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Relationship between Perceived Quality of Life and Psychological Well-Being among School Teachers

Ayesha Rehman*, Kiran Malik** & S. Raishad***

Abstract

*The study explores the association between perceived quality of daily living and psychological well-being among school teachers. The research sample consisted of 200 teachers, including 109 males and 91 females, age between 19 and 60 years, selected from various schools in Mardan, Pakistan. Participants were recruited through convenient sampling technique. Data were gathered using the WHOQOL-BREF Scale ($\alpha = .85$) developed by the World Health Organization and Ryff's Psychological Well-Being Scale ($\alpha = .87$) introduced by Carol Ryff in 1989. Statistical analyses were performed through SPSS version 26. The results demonstrated a significant positive association between perceived quality of daily living and psychological well-being among school teachers ($r = .37, p < .01$). regression findings further showed that perceived quality of daily living was a significant predictor of psychological well-being ($\beta = .368, R^2 = .135, p < .001$). Moreover an independent samples *t*-test was conducted to assess gender differences. The results indicated that female teachers scored higher on perceived quality of daily living compared to male teachers, while no significant gender difference was observed in psychological well-being. Overall the study emphasizes that improving teachers' quality of daily living may contribute positively to their psychological well-being and educational performance.*

Keywords: Perceived Quality of Daily Living, Psychological Well-Being, School Teachers

BS Psychology, Department of Psychology, WUM, for correspondence, ayesharehman5370@gmail.com

Introduction

It is hardly surprising that teaching is one of the most challenging professions – it involves constant emotional involvement, mental engagement and social interaction. As well as passing on information and knowledge, it is expected that teachers engage in aspects of teaching and learning at a holistic level, organize and run classes, interact with colleagues, engage with parents and complete administrative tasks. Such demands have made teaching a

profession with a wide range of mental and emotional effects on both the teacher and the subject of the teaching (Hascher & Waber, 2021).

The education system in the last decades has experienced remarkable changes throughout the globe. As a result of increasingly complex curricula, growing expectations for increased accountability, technological integration, and changing expectations in society, teachers' roles have gone beyond their traditional boundaries. The intent of these changes is, often, progressive, and may explain shifting problems with teachers' mental health and well-being (Viac & Fraser, 2020). There is currently a multiplication of the workloads that teachers are required to provide in large classrooms, cynical paperwork demands, time pressure, and emotional overload, which all have implications on the psychological well-being of teachers (Fernandes & Pereira, 2023).

Just like many other developing countries, Pakistan is faced with distinctive challenges in education. In Pakistan, there are nearly 200,000 educational institutions serving more than 40 million students, contributing to the country's education system by employing almost 1.5 million teachers (Government of Pakistan, 2022). Teachers in these entities like Mardan, KP Khyber Pakhtunkhwa, face other stresses like availability of limited resource, lack of infrastructure and socioeconomic pressure on students and cultural role on determining classroom scenario in this huge system. The “melting pot” of these variables produces what appears to be a complicated professional context for the teachers' psychological care, both a personal area of concern and one that could very well be a professional requirement.

To be psychologically healthy is to go beyond only not to be mentally ill or distressed. It encompasses mental health, optimal functioning and the ability to perform in everyday life (Ryff, 1989). The mental health of teachers can manifest in a multitude of ways that have impacts on their effectiveness as teachers, student outcomes, and classroom culture. Carol Ryff's (1989) second theory was the most detailed model that identified six key aspects of psychological well-being: self-acceptance, positive relationships with other people, autonomy, environmental mastery, life purpose and personal growth. There is a series of research supporting this 6 factor framework in different cultural environments and with

different groups. (Dojchinovski et al., 2024).

Perceived quality of daily living is the subjective evaluation by persons of their state in their usual activities (World Health Organization, 1997), which encompasses physical health, emotional state, social relations, work environment and surrounding conditions. Psychological factors such as the perception of one's situation can be more important in determining psychological outcomes than the actual physical situation (Diener et al., 1999).

