

**Enhancing Psychological Well-Being of School Teachers using Positive Psychology
Intervention: An Experimental Study**
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Abstract

Teaching is often considered one of the most noble and revered professions globally. The Psychological Well-being of the teachers is very important as it not only impacts their own lives but also the lives of their students. Present study aimed to study the effect of Positive Psychology Intervention on Psychological Wellbeing of teachers classified into experimental and control groups. It is an experimental study in which 2 groups were formed with 20 males and 20 females in each group. The experimental group subjects received the Positive Psychology Intervention for 2 weeks. The PPI included diary writing about altruistic behaviour on daily basis. Pre and post -test assessment of both the groups was done for PWB levels. Mean, SD and t test was calculated to study the objective. When the pre and post test data of Experimental Group was compared, the t value obtained was 6.252792 which is significant intervention at 0.01 levels. This implies that there is a positive impact of Positive Psychology Intervention on Psychological Well- Being of the teachers.

Keywords: Altruistic behavior, Positive Psychology Intervention, Psychological Well- Being, Teachers

One of the most respected professions, teaching is often regarded as a noble profession. There was a time in India when teachers were held in such high regard that students sought their blessings, and the relationship between teachers and students was more than mere formalities. Teachers, like skilled potters shaping clay, have been seen as gurus guiding their pupils to become better people with love and care. However, over time there has been a marked change in the education landscape and many changes have occurred within the "guru-shishya" relationship. Many teachers, who were once students themselves, rose in middle-class families with expectations of achieving top ranks and securing well-paying jobs. From an early age, these students are exposed to a certain degree of explicit or implicit pressure. There is no guarantee that they can find their dream work, as long as they're doing good job and excel in the classroom. There are numerous factors, such as quotas, intense competition, unethical procedures and a lack of good career guidance, making it difficult to cope. As a result, these students often find themselves with limited options and increased uncertainty regarding their future.

In particular, a large number of families in India emphasise the importance of their child securing employment and income without taking into account aptitude, interest or attitudes towards work. For children who have grown up in such an environment, and are often aligned with their parents' ambitions, this pressure is often exerted consciously or unconsciously. Even in more supportive family environments, if a student doesn't gain admission to their desired college or university to pursue their chosen career, they may be forced to change their path after facing repeated setbacks. A number of factors, such as rising unemployment, a lack of professional guidance, family pressures and more, add to this situation. This means that some people make career choices which do not align with their

true interests, leading to potential failures. Today, it is common for people to be attracted to the teaching profession because of its relatively simple entry process and the respect it commands.

However, a lack of genuine passion for this profession could lead to low employment and quality of life that would ultimately negatively affect mental health, happiness and overall well being. Nevertheless, the additional workload of teaching often creates a high level of stress on teachers and leads them to low levels of job satisfaction which may have an adverse impact on their mental health, life satisfaction as well as happiness.

The pandemic of COVID-19 has had an important impact on teachers, leading to a shift towards the implementation of internet learning in mainstream classrooms. Older teachers were facing challenges teaching online courses, while younger teachers who had been skilled in technology would have found it easier to adapt. Factors which might have a potential influence on the wellbeing of teachers were also affected by these changes. Interest is a key factor among these, as it can have an impact on mental health if you don't interest yourself in your chosen profession.

Psychological Well-Being

The feeling of mental well being, and a strong sense of self, is closely linked to positive mental health. According to Singer and Ryff (1998), happiness is part of this feeling of well being; it's an expression of one's own life. Positive attitudes towards oneself and others tend to be found in psychologically healthy individuals. They act independently, acting in their own ways and exercising control over their behavior, so they are constantly seeking environments that correspond to their needs. They set clear life objectives, and seek exploration and development of their full potential.

