indicators were controlled, thus suggesting that selection factors contribute to the correlations. Work intensity appears to reduce the likelihood of getting sufficient sleep, eating breakfast, exercising, and having a satisfactory amount of leisure time. Conceptual and policy implications are discussed, including the possibility that long hours of part-time work may be both a symptom and a facilitator of psychosocial difficulties.

In another research done by Arns, Paul G.; Linney, Jean Ann (1993) 88 psychiatrically disabled clients of a large mental health centre were interviewed regarding their self-efficacy, self-esteem, and psychological well-being. Only 6-mo change in vocational status was positively and significantly related to these subjective outcomes. The data support a model wherein improvement in vocational status results in higher self-efficacy, which then affects psychological well-being through its impact on self-esteem.

Psychological well-being and psychological distress are often regarded as distinct, if not orthogonal dimensions of mental health. This study was done by Bruce Headey, Jonathan Kelley, Alex Wearing (1993). Based on analyses in this paper, we consider the distinction misleading. Four dimensions seem worth measuring in general population surveys: psychological well-being, positive affect, anxiety and depression. Furthermore, one of the well-being dimensions, psychological well-being, is quite strongly correlated with a distress dimension, depression. A person is unlikely to be both satisfied with life and depressed, but may be satisfied and anxious. The paper is based on convergent validity (exploratory and confirmatory factor analyses) and divergent validity assessments of a range of widely used measures, which were included in the Victorian Quality of Life Panel Survey, 1987.

Another research done by Palys, Ted S.; Little, Brian R.(1983) a new methodology developed by the 2nd author for the systemic appraisal of personal project systems was used as an approach to understanding perceived psychological well-being. Variables derived from the personal projects matrix were shown to explain variability in reported psychological well-being in 2 separate studies with 178 university Teachers (aged 18–64 yrs.) and 72 residents (aged 15–77 yrs.) of a rural/suburban community. High psychological well-being was associated with (a) involvement in projects of high short-term importance that were highly enjoyable and moderately difficult and (b) the presence of a social network that shared project involvements and offered social support. A cross-validation analysis revealed that the results obtained with the larger university sample generalized to the community group.

METHODS

Aim:

To study the psychological well-being and mental health problems in college teachers and school teachers

Objectives:

- To study the gender difference in psychological well-being of college teachers
- To study the gender difference in psychological well-being of school teachers.
- To study the gender difference in the mental health problems of college teachers
- To study the gender difference in mental health problems of school teachers.
- To study the difference between the psychological well-being of college teachers & school teachers.
- To study the difference between the mental health problems of college teachers & school teachers.
- To study the relationship between the psychological well-being and mental health problems in college teachers.
- To study the relationship between the psychological well-being and mental health problems in school teachers.

Hypotheses:

- There will be significant gender difference of psychological well-being in college teachers
- There will be significant gender difference of psychological well-being in school teachers
- There will be significant gender difference of mental health problems in college teachers
- There will be significant gender difference of mental health problems in school teachers
- There will be a significant relationship of psychological well-being and mental health problems in college teachers.
- There will be a significant relationship of psychological well-being and mental health problems in school teachers.
- There will be a significant difference between the psychological well-being of college teachers & school teachers.
- There will be a significant difference between the mental health problems of college teachers & school teachers.

Sample:

- Sample size- 160 participants
 - 80 College teachers
 - 80 School teachers
- Inclusion criteria
 - Age range- 30-50 for College teachers (30 Males and 30 Females).
 - 25-45 for Private School teachers (30 Males and 30 Females).
 - School teachers minimum qualification required is B.ed
 - College teachers minimum qualification required is Doctorate
 - All participants should be fluent in English

Description of tool:

NAME OF THE TOOL:	DEVELOPER OF THE TOOL:	NUMBER OF ITEMS IN TOOL:	THE TOOL MEASURES:
1.Ryff's Psychological well-being Scale	Carol Ryff	42 items.	Autonomy, Environmental mastery, Personal Growth, Purpose of life and Self-Acceptance.
2.General Health Questionnaire	Goldberg (1970)	12 items.	Current mental health of an Individual.

Ryff's Psychological Well-Being Scale

This scale consists of statements that describe different feelings and emotions. The tool contains a total of 42 statements. Reliability for this test is .82. On a 6-point scale, the participants respond on a 6-point scale ranging from '1=strongly agree' to '6=strongly disagree' which is used to measure the six aspects of well-being and happiness i.e.

