



“A Study on Psychological well-being among Special School Teachers”

AARTHI N

(21PSW001)

Thesis Submitted to

The Department of Home Science Extension Education

Avinashilingam Institute for Home Science and Higher Education for women,

Coimbatore – 641 043

In partial fulfillment of the requirements for the

Degree of Master of Social Work

May 2023

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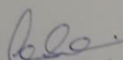
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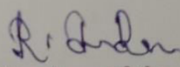
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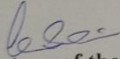

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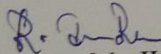
Certíficate

CERTIFICATE

This is to certify that the dissertation entitle on "A Study on Psychological Well-being among Special School Teachers" submitted to the Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore - 641 043 in partial fulfillment of the requirements for the award of the Degree of **MASTER OF SOCIAL WORK** is record of original research work done by **AARTHI N** during the period of the study in the Department of Home Science Extension Education, Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore - 641 043, under my supervision and guidance, has not formed the basis for the award of any degree/ diploma/ associate ship/ fellowship or similar title of other University.



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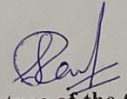
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Declaration

DECLARATION

I **AARTHI N** here declare that the thesis, entitled "**A Study on Psychological Well – being among Special School Teachers**" submitted to the Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, in partial fulfillment of the requirements for the award of the **Master of Social Work** is a record of original and independent research work done by me during six month under the Supervision and Guidance of **Dr. K. Sumathi**, M.S.W, M.Sc, Ph.D. M.phil, BCMH, UGC NET and it have not formed the basis for the award of any Degree/Diploma/Associate ship/ Fellowship or other similar title to any candidate in any University.



Signature of the Candidate

Acknowledgement

Acknowledgement

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CHAPTER – I

INTRODUCTION

1.1 Introduction

Teaching is a wonderful profession and a great art. Teaching is a deliberate intervention that involves the planning and implementation of instructional activities and experiences to meet the intended learner outcomes according to the teaching plan. Teaching and learning are ongoing processes in which both the teacher and the learner must take an active role for achieving the best Results. Throughout the educational process and in transferring knowledge to the students, the teacher is essential.

In special education, teachers are the key figures. They should be clear about the concept of disabilities. They need special care, encouragement, and support from their teachers. A teacher needs to have knowledge in the assessment of intellectual disabilities in children with special needs as well as their psychological, behavioral, and emotional issues. The school must have the personal and academic records of students with disabilities, results of various assessments tests, such as IQ tests, assessments of visual, hearing, and language abilities, and records of other background histories in order to plan and organize effectively.

1.1.1 Aim

Aim of the Study is to understand the Psychological Well-being of Special Educators.

1.2 Special Education

Special education is the branch of education for individuals who are different from normal human beings. It is specially designed for students who are disabled, gifted child or with special learning needs.

Every individual is unique and therefore “special” Education is perceived as capable of modifying and promoting the all-round development of an individual. It is education that has transformed the dreams of millions of human beings for a better and higher quality of life into a reality. There are some individuals who by virtue of their physical and mental abilities require a more relevant or appropriate instruction than is usually available within formal and informal educational structures. The learning requirements which have been constructed to help and satisfy such children are special

education. The prime aim is drawing out and strengthening the social children's abilities. There are other related services like special teachers, psychological assessment, special transportation, medical treatment and counseling, special teaching materials and special facilities which go hand in hand with special education. Special education helps to identify intra-and inter-individual differences. The general education principle is equally applicable to the area of special education. But there is a need for more opportunities to help them master certain skills to reach their full potential in the school.

The very term "special education " includes all aspects of education which are applied to exceptional children-physical, mental, disadvantaged and gifted children. But these methods are not usually adopted for average children. Special education has a long history.

Special education is not a total program which is entirely different from the education of ordinary children. Rather it includes those aspects of education which are specific in addition to the regular program for all children. In some developed countries like USA and UK, these types of schools are mostly residential. But in a developing country like India, residential schools are very rare and now care is being taken to provide certain facilities to these types of children in some metropolitan cities.

1.2.1 Meaning of Special Education

Special education means specially designed instruction which meets the special education and related needs of an exceptional child. It is distinguished from regular educational program for non-exceptional children by some unusual quality, something uncommon, noteworthy. it is something special – special materials, special training techniques, special enquired for special categories of children having special needs.

1.2.2 Definition

According to Rowayane Smith,1973:

Special education is instruction that is individually tailored to meet the unique learning needs of a child with disabilities.

According to Hallahan and Kauffman,1978:

Special education means specially designed instruction which meets the unusual need of an exceptional student special materials, teaching techniques, equipment and facilities may be required.

According to Prof. Jangira,1986:

Special education is the process of making educational provision to meet special needs of children, which cannot be satisfied by the present arrangements available in ordinary schools.

According to Heward,1996:

Special education is individually planned, systematically implemented and carefully evaluated instruction to help exceptional children achieve the greatest possible personal self-sufficiency and success in present and future environments.

1.3 Special Education as Teaching

Special education is a profession, a service with tools and techniques to meet the special needs of exceptional children. It is individually planned, systematically implemented, and carefully evaluated instruction to help exceptional learners achieve the greatest possible personal self- sufficiency and success in present and future environments.

1.4 Needs and Importance of Special Education

A special education teacher works with children and youths who have a variety of disabilities. For special needs kids to reach their full potential and push past their limitations, they need specialized teaching from teachers who have undergone specific training. Teachers in special education are kind, understanding people committed to providing each kid with the support and resources they need to succeed to the fullest.

A small number of special education teachers work with students with severe cognitive, emotional, or physical disabilities. Their main responsibility is to provide fundamental reading and life skills to them. Nonetheless, the majority of special education teachers work with kids who have mild to moderate disabilities, adapting the curriculum for general education to fit each kid's needs, and giving the necessary teaching. Although some work with newborns and toddlers, the majority of special education teachers taught kids in preschool, elementary, middle, and secondary schools.

Children with Special Needs have feelings, emotions, drives and motives common to children in general. They have certain specific characteristics that warrant special services in their educational program. Educational equality is not merely providing education in the same class with the normal children, with same instruction. There is a need to have special classes in terms of remedial classes and provisions of

resource centers, itinerant teacher to develop disabled children to their full capacities. The individual differences, needs and special services must be attended to meet those needs. There are children with mild and moderate degrees of visual impairment, hearing impairment, mental retardation, emotional or behavior disorders and learning difficulties. Hence to make teaching more effective, to develop good relations with others and interact with peer groups, a teacher has to perform diversified roles according to the needs of different categories of special children.

A child with special need is basically a child who, because of his or her unique medical or developmental difficulties, has needs in addition to those of his or her peers e.g. a child with learning difficulties will have unique educational needs that most aged peers won't have. Special needs may range from mild to more severe.

- Special teaching facilities are required to meet the personal and social needs of exceptional children.
- The special education helps both the average children and exceptional children in special classes.
- The gifted children are not satisfied in the normal classes. They do not and scope to exercise their cognitive abilities. They also feel the tasks very easy and complete it very soon than others for which they show behavioral problems. But their talent is daily recognized and the development of skills and potentialities take their full shapes while they are included in homogenous groups with a special treatment.
- Sometimes the hearing impaired, visually impaired, orthopedically handicapped and mentally retarded need special treatment. So special education helps them to keep pace with the academics activities are with their environment.
- Special education is not only useful the exceptional children it assist the teacher to know the leaders and their learning difficulties.
- Special education stimulates the children to participate in different co-curricular activities. This type of involvement provides the children to highlight their leadership qualities and creative urges.
- Special education tends the children to a fresh their intellectual abilities and know the various streams of knowledge, which they feel difficult in normal class situation.

- Due to facilities including special building features special equipment and special literary materials, special education prompts the children to be more motivated. It develops readiness and forwardness in learning.
- As the different personals like teacher educators, consultants, psychotherapists, speech therapists and others are involved in this special education program the learning becomes more meaningful and permanent. It wipes out the various emotional problems of the children and makes them more alert and quick in their thinking process.
- Special education helps teacher to implement new methods, procedures tools and techniques in educational situations.
- Special education condemns the interiority complex among the children. They also get more freedom to work together and achieve their goals.

1.4 Psychological well-being

Psychological well-being is part of mental health and healthy relationships with oneself and the outside world and related to so many aspects related to psychological well-being, it means that psychological well-being explains the life of human behavior, positive lifestyle with adjustment with oneself and the environment according to the demands of society, in general, only well-being is related to physical health, but psychological well-being is related to multiple aspects of the model of human behavior according to a model of healthy behavior of how the person should live in a routine life with society and with oneself . This means that psychological well-being assesses the behavior pattern of the person in a positivity manner According to **(Diener, 1997)** in the form of a cognitive form of behavior of a person creatively in a this means a part of an evaluation of a feeling and an emotion in the context of an experience with people and analyzes of pleasant and unpleasant experiences related to the context of a society demanding with happiness.

Psychological well-being is the subjective experience of being content, happy, satisfied with life's experiences and one's place in the world of work, as well as having no anxiety, dissatisfaction, or concern, among other things. Since it is challenging to assess these factors objectively, the word "subjective" well-being is stressed. In challenging circumstances, it may very well be kept, and in a favorable situation, it may very well be lost. It is connected to but independent of physical or physiological circumstances.

According to **Diener and Smith (1999)**, Psychological or subjective well-being as a broad construct, encompassing four specific and distinct components including (a) pleasant or positive well-being (e.g., joy, elation, happiness, mental health), (b) unpleasant affect or psychological distress (e.g., guilt, shame, sadness, anxiety, worry, anger, stress, depression) (c) life satisfaction (global evaluation of one's life) and (d) domain or situation satisfaction (e.g. work , family, leisure, health, finance, self).

The term psychological well-being (PWB) connotes a wide range of meanings, usually associated with wellness. Most studies in the past defined 'wellness' as not sick, as an absence of anxiety, depression or other forms of mental problems. The PWB includes meaning in life, absence of somatic symptoms, self esteem, positive affect, daily activities, satisfaction, absence of suicidal ideas, personal control, social support, absence of tension, and general efficiency (**Bhogle and Prakash, 1995**).

According to the Indian viewpoint, there are four aspects: the five elements, the individual or jeeva, life or ayu, and health or arogya. Well-being as per Indian perspective relates to well-being on physical, psychological and spiritual dimensions,. In the Indian philosophy of wellbeing, the terms Maitri, Karuna, Mudita, and Upeksha, which are translated as relatedness, compassion, amiability, and avoidance of conflict, are used. In other words, achieving well-being entails denying the ego in order to become one with oneself. This in turn suggests that happiness is a combination of identity, freedom, and well-being.

1.4.1 Definitions

Bradburn and Caslovitz (1965), speak of a dimension variously called mental health adjustment, happiness or psychological well-being and if individuals who can be meaningfully described as relatively high or low on such a dimension.

Maslow (1968), proposed that 'psychological health of the adult is called variously as self-fulfillment, emotional maturity, individuation, productiveness, self actualization, authentic full humanness' etc. For Maslow, the growth of a person consisted in enhancing the growth ward vectors, making growth more attractive and delightful and minimizing the fears of growth. Therefore one can consider the process of healthy growth to be a never - ending series of free choice situations.

(Johoda, 1958 Warr, 1978), Psychological well being deals with people's feelings about daily experiences in life activities, such feelings are known as negative mental states or psychological strains such as anxiety, depression, and emotional, fatigue, grief, state dissatisfaction.

As Nagpal and Sell (1992), observe all indicators of psychological well-being have objective and subjective components. The objective components relate to concerns that are generally known by the term standard of living. However, individual satisfaction or happiness with objective reality depends not only on the access to goods and services that are available to the community but also on his expectations and perceived reality; it is this subjective component which links the concept of life to subjective well-being.

According to Witmer and Sweeney (1992), psychological well-being includes majority of characteristics of the healthy person, a sense of worth, a sense of control; realistic beliefs, spontaneity and emotional responsiveness; intellectual stimulation, problem solving, creativity and a sense of humor.

According to War (1978), Psychological well-being is somewhat eloquent, which is the daily life activities of people with a feeling of emotion, such feelings can come from a psychological strain such as negative mental state or anxiety, depression, depression, emotional tiredness, suffering, dissatisfaction, which are referred to as positive mental health is coming.

1.5 Psychological Wellbeing has two important facets

The first of these refers to the extent to which people experience positive emotions and feelings of happiness. Sometimes this aspect of psychological wellbeing is referred to as subjective wellbeing (Diener, 2000).

Types of psychological wellbeing

1. The term “**Hedonic**” wellbeing is normally used to refer to the subjective feelings of happiness. It comprises of two components, an affective component (high positive affect and low negative affect) and a cognitive component (satisfaction with life). It is proposed that an individual experiences happiness when positive affect and satisfaction with life are both high (Carruthers & Hood, 2004).

Hedonic Well-being Term

- Happiness
- Subjective well-being
- Positive emotions

2. The less well-known term, “**Eudaimonic**” wellbeing is used to refer to the purposeful aspect of PWB. The psychologist Carol Ryff has developed a very clear model that breaks down Eudaimonic wellbeing into six key types of psychological wellbeing.

Eudaimonic Well-being Term

- Self acceptance
- Environmental mastery
- Positive relationship
- Personal growth
- Purpose in life
- Autonomy

1.6 Riffs model of psychological well-being

According to **Riff**, a theory given on psychological well-being, especially on the basis of criticism, **Riff** describes another view of wellbeing, they gave six dimensions of well-being in well-being psychological being Theory as a part of the theory of well-being involves autonomy, mastery of the environment, positive relationship with others as well as life purpose, growth of the person and self-acceptance.

- **Self- acceptance:**

Self-acceptance is an acceptance of oneself that is part of psychological health as well as of self-actualization and an increasingly higher understanding level function with oneself and others in the environment. And can achieve personal ability to work job identification (**Keyes' 2006**) a great accepting the self, high score possesses a better way to look towards oneself, recognizes and grasps various points of one self, including the good and the bad. Bad qualities; feels positive about past life. A less score, make a bad attitude with oneself, is disheartened with which happened in the previous span, thinks to be unique from what one individual is feeling. The most common point which can be noted is the past standpoint is the one's sight of self-acceptance. Which can be derived like heart of mental health and self-realization characteristic , best operation , the puberty of the scope of theories do .Life evidence of empathy as the self-acceptance - even a life and passed from. Thus, having positive attitudes towards oneself appears as a one of the most important point in great psychological performance.

- **Personal Growth:**

In a growth of psychological well-being, there is a reality of a psychological part that improving well-being if there is personal growth is a positive, results-oriented and

successful life with joy. Then he has a positive feeling and attitude towards himself and society, if he is dissatisfied with himself with his own growth then his psychological well-being, there is something wrong with capacity building. Strong growth in life leads to positive psychological well-being and he will be satisfied with his own and with society. Low. The growth of a life refers to a person living in such a way towards depression and an unhealthy lifestyle with happiness. Sense or sense of accomplishment of empowerment in a development and to progress towards growth in a life in a positive way, it means that growth happily goes with an appropriate level of satisfaction in happiness.

- **Autonomy:**

In this part of the dimension describe as part of autonomy; tell about it this part of independence, and the individualization and behavior related to the inner one and locus of control in a part of the behavior in life. Majority behavior person making an autonomous person this means that the personal voluntary mechanism affects the behavior pattern. Healthy relationship with autonomy and thinking of reality with healthy communication with the person of the environment, these factors affect in a good - psychological being in a personal health and well-being of universal level of high level of autonomy leads to the feeling of joy and happiness.