Studies have shown that middle age individuals, in their various life stages, tend to show a greater sense

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of well being compared with elderly and young adults. These psychological well beings include cognitive judgments such as life satisfaction and emotional responses such as positive emotions (Diener, 2000). This is a collection of different aspects of everyday experiences, encompassing thoughts, emotions, behavior and choices that all reflect an individual's state of mind. According to Ryff (1989), the degree to which people feel that they have real control over their lives and activities is defined as psychological well being. A measure of psychological well being is based on eudemonic measures and emphasizes the deep aspects of wellbeing, such as meaning, optimum functioning and quality of life. The idea is that to achieve well being you must align your behaviour and feelings with the core values of yourself or a person's personality.

A framework for understanding and evaluating these additional aspects of life well being is set up by Carol Ryff's Psychological Well Being model, which consists in dimensions such as acceptance to oneself, positive relationships with other people, autonomy, nature mastery, purpose within one's own life, and growth into a better person. It draws inspiration from various psychological theories and encompasses six dimensions, each contributing to overall well-being.

The key to a teacher's effective performance in both his and her personal and professional life is the maintenance of mental well being. Individuals should be given a proper career counselling and carried out psychological evaluations such as aptitude tests, assessments of their attitude towards the occupation, interest or intelligence evaluation when choosing to become a professional.

In order to reduce the risk of unhappiness or a reduction in mental well being caused by an incompatible career choice, careers decisions should consider the results of these evaluations. Individuals should seek help in exploring alternatives if the choice of career does not go according to plan. It must be stressed, however, that after some time and length of working in the profession, changing careers may not be simple or easily accomplished for people who have been willing to take up teaching but are having low mental well being. In these cases, psychological interventions may contribute to the promotion of their mental well being.

Positive Psychology Interventions (PPIs)

Sin and Lyubomirsky (2009) have defined Positive Psychology Interventions (PPIs) as psychological interventions with a primary focus on increasing positive feelings, thoughts, and behaviors. They argue that performance improvement plans are based on two fundamental components: firstly, they try to improve happiness through positive emotions and thoughts in order to be able to sustain them for a longer period; Secondly, they attempt to extend these effects. In order to improve happiness, PPIs are based on a variety of approaches that include sensory

awareness, interactions with others, gratitude practices and mental restructuring. These practical methods, in combination with these various features, are known as the Positive Psychology Interventions (Parks & Schueller, 2014).

In the realm of psychology, the traditional focus has often been on addressing mental illnesses, disorders, and alleviating suffering. But the emergence of positive psychology in recent decades, which has led to greater focus on people's strengths, well being, and life satisfaction, have changed this perspective. Positive psychology is based on the concept of positive psychological interventions, PPIs, which are designed to foster positive emotions, strengths, and overall life satisfaction.

A wide range of practices and strategies aiming at the promotion of positive emotion, strength or resilience are covered by positive psychology interventions. Those interventions are based on the assumption that individuals can lead a more meaningful and fulfilling lives by focusing on their natural strengths as well as developing favorable emotions. Such actions as gratitude exercises, mindfulness techniques, acts of kindness and character traits identification are also included in the PPIs.

Positive psychology interventions aren't just based on anecdotal evidence or wishful thinking; they're based on empirical research. The effectiveness of these interventions for enhancing happiness has been shown in a number of studies. Research on gratitude programs, in which people regularly reflect upon the positive aspects of their lives and feel good about them, also showed an increase in mood, life satisfaction as well as a general healthiness. Similarly, mindfulness meditation, a common PPI, has been associated with reduced stress and enhanced emotional regulation.

Types of Positive Psychology Interventions

- Gratitude practices: people have been found to be happier and more satisfied with life when they regularly journal about what they are thankful for.
- Mindfulness Meditation: Mindfulness practices help individuals stay present in the moment, reducing stress, anxiety, and enhancing overall well-being.
- Acts of kindness: It is possible to create positive feelings and improve general life satisfaction by being in touch with acts of kindness, whether minor or significant.
- Character Strengths Identification: Identifying and using one's character strengths in daily life is associated with greater happiness and personal growth.

The Positive Impact of PPIs

There are huge consequences for people's lives as a result of positively psychology interventions. In addressing the challenges of life, they do not only improve happiness but also support resilience and help to cope with them. PPI contributes to personal

growth and greater meaning in life, by highlighting the reinforcement of good emotions and strengths. Furthermore, these interventions may be used in different contexts, e.g. education, healthcare and the workplace, with a view to improving psychological health and overall quality of life.