1. Autonomy

2. Environmental Mastery
3. Personal Growth
4. Positive Relations
5. Purpose of life
6. Self-acceptance

General Health Questionnaire

The GHQ contains 12 short statements. On a 4-point scale, respondents rate the extent to which the statements are perfectly applicable to them. The scale reveals the score of current mental health of an individual. Reliability for this test is .87. The internal consistency reliability and convergent validity has been established for this test.

STATISTICAL ANALYSIS:

Keeping in mind the objectives and hypotheses of the study the statistical techniques that will be adopted are:

- 1) Descriptive Analysis
- 2) t-Test
- 3) Correlation.

ANALYSIS OF RESULTS

TABLE: 1 - Showing mean values of psychological well-being and mental health problems among male and female college teachers

Variables	Male College Teachers		Female College Teachers	
	Psychological Well-Being	Mental Health Problems	Psychological Well-Being	Mental Health Problems
Mean	22.9	16.5	24	11.15
SD	4.6	4.9	5.4	3.2

Table 1 show that the female college teachers have a higher mean score of 24. It indicates that the female college teachers have a better psychological well-being than male school teachers. The mean score of female school teachers for mental health problems is low which indicates that the female school teachers have better mental health.

TABLE: 2 - Showing Mean values of psychological well-being and mental health problems among male school teachers and female school teachers:

Variables	Male School Teachers		Female School Teachers	
	Psychological Well-Being	Mental Health Problems	Psychological Well-Being	Mental Health Problems
Mean	24.65	9.3	23.7	11.65
SD	6.02	2.9	5.82	4.1

The mean of male school teachers for psychological well-being is the highest mean with the value of 24.65 as well as they are low on mental health problems with a mean of 9.3 when compared to the female school teachers, it indicates that the male school teachers have good mental health and they have a better psychological well-being when compared to the female school teachers as they have a high mental health problems with a mean of 11.65 and low on psychological well-being with a mean of 23.7.

Table: 3- Showing t-test on the bases of psychological well-being and mental health problem of both the genders in college teachers and school teachers:

College Teachers (Male and Female)		School Teachers (Male and Female)	
Psychological Well-Being	Mental Health Problem	Psychological Well-Being	Mental Health Problem
0.725**	5.453**	0.638**	0.002**

Table 3 indicates that there is an insignificant relation between psychological well-being when compared with both the genders of college teachers and the values obtained are insignificant at .01 level. There is an insignificant relation between psychological well-being when compared with male and female school teachers. The value obtained by using t-test is insignificant at .01 level. There is an insignificant relation between mental health problems when compared with male and female school teachers. The value obtained by using t-test shows the insignificant relation at .01 level.

Table: 4- Showing t-test on the basis of psychological well-being and mental health problems in both college teachers and school teachers:

Variables	t-value	Significance
Psychological Well-Being	0.834	0.406
Mental Health Problem	4.692	0.000**

Table 4 indicates that there is a difference between school teacher and college teacher in case of psychological well-being were the t-value comes out to be 0.406 which further indicates that it is insignificant. In case of mental health problem the t-value obtained is 0.000** which shows that there is highly significant difference between college teachers and school teachers.

Table: 5- Showing Correlation coefficient of psychological well-being and mental health problem in the college teacher & school teachers (all the values are negative):

Variables	School Teachers	College Teachers
r-value	0.555**	0.428**

Table 5 indicates a Pearson correlation value for psychological well-being and mental health problem in school teachers is 0.428** and for college teachers is 0.555**, which highly indicates a significant relationship between psychological well-being & mental health problems. The result indicated towards a negative correlation between psychological well-being and mental health problems in all the two groups.

DISCUSSION

The present study is aimed to study the psychological well-being and mental health problems among college teachers and school teachers. The sample for the study consisted of 160 participants from Delhi which had a ratio of 80 males and 80 females divided on the bases of college teachers and school teachers. Using the tool Ryff's Psychological Well-Being Scale which measures different the six dimensions of well-being and happiness i.e.

1. Autonomy
2. Environmental Mastery
3. Personal Growth
4. Positive Relations
5. Purpose of life
6. Self-acceptance.

The other questionnaire is General Health Questionnaire which has 12 statements and measures mental health of the Individual.