- **Purpose in life:**

In a world of life with purpose, to say that it is part of a pattern of behavior of well-being in a specific part of psychological wellbeing, it means the meaning of a directive factor and related to the intention to live life in human behavior, it means a the purpose in life, it affects human behavior, the high level of purpose and expectations affect the level of psychological well-being. View in life with the purpose of life according to **(Ryff)** speaks of a psychological well-being of human personality factors as a healthy and determined relationship in a lifetime.

- **Environmental mastery:**

In a pattern of behavior, the capacity of an individual person differs in each human type according to (**Ryff**) described as: " To pick or establish conditions fit to his clairvoyant condition which is characterized as attributes of emotional well-being" thus environmental control is an important aspect of psychological well-being and of the pattern of human behavior in our view. Positive or a top passer in an environment with a complex sense of freedom and intimacy with a fitted and comfortable situation where the person lives in the present world as a human.

- **Positive relationship with others:**

A positive relationship with others means that in one part of the personality, a warm and pleasant interpersonal relationship is health when connection and communication and relationship with others is positive and with warm feelings and positive. Some of previous theories describe the need of warmth, confidence in personal relationships; the ability to love is examined as a heartened part of psychological health. Self-actualization is to have a strong sense of affection towards everybody and to be able to make a more friendship large, deeper love and totally replicated with the other, the warm relationship with others is acted like a measure of development. Grown-up formative stage speculations have additionally positioned accentuation on accomplishing close associations with others and the direction and course of others the mainstay of an extraordinary relationship with the other is consistently underlined in subjects of mental wellbeing.

1.7 Five Major Types of Well-Being :

- **Emotional Well-Being**

Ability to practice stress-management techniques, be resilient, and generate the emotions that lead to good feelings for developing emotional well-being to build emotional skills — skills like positive thinking, emotion regulation, and mindfulness, happiness skills and resilience Skills

- **Physical Well-Being**

Ability to improve the functioning of your body through healthy eating and good exercise habits for developing physical well-being follow healthy diet, routine exercise, detoxing body, correcting nutritional deficiencies.

- **Social Well-Being**

Ability to communicate, develop meaningful relationships with others, and maintain a support network that helps you overcomes loneliness. For developing social well-being build social skills — skills like gratitude, kindness, and communication. Practicing gratitude, building meaningful social connections, managing your relationship with technology

- **Workplace Well-Being**

Ability to pursue your interests, values, and purpose in order to gain meaning, happiness, and enrichment professionally for developing workplace well-being, build skills that help

to pursue what really matters. This can include building professional skills but it also includes things like living values and maintaining work-life balance. Maintaining Work-life balance and finding your purpose.

- **Societal Well-Being**

Ability to actively participate in a thriving community, culture, and environment for building overall well-being following things are important.

1.8 Factors affecting psychological well-being:

Well-being and positive feeling in personality: According to Jahoda, a pleasant and healthy relationship is associated with a good personality with an updated developed personality. She effectively impresses the community because she makes a difference in society.

Real Thinking and Self-Realization: Self-realization means that the person feels inside their personal life with a deep reflection on themselves. This means that as the person has a good awareness of his own personality, it affects the personality and well-being factors. The individual requirements and the main needs are normal basic and good. If motivated by such requests based on mental health.

Realistic view and autonomy of a person: Autonomy means the ability and power to face one's own decision and the problem-solving capacity is clear and strength in tackling the difficult condition and type crisis, also a factor linked to psychological well-being, it is important to have a vision of oneself, a real and originality of oneself must be clear and an attitude of self discipline is necessary towards oneself and society.

Psychological attitude towards oneself and society: Psychological attitude towards oneself a person also has a positive attitude towards oneself, he realizes and can identify the limitation and recognizes the limitation of his own self, and get out of old prejudices and negative attitude. A view to see the problem and the situation is the most required condition in the psychological well-being attitude is positive and self-awareness and attitude affect our personality related to psychological wellbeing.

Individual method of perceiving psychological health, in each condition, it is necessary to see the individual method to cope with the psychological attitude to oneself and society with a comfortable fit and a healthy and healthy condition is also also needed an individual method to develop to perceive psychological health in passing, according to a new vision

and problem-solving ability to the situation in each crisis. This means that a positive problem-solving method must be developed in any condition to maintain mental health.

Regulation and control of the situation and position of each condition, there should be regulation and control and position to adjust and cope with the critical condition, it is also important and necessary to know the actual condition and depending on the situation and the position in each situation must learn to control impulse control and express our thought, idea and feelings in an appropriate and acceptable way.

Individual method of perceiving psychological health in each condition, it is necessary to see the individual method to cope with the psychological attitude to oneself and society with a comfortable fit and a healthy and healthy condition is also needed an individual method to develop to perceive psychological health in passing, according to a new vision and problem-solving ability to the situation in each crisis. This means that a positive problem-solving method must be developed in any condition to maintain mental health.

1.9 Psychological well-being of special educators:

Teaching is a highly emotional profession associated with high levels of stress that may be the cause of job dissatisfaction, psychological disorders, and reduced well-being. Teachers frequently have to cope with stressful situations that can affect their well-being at work. Well-being is an important factor to reduce the intention of teachers to leave the career, which affects the level of mental health, job performance, and professional identity of special education teachers, and therefore it has become an important reference for measuring the stability of the teaching team to a certain extent and has become an important part of professional development of teachers. Besides, the level of well-being of the teachers within schools has been found to be linked to pupil performance, which implies that improving well-being among employees has benefits not only for the employees themselves, but also for the success of the organization.

CHAPTER – II

REVIEW OF LITREATURE

The literature pertaining to the study on “**Psychological Well-being among Special School Teachers**” has been reviewed under the following:

Bruno Figueiredo Damasio (2013) has studied the Meaning in Life, Psychological Well-Being and Quality of Life in Teachers. The results also demonstrated that meaning in life served as a predictive variable of psychological well-being and quality of life, and also as a moderating variable of the relation between the latter two variables. The interaction found suggests that, if the meaning in life rates were lower, professionals would display worse psychological well-being and quality of life rates. As presented throughout this study, interventions focused on existential aspects of this professional class can be an effective strategy to optimize psychological well-being and quality of life indicators. In Brazil, however, the emphasis put on the meaning in life construct and other positive personal indicators has been very scarce so far. Therefore, the need to understand the main personal aspects that can serve as health protection factors for these workers is highlighted, with a view to devising preventive and protective strategies based on each subject’s abilities.

Raziye Shamstalab, Bahman Akbari, ET al (2014) has to compare comparing burnout, psychological well-being and cognitive beliefs in normal schools and teachers are exceptional. The results showed that there was a significant difference among female teachers of ordinary and special elementary schools in terms of burnout, psychological well-being and meta-cognitive beliefs ($P < 0.01$). Also, teachers of special schools had more burnout, lower psychological well-being, and more disrupted meta- cognitive beliefs.

Abdurrahman Ilgan, Oyku Ozu-Cengiz, et al (2015) has conducted the relationship between teachers’ psychological wellbeing and their quality of school work life. The results of the study have shown that the average score teachers acquired from the QSWL Scale is at the level of “somewhat.” Consequently, it is possible to conclude that the quality of work life experienced by teachers at schools is not sufficient.

Cheng-Ping Chang, Ling-Ying Chiu, et al (2017) have examined the effect of teacher well-being and the organizational climate in rural elementary schools on teachers’ turnover intentions, as well as the effect of the interaction between teacher well-being and organizational climate on teachers’ turnover intentions. They have found that the (1) It is recommended that education administrative authorities strengthen living support measures and provide legal protection to school teachers working in rural areas, establish a support system for school teachers in rural areas in order to improve their well-being, and improve the preparation of teachers and administrative staff in schools in rural areas in order to reduce their working pressure. (2) It is recommended that elementary schools located in rural areas develop a positive

organizational climate, promote positive emotions in teachers, and jointly develop the school vision in order to prevent conflicts between the administration and teachers. (3) It is recommended that school teachers working in rural areas engage in self-learning and development and pass on their teaching experience, as well as organize proper leisure activities in order to increase their leisure satisfaction. (4) It is suggested that future studies extend the research scope of this study, integrate new research variables, and conduct qualitative and longitudinal research.

Devi and Lohumi (2010) conducted a study on well-being and emotional intelligence of high school female teachers. The 100 teachers were sampled. 't' test was analysis. Results revealed that there exist significant relationship between well-being and emotional intelligence and higher EQ linked with higher age and educational level.

Ripenjeet Kaur (2013) has studied was to learn more about the teacher educators' wellbeing. As a sample, 256 teachers were chosen. ANOVA method was used. The result shows that teacher educators, being continuous learners and self evaluators, have the opportunity to improve their well-being and need sincere efforts in that direction. There was no significant difference in the level of well being of the limited sample studied now in respect of difference of sex of the teacher educators or the subjects studied by them at post graduation level.

Fatemeh Salimirad & N. L. Srimathi (2016) have conducted the relationship between, Psychological Well-Being and Occupational Self-Efficacy among Teachers in the City of Mysore, India. Through random sampling, 600 teachers from both Government and private schools have been drowned. The result shows that the occupational self-efficacy and psychological well-being have been found as a facilitator that affect teachers' performance in the educational field. The finding of the study supported the evidence to focus on teachers' psychological aspects, reinforce them and encourage them as human resource trainers of society. In that case, both occupational self-efficacy and psychological well being can be mentioned as moderators in the educational organizations.

Satnam Kaur Johal and Pooja (2016) have studied the relationship between mental health and psychological well being of prospective female teachers. They have found that the mental health and psychological wellbeing were related i.e. well mental health will lead to psychological well-being or psychological well-being will improve the mental health. The result shows that teachers having good mental health were happy, sociable, jovial and emotionally stable. The teachers who are mentally healthy will accept challenges, make efforts for personal development and strive for the growth of their students. Psychological well-being helps in developing positive relationship with others and establishes better adjustment with environment.

Nilesh M. Vadoliya (2017) has conducted the Stress and Psychological wellbeing in School Teachers. The total sample consisted 80 (40 Male Teacher and 40 Female Teacher) were taken as a sample. The research tool for Stress was measured by D. J. Bhatt and revised to (2005) by D. J. Bhatt while Psychological Well-Being was measured by Sudha Bhogle. To check the significant difference between group t-test was applied and to check correlation between variables Karl Pearson correlation method was used. Result revealed that there was significant difference in Stress and there was no significant difference Psychological Well-being in School Teachers. The correlation between social intelligence and personality was which negative correlations.

Priya Gangadharan (2017) had studied the Psychological well-being was an important aspect for effective performance in any organization, as it determines the internal feelings to persuade the external actions. Low psychological well-being was obvious to effect any domain of our life may it be academic or work life. The findings of the study revealed significant difference in the dimensions of autonomy, personal growth and purpose in life at 0.01 levels. The overall psychological well-being of teaching staff is higher than the non - teaching employees at 0.05 levels. The concluded that, women in the teaching profession had the highest psychological well-being scores compared to other women employees, in relation to their working conditions and nature of job.

Kiran Vaghela (2014) had conducted studied The Psychological Well-Being among Government and Non Government School Teachers. The investigator selected two groups one was government school teachers and other was non government school teachers, both groups have 400 persons. In one group had 200 and other one groups has 200 persons. Result show, There was no significant difference between the psychological well-being of government and non government school teachers. There was no significant difference between the psychological well-being of male and female and urban and rural area.

Andreas Paris, Corinna Grindle, et al (2020) have studied, the levels of psychological distress (anxiety, depression, stress) and burnout and their relationship to challenging behavior, amongst staff working in a special education setting. It further examines the relationships between psychological distress and burnout and psychological flexibility, role clarity and workplace support. The Results revealed high levels of psychological distress and burnout amongst special education staff, which correlated with lower levels of psychological flexibility, negative emotional reactions to CB, role-clarity, perceived organizational support and job satisfaction.

RZAR Ibrahim, WZM Zalam, B Foster, T Afrizal (2021) have studied the psychological well-being (depression, anxiety and stress) from the psychosocial work environment (job control, job demands and social support), and examined the moderating role of job control and social support in the relationship between job demands and psychological well-being among teachers. The design of this study was quantitative research through a survey questionnaire. The sample consisted of 335 high school teachers. The data were analyzed using two statistical methods, namely descriptive and inferential statistics. The results showed that job demands, job control and social support significantly predicted teachers' psychological well-being. Furthermore, the effect of job demands on teachers' depression and anxiety was partially moderated by job control and social support.

A. T. Olagunju, M. A. Akinola, B. Fadipe, et al (2020), have studied that impaired psychosocial wellbeing can compromise the effective performance of work-related roles, little is known about the wellbeing of teachers working with children with developmental disabilities. The correlation between perceived burden and psychological discomfort, anxiety/depression, and social dysfunction was substantial ($r_s = .3$). Longer teaching experience was protective against discomfort, whereas higher burden predicted psychological distress. These findings highlight the importance of psychosocial assistance for special education instructors in order to improve their responsibilities and general welfare.

CHAPTER – III

METHODOLOGY

A Research Methodology is an outline of how a given piece of research is carried out. It defines the techniques or procedures that are used to identify and analyze the information regarding a specific research topic.

Methodology followed for the study entitled “**Psychological wellbeing among Special School Teachers**” is described as follows.

- A. Objectives of the study
- B. Hypothesis
- C. Research design
- D. Pilot study
- E. Selection of the Area
- F. Selection of Sample
- G. Source of Data
- H. Tools of data collection
- I. Pre testing
- J. Obtaining ethical clearance
- K. Inclusion criteria
- L. Exclusion criteria
- M. Actual data collection
- N. Data analysis and interpretation
- O. Difficulties encountered
- P. Limitation of the study
- Q. Definitions of the study
- R. Chapterization of the study

A. Objectives of the Study

The objectives of the study are described as follows:

(a) Primary Objective:

- To know the level of Psychological Well-being among Special school Teachers

(b) Secondary Objectives:

- To know the Socio-Economic profile of the Respondents
- To understand the challenges experienced by the Special Educators
- To suggest the social work intervention methods

B. Hypothesis

Research hypothesis (1)

Null hypothesis (H_0): There is no significant difference between age and psychological well-being among special educators.

Alternate hypothesis (H_1): There is a significant difference between age and psychological well-being among special educators.

Research hypothesis (2)

Null hypothesis (H_0): There is no significant association between gender and psychological well-being among special educators.

Alternate hypothesis (H_1): There is a significant association between gender and psychological well-being among special educators.

Research hypothesis (3)

Null hypothesis (H_0): There is no significant relationship between educational qualification and psychological well-being among special educators.

Alternate hypothesis (H_1): There is a significant relationship between educational qualification and psychological well-being among special educators.

Research hypothesis (4)

Null hypothesis (H_0): There is no significant relationship between marital status and psychological well-being among special educators.

Alternate hypothesis (H_1): There is a significant relationship between marital status and psychological well-being among special educators.

C. Research Design

The research design refers to the overall strategy that used to integrate the different components of the study in a coherent and logical way, thereby ensuring it will effectively address the research problem; it constitutes the blueprint for the collection, measurement and analysis of the data.

Descriptive Research Design is used in this research study because it is used to obtain information concerning the current status of the phenomena and to describe “what exists” with respect to variables or conditions in a present study.

D. Pilot Study

A pilot study is the initial phase in the research methodology, and it's usually a smaller Study that helps plan and modify the main study. It is preliminary study of the topic concerned. Its gives the researcher an idea about the different variables involved, nature of the problem, possible difficulties in data collection, kind of Responses likely to be available etc,. The researcher did the pilot study in order to find the feasibility of conducting the study. Hence, the researcher had a detailed discussion with the guide about choosing the topic and made a quick survey of available literature to ensure the study could be conducted.