The promising possibility of promoting happiness and the cultivation of a fulfilled life has been opened by positively psychology interventions. PPIs take a practical approach to enhancing mental health and happiness by focusing on positive aspects of human life, for example strengths, virtues or good emotions. The potential for these interventions to have a significant impact on the lives of individuals, which in turn leads to better living conditions and more stable societies, is highlighted by empirical evidence that supports their effectiveness. As the field of Positive Psychology continues to develop, it paints a positive view on humanity's potential and points out that any person can achieve flourishing well being and happiness.

Altruism

Altruism is a fascinating aspect of human behavior, reflecting a selfless concern for the well-being of others. Altruism is defined as actions or behaviors aimed at benefiting others, driven by a genuine concern for their well-being. The key characteristic of altruistic acts is the absence of personal motives or considerations of personal cost or benefit.

Altruistic behaviors can manifest in various forms, ranging from simple and everyday acts of kindness, such as helping someone carry groceries, to more profound acts that involve personal sacrifice.

Altruism challenges the traditional view of human behavior based solely on self-interest. Motivations for altruistic acts may stem from empathy, compassion, a sense of duty, moral values, or a desire to contribute to the greater good. Pure altruism is characterized by actions solely intended for the benefit of others, without any expectation of personal gain.

Everyday examples include helping a stranger in need, donating to charity, or volunteering time for a cause. Extreme examples may involve risking personal safety or making significant personal sacrifices for the well-being of others.

Evolutionary theories have explored the existence of altruistic behaviors, suggesting that cooperation and altruism can enhance the overall success and survival of social groups.

Social norms, cultural values, and upbringing can influence the development of altruistic tendencies in individuals. Societal expectations and reinforcement of altruistic behaviors contribute to a more compassionate and interconnected community.

Understanding altruism adds depth to our exploration of human behavior and the complex interplay of motivations that drive individuals to contribute positively to the lives of others. It's a topic that spans psychology, philosophy, and evolutionary science,

highlighting the intricate nature of human social interactions.

Objective

- To study the effect of Positive Psychology Intervention on Psychological Wellbeing of teachers classified into experimental group and control group.

Hypothesis

- There would be a positive impact of Positive Psychology Intervention on Psychological Wellbeing of teachers in the experimental group as compared to control group.

Method

Sample: 80 teachers working in private schools were selected for the present study using purposive sampling. 40 males and 40 females teachers were selected working in rural areas. They were classified randomly into experimental and control groups with 20 males and 20 females in each group.

Inclusion Criteria: Both males and females teachers working in private schools in rural areas (age range 25 to 35), were included in the study.

Exclusion Criteria: The study excluded physically handicapped and psychologically disordered teachers, with an age range restriction from below 25 to above 35 years. It also excluded teachers from government schools, concentrating on those from private or non-government schools or schools of non-rural areas. These exclusions were made to define a specific group of teachers for the study, aligning with the research objectives.

Design: To study the objectives of the study, following statistics were used to analyze the obtained data. Mean, Standard Deviation (SD), and t- test were computed to find out the significance of difference between the experimental and control groups.

Psychological Measure

Psychological Well-being Scale (Carol D. Ryff, 2007): Carol Ryff developed the Psychological well-being scale (Revised Form) for measuring psychological wellbeing. The scale contains 42 items with six- point rating options. It covers six dimensions of psychological wellbeing which are Autonomy, Environmental mastery, Personal Growth, Positive relations with others, Purpose in life and Self- acceptance. The test- retest reliability is $> .80$ for all the six dimensions.

Procedure: The study was experimental in nature. It was conducted whereby the subjects were listed on the basis of criteria inclusion and exclusion of the study. After obtaining consent from the subjects, the psychological measure of the study was sent via Google Forms. Pre data was collected. 2 weeks long Positive Psychology Interventions were given to the experimental group subjects. The Positive Psychology Intervention included diary writing about altruistic behaviour performed by the subject on daily basis. The Experimental Group subjects were also asked to write positive statements about themselves in a diary every night like "I am a good person" or "I

am a good son/ daughter”. After the intervention, both experimental and control group participants were re-assessed for their levels of PWB.