Table 1 and Table 2 show the descriptive analysis of the mean score of male and female college teachers and school teachers. The table 1 & 2 shows that the male school teachers have a high mean ($M=24.65$, $SD=6.02$) which shows that the male school teachers have a better psychological well-being in comparison to the other groups followed by the scores of female college teachers ($M=24$, $SD=5.444$) and female school teachers with the mean of 23.7 ($M=23.7$, $SD=5.827$). The male college teachers had a least psychological well-being when compared to the other groups ($M=22.9$, $SD=4.639$). The table 1 on mental health problems reveals that the male school teachers scored the least level of mental health problem ($M=9.3$, $SD=2.919$) which indicates that the sample has a least mental problems and can cope up with the things well as they may also have a good psychological well-being score on mean which is 24.65. The table follows in the same range from least to higher mental health problems indicating that the female college teachers with a mean of 11.15 followed by female school teachers with a mean of 11.65 followed by male college teachers with a mean of 16.5. The scores suggest that the male college teachers ranged in the highest mental health problems with a mean of 16.5. This shows that the male college teachers were suffering from mental health problems and are also low on psychological well-being with a score of 22.9.

In table 3, there is an insignificant relation between psychological well-being when compared with both the genders of college teachers and the values obtained are insignificant at .01 level. There is an insignificant relation between psychological well-being when compared with both genders of school teachers. The value obtained by using t-test is insignificant at .01 level. There is an insignificant relation between mental health problems when compared with both genders of college teachers and school teachers. The value obtained by using t-test shows the insignificant relation at .01 level.

In table 4, we can observe that there is a difference between school teacher and college teacher in case of psychological well-being were the t-value comes out to be 0.406 which further indicates that it is insignificant. In case of mental health problem the t-value obtained is 0.000** which shows that there is highly significant difference between school teachers and college teachers.

Table 5, the comparison of the college teachers and school teachers in which the obtained correlations are significant in nature. The correlation has been done on the bases of psychological well-being and mental health problems in the two groups that are college teachers and school teachers. The values were negative which were included. The negative scores obtained from the correlation indicate that there is a negative relation between psychological well-being and mental health problems. The college teachers scored highest correlation value with the value of 0.555** which actually indicates that there is a strong negative

relation between psychological well-being and mental health problems. The school teacher's having a score of 0.428** indicates that there is a moderate relation between the two. All the correlation values are significant in nature.

▪ **Hypotheses Testing:**

It is seen that there was a difference in the initially formulated hypotheses:-

- There is an insignificant relation between psychological well-being when compared with both the genders of college teachers and the values obtained are insignificant at .01 level. There is an insignificant relation between psychological well-being when compared with both genders of school teachers. The value obtained by using t-test is insignificant at .01 level. There is an insignificant relation between mental health problems when compared with male and female school teachers. The value obtained by using t-test shows the insignificant relation at .01 level, it can be observed in table 3.
- There is a significant difference between the psychological well-being and mental health problems of college teachers and school teachers when compared on the bases of correlation. This hypothesis has been proved to be significant at .01 level and it can be stated by the result obtained from the table 4 and the scores were in negative which shows that there is a negative relation between psychological well-being and mental health problems.
- There is a significant difference between the mental health problems of college teachers and school teachers when compared using the t-Test. It can be seen with the help of table no. 4. The scores obtained (0.000**) is significant at .01 level.
- There is an insignificant relationship between psychological well-being of college teachers and school teachers when compared on the bases of t-test we obtained the score i.e. 0.406. It can be seen with the help of table no. 4. The obtained scores state that there is an insignificant relation shared between the two at .01 level.

SUMMARY & CONCLUSION

The present study is aimed to study the psychological well-being and mental health problems among college teachers and school teachers. The sample for the study comprised of 160 participants from Delhi which had a ratio of 80 males and 80 females divided on the bases of college teachers and school teachers. Using the tool Ryff's Psychological Well-Being Scale which measures different the six dimensions of well-being and happiness i.e.

1. Autonomy
2. Environmental Mastery
3. Personal Growth
4. Positive Relations
5. Purpose of life
6. Self-acceptance.

The other questionnaire is General Health Questionnaire which has 12 statements and measures the mental health of the Individual.

Psychological Well-Being is measured by how people evaluate their life as a whole rather than their current feelings. It is a way a person evaluates his or her life and how he or she feels about where it is going in the future. It measures well-being and can also be assessed on the basis of terms of moods, satisfaction with relations with others and with achieved goals, self-concepts, and self-perceived ability to cope with daily life.

Objectives:

- To study the gender difference in psychological well-being of college teachers

- To study the gender difference in psychological well-being of school teachers.
- To study the gender difference in the mental health problems of college teachers
- To study the gender difference in mental health problems of school teachers.
- To study the difference between the psychological well-being of college teachers & school teachers.
- To study the difference between the mental health problems of college teachers & school teachers.
- To study the relationship between the psychological well-being and mental health problems in college teachers.
- To study the relationship between the psychological well-being and mental health problems in school teachers.