E. Selection of Area

Coimbatore, an industrially developed and commercially vibrant city, has traditionally been an entrepreneurial home ground for TN. When Kongunadu fell to the British along with the rest of the state, its name was changed to Coimbatore and it is by this name that it is known today, in local Tamil language it is also called as Kovai. The first textile mill came as far back as 1888 after that many textile mills were started and provided many employment opportunities to within as well as neighboring Districts. The result has been a strong economy and a reputation as one of the greatest industrial cities in South India. There are more than 25,000 small, medium, large scale industries and textile mills are situated. Coimbatore is also famous for foundry and automobile industries, manufacturing of textile industry equipment's, spares, motor pump sets, wet grinders and varied engineering goods and services.

F. Selection of Sample

The terminology “sampling” indicates the selection of a part of a group or an aggregate, with a view to obtain information from the sample. Sampling involves selecting a relatively small number of elements from a large define group (**Ranjith, 2009**).

The samples have located from the Special Schools situated in the Coimbatore city Municipal Corporation.

Table 1: Selection of Sample

S.No	Selected Village	Name of the Special School	No of Sampling	Sampling Method
1.	Nanjundapuram	Rashmika Centre for Learning & Counselling	10	Questionnaire
2.	Sidhapudur	Shivesh Autism Centre	02	Questionnaire
3.	Periyanayakkanpalayam	Ramakrishna Mission Vidyalaya	17	Questionnaire
4.	Thoundamuthur	Government School For The Visually Impaired	05	Questionnaire
5.	Kavundampalayam	WVS Special School	05	Questionnaire
6.	Ramanathapuram	Steps Rehabilitation Centre	14	Questionnaire
7.	Saravanampati	Kaumaram Prashanthi Academy	16	Questionnaire

G. Source of Data

The collection of data has an imperative part in analysis of statistics. There are two diverse methods used for collecting data in research. It represents two classifications which are called as Primary data and Secondary data (**Douglas, 2015**). The data was collected with the reference to gather the information relevant to the subject matter of the study.

Primary Data

Primary data are those which are collected for the first time and in original in character. Which are new and not copied in nature. The primary was collected using the standard questionnaire by Carol D. Ryff (1989).

The data is being collected by using questioner, which consists of Age, Gender, Marital status, Qualification, Income, Family Type, Number of Family Members, Number of Dependent and Employment Status. It includes scale which is used to identify the psychological well being among special school teacher.

Secondary Data

Secondary data are that second hand information. It is not new and original in nature. These data were collected through books, journals, magazines, reviews, statistics, and from web sources.

H. Tools of Data Collection

The tool selected for the study was and Questionnaire Schedule. It includes Social demographic profile, Employment status and the Scale of psychological well being, created by Psychologist **Carol D. Ryff (1989)**.

On a 7- point rating scale, The Respondents rate how strongly they agree or disagree with each of a series of statement. Like, 1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree nor disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree for all the statements. The 42-item Psychological Wellbeing (PWB) Scale, measures in six dimensions: Autonomy, Environmental Mastery, Personal Growth, Positive Relationships with Others, Life Purpose, and Self-Acceptance. This is the most commonly used version. It's includes a combination of positively and negatively worded items. Reverse-scored items are worded in the opposite direction of what the scale is measuring.

I. Pre-Test

The researcher did the pre test with the sample of 10 to test the applicability of the scales of the tools selected to the special educators to be studied. This is also helped to know whether there are any flaws and doubts in the administration of the tools used. The pre test helped the researcher in making the necessary alteration and changes in the questionnaire especially in personal data with the help of guide. Later it was adopted with alteration for the final data collection.

J. Obtaining Ethical Clearance of the Study

Research has many ethical implications and participants right such as the right to refuse to participate in the study, the right to answer certain questions, the right to confidentiality and the right to informed consent, which should be noted at all times and take precedence over research objective (**parahoo, 2006**).

The application form explaining the design and the protocols used in the research study was issued to the Institutional Human Ethical Committee, of Avinashilingam Institute for Home Science and Higher Education for Women. The ethical clearance was enclosed in below.

K. Inclusion Criteria

- Teachers who are willing to participate in the study
- Teachers between the age group of 20 - 60 years
- Both male and female special educators
- Teachers including special educators

L. Exclusion Criteria

- Teachers who are not willing to participate
- Those who are not special educators
- Those who are not under the specified age criteria

M. Actual Data Collection

Primary data has been collected from the respondents. The respondents have to spend more than 10 minutes to collect the data. It took around 30 days to collect data. The period of March month was provided for data collection and the data was collected from the both female and male Special Educators who are working in Special Schools in Coimbatore. Additionally, it comprises other kinds of special schools as well as schools from the Government and Private sectors.

N. Data Analysis and Interpretation

After data has been collected, it is essential to organize the information in a systematic manner in order to obtain the desired result and make interpretation scientifically. The data collected were suitably coded, consolidated and analyzed with the help of SPSS software. The analyzed data presented with tables and graphs and described respectively in the chapter.

O. Difficulty Encountered

- It took much time since it is a questionnaire and the researcher should explain the purpose of the study.
- The respondents were reluctant to response because of suspiciousness and the researcher explained thoroughly about the study conducted for academic purpose and gathering information.
- To find availability of respondents is little difficult, since the special educators go to school from 9.30am to 3.00pm. Then the researcher went to school and collected the data. It took additional time to collect data.

P. Limitation of Study

- The study is conducted within the stipulated period since it is an academic purpose.
- Therefore, the findings in the study cannot be generalized to the whole population.

Q. Definition of Terms

Psychological well-being

Well-being is a dynamic concept that includes subjective, social, and psychological dimensions as well as health-related behaviors.

Respondents

In this study the term “Respondents” refers to Special Educators.

R. Characterization of Study

Chapter I

The chapter deals with introduction to the study and its objectives, needs and scope of the study.

Chapter II

This chapter deals with various reviews of literature pertaining to the study. For any research study, survey of literature is important. The theoretical input lies in concepts and different study or presented from published books and journals.

Chapter III

This chapter deals with the research methodologies which include introduction about the research, objectives of the study, tools of data collection, population, sampling, analysis of the study.

Chapter IV

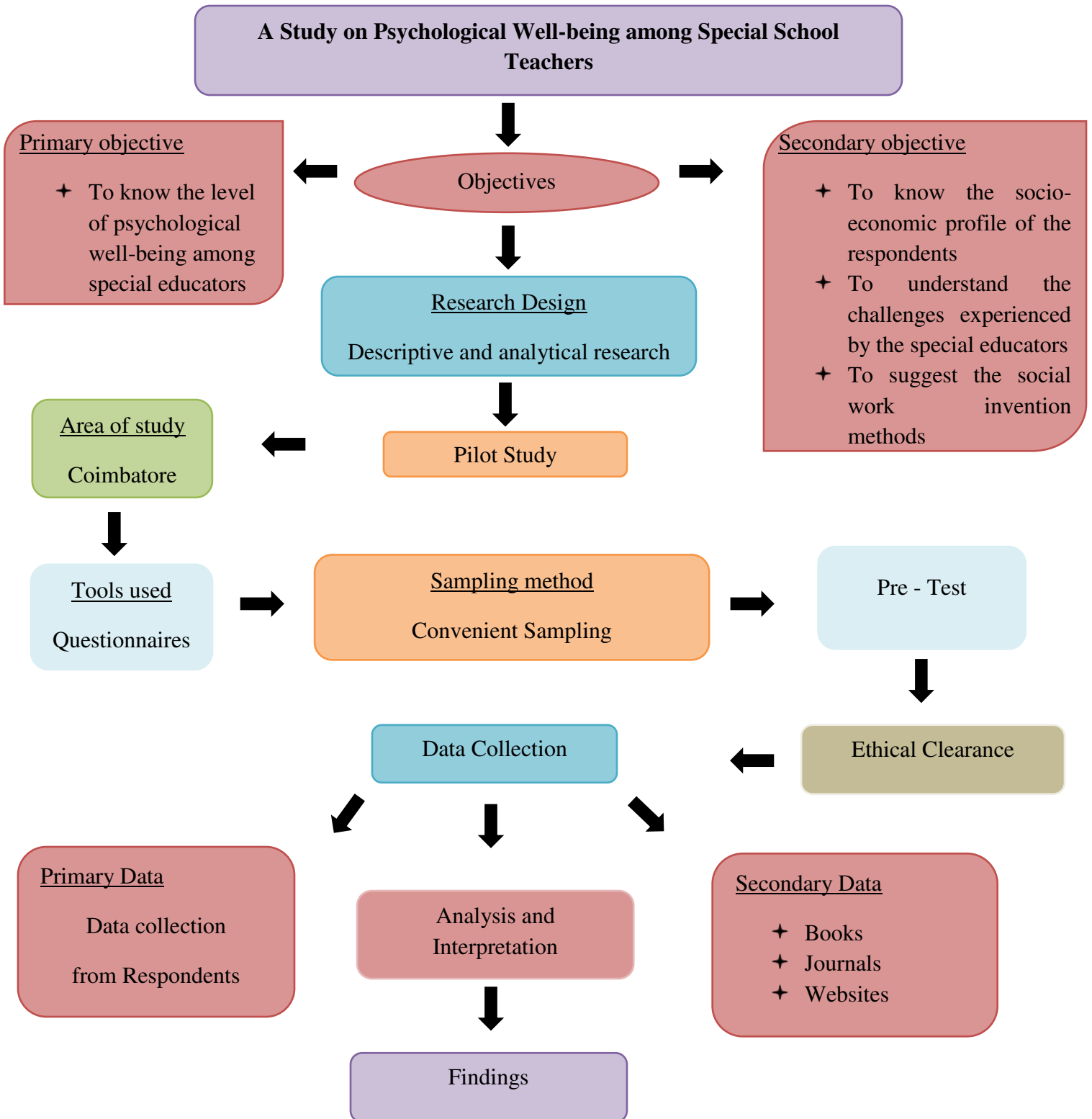
This chapter deals with the analysis and interpretation of the data were collected. It included the Demographic profile, Employment Status, the Psychological Well-being and the Sub-Scales are Autonomy, Environmental Mastery, Personal Growth, Positive Relationships with others, Life Purpose, and Self – Acceptances, on the basis of literature to the statistical method of identification the psychological well being among special school teachers.

Chapter V

This chapter includes the answer to the research questions which is given in the findings and suggestions to the future research and conclusion of the study. (Flow chart methodology).

Methodology: Flow - Chart

Layout of the study:



CHAPTER – IV

ANALYSIS AND INTERPRETATION

The Chapter about the Analysis and interpretation of the study entitle “**A Study on Psychological well-being among Special School Teachers**” is presented under the following Sections:

- A. Socio – Demographic profile of the Respondents
- B. Employment status of the Respondents
- C. Psychological well – being of the Respondents
- D. Hypothesis Testing

A. Socio – Demographic profile of the Respondents

The Demographic details of the selected sample in terms of their Age, Gender, Marital status, Qualification, Annual income, Family type, Number of family members, Number of children, Age of children, Number of dependent in the family are presented in the below Tables and Figures.

Respondents’ distribution based on their Age, Gender and Marital Status

Table 2

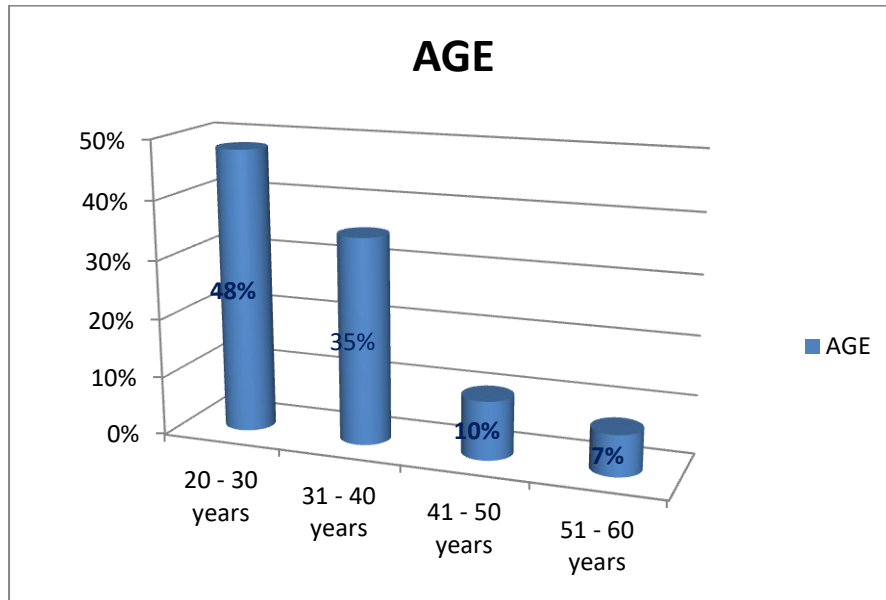
S.no	Variables	Category	Frequency N= 69	Percentage (%)
2.1	Age	20-30 years	33	48
		31-40 years	24	35
		41-50 years	7	10
		51-60 years	5	7
2.2	Gender	Male	14	20
		Female	55	80
2.3	Marital status	Married	42	61
		Unmarried	27	39

Age

It is interpreted from the above table 48 % of the respondents are between the age group of 20 – 30 years, 35% of the Respondents are between the age group of 31 – 40 years and 10% of the Respondents are between the age group of 41 – 50 years, 7% of the Respondents are between

the age group of 51 – 60 years. The following Figure 1 explains about the Age distribution of the Respondents. As data collected majority of the respondents at the age group of 20 - 30 years (48%).

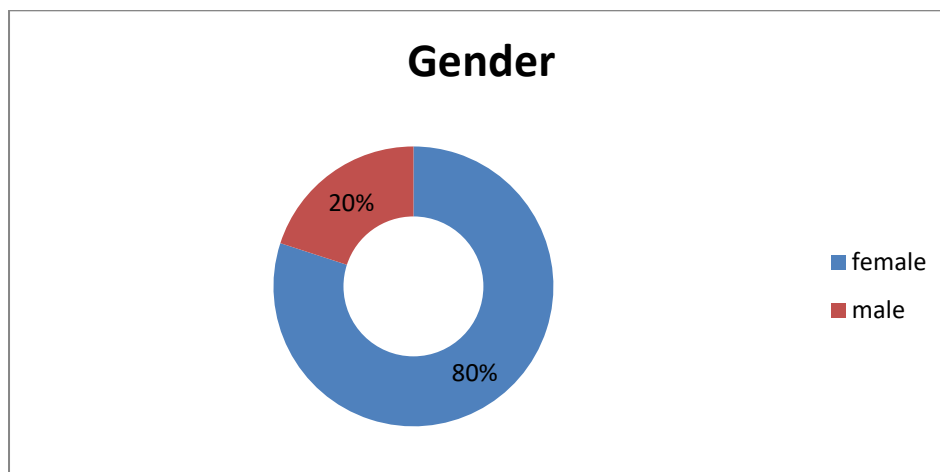
Figure 1



Gender

The above table shows that gender distribution of the respondents. It shows that 80% of the Respondents are Female and 20% of the Respondents are Male. Hence majority of respondents are Female.