As cited by the World Health Organization (1997), quality of life can be thought of as the "perception of one's position in life in the context of the culture and value systems within which they live and in relation to their goals, expectations, standards and concerns" and is categorized by four main dimensions: physical health, psychological health, social relationships and environment. For school teachers, who continuously interact with others and are responsible for young students' learning and emotional engagement in daily life, it is especially important to understand their relationship between perceived quality of daily living and psychological well-being.

It is important that this is analyzed in the unique cultural and educational context of Mardan to glean some insights on how teacher welfare can be better improved, education quality raised and policy guidance provided. (Bibi & Niazi, 2023). The reason for to carry out this study is founded on a number of important reasons. Psychological health is a key factor in the thinking, feeling, and functioning of teachers. Knowledge of the factors that impact teachers' well-being will support the development of means to support teachers (Ryff, 1989). Secondly, the sense of the teacher's "situated life", of their health, relationships, and work space can significantly influence their mental health (Diener et al., 2003). Third, teaching is an individual profession that relates to student teachers daily and has high emotional demands (Klusmann et al., 2023). Fourth, little study has been conducted in the context of teacher well-being particularly in the regional area of Pakistan like Mardan (Khan & Zafar, 2022). This culture of Mardan can impact teachers differently from other areas (Bibi and Niazi 2023).

Finally, differences in the subjective sense of well-being are possible between men and women teachers, and this should be examined. (Watkins, 2023; Ahmad & Khan,

2024). Psychological well-being is important for teachers to do their jobs well and stay healthy, but very little research has looked at how teachers' daily life perceptions relate to their well-being in Pakistan (Mérida-López et al., 2022; Khan & Zafar, 2022).

Mardan has a lot of issues that face teachers such as the size of classes, paperwork, and scarcity of resources which may affect teachers' positive attitude about their life and their mental well-being (Bibi & Niazi, 2023; Rehman & Ali, 2022). It is also unknown if there is any gender disparity in terms of psychological well-being between male and female teachers in this area (Watkins, 2023; Ahmad & Khan, 2024). It is very hard for school leaders and school decision makers to know how to help teachers if they lack this information.

This research aims to fill this gap of knowledge, in the present research the mental health of male and female Mardan school teachers is compared and the relationship between teachers perception of his personal quality of life and over-all psychological strength is investigated.

METHOD

Research Design and Sample

The collected data was analyzed by a survey research design with a cross sectional approach and questionnaire technique from Government schools and Private schools of Mardan district Khyber Pakhtunkhwa (KP), Pakistan. In the present study sample of 200 school teachers (males and females) from government and private school Mardan was obtained from Government schools and private schools of Mardan. In the present study 200 male and female overall qualified school teachers were selected from Government and Private schools in Mardan district. The teachers ranged in age from 19 to 60-years old. Paper-pencil questionnaires were used in gathering data, while Google Forms were used for the online questionnaires.

Instruments

World Health Organization Quality of Life (WHOQOL-BREF)

Participants' perceptions of their own Quality of Life (QOL) in everyday life was assessed using the Quality of Life Scale—BREF (1996) developed by the World Health

Organization. Consists of 26 questions that cover four dimensions: physical health, mental health, social relationships and setting. The responses are recorded on a 0–4 scale.

Ryff's Psychological Well-Being Scale

Ryff (1989) Psychological Well-Being Scale was used to measure mental health. Contains 42 Items Scoring Across 6 Areas: Self-Acceptance, Positive Relations with Others, Autonomy, Mastery of the Environment, Purpose in life and personal progress. Answers given on a Likert scale of 1-6 per cent.

Procedure

The research was conducted in two phases' pilot study was carried out with 20 teaching staff to see whether there were any problems with the questionnaire and to assess the reliability of the scales. In this regard, the cross-sectional survey approach was used in conducting those participants. Demographic sheet and questionnaires were taken and informed consent obtained. Confidentiality was ensured.

Primary study was conducted with a convenience sampling method, which involved 200 teachers from public and private schools of Mardan district. Data was collected employing Google Forms and paper and pencil questionnaires. In order to get participants' informed consent, we explained the study's purpose to them. The survey completion instructions were very clear. Comments were both anonymous and appreciated for the time and effort dedicated to the process, of which all were kept confidential.

Analysis Plan