Hypotheses:

It is seen that there was a difference in the initially formulated hypotheses:-

- There is an insignificant relation between psychological well-being when compared with both the genders of college teachers and the values obtained are insignificant at .01 level. There is an insignificant relation between Psychological Well-Being when compared with male and female school teachers. The value obtained by using t-test is insignificant at .01 level. There is an insignificant relation between mental health problems when compared with male and female school teachers. The value obtained by using t-test shows the insignificant relation at .01 level.
- There is insignificant relationship between the psychological well-being of college teachers and school teachers when compared using the t-Test. It can be seen with the help of table no. 4. The scores obtained is 0.406 in the table are insignificant at .01 level.
- In table 4 it shows that the difference between college teachers and school teachers in case of psychological well-being the scores obtained from the t-test are insignificant at .01 level with the value of 0.406. In case of mental health problems the scores obtained from the t-test are highly significant at .01 level with the value of 0.000**.
- There is a significant difference between the psychological well-being and mental health problems of college teachers and school teachers when compared on the bases of correlation. This hypothesis has been proved to be significant at .01 level and it can be stated by the result obtained from the table 5 and the scores were in negative which shows that there is a negative relation between psychological well-being and mental health problems. Mental health problems and psychological well-being are negatively correlated to each other as this hypothesis states that there is a negative relation between the two which has been proved by the help of correlation table.

Findings:

- Table 1 & 2 shows the descriptive analysis of the mean score of male and female college teachers and school teachers. The table shows that the male school teachers have a high mean when compared to the three other groups. The scores suggest that the male college teachers ranged in the highest mental health problems and were low on psychological well-being.

• There is an insignificant relation between psychological well-being when compared with both the genders of college teachers. There is an insignificant relation between psychological well-being when compared with male and female school teachers. There is an insignificant relation between mental health problems when compared with male and female school teachers.

• There is a comparison made between college teachers and school teachers on the bases of psychological well-being which further indicates that there is an insignificant difference made by using the t-test value we can be seen in table no. 4.

- There is a comparison made between college teachers and school teachers on the bases of mental health problems which show that there is a significant difference made using the t-test value which can be observed in table no. 4.
- Table 5, we can observe that the table shows the relationship of psychological well being and mental health problems of college teachers and school teachers in which all the obtained correlations are significant in nature. All the values were negative which were obtained.

FURTHER SUGGESTIONS & LIMITATIONS

- This research can be useful in consideration of mental illness like-stress etc. can be a cause for poor psychological well-being.
- Role of the moderating factors like lifestyle, relationship, motivation, ability or support can also be studied.
- The age group can be increased and the study can be conducted in a larger sample.
- The time was limited for the research work.
- Cross cultural comparisons could also be made for further studies.
- Research includes only working and teachers personnel. It may be extended to other sections of society.
- The sample size should be large and fairly representative.

These are some of the future suggestions which will give help to the individuals in order to get a good psychological well-being and reduced mental health problems.

- Introspect and be aware of any adverse physical or psychological changes in the body. Assess the cause of the underlying problem and try and eliminate it. A stress free mind leads to better mental health and psychological well-being.
- Seeking help and support of family and friends can help in bond building and leads to satisfaction and happiness. A positive emotion eliminates the negative emotions and relaxes the mind which gives a better mental health of an individual.
- Time management and maintaining a healthy lifestyle and having a proper daily schedule with proper exercise can help in enhancing better mental health conditions
- Researchers have proven that an average sleep for 8 hours is very important for effective physical and mental health.
- Yoga and meditation are great ways to enhance quality of life (in physical and mental terms).
- A regular mental exercise or work- out schedule or even a talk and spending quality time with friends and family can help increase psychological well-being and can reduce the mental health problems.
- Practicing muscle relaxation techniques can help in reducing physical and mental stress.

PRACTICAL IMPLICATIONS

- The result of the study imply that the male school teachers have a better psychological well-being and they have less mental health problems which indicates that if an individual or group have less mental health problems then they have better satisfaction in their life's.
- These findings can be used in Indian context and thus essential steps can be taken to educate the people to make their lives better and health, free from mental health problems and can have a better psychological well-being. They can be made aware of the implications of the mental health problems and the coping strategies from these mental health problems as well as the different ways to have satisfying lives.

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