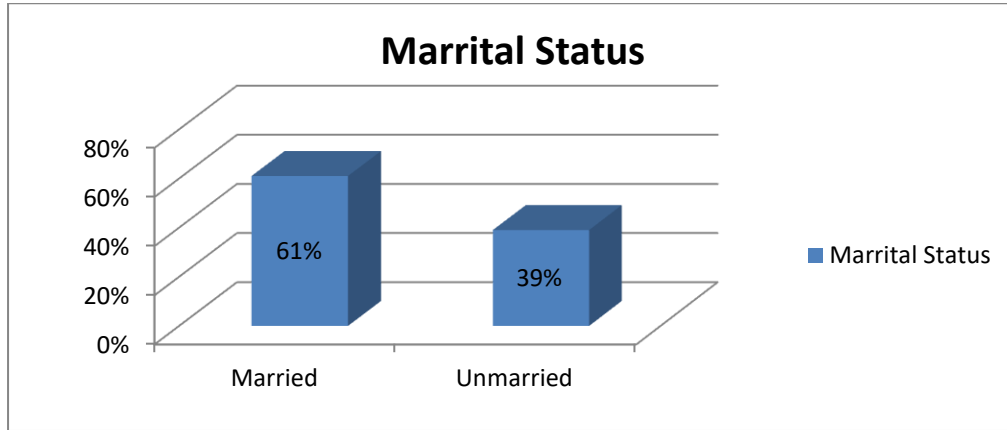
Figure 2



Marital Status:

It is interpreted from the above table, it shows that 61% of the respondents are married and 39% of the respondents are Unmarried. **Hence majority 61% of respondents are married.**

Figure 3



Respondents distribution based on their Educational Qualification, Annual Income, and Family Type

Table 3

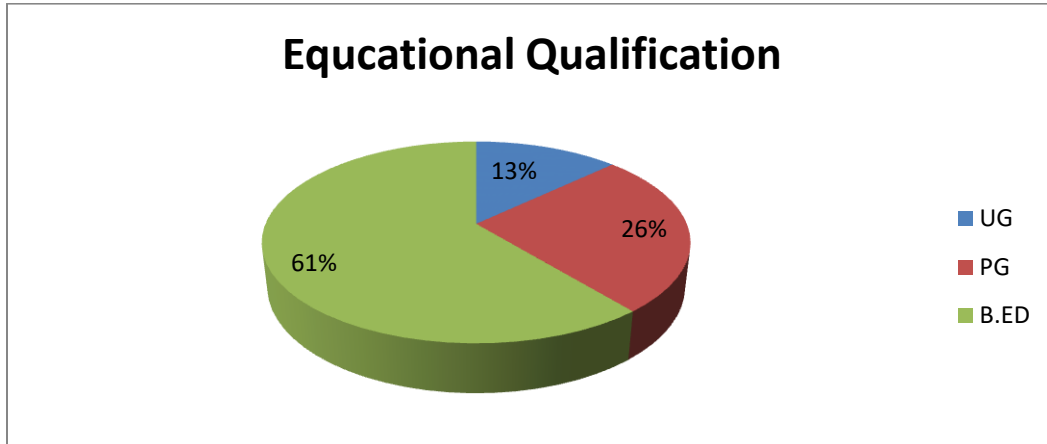
S.no	Variables	Category	Frequency N= 69	Percentage (%)
3.1	Educational Qualification	UG	9	13
		PG	18	26
		B.ed	42	61
3.2	Annual Income	1,00,000 - 2,00,000	30	44
		2,00,001 - 3,00,000	12	17
		3,00,001 - 4,00,000	10	14
		Not responded	17	25
3.3	Family type	Nuclear family	51	74
		Joint family	18	26

Educational Qualification:

The above table described about the Educational Qualification of the Respondents. The table shows that 61% of the respondents were qualified with B.ed degree, 26% of the

respondents were completed their Post graduation, and rest of the 13% of the respondents were completed their under graduation. **Hence the majority 61% of respondents with B.ed qualification.**

Figure 4



Annual Income:

The table described about the Annual Income of the respondents, It is interpreted that 44% of the respondents Annual income is Rs. 1, 00,000 – 2, 00,000, 25% of the respondents are Not responded, 17% of the respondents Annual income as Rs. 2,00,001 – 3,00,000 and 14% of the respondents Annual income is Rs. 3,00,001 – 4,00,000. **Hence the majority 44% of respondent’s annual income between Rs. 1, 00,000 – 2, 00,000.**

Family type:

The above table described about the family type of the respondents. The table shows that 74% of the respondents are from Nuclear family and 26% of the respondents are from Joint Family. **Hence the majority 74% of respondents are in nuclear family.**

Respondents distribution based on Number of Family Members

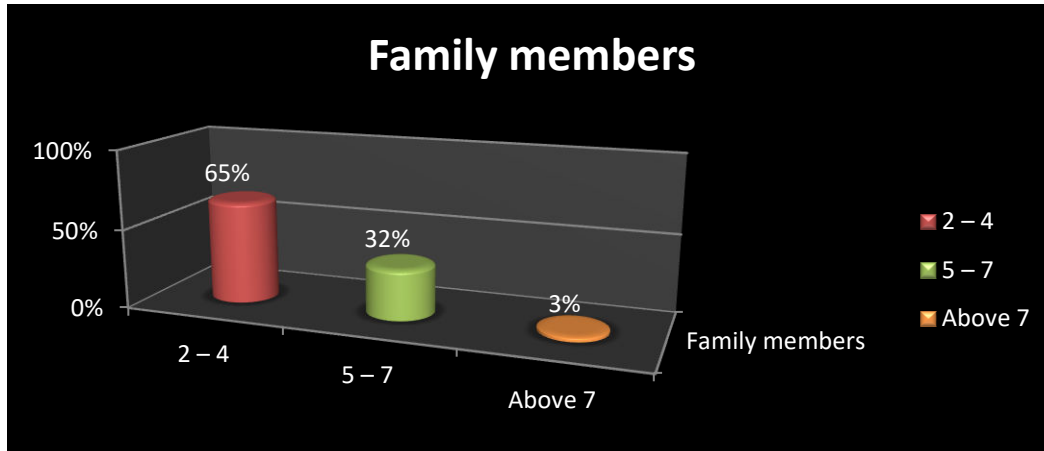
Table 4

S.no	Variables	Category	Frequency N= 69	Percentage (%)
4.1	Family members	2 – 4	45	65
		5 – 7	22	32
		Above 7	2	3

Number of Family Members:

It is interpreted from the above table 65% of the Respondents family is with 2 – 4 members, 31% of the Respondents family is with 5 – 7 Family members and 3% of the Respondents family has above 7 members. **As data collected majority of the respondent’s family has 2-4 (65%) members.**

Figure 5



B. Employment status of the Respondents

This part of the study analyses about the Employment background of the respondents. It includes Employment status, total years of Experience, Class handling, and satisfaction with their position and salary.

Respondent’s distribution based on their Employment status, years of Experience and classes handled

Table 5

S.no	Variables	Category	Frequency N= 69	Percentage (%)
5.1	Years of Experience	Below 1	2	3
		1 – 10	56	81
		11 – 20	7	10
		21 – 30	4	6
5.2	Classes handled	Primary	44	64
		Secondary	14	20
		Higher education	11	16

Employment status:

It shows that 100% of the respondents are working in Full time job.

Years of Experience:

It is interpreted from the above table 81% of the respondents are between 1 – 10 years of Experience, 10% of the respondents are between 11 – 20 years of Experience, 6% of the respondents are between 21 – 30 years of Experience, 3% of the respondents are between below 1years of Experience. **As data collected more than three fourth of the respondents are between the 1-10 years of experience with their job (81%)**

Classes Handled:

The above table described about the Classes handling by the Respondents. The table shows that 64% of the respondents are handling Primary Classes, 20% of the respondents are handling Secondary Classes and 16% of the respondents are handling Higher Education. **As data collected more than half of the respondents are handled primary class (64%).**

C. ANALYSIS OF KEY VARIABLES

The Level of Psychological Well-being among Special School Teachers

Table 6

S.no	Psychological well -being		F N= 69	(%)	
6.1	Autonomy	Low	20 – 29	15	22
		Moderate	30 – 35	42	61
		High	36 – 39	12	17
6.2	Environmental Mastery	Low	21 – 29	20	29
		Moderate	30 - 36	24	35
		High	37 – 46	25	36
6.3	Personal Growth	Low	22 – 32	25	36
		Moderate	33 - 40	21	31
		High	41 – 49	23	33
6.4	Positive Relationship with Others	Low	23 – 31	20	29
		Moderate	32 - 40	31	45
		High	41 – 49	18	26
6.5	Purpose of Life	Low	23 - 33	23	33
		Moderate	34 - 40	25	36
		High	41 – 49	21	31
6.6	Self Acceptance	Low	21 – 32	22	32
		Moderate	33 - 39	32	46
		High	40 – 47	15	22
6.7	Overall Psychological Wellbeing	Low	158 – 197	23	33
		Moderate	198 – 221	18	26
		High	222 – 256	28	41

6.1 Autonomy

From the above table it is interpreted that, the level of Autonomy was calculated, It shows that 61% of the respondents have Moderate level, 22% of the respondents have Low and 17%

respondents have High. **Hence the majority of respondent's level of Autonomy is moderate (61%).**

6.2 Environmental Mastery

It is interpreted that, the level of Environmental Mastery was calculated. It shows that, 36% of the respondents have High level, 35% of the respondents have Moderate level and 29% respondents have with Low level of Environmental Mastery. **Hence more than one third of respondent's level of Environmental Mastery is High (36%).**

6.3 Personal growth

It is interpreted that, the level of Personal Growth was calculated its shows that, 36% of the respondents have Low level, 33% of the respondents have High level and 31% respondents have moderate level. **Hence the respondent's level of personal growth is low (36%).**

6.4 Positive Relationship with Others

It is interpreted that, the level of Positive Relationship with Others was calculated. It shows that, 45% the respondents have Moderate level, 29% of the respondents have Low level and 26% of the respondents have High level. **Hence nearly half of the respondent's level of Positive Relationship with others is Moderate (45%).**

6.5 Purpose of life

It is interpreted that, the level of Purpose of life was calculated. It shows that, 36% of the respondents have Moderate level, 33% of the respondents have Low level and 31% of the respondents have High level. **Hence more than one third the respondent's level of Purpose of life is Moderate (36%).**

6.6 Self acceptance

It is interpreted that, the level of Self acceptance was calculated. It shows that, 46% of the respondents have Moderate level, 32% of the respondents have Low level and 22% of the respondents have High level. **Hence less than half of the respondent's level of Self acceptance with others is Moderate (46%).**

6.7 Overall psychological well-being

It is interpreted that, the level of overall psychological well-being was calculated. It shows that, 41% of the respondents have High level, 33% of the respondents have Low level and 26% of the respondents have Moderate level. **Hence more than one third of the respondent's level of overall psychological well-being is High (41%).**

Association between Respondents Age and their Level of Psychological well – being

Table 7

S.no	Psychological well - being		Age							
			20 - 30		31 – 40		41 – 50		51 - 60	
			F	%	F	%	F	%	F	%
7.1	Autonomy	Low	5	15	4	17	5	72	1	20
		Moderate	20	61	18	75	1	14	3	60
		High	8	24	2	8	1	14	1	20
7.2	Environmental Mastery	Low	11	33	5	21	1	14	3	60
		Moderate	9	27	14	58	1	14	0	0
		High	13	40	5	21	5	72	2	40
7.3	Personal growth	Low	10	30	13	54	1	14	1	20
		Moderate	13	40	7	29	0	0	1	20
		High	10	30	4	17	6	86	3	60
7.4	Positive relation with other	Low	14	42	5	21	1	14	0	0
		Moderate	14	42	12	50	4	57	1	20
		High	5	16	7	29	2	29	4	80
7.5	Purpose in life	Low	14	42	9	37	0	0	0	0
		Moderate	8	25	13	55	2	29	2	40
		High	11	33	2	8	5	71	3	60
7.6	Self acceptance	Low	10	30	9	38	2	29	1	20
		Moderate	21	64	8	33	1	14	2	40
		High	2	6	7	29	4	57	2	40
7.7	Overall Psychological wellbeing	Low	14	42	8	33	1	14	0	0
		Moderate	7	21	10	42	0	0	1	20
		High	12	37	6	25	6	86	4	80

7. Age vs Psychological well-being:

7.1 Autonomy vs Age

When compare with the respondents age and their level of autonomy, 61% of respondents at the age group between 20 – 30 year have moderate level of autonomy, 24% of them with high and 15% with them low level of autonomy. It is found that the respondents at the age group between 31 – 40 years, 75%of the respondents level of autonomy is moderate, 17% of them with low and 8% of them with high level of autonomy. It is found that the respondents at the age group between 41 – 50 years, 72% have low, 14% of them with moderate and 14% of them with low level of autonomy. It is found that the respondents at the age group between 51 – 60 years, 60% have moderate, 20% of them with low and 20% of them with high level of autonomy. **Therefore it is interpreted that, three fourth (75%) of respondents at the age between 31-40 years have moderate level of autonomy. Also another three fourth (72%) of the respondent at the age category between 41 – 50 years have low level of autonomy. Therefore the level of autonomy is differs with the age of the respondents.**

7.2 Environmental Mastery vs Age

When compare with the age and the level of Environmental Mastery, 40% of respondents at the age group between 20 – 30 year have high level of Environmental Mastery, 33% of them with low and 27% with them moderate level of Environmental Mastery. It is found that the respondents at the age group between 31 – 40 years among them 58% have moderate, 21% of them with low and 21% of them with high level of Environmental Mastery. It is found that the respondents at the age group between 41 – 50 years among them 72% have high, 14% of them with low and 14% of them with moderate level of Environmental Mastery. It is found that the respondents at the age group between 51 – 60 years among them 60% have low, and 40% of them with high level of Environmental Mastery. **Therefore it is interpreted that, three fourth of respondents at the age group between 41-50 years have high level of Environmental Mastery.**

7.3 Personal growth vs Age

When compare with the age and the Personal growth of the respondents, 40% of respondent at the age group between 20 – 30 year have moderate level of Personal growth, 30% of them with low and 30% with them high level of Personal growth. It is found that the respondents at the age group between 31 – 40 years among them 54% have low, 29% of them with moderate and 17% of them with high level of Personal growth. It is found that the respondents at the age group between 41 – 50 years among them 86% have high, and 14% of them with low level of Personal growth. It is found that the respondents at the age group between 51 – 60 years among them 80%

have high, and 20% of them with moderate level of Personal growth. **Therefore it is interpreted that, more than three fourth of respondents at the age group between of 41-50 years and another three fourth of the respondents at the age between 51-60 years with high level of Personal growth. Therefore it is interpreted that the level of Personal growth is high among the respondents at the age above 40 years.**

7.4 Positive Relationship with others vs Age

When compare with the respondents age and their Positive Relationship with others, 42% of respondent at the age group between 20 – 30 years have low level of Positive Relationship with others, 42% of them with moderate and 16% with them high level of Positive Relationship with others. It is found that the respondents at the age group between 31 – 40 years, 50% have moderate, 29% of them with high and 21% of them with low level of Positive Relationship with others. It is found that the respondents at the age group between 41 – 50 years, 57% have moderate, 29% of them with high and 14% of them with low level of Positive Relationship with others. It is found that the respondents in the age group of 51 – 60 years, 80% have high, and 20% of them with moderate level of Positive Relationship with others. **Therefore it is interpreted that, three fourth of respondents at the age group between of 51-60 years have high level of Positive Relationship.**

7.5 Purpose in life vs Age

When compare age and the Purpose in life of the respondents, 42% of respondents at the age group between 20 – 30 year have low level of Purpose in life, 33% of them with high and 25% with them moderate level of Purpose in life. It is found that the respondents at the age group between 31 – 40 years among them 55% have moderate, 37% of them with low and 8% of them with high level of Purpose in life. It is found that the respondents at the age group between 41 – 50 years among them 71% have high, and 29% of them with moderate level of Purpose in life. It is found that the respondents at the age group between 51 – 60 years among them 60% have high, 40% of them with moderate level of Purpose in life. **Therefore it is interpreted that, three fourth of respondents at the age group between of 41-50 with high level of Purpose in life. Also another three fourth of the respondent at the age group between 51 – 60 years have high level of Purpose in life. Therefore the level of Purpose in life is high among the respondents in the age group above 40 years.**