Results and Discussion

Descriptive Statistics

In trying to study the actual study hypothesis, overall descriptive statistics like Mean and Standard Deviation were calculated. For pre test, the Mean score of Experimental Group is 196.275 and SD is 25.74 while the Mean score of Control Group is 194.825 and SD is 25.43. For Post -test, the Mean score of Experimental Group is 220.7 and SD is 5.72 while the Mean score of Control Group is 196.075 and SD is 25.38. This shows that the PWB of the Experimental Group is enhanced by the PPI.

Significant difference among Variables by applying t-test

been a positive impact on the PWB levels of the EG subjects due to the PPI they underwent for 2 weeks.

Similarly, t- test for 2 dependent means was done to check if there is any significant difference between the CG pre and post test. The df was 58 and the t value obtained is 1.133991 which gives the p value of .13186. This indicates that there is no significant difference between the CG before intervention and after intervention. The difference is insignificant at 0.01 levels. This implies that there is no significant increment in the PWB levels of the CG subjects in the 2 weeks gap during which they did not receive PPI.

Also, t- test for 2 independent means was done to check if there is any significant difference between the EG and CG after the intervention was given. The df was 78 and the t value obtained is 6.06881 which gives the p value of <.00001 which indicates that

Table 1. Significance of difference between Experimental and Control groups

Test	Mean	SD	df	t- value
Pre test (EG and CG)	EG- 196.275 CG- 194.825	EG- 25.74 CG- 25.43	78	0.25 ^{ns}
Post test (EG and CG)	EG- 220.7 CG- 196.075	EG- 5.72 CG- 25.38	78	6.07*

Table 2. Significance of difference between pre- post means

Group	Mean	SD	df	t- value
EG (pre and post test)	EG (pre)- 196.275 EG (post)- 220.7	EG (pre)- 25.74 EG (post)- 5.72	78	6.25*
CG (pre and post test)	CG(pre)- 194.825 CG(post)- 196.075	CG(pre)- 25.43 CG(post)- 25.38	78	1.13 ^{ns}

This section includes the results representing significant differences among the various groups. There were 80 teachers, half of which were in EG while the other halves were in CG.

From Table I, we can see that the t- test for 2 independent means was done to check if there is any significant difference between the EG and CG before intervention was given. The df was 78 and the t value obtained is 0.25344 which gives the p value of .400298. This indicates that there is no significant difference between the EG and CG before intervention. The difference is insignificant at 0.01 levels. This implies that the EG and CG are comparable.

For 2 weeks, Positive Psychology Interventions were given to the EG while CG received no intervention. From Table II, we can see that t- test for 2 dependent means was done to check if there is any significant difference between the EG pre and post test. The df was 78 and the t value obtained is 6.252792 which gives the p value <.00001. This indicates that there is significant difference between the EG before intervention and after intervention. The difference is significant at 0.01 levels. This implies that there has

there is exists a significant difference between the EG and CG post intervention. The difference is significant at 0.01 levels.

Conclusion: The t- test value indicates that there is a significant difference in the levels of Psychological Well-Being of the Experimental Group subjects when compared pre and post Positive Psychology Intervention. This proves that the hypothesis formulated was true.

Limitations and Ideas for Further Study

The research took place in the state of Rajasthan in India. So it is crucial to cover other regions as well to get a diverse picture. Also, there were 80 school teachers of secondary level in the present study. A larger sample can be used. The sample belonged to the age range of 25 to 35. Further studies can involve teachers of more age groups and can compare them too. Subjects belonged to rural area and hence, teachers of urban areas can also be included and can be compared with rural subjects. Teachers in this study worked in private schools. Government school teachers can also be included in further researches. Teachers working in colleges and universities can also be included in the study. Along with

Psychological well-being, subjective well-being can also be studied in future researches. More Positive Psychology Interventions can be applied. Gender differences can also be studied.

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