7.6 Self acceptance vs Age

When compare with the age and Self acceptance of the respondents, 64% of respondents at the age group between 20 – 30 years have moderate level of Self acceptance, 30% of them with

low and 6% with them high level of Self acceptance. It is found that the respondents at the age group between 31 – 40 years among them 38% have low, 33% of them with moderate and 29% of them with high level of Self acceptance. It is found that the respondents at the age group between 41 – 50 years among them 57% have high, 28% of them with low and 14% of them with moderate level of Self acceptance. It is found that the respondents at the age group between 51 – 60 years among them 40% have high, 40% of them with moderate and 20% of them with low level of Self acceptance. **Therefore it is interpreted that, more than half of the respondents at the age group between 20-30 years with moderate level of Self acceptance. Also another more than half of the respondent at the age group between 41 – 50 years have high level of Self acceptance. Therefore the level of Self acceptance is differs with the age of the respondents.**

7.7 Over all psychological wellbeing vs Age

When compare with the age and overall psychological wellbeing of the respondents, 42% of respondents at the age group between 20 – 30 years have low level of Self acceptance, 37% of them with high and 21% with them moderate level of overall psychological wellbeing. It is found that the respondents at the age group between 31 – 40 years among them 42% have moderate, 33% of them with low and 25% of them with high level of overall psychological wellbeing. It is found that the respondents at the age group between 41 – 50 years among them 86% have high and 14% of them with low level of overall psychological wellbeing. It is found that the respondents at the age group between 51 – 60 years among them 40% have high, 80% of them with high and 20% of them with moderate level of Self acceptance. **Therefore it is interpreted that, more than three fourth (86%) of the respondents at the age group between 41-50 years with high level of Overall psychological wellbeing.**

**Association between Respondents Gender and their Level of Psychological wellbeing
Table 8**

S.no	Psychological well - being		Gender			
			Male		Female	
			F	%	F	%
8.1	Autonomy	Low	4	29	11	20
		Moderate	10	71	32	58
		High	0	0	12	22
8.2	Environmental Mastery	Low	6	42	14	26
		Moderate	4	28	20	36
		High	4	28	21	38
8.3	Personal growth	Low	4	28	21	38
		Moderate	5	36	16	29
		High	5	36	18	33
8.4	Positive relation with other	Low	5	36	15	27
		Moderate	8	57	23	42
		High	1	7	17	31
8.5	Purpose in life	Low	3	21	20	36
		Moderate	7	50	18	33
		High	4	29	17	31
8.6	Self acceptance	Low	5	36	17	31
		Moderate	3	21	29	53
		High	6	43	9	16
8.7	Overall Psychological Wellbeing	Low	6	43	17	31
		Moderate	3	21	15	27
		High	5	36	23	42

8. Gender vs Psychological well-being:

8.1 Autonomy vs Gender

When compare the gender and the level of autonomy of the respondents, 71% of the male respondents have moderate level, and 29% of them with low level of autonomy. It is found that the 58% of the female respondents have moderate level, 22% of them with high level and 20% of them low level of autonomy. **Therefore it is interpreted that, good majority (71%) of the male respondent's are with moderate level of Autonomy.**

8.2 Environmental Mastery vs Gender

When compare the gender and the level of Environmental Mastery of the respondents, 42% of the male respondents have low, 28% of them with moderate and 28% of them high level of Environmental Mastery. It is found that 38% of the female respondents have high, 36% of them

with moderate and 26% of them low level of Environmental Mastery. **Therefore it is interpreted that, less than half (42%) of the male respondents are with low and more than one third of the female respondents with high level of Environmental mastery.**

8.3 Personal growth vs Gender

When compare the gender and the Personal growth of the respondents, 36% of the male respondents have moderate level, 36% of them with high and 38% of them with low level of Personal growth. It is found that the 38% of the female respondents have low level, 33% of them with high level and 29% of them moderate level of Personal growth. **More than one third (38%) of the female respondents are with low level of personal growth. Also another one third (38%) of the respondents are with high level of personal growth. Therefore the level of personal growth is differs with the gender of the respondents.**

8.4 Positive relationship with others vs Gender

When compare the gender and their Positive relationship with others, 57% of the male respondents have moderate, 36% of them with low, and 7% of them with high level of Positive relationship with others. It is found that 42% of the female respondents have moderate, 31% of them with high and 27% of them low level of Positive relationship with others. **Therefore it is interpreted that, more than half (57%) of the male respondents with moderate level of Positive relationship with others.**

8.5 Purpose in life vs Gender

When compare the gender and the Purpose in life of the respondents, 50% of the male respondents have moderate, 29% of them with high and 21% of them with low level of Purpose in life. It is found that the 36% of the female respondents have low level, 33% of them with moderate level and 31% of them high level of Purpose in life. **Therefore it is interpreted that, half (50%) of the male respondents are with moderate level of Purpose in life.**

8.6 Self acceptance vs Gender

When compare with the gender and the level of Self acceptance of the respondents, 43% of the male respondents have high, 36% of them with low and 21% of them with moderate level of Self acceptance. It is found that 53% of the female respondents have moderate, 31% of them with low and 16% of them high level of Self acceptance. **Therefore it is interpreted that, more than half (53%) of the female respondents are with moderate level of Self acceptance.**

8.7 overall psychological wellbeing vs Gender

When compare with the gender and the level of overall psychological wellbeing of the respondents, 43% of the male respondents have low, 36% of them with high and 21% of them with moderate level of overall psychological wellbeing. It is found that 42% of the female respondents have high, 31% of them with low and 27% of them moderate level of overall psychological wellbeing. **Therefore it is interpreted that, more than half (43%) of the male respondents are with low level of overall psychological wellbeing.**

**Association between Respondents Marital status and their Level of Psychological wellbeing
Table 9**

S.no	Psychological well - being		Marital status			
			Married		Unmarried	
			F	%	F	%
9.1	Autonomy	Low	10	24	5	18
		Moderate	25	59	17	64
		High	7	17	5	18
9.2	Environmental Mastery	Low	10	24	10	37
		Moderate	16	38	8	30
		High	16	38	9	33
9.3	Personal growth	Low	16	38	9	33
		Moderate	9	21	12	44
		High	17	41	6	23
9.4	Positive relation with other	Low	13	31	7	26
		Moderate	16	38	15	56
		High	13	31	5	18
9.5	Purpose in life	Low	11	26	12	44
		Moderate	15	36	10	37
		High	16	38	5	19
9.6	Self acceptance	Low	11	26	11	41
		Moderate	18	43	14	52
		High	13	31	2	7
9.7	Overall Psychological wellbeing	Low	11	26	12	44
		Moderate	10	24	8	30
		High	21	50	7	26

9. Marital status vs Psychological well-being

9.1 Autonomy vs marital status

When compare with the marital status and the level of autonomy, 59% of the respondents who got married with moderate level of autonomy, 24% of them with low and 17% of them with high level of autonomy. It is found that 64% of the unmarried respondents have moderate, 18% of them with low and 18% of them high level of autonomy. **Therefore it is interpreted that, more than half (64%) of the unmarried respondents with moderate level of Autonomy. Also another more than half (59%) of the respondents are married with moderate level of Autonomy. Therefore there is no differs between the respondents marital status and their level of autonomy.**

9. 2 Environmental Mastery vs marital status

When compare with the marital status and the Environmental Mastery of the respondents, 38% of the married respondents have moderate, 38% of them with high and 24% of them with low level of Environmental Mastery. It is found that 37% of the unmarried respondents have low, 33% of them with high and 30% of them moderate level of Environmental Mastery. **Therefore more than one third (38%) of the respondents who got married is with moderate level of Environmental Mastery.**

9.3 Personal growth vs marital status

When compare with the marital status and the level of Personal growth of the respondents, 41% of the married respondents have high, 38% of them with low and 21% of them with moderate level of Personal growth. It is found that the 44% of the unmarried respondents have moderate, 33% of them with low and 23% of them high level of Personal growth. **Therefore it is interpreted that Less than half (44%) of the unmarried respondents with moderate level of Personal growth.**

9.4 Positive relation with others vs Marital status

When compare with the marital status and the level of Positive relation with others of the respondents, 38% of the married respondents have moderate level, 31% of them with low level and 31% of them with high level of Positive relation with other. It is found that the 56% of the unmarried respondents have moderate l, 26% of them with low level and 18% of them high level of Positive relation with others. **Therefore it is interpreted from the result more than half (56%) of the respondent are unmarried with moderate level of Positive relation with others.**

9.5 Purpose in life vs. marital status

When compare the respondents marital status and their Purpose in life, 38% of the married respondents have high, 36% of them with moderate level and 26% of them with low level of Purpose in life. It is found that 44% of the unmarried respondents have low, 37% of them with moderate level and 19% of them high level of Purpose in life. **Therefore it is interpreted from the result more than one third (44%) of the unmarried respondents with low level of Purpose in life.**

9.6 Self acceptance vs marital status

When compare the marital status and the level of Self acceptance of the respondents, 43% of the married respondents have moderate, 36% of them with high and 26% of them with low level of Self acceptance. It is found that 52% of the unmarried respondents have moderate, 41% of them with low and 7% of them with high level of Self acceptance. **Therefore it is interpreted from the result is more than half (52%) of the unmarried respondents with moderate level of Self acceptance.**

9.7 overall psychological wellbeing vs marital status

When compare the marital status and the level of overall psychological wellbeing of the respondents, 50% of the married respondents have high, 26% of them with low and 24% of them with moderate level of overall psychological wellbeing. It is found that 44% of the unmarried respondents have low, 30% of them with moderate and 26% of them with high level of overall psychological wellbeing. **Therefore it is interpreted from the result is half (50%) of the married respondents with high level of overall psychological wellbeing.**

Association between Respondents Educational Qualification and their Level of Psychological well being

Table 10

S.no	Psychological well - being		Qualification					
			UG		PG		B.ed	
			F	%	F	%	F	%
10.1	Autonomy	Low	2	23	3	17	10	24
		Moderate	4	44	10	55	28	67
		High	3	33	5	28	4	9
10.2	Environmental Mastery	Low	7	78	9	50	4	10
		Moderate	1	11	7	39	16	38
		High	1	11	2	11	22	52
10.3	Personal growth	Low	1	11	8	44	16	38
		Moderate	4	44	8	44	9	21
		High	4	45	2	12	17	41
10.4	Positive relation with other	Low	1	11	4	22	15	35
		Moderate	4	44	12	67	15	36
		High	4	45	2	11	12	29
10.5	Purpose in life	Low	3	33	10	55	10	24
		Moderate	3	33	7	39	15	36
		High	3	34	1	6	17	40
10.6	Self acceptance	Low	4	44	7	39	11	26
		Moderate	4	44	8	44	20	48
		High	1	12	3	17	11	26
10.7	Overall Psychological Wellbeing	Low	2	22	11	61	10	24
		Moderate	1	11	4	22	13	31
		High	6	67	3	17	19	45

10. Educational Qualification vs Psychological well-being

10.1 Autonomy vs Educational Qualification

When compare with the educational qualification and the autonomy of the respondents, 44% of respondents with under graduate have moderate, 33% of them with high and 23% of them with low level of autonomy. It is found that 55% of the respondents in the post graduate

have moderate, 28% of them with high and 17% of them low level of autonomy. It is found that 67% of the respondents in the B.ed have moderate, 24% of them with low and 9% of them high level of autonomy. **Therefore it is interpreted from the result the majority (67%) of the respondents with B.ed level have moderate level of Autonomy.**

10.2 Environmental Mastery vs Educational Qualification

When compare with the educational qualification and the Environmental Mastery of the respondents, 78% of respondents with under graduate have low, 11% of them with moderate and 11% of them with high level of Environmental Mastery. It is found that 50% of the respondents in the post graduate have low, 39% of them with moderate and 11% of them high level of Environmental Mastery. It is found that 52% of the respondents in the B.ed have high, 38% of them with moderate and 10% of them low level of Environmental Mastery. **Therefore interpreted from the result is good majority (78%) of the respondents with under graduate level educational qualification have low level of Environmental Mastery.**

10.3 Personal growth vs Educational Qualification

When compare with the educational qualification and the Personal growth of the respondents, 45% of respondents in the Under graduate have high, 44% of them with moderate and 11% of them with low level of Personal growth. It is found that 44% of the respondents in the post graduate have low, 44% of them with moderate and 12% of them high level of Personal growth. It is found that 41% of the respondents in the B.ed have high, 38% of them with low and 21% of them moderate level of Personal growth. **Therefore interpreted from the result is less than half (45%) of the respondents with under graduate level educational qualification has high level of Personal growth.**

10.4 Positive relation with other vs Educational Qualification

When compare with the educational qualification and the Positive relation with other of the respondents, 45% of respondents in the Under graduate have high level, 44% of them with moderate level and 11% of them with low level of Positive relation with other. It is found that 67% of the respondents in the post graduate have moderate level, 22% of them with low level and 11% of them high level of Positive relation with other. It is found that 36% of the respondents in the B.ed have moderate level, 35% of them with low level and 29% of them high level of Positive relation with other. **Therefore interpreted from the result is majority (67%)**

of the respondents with under graduate level educational qualification have high level of Positive relation with other.

10.5 Purpose in life vs Educational Qualification

When compare with the educational qualification and the Purpose in life of the respondents, 34% of respondents in the Under graduate have high level, 33% of them with moderate level and 33% of them with low level of Purpose in life. It is found that 55% of the respondents in the post graduate have low level, 39% of them with moderate level and 6% of them high level of Purpose in life. It is found that 40% of the respondents in the B.ed have high level, 36% of them with moderate level and 24% of them low level of Purpose in life. **Therefore interpreted from the result is more than half (55%) of the respondents with post graduate level Educational Qualification have low of Positive relation with other.**

10.6 Self acceptance vs Educational Qualification

When compare with the educational qualification and the Self acceptance of the respondents, 44% of respondents in the Under graduate have low level, 44% of them with moderate level and 12% of them with high level of Self acceptance. It is found that 44% of the respondents in the post graduate have moderate level, 39% of them with low level and 17% of them high level of Self acceptance. It is found that 48% of the respondents in the B.ed have moderate level, 26% of them with low level and 26% of them high level of Self acceptance. **Therefore interpreted from the result is less than half (48%) of the respondents with B.ed level Educational Qualification have moderate of Self acceptance.**

10.7 overall psychological wellbeing vs Educational Qualification

When compare with the educational qualification and the overall psychological wellbeing of the respondents, 67% of respondents in the Under graduate have high level, 22% of them with low level and 11% of them with moderate level of overall psychological wellbeing. It is found that 61% of the respondents in the post graduate have low level, 22% of them with moderate level and 17% of them high level of overall psychological wellbeing. It is found that 45% of the respondents in the B.ed have high level, 31% of them with moderate level and 24% of them low level of overall psychological wellbeing. **Therefore interpreted from the result is less than half (67%) of the respondents with under graduate level Educational Qualification have high level of overall psychological wellbeing.**

Association between Respondents Annual income and the Level of Psychological well being

Table 11

S.no	Psychological well - being		Annual Income							
			RS.1,00,000 - 2,00,000		RS.2,00,001 - 3,00,000		RS.3,00,001 - 4,00,000		Not responded	
			F	%	F	%	F	%	F	%
11.1	Autonomy	Low	2	7	5	42	1	10	7	41
		Moderate	23	76	6	50	6	60	7	41
		High	5	17	1	8	3	30	3	18
11.2	Environmental Mastery	Low	8	27	2	17	0	0	10	59
		Moderate	10	33	5	41	4	40	5	29
		High	12	40	5	42	6	60	2	12
11.3	Personal growth	Low	14	47	5	41	2	20	4	24
		Moderate	10	33	2	17	2	20	7	41
		High	6	20	5	42	6	60	6	35
11.4	Positive relation with other	Low	5	17	3	25	7	70	5	29
		Moderate	16	53	8	67	2	20	5	30
		High	9	30	1	8	1	10	7	41
11.5	Purpose in life	Low	12	40	2	17	2	20	7	41
		Moderate	15	50	5	41	0	0	5	29
		High	3	10	5	412	8	80	5	30
11.6	Self acceptance	Low	13	43	0	0	1	10	8	47
		Moderate	12	40	4	33	8	80	8	47
		High	5	17	8	67	1	10	1	6
11.7	Overall Psychological Wellbeing	Low	13	43	2	16	1	10	7	41
		Moderate	8	27	5	42	3	30	2	12
		High	9	30	5	42	6	60	8	47

11. Annual income vs Psychological well-being

11.1 Autonomy vs Annual income

When compare with the Annual income and the autonomy of the respondents, 76% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have moderate level, 17% of them with high level and 7% of them with low level of autonomy. It is found that 50% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have moderate level, 42% of them with low level and 8% of them high level of autonomy. It is found that 60% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have moderate level, 30% of them with high level and 10% of them low level of autonomy. It is found that 41% of the respondents are not responded they have low level, 41% of them with moderate level and 18% of them high level of autonomy. **Therefore interpreted from the result is good majority (76%) of the respondents Annual income is between Rs. 1, 00,000 – Rs. 2, 00,000 with moderate level of Autonomy.**

11.2 Environmental Mastery vs Annual income

When compare with the Annual income and the Environmental Mastery of the respondents, 40% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have high level, 33% of them with moderate level and 27% of them with low level of Environmental Mastery. It is found that 42% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, 41% of them with moderate level and 17% of them low level of Environmental Mastery. It is found that 60% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have high level, and 40% of them with moderate level of Environmental Mastery. It is found that 59% of the respondents are not responded they have low level, 29% of them with moderate level and 12% of them high level of Environmental Mastery. **Therefore interpreted from the result is majority (60%) of the respondent Annual income is between Rs. 3, 00,001 – Rs. 4, 00,000 with high level of Environmental Mastery.**

11.3 Personal growth vs Annual income

When compare with the Annual income and the Personal growth of the respondents, 47% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have low level, 33% of them with moderate level and 20% of them with high level of Personal growth. It is found that 42% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, 41% of them with low level and 17% of them moderate level of Personal growth. It is found that 60% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have high level, 20% of them with low level and 20% of them moderate level of Personal growth. It is found that 41% of the respondents are not responded they have moderate level, 35% of them with high level and 24% of them low level of Personal growth. **Therefore interpreted from the result is more than half**

(60%) of the respondent Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of Personal growth.

11.4 Positive relation with other vs Annual income

When compare with the Annual income and the Positive relation with other of the respondents, 53% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have moderate level, 30% of them with high level and 17% of them with low level of Positive relation with other. It is found that 67% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, 25% of them with low level and 8% of them high level of Positive relation with other. It is found that 70% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have low level, 20% of them with moderate level and 10% of them high level of Positive relation with other. It is found that 41% of the respondents are not responded they have high level, 30% of them with moderate level and 29% of them low level of Positive relation with other. **More than half (70%) of the female respondents Annual income is between Rs. 3,00,001 –Rs. 4,00,000 with low level of Positive relation with other. Also another more than half (67%) of the respondents Annual income is between Rs. 2, 00,001 – Rs. 3, 00,000 with low level of Positive relation with other. Therefore the level of Positive relation with other is differing with the Annual income of the respondents.**

11.5 Purpose in life vs Annual income

When compare with the Annual income and the Purpose in life of the respondents, 50% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have moderate level, 40% of them with low level and 10% of them with high level of Purpose in life. It is found that 42% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, 41% of them with moderate level and 17% of them low level of Purpose in life. It is found that 80% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have high level, and 20% of them with low level of Purpose in life. It is found that 41% of the respondents are not responded they have low level, 30% of them with high level and 29% of them , moderate level of Purpose in life. **Therefore interpreted from the result is more than three fourth (80%) of the respondent Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of Purpose in life.**

11.6 Self acceptance vs Annual income

When compare with the Annual income and the Self acceptance of the respondents, 43% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have low level, 40% of them with moderate level and 17% of them with high level of Self acceptance. It is found that 67% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, and 33% of them with moderate level of Self acceptance. It is found that 80% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have moderate level, 10% of them with low level and 10%

of them high level of Self acceptance. It is found that 47% of the respondents are not responded they have low level, 47% of them with moderate level and 6% of them high level of Self acceptance. **Therefore interpreted from the result is good majority (80%) of the respondent Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with moderate level of Self acceptance.**

11.7 overall psychological wellbeing vs Annual income

When compare with the Annual income and the overall psychological wellbeing of the respondents, 43% of respondents in the annual income of Rs. 1, 00,000 – 2, 00,000 have low level, 30% of them with high level and 27% of them with moderate level of overall psychological wellbeing. It is found that 42% of the respondents in the annual income of Rs. 2, 00,001 – 3, 00,000 have high level, 42% of them with moderate and 16% of them with low level of overall psychological wellbeing. It is found that 60% of the respondents in the annual income of Rs. 3, 00,001 – 4, 00,000 have high level, 30% of them with moderate level and 10% of them low level of overall psychological wellbeing. It is found that 47% of the respondents are not responded they have high level, 41% of them with low level and 12% of them moderate level of overall psychological wellbeing. **Therefore interpreted from the result is more than half (60%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of overall psychological wellbeing.**

Association between Respondents Family type and their Level of Psychological well – being

Table 12

S.no	Psychological well - being		Family type			
			Nuclear family		Joint family	
			F	%	F	%
12.1	Autonomy	Low	12	24	3	17
		Moderate	30	59	12	67
		High	9	17	3	16
12.2	Environmental Mastery	Low	14	28	6	33
		Moderate	21	41	3	17
		High	16	31	9	50
12.3	Personal growth	Low	20	39	5	28
		Moderate	15	29	6	33
		High	16	32	7	39
12.4	Positive relation with other	Low	14	28	6	33
		Moderate	23	45	8	44
		High	14	27	4	23
12.5	Purpose in life	Low	21	41	2	11
		Moderate	15	29	10	56
		High	15	29	6	33
12.6	Self acceptance	Low	17	33	5	28
		Moderate	24	47	8	44
		High	10	20	5	27
12.7	Overall Psychological Wellbeing	Low	16	31	7	39
		Moderate	16	31	2	11
		High	19	38	9	50

12. Family Type vs Psychological well-being

12.1 Autonomy vs Family Type

When compare with the family type and the autonomy of the respondents, 59% of respondents in the nuclear family have moderate level, 24% of them with low level and 17% of

them with high level of autonomy. It is found that 67% of the respondents in the joint family have moderate level, 17% of them with low level and 16% of them high level of autonomy. **Therefore interpreted from the result is majority (67%) of the respondents from Joint family with moderate level of Autonomy.**

12.2 Environmental Mastery vs Family Type

When compare with the family type and the Environmental Mastery of the respondents, 41% of respondents in the nuclear family have moderate level, 31% of them with high level and 28% of them with low level of Environmental Mastery. It is found that 50% of the respondents in the joint family have high level, 33% of them with low level and 17% of them moderate level of Environmental Mastery. **Therefore interpreted from the result is half (50%) of the respondents from Joint family with high level of Environmental Mastery.**

12.3 Personal growth vs Family Type

When compare with the family type and the Personal growth of the respondents, 39% of respondents in the nuclear family have low level, 32% of them with high level and 29% of them with moderate level of Personal growth. It is found that 39% of the respondents from joint family with high level, 33% of them with moderate level and 28% of them low level of Personal growth. **Therefore interpreted from the result is more than one third (39%) of the respondents from Joint family with low level of Personal growth. Also another one third (39%) of the respondents from Joint family with high level of Personal growth. Therefore the level of Personal growth differs with the Family Type of the respondents.**

12.4 Positive relation with other vs Family Type

When compare with the family type and the Positive relation with other of the respondents, 45% of respondents in the nuclear family have moderate level, 28% of them with low level and 27% of them with high level of Positive relation with other. It is found that 44% of the respondents in the joint family have moderate level, 33% of them with low level and 23% of them high level of Positive relation with other. **Therefore interpreted from the result is more than one third (45%) of the respondents from nuclear family with moderate level of Positive relation with other.**

12.5 Purpose in life vs Family Type

When compare with the family type and the Purpose in life of the respondents, 41% of respondents in the nuclear family have low level, 29% of them with high level and 29% of them with moderate level of Purpose in life. It is found that 56% of the respondents in the joint family have moderate level, 33% of them with high level and 11% of them low level of Purpose in life. **Therefore interpreted from the result is more than half (56%) of the respondents from Joint family with moderate level of Purpose in life.**

12.6 Self acceptance vs Family Type

When compare with the family type and the Self acceptance of the respondents, 47% of respondents in the nuclear family have moderate level, 33% of them with low level and 20% of them with high level of Self acceptance. It is found that 44% of the respondents in the joint family have moderate level, 28% of them with low level and 27% of them high level of Self acceptance. **Therefore interpreted from the result is less than half (47%) of the respondents from Nuclear family with moderate level of Self acceptance.**

12.7 overall psychological wellbeing vs Family Type

When compare with the family type and the overall psychological wellbeing of the respondents, 38% of respondents in the nuclear family have high level, 31% of them with low level and 31% of them with moderate level of overall psychological wellbeing. It is found that 50% of the respondents in the joint family have high level, 39% of them with low level and 11% of them moderate level of overall psychological wellbeing. **Therefore interpreted from the result is half (50%) of the respondents from joint family with high level of overall psychological wellbeing.**

Association between Respondents Number of family members and their Level of Psychological well – being
Table 13

S.no	Psychological well - being		Number of family members					
			2 - 4		5 – 7		Above 7	
			F	%	F	%	F	%
13.1	Autonomy	Low	11	24	4	18	0	0
		Moderate	25	54	15	68	2	100
		High	9	20	3	14	0	0
13.2	Environmenta I Mastery	Low	12	27	7	32	1	50
		Moderate	14	31	10	45	0	0
		High	19	42	5	23	1	50
13.3	Personal growth	Low	15	33	9	41	1	50
		Moderate	10	23	10	45	1	50
		High	20	44	3	14	0	0
13.4	Positive relation with other	Low	18	40	2	9	0	0
		Moderate	17	38	13	59	1	50
		High	10	22	7	32	1	50
13.5	Purpose in life	Low	16	36	6	27	1	50
		Moderate	10	22	14	64	1	50
		High	19	42	2	9	0	0
13.6	Self acceptance	Low	14	31	7	32	1	50
		Moderate	23	51	8	36	1	50
		High	8	18	7	32	0	0
13.7	Overall psychological well-being	Low	13	29	9	41	1	50
		Moderate	11	24	7	32	0	0
		High	21	47	6	27	1	50

13. Number of Family members vs Psychological well-being

13.1Autonomy vs Number of Family members

When compare with the family member and the autonomy of the respondents, 54% of respondents in the family members of 2- 4, have moderate level, 24% of them with low level

and 20% of them with high level of autonomy. It is found that 68% of the respondents in the family members of 5 - 7, have moderate level, 18% of them with low level and 14% of them high level of autonomy. It is found that 100% of the respondents in the family members of above 7, have moderate level, of autonomy. **Therefore interpreted from the result is More than half (68%) of the respondents Family have 5 - 7 members with a moderate level of Autonomy.**

13.2 Environmental Mastery vs Number of Family members

When compare with the family member and the Environmental Mastery of the respondents, 42% of respondents in the family members of 2- 4, have high level, 31% of them with moderate level and 27% of them with low level of Environmental Mastery. It is found that 45% of the respondents in the family members of 5 - 7, have moderate level, 32% of them with low level and 23% of them high level of Environmental Mastery. It is found that 50% of the respondents in the family members of above 7, have low level, and 50% of them with high level of Environmental Mastery. **Therefore interpreted from the result is Less than half (45%) of the respondents Family have 5 - 7 members with a moderate level of Environmental Mastery.**

13.3 Personal growth vs Number of Family members

When compare with the family member and the Personal growth of the respondents, 44% of respondents in the family members of 2- 4, have high level, 33% of them with low level and 23% of them with moderate level of Personal growth. It is found that 45% of the respondents in the family members of 5 - 7, have moderate level, 41% of them with low level and 14% of them high level of Personal growth. It is found that 50% of the respondents in the family members of above 7, have low level, and 50% of them with moderate high level of Personal growth. **Therefore interpreted from the result is Less than half (45%) of the respondents Family have 5 - 7 members with a moderate level of Personal growth.**

13.4 Positive relation with other vs Number of Family members

When compare with the family member and the Positive relation with other of the respondents, 40% of respondents in the family members of 2- 4, have low level, 38% of them with moderate level and 22% of them with high level of Positive relation with other. It is found that 59% of the respondents in the family members of 5 - 7, have moderate level, 32% of them with high level and 9% of them low level of Positive relation with other. It is found that 50% of the respondents in the family members of above 7, have moderate level, and 50% of them with high level of Positive relation with other. **Therefore interpreted from the result is More than half (59%) of the respondents Family have 5 - 7 members with a moderate level of Positive relation with other.**

13.5 Purpose in life vs Number of Family members

When compare with the family member and the Purpose in life of the respondents, 42% of respondents in the family members of 2- 4, have high level, 36% of them with low level and 22% of them with moderate level of Purpose in life. It is found that 64% of the respondents in the family members of 5 - 7, have moderate level, 27% of them with low level and 9% of them high level of Purpose in life. It is found that 50% of the respondents in the family members of above 7, have low level, and 50% of them with moderate level of Purpose in life. **Therefore interpreted from the result is More than half (64%) of the respondents Family have 5 - 7 members with a moderate level of Purpose in life.**

13.6 Self acceptance vs Number of Family members

When compare with the family member and the Self acceptance of the respondents, 51% of respondents in the family members of 2- 4, have moderate level, 31% of them with low level and 18% of them with high level of Self acceptance. It is found that 36% of the respondents in the family members of 5 - 7, have moderate level, 32% of them with low level and 32% of them high level of Self acceptance. It is found that 50% of the respondents in the family members of above 7, have low level, and 50% of them with moderate level of Self acceptance. **Therefore interpreted from the result is More than half (51%) of the respondents Family have 2 - 4 members with a moderate level of Self acceptance.**

13.7 overall psychological wellbeing vs Number of Family members

When compare with the family member and the overall psychological wellbeing of the respondents, 47% of respondents in the family members of 2- 4, have high level, 29% of them with low level and 24% of them with moderate level of overall psychological wellbeing. It is found that 41% of the respondents in the family members of 5 - 7, have low level, 32% of them with moderate level and 27% of them high level of overall psychological wellbeing. It is found that 50% of the respondents in the family members of above 7, have low level, and 50% of them with high level of overall psychological wellbeing. **Therefore interpreted from the result is Less than half (47%) of the respondents Family have 2 - 4 with high level of overall psychological wellbeing.**

Association between Respondents Years of Experience and their Level of Purpose in life and Self acceptance

Table 14

S.no	Psychological well - being		Year of experience							
			Below 1		1 - 10		11 - 20		21 – 30	
			F	%	F	%	F	%	F	%
14.1	Autonomy	Low	0	0	10	18	5	71	0	0
		Moderate	2	100	36	64	2	29	2	50
		High	0	0	10	18	0	0	2	50
14.2	Environmental Mastery	Low	0	0	17	30	1	14	2	50
		Moderate	2	100	19	34	3	43	0	0
		High	0	0	20	36	3	43	2	50
14.3	Personal growth	Low	0	0	21	37	4	57	0	0
		Moderate	2	100	19	34	0	0	0	0
		High	0	0	16	29	3	43	4	100
14.4	Positive relation with other	Low	0	0	19	34	1	14	0	0
		Moderate	2	100	25	45	2	29	2	50
		High	0	0	12	21	4	57	2	50
14.5	Purpose in life	Low	2	100	18	32	3	43	0	0
		Moderate	0	0	24	43	1	14	0	0
		High	0	0	14	25	3	43	4	100
14.6	Self acceptance	Low	0	0	19	34	1	14	2	50
		Moderate	2	100	28	50	2	29	0	0
		High	0	0	9	16	4	57	2	50
14.7	Over all psychological well-being	Low	0	0	22	39	1	14	0	0
		Moderate	2	100	13	23	3	43	0	0
		High	0	0	21	38	3	43	4	100

14. Years of Experience vs Psychological well-being

14.1 Autonomy vs Years of Experience

When compare with the years of experience and the Autonomy of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of Autonomy.

It is found that 64% of the respondents are having between of 1 – 10 experience with moderate level, 18% of them with low and 18% of them with high level of Autonomy. It is found that 71% of the respondents are having between of 11 – 20 experience with low level and 29% of them with moderate level of Autonomy. It is found that 50% of the respondents are having between of 21-30 experience with high level and 50% of them with moderate level of Autonomy. **Therefore interpreted from the result is More than half (64%) of the respondents who experience between 1- 10 years have a moderate level of Autonomy.**

14.2 Environmental Mastery vs Years of Experience

When compare with the years of experience and the Environmental Mastery of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of Environmental Mastery. It is found that 36% of the respondents are having between of 1 – 10 experience with high level, 34% of them with moderate and 30% of them with low level of Environmental Mastery. It is found that 43% of the respondents are having between of 11 – 20 experience with high level, 43% of them with moderate and 14% of them with low level of Environmental Mastery. It is found that 50% of the respondents are having between of 21-30 experience with high level, and 50% of them with low level of Environmental Mastery. **Therefore interpreted from the result is Less than half (43%) of the respondents who experience between 11 – 20 years have moderate level of Environmental Mastery. Also, another Less than half (43%) of the respondents who experience between 11 – 20 years have high level of Environmental Mastery. Therefore the level of Environmental Mastery differs with the years of experience of the respondents.**

14.3 Personal growth vs Years of Experience

When compare with the years of experience and the Personal growth of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of Personal growth. It is found that 37% of the respondents are having between of 1 – 10 experience with low level, 34% of them with moderate and 29% of them with high level of Personal growth. It is found that 57% of the respondents are having between of 11 – 20 experience with low level, and 43% of them with high level of Personal growth. It is found that 100% of the respondents are having between of 21-30 experience with high level, of Personal growth. **Therefore interpreted**

from the result is More than half (57%) of the respondents who experience between 11 – 20 years have low level of Personal growth.

14.4 Positive relation with other vs Years of Experience

When compare with the years of experience and the Positive relation with other of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of Positive relation with other. It is found that 45% of the respondents are having between of 1 – 10 experience with moderate level, 34% of them with low and 21% of them with high level of Positive relation with other. It is found that 57% of the respondents are having between of 11 – 20 experience with high level, 29% of them with moderate and 14% of them with low level of Positive relation with other. It is found that 50% of the respondents are having between of 21-30 experience with high level, and 50% of them with moderate level of Positive relation with other. **Therefore interpreted from the result is More than half (57%) of the respondents who experience between 11 – 20 years have high level of Positive relation with other.**

14.5 Purpose in life vs Years of Experience

When compare with the years of experience and the Purpose in life of the respondents, 100% respondents are having between of below 1 year experience with low level, of Purpose in life. It is found that 43% of the respondents are having between of 1 – 10 experience with moderate level, 32% of them with low and 25% of them with high level of Purpose in life. It is found that 43% of the respondents are having between of 11 – 20 experience with high level, 43% of them with low and 14% of them with moderate level of Purpose in life. It is found that 100% of the respondents are having between of 21-30 experience with high level, level of Purpose in life. **Therefore interpreted from the result Less than half (43%) of the respondents who experience between 11 – 20 years have low level of Purpose in life. Also, another Less than half (43%) of the respondents who experience between 11 – 20 years have high level of Environmental Mastery. Therefore the level of Purpose in life differs with the years of experience of the respondents.**

14.6 Self acceptance vs Years of Experience

When compare with the years of experience and the Self acceptance of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of Self acceptance. It is found that 50% of the respondents are having between of 1 – 10 experience with moderate level, 34% of them with low and 16% of them with high level of Self acceptance. It is found that 57% of the respondents are having between of 11 – 20 experience with high level, 29% of them with moderate and 14% of the with low level of Self acceptance. It is found that 50% of the respondents are having between of 21-30 experience with high level, and 50% of them with low level of Self acceptance. **Therefore interpreted from the result More than half (57%) of the respondents who experience between 11 – 20 years have high level of Self acceptance.**

14.7 overall psychological wellbeing vs Years of Experience

When compare with the years of experience and the overall psychological wellbeing of the respondents, 100% respondents are having between of below 1 year experience with Moderate level, of overall psychological wellbeing. It is found that 39% of the respondents are having between of 1 – 10 experience with low level, 38% of them with high and 23% of them with moderate level of overall psychological wellbeing. It is found that 43% of the respondents are having between of 11 – 20 experience with moderate level, 43% of them with high and 14% of the with low level of overall psychological wellbeing. It is found that 100% of the respondents are having between of 21-30 experience with high level of overall psychological wellbeing. **Therefore interpreted from the result Less than half (43%) of the respondents who experience between 11 - 20 years have moderate level of overall psychological wellbeing. Also another less than half (43%) of the respondents who experience between 11 - 20 years have high level of overall psychological wellbeing. Therefore the level of overall psychological wellbeing is differs with years of experience of the respondents.**

Association between Classes handled by respondents and their Level of Psychological wellbeing

Table 15

S.no	Psychological well - being		Classes handled					
			Primary		Secondary		Higher secondary	
			F	%	F	%	F	%
15.1	Autonomy	Low	7	16	5	36	3	27
		Moderate	26	59	9	64	7	64
		High	11	25	0	0	1	9
15.2	Environmental Mastery	Low	15	34	3	21	2	18
		Moderate	13	30	6	43	5	46
		High	16	36	5	36	4	36
15.3	Personal growth	Low	15	34	6	43	4	36
		Moderate	12	27	3	21	6	55
		High	17	39	5	36	1	9
15.4	Positive relation with other	Low	18	41	1	7	1	9
		Moderate	19	43	7	50	5	46
		High	7	16	6	43	5	45
15.5	Purpose in life	Low	17	39	1	7	5	45
		Moderate	12	27	7	50	6	55
		High	15	34	6	43	0	0
15.6	Self acceptance	Low	16	36	2	14	4	37
		Moderate	23	53	5	36	4	36
		High	5	11	7	50	3	27
15.7	Over all psychological well-being	Low	18	41	2	14	3	27
		Moderate	6	14	6	43	6	55
		High	20	45	6	43	2	18

15. Classes handled vs Psychological well-being

15.1 Autonomy vs Classes handled

When compare with the years of experience and the Autonomy of the respondents, 59% respondents are handled primary class with Moderate level, 25% of them with high and 16% of them with low level of autonomy. It is found that 64% of the respondents are handled secondary class with moderate level, and 36% of them with low level of Autonomy. It is found that 64% of the respondents are handled higher education with moderate level, 27% of them with low and 9% of them with high level of Autonomy. **Therefore interpreted from the result is majority (64%) of the respondents those who have handled classes for secondary level, with moderate level of Autonomy.**

15.2 Environmental Mastery vs Classes handled

When compare with the years of experience and the Environmental Mastery of the respondents, 36% respondents are handled primary class with high level, 34% of them with low and 30% of them with moderate level of Environmental Mastery. It is found that 43% of the respondents are handled secondary class with moderate level, 36% of them with high and 21% of them with low level of Environmental Mastery. It is found that 46% of the respondents are handled higher education with moderate level, 36% of them with high and 18% of them with low level of Environmental Mastery. **Therefore interpreted from the result is less than half (46%) of the respondents those who have handled classes for higher education, with moderate level of Environmental Mastery.**

15.3 Personal growth vs Classes handled

When compare with the years of experience and the Personal growth of the respondents, 39% respondents are handled primary class with high level, 34% of them with low and 27% of them with moderate level of Personal growth. It is found that 43% of the respondents are handled secondary class with low level, 36% of them with high and 21% of them with moderate level of Personal growth. It is found that 55% of the respondents are handled higher education with moderate level, 36% of them with low and 9% of them with high level of Personal growth. **Therefore interpreted from the result is more than half (55%) of the respondents those who have handled class for higher education, with moderate level of Personal growth.**

15.4 Positive relation with other vs Classes handled

When compare with the years of experience and the Positive relation with other of the respondents, 43% respondents are handled primary class with Moderate level, 41% of them with

low and 16% of them with high level of Positive relation with other. It is found that 50% of the respondents are handled secondary class with moderate level, 43% of them with high and 7% of them with low level of Positive relation with other. It is found that 46% of the respondents are handled higher education with moderate level, 4% of them with high and 9% of them with low level of Positive relation with other. **Therefore interpreted from the result is half (50%) of the respondents those who have handled classes' secondary level, with moderate level of Positive relation with other.**

15.5 Purpose in life vs Classes handled

When compare with the years of experience and the Purpose in life of the respondents, 39% respondents are handled primary class with low level, 34% of them with high and 27% of them with moderate level of Purpose in life. It is found that 50% of the respondents are handled secondary class with moderate level, 43% of them with high and 7% of them low level of Purpose in life. It is found that 55% of the respondents are handled higher education with moderate level, and 45% of them with low level of Purpose in life. **Therefore interpreted from the result is more than half (55%) of the respondents those who have handled classes for higher education, with moderate level of Purpose in life.**

15.6 Self acceptance vs Classes handled

When compare with the years of experience and the Self acceptance of the respondents, 53% respondents are handled primary class with Moderate level, 36% of them with low and 11% of them with high level of Self acceptance. It is found that 50% of the respondents are handled secondary class with high level, 36% of them with moderate and 14% of them with low level of Self acceptance. It is found that 37% of the respondents are handled higher education with low level, 36% of them with moderate and 27% of them with high level of Self acceptance. **Therefore interpreted from the result is more than half (53%) of the respondents those who have handled primary classes, with moderate level of Self acceptance.**

15.7 overall psychological wellbeing vs Classes handled

When compare with the years of experience and the overall psychological wellbeing of the respondents, 45% respondents are handled primary class with high level, 41% of them with low and 14% of them with moderate level of overall psychological wellbeing. It is found that 43% of the respondents are handled secondary class with moderate level, 43% of them with high and

14% of them with low level of overall psychological wellbeing. It is found that 55% of the respondents are handled higher education with moderate level, 27% of them with low and 18% of them with high level of overall psychological wellbeing. **Therefore interpreted from the result is more than half (55%) of the respondents those who have handled higher secondary level, with moderate level of overall psychological wellbeing.**

HYPOTHESIS TESTING

Significant difference between respondents age and their level of psychological well—being

Null hypothesis (H₀): There is no significant difference between age and psychological well-being among special educators.

Alternate hypothesis (H₁): There is a significant difference between age and psychological well-being among special educators.

Table 16

Table no	Statistical test used	Sum of Squares	df	Mean Square	F	Sig.
16.1	ANOVA	6.697	3	2.232	3.302	.026*

df = 3 significant at 0.05 level (0.26^{*})

Age vs psychological well-being

The ANOVA result states that there is a significant difference between the age and psychological well-being of the respondents, at 0.05 level, (the calculate value is 0.26, df = 3). Therefore the hypothesis (H₁) has accepted.

Association between respondents gender and their level of psychological well—being

Null hypothesis (H₀): There is no significant association between gender and psychological well-being among special educators.

Alternate hypothesis (H₁): There is a significant association between gender and psychological well-being among special educators.

Table 17

Table no	Statistical test	value	df	Asymp. Sig. (2-sided)
17.1	Pearson Chi-Square	2.174	2	.337 ^{NS}

No significant relationship at 0.05 level(.337^{NS})

Gender vs psychological well-being

The Chi-Square result states that there is no significant association between the gender and psychological well-being of the respondents, at 0.05 level, (the calculate value is .337, df = 2). Therefore the null hypothesis (H₀) has accepted.

Relationship between respondents educational qualification and their level of psychological well—being

Null hypothesis (H₀): There is no significant relationship between educational qualification and psychological well-being among special educators.

Alternate hypothesis (H₁): There is a significant relationship between educational qualification and psychological well-being among special educators.

Table 18

Table no	Statistical test	value	Asymp. Std. Error^a	Approx. T^b	Approx. Sig.
18.1	Pearson's R	.062	.125	.507	.614 ^{NS}

No significant relationship at 0.05 level

Educational qualification vs psychological well-being

The Correlation result states that there is no significant relationship between the Educational qualification and psychological well-being of the respondents, at 0.05 level, (the calculate value is .614). Therefore the null hypothesis (H₀) has accepted.

**Relationship between respondents marital status and their level of psychological well—
being**

Null hypothesis (H₀): There is no significant relationship between marital status and psychological well-being among special educators.

Alternate hypothesis (H₁): There is a significant relationship between marital status and psychological well-being among special educators.

Table 19

Table no	Statistical test	value	Asymp. Std. Error^a	Approx. T^b	Approx. Sig.
19.1	Pearson's R	-.241	.115	-2.034	.046*

Significant at 0.05 level (.046*)

Marital status vs psychological well-being

The Correlation result states that there is significant relationship between the marital status and psychological well-being of the respondents, at 0.05 level, (the calculate value is .046*). Therefore the hypothesis (H₁) has accepted.

CHAPTER V

FINDINGS, SUMMARY AND CONCLUSION

This chapter deal with the findings of the study entitled “**A study on psychological wellbeing among special school teachers**” undertaken with the aim to know their psychological well-being of special educators. The summary of the finding of this present study is as follow:

5.1 FINDINGS:

5.1.1 Socio – Demographic Profile:

- ❖ Nearly half (48%) of the respondents are at the age group between 20 -30 years.
- ❖ Good majority (80%) of the respondents are female.
- ❖ Majority (61%) of the respondents are married.
- ❖ More than half (61%) of the respondents with B.ed.
- ❖ Less than half (44%) of the respondents annual income between Rs. 1, 00,000 – Rs. 2, 0,000.
- ❖ Three fourth (74%) of the respondents from nuclear family.
- ❖ Majority (65%) of the respondents family is with 2-4 members.
- ❖ Nearly half (44%) of the respondents with no dependent.

5.1.2 Employment status:

- ❖ More than three fourth (81%) of the respondents have 1-10 years of experience.
- ❖ More than half (64%) of the respondents handling primary classes.

5.1.3 Analysis of Key Variables

➤ Psychological Well-being Level of the Respondents

- ❖ Majority (61%) of respondents level of Autonomy is moderate.
- ❖ More than one third (36%) of respondents level of Environmental Mastery is high.
- ❖ More than one third (36%) of the respondents level of personal growth is low.
- ❖ Nearly half (45%) of the respondents level of Positive Relationship with others is moderate.

- ❖ More than one third (36%) the respondents level of Purpose of life is moderate.
- ❖ Less than half (46%) of the respondents level of Self acceptance with others is moderate.
- ❖ More than one third (41%) of the respondents level of overall psychological well-being is moderate.

➤ **Age vs Psychological well-being**

- ❖ Three fourth (75%) of the respondents at the age group between 31-40 years have moderate level of autonomy. Also another three fourth (72%) of the respondents at the age group between 41 – 50 years have low level of autonomy. Therefore the level of autonomy is differs with the age of the respondents.
- ❖ Three fourth (72%) of the respondents at the age group between 41-50 years high level of Environmental Mastery.
- ❖ More than three fourth (86%) of the respondents at the age group between 41-50 year have high level of Personal growth. Also another three fourth (80%) of the respondent at the age group between 51 – 60 years have high level of Personal growth. Therefore the level of Personal growth is same with the age of the respondents.
- ❖ Good majority (80%) of respondents at the age group between 51-60 years have high level of Positive Relationship.
- ❖ Three fourth (71%) of respondents at the age group between 41-50 years have high level of Purpose in life. Also another three fourth 60% of the respondent at the age group between 51 – 60 years have high level of Purpose in life. Therefore the level of Purpose in life is same with the age of the respondents.
- ❖ More than half (64%) of the respondents at the age group between 20-30 years have moderate level of Self acceptance. Also another half 57% of the respondent at the age group between 41 – 50 years have high level of Self acceptance. Therefore the level of Self acceptance is differs with the age of the respondents.
- ❖ More than three fourth (86%) of the respondents at the age group between 41-50 years have high level of Overall psychological wellbeing.

➤ **Gender vs Psychological well-being**

- ❖ Good majority (71%) of the male respondents have moderate level of Autonomy.
- ❖ Less than half (42%) of the male respondents have low level of Environmental mastery.
- ❖ More than one third (38%) of the female respondents have low level of personal growth. Also another one third (38%) of the respondents have high level of personal growth. Therefore the level of personal growth is differs with the gender of the respondents.
- ❖ More than half (57%) of the male respondents have moderate level of Positive relationship with others.
- ❖ Half (50%) of the male respondents have moderate level of Purpose in life.
- ❖ More than half (53%) of the female respondents have moderate level of Self acceptance.
- ❖ Less than half (43%) of the male respondents have low level of overall psychological wellbeing.

➤ **Marital status vs Psychological well-being**

- ❖ More than half (64%) of the unmarried respondents have a moderate level of Autonomy. Also, more than half (59%) of the respondents who are married, have a moderate level of Autonomy. Therefore the level of autonomy is the same as the marital status of the respondents.
- ❖ More than one third (38%) of the respondents who are married, have moderate level of Environmental Mastery.
- ❖ Less than half (44%) of the unmarried respondents have a moderate level of Personal growth.
- ❖ More than half (56%) of the unmarried respondents have a moderate level of Positive relation with other.
- ❖ More than one third (44%) of the unmarried respondents have a low level of Purpose in life.

- ❖ More than half (52%) of the unmarried respondents have a moderate level of Self acceptance.
- ❖ Half (50%) of the married respondents have a high level of overall psychological wellbeing.

➤ **Educational Qualification vs Psychological well-being**

- ❖ Majority (67%) of the respondents with B.ed level of educational qualification with moderate level of Autonomy.
- ❖ Good majority (78%) of the respondents under graduate level of educational qualification with low level of Environmental Mastery.
- ❖ Less than half (45%) of the respondents under graduate level of educational qualification with high level of Personal growth.
- ❖ Majority (67%) of the respondents under graduate level of educational qualification with high level of Positive relation with other.
- ❖ More than half (55%) of the respondents post graduate level of educational qualification with low level of Positive relation with other.
- ❖ Less than half (48%) of the respondents B.ed level of educational qualification with moderate level of Self acceptance.
- ❖ More than half (67%) of the respondents under graduate level of educational qualification with high level of overall psychological wellbeing.

➤ **Annual income vs Psychological well-being**

- ❖ A good majority (76%) of the respondents Annual income is between Rs. 1, 00,000 – Rs. 2, 00,000 with a moderate level of Autonomy.
- ❖ Majority (60%) of the respondents Annual income is between Rs. 3, 00,001 – Rs. 4, 00,000 with high level of Environmental Mastery.
- ❖ More than half (60%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of Personal growth.
- ❖ More than half (70%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with a low level of Positive relation with others. Also, more than

half (67%) of the respondents Annual income is between Rs. 2, 00,001 – Rs. 3, 00,000 with a low level of Positive relation with others. Therefore the level of Positive relations with others is same from the Annual income of the respondents.

- ❖ More than three fourth (80%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of Purpose in life.
- ❖ Good majority (80%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with moderate level of Self acceptance.
- ❖ More than half (60%) of the respondents Annual income is between Rs. 3,00,001 – Rs. 4,00,000 with high level of overall psychological wellbeing.

➤ **Family Type vs Psychological well-being**

- ❖ A majority (67%) of the respondents were from a joint family with a moderate level of Autonomy.
- ❖ Half (50%) of the respondents were from a joint family with high level of Environmental Mastery.
- ❖ More than one third (39%) of the respondents were from a joint family with low level of Personal growth. Also another one third (39%) of the respondents were from a joint family with high level of Personal growth. Therefore the level of Personal growth differs with the Family Type of the respondents.
- ❖ More than one third (45%) of the respondents were from a nuclear family with moderate level of Positive relation with other.
- ❖ More than half (56%) of the respondent were from a joint family with moderate level of Purpose in life.
- ❖ Less than half (47%) of the respondent were from a Nuclear family with moderate level of Self acceptance.
- ❖ Half (50%) of the respondent were from a joint family with high level of overall psychological wellbeing.

➤ **Number of Family members vs Psychological well-being**

- ❖ More than half (68%) of the respondents Family have 5 - 7 members with a moderate level of Autonomy.
- ❖ Less than half (45%) of the respondents Family have 5 - 7 members with a moderate level of Environmental Mastery.
- ❖ Less than half (45%) of the respondents Family have 5 - 7 members with a moderate level of Personal growth.
- ❖ More than half (59%) of the respondents Family have 5 - 7 members with a moderate level of Positive relation with other.
- ❖ More than half (64%) of the respondents Family have 5 - 7 members with a moderate level of Purpose in life.
- ❖ More than half (51%) of the respondents Family have 2 - 4 members with a moderate level of Self acceptance.
- ❖ Less than half (47%) of the respondents Family have 2 - 4 with high level of overall psychological wellbeing.

➤ **Years of Experience vs Psychological well-being**

- ❖ More than half (64%) of the respondents who experience between 1- 10 years have a moderate level of Autonomy.
- ❖ Less than half (43%) of the respondents who experience between 11 – 20 years have moderate level of Environmental Mastery. Also, another Less than half (43%) of the respondents who experience between 11 – 20 years have high level of Environmental Mastery. Therefore the level of Environmental Mastery differs with the years of experience of the respondents.
- ❖ More than half (57%) of the respondents who experience between 11 – 20 years have low level of Personal growth.
- ❖ More than half (57%) of the respondents who experience between 11 – 20 years have high level of Positive relation with other.
- ❖ Less than half (43%) of the respondents who experience between 11 – 20 years have low level of Purpose in life. Also, another Less than half (43%) of the

respondents who experience between 11 – 20 years have high level of Environmental Mastery. Therefore the level of Purpose in life differs with the years of experience of the respondents.

- ❖ More than half (57%) of the respondents who experience between 11 – 20 years have high level of Self acceptance.
- ❖ Less than half (43%) of the respondents who experience between 11 - 20 years have moderate level of overall psychological wellbeing. Also another less than half (43%) of the respondents who experience between 11 - 20 years have high level of overall psychological wellbeing. Therefore the level of overall psychological wellbeing is differs with years of experience of the respondents.

➤ **Classes handled vs Psychological well-being**

- ❖ Majority (64%) of the respondents have handled secondary classes with moderate level of Autonomy.
- ❖ Less than half (46%) of the respondents have handled higher secondary, with moderate level of Environmental Mastery.
- ❖ More than half (55%) of the respondents have handled higher secondary, with moderate level of Personal growth.
- ❖ Half (50%) of the respondents have handled secondary classes, with moderate level of Positive relation with other.
- ❖ More than half (55%) of the respondents have handled higher secondary, with moderate level of Purpose in life.
- ❖ More than half (53%) of the respondents have handled primary classes, with moderate level of Self acceptance.
- ❖ More than half (55%) of the respondents are handled higher secondary, with moderate level of overall psychological wellbeing.

5.1.4 Hypothesis Testing

- ❖ There is a significant difference between age and psychological well-being among special educators.

- ❖ There is no significant association between gender and psychological well-being among special educators.
- ❖ There is no significant relationship between educational qualification and psychological well-being among special educators.
- ❖ There is a significant relationship between marital status and psychological well-being among special educators.

5.2 SOCIAL WORK INTERVENTION

Primary methods (direct helping method)

- ❖ Social casework
- ❖ Social group work
- ❖ Community organization

Secondary methods (Auxiliary methods)

- ❖ Social work research



5.3 SUMARRY

Teaching is highly emotional professions associated with high levels of stress that may be the cause of job dissatisfaction, psychological disorders, and reduced well-being. A special educator acts as the primary caretaker for the special child in most of the situation. They help the children learn and become self sufficient and directly influence the functioning of a child o it is important and necessary to monitor their psychological wellbeing.

From the study “**A Study on Psychological well-being among Special School Teacher**” summarized that more than one third of the respondents have moderate level of psychological wellbeing. This study result shows that, there is a significant difference between age and psychological wellbeing among special educator. Also it is found that, there is a significant relationship between marital status and psychological well-being among special educators.

The result shows that, there is no significant association between gender and psychological well-being among special educators, which denotes gender of the respondents the not affecting psychological wellbeing. Future researchers may conduct their research with larger sample size.

5.4 CONCLUSION

Teachers' well-being is related to their retention and positive relationships with their students and colleagues. Thus, it is essential to determine whether factors affect their well-being. Subjective well-being refers to individuals' subjective evaluations of their psychological well-being, jobs, relationships, and health. This research has several theoretical implications on the issue faced by the special educators. It's also provides additional information about levels of psychological well-being among special education teachers and challenges experienced by the special educators. The present findings offer practical insight into how to enhance teachers' well-being. Therefore to keep the mental wellbeing of the special educators, school administrators could pay more attention to special education teachers' physical and mental health. and also, administrators and colleagues should support and create a favorable working environment for the teachers. Additionally, compensation and benefits should be fair and adequate to increase job satisfaction and improve their performance. Along with that schools give teachers the opportunities to learn and develop their knowledge.

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APPENDIX – I

INSTITUTIONAL HUMAN ETHICS COMMITTEE



Avinashilingam

Institute for Home Science and Higher Education for Women
(Deemed to be university under Category 'A' by MHRD, Estd. u/s 3
of UGC Act 1956) Re-accredited with 'A++' Grade by NAAC.
Recognised by UGC Under Section 12 B
Coimbatore- 641043, Tamil Nadu, India

05.01.2023

Chairman

Dr. Sudha Ramalingam
Director – Research and Innovation
Professor- Community Medicine,
PSG Institute of Medical Sciences
& Research, Coimbatore.

Member Secretary

Dr. A Thirumani Devi
Professor
Department of Food Science and
Nutrition

Members

Mr. K. Arulmoli (Legal Expert)
Dr. Subashini K. Sripathi
Dr. A Saraswathy (Medical Officer)
Ms. D. Kavitha
Dr. A R Sudamani Ramasamy
Dr. G. Victoria Naomi
Dr. Judith Justin
Dr. Anitha Subash
Dr. K. Sampath Rani

To
Ms. Aarthi, N.
Department of Social Work
Avinashilingam Institute for Home Science and
Higher Education for Women
Coimbatore- 641043

Dear Aarthi,

Ref: Your proposal No. IHEC/22-23/SW-01 entitled "A
Study on Psychological Wellbeing among Special School Teachers"
submitted for approval of IHEC on 21.11.2022.

The Institutional Human Ethics Committee of our University
hereby grants approval to your research proposal No. IHEC/22-
23/SW-01 entitled "A Study on Psychological Wellbeing among
Special School Teachers" submitted by you. The Approval number
for the same is AUW/IHEC/SW-22-23/XPD-01.

We wish you all the best in your research endeavours.

Regards

Dr. A Thirumani Devi
Member Secretary



APPENDIX - II

“A Study on Psychological well – being among Special School Teachers”

Socio-Economic Profile:

1. Age:
2. Gender:
3. Marital status: Married Unmarried
4. Qualification:
5. Annual income:
6. Family type:
7. Number of family members:

Employment Status

8. Employment status:
 Part time Full time
9. Total years of Experience:
10. Classes handling to:
 Primary Secondary Higher secondary

Psychological Wellbeing (42 items)

Format: 1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree or disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree.

THE AUTONOMY

S.no	Psychological Wellbeing	(1)	(2)	(3)	(4)	(5)	(6)	(7)
12.	I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people							
13.	My decisions are not usually influenced by what everyone else is doing							
14.	I tend to be influenced by people with strong opinions							
15.	I tend to worry about what other people think of me.							
16.	I have confidence in my opinions, even if they are contrary to the general consensus.							
17.	I judge myself by what I think is important, not by the values of what others think is important.							
18.	It's difficult for me to voice my own opinions on controversial matters.							

THE ENVIRONMENTAL MASTERY

S.no	Psychological Wellbeing	1	2	3	4	5	6	7
19.	In general, I feel I am in charge of the situation in which I live.							
20.	The demands of everyday life often get me down.							
21.	I do not fit very well with the people and the community around me.							
22.	I am quite good at managing the many responsibilities of my daily life.							
23.	I often feel overwhelmed by my responsibilities.							
24.	I have difficulty arranging my life in a way that is satisfying to me.							
25.	I have been able to build a living environment and a lifestyle for myself that is much to my liking.							

THE PERSONAL GROWTH

S.no	Psychological Wellbeing	1	2	3	4	5	6	7
26.	I am not interested in activities that will expand my horizons.							
27.	I think it is important to have new experiences that challenge how you think about yourself and the world.							
28.	When I think about it, I haven't really improved much as a person over the years.							
29.	I have the sense that I have developed a lot as a person over time.							
30.	For me, life has been a continuous process of learning, changing, and growth.							
31.	I gave up trying to make big improvements or changes in my life a long time ago.							
32.	I do not enjoy being in new situations that require me to change my old familiar ways of doing things.							

THE POSITIVE RELATIONS WITH OTHERS

S.no	Psychological Wellbeing	1	2	3	4	5	6	7
33.	Most people see me as loving and affectionate.							
34.	Maintaining close relationships has been difficult and frustrating for me.							
35.	I often feel lonely because I have few close friends with whom to share my concerns.							
36.	I enjoy personal and mutual conversations with family members and friends.							
37.	People would describe me as a giving person, willing to share my time with others.							
38.	I have not experienced many warm and trusting relationships with others.							
39.	I know that I can trust my friends, and they know they can trust me.							

THE PURPOSE IN LIFE

S.no	Psychological Wellbeing	1	2	3	4	5	6	7
40.	I live life one day at a time and don't really think about the future.							
41.	I have a sense of direction and purpose in life.							
42.	I don't have a good sense of what it is I'm trying to accomplish in life.							
43.	My daily activities often seem trivial and unimportant to me.							
44.	I enjoy making plans for the future and working to make them a reality.							
45.	Some people wander aimlessly through life, but I am not one of them.							
46.	I sometimes feel as if I've done all there is to do in life.							

THE SELF-ACCEPTANCE

S.no	Psychological Wellbeing	1	2	3	4	5	6	7
47.	When I look at the story of my life, I am pleased with how things have turned out.							
48.	In general, I feel confident and positive about myself							
49.	I feel like many of the people I know have gotten more out of life than I have.							
50.	I like most parts of my personality.							
51.	In many ways I feel disappointed about my achievements in life.							
52.	My attitude about myself is probably not as positive as most people feel about themselves.							
53.	When I compare myself to friends and acquaintances, it makes me feel good about who I am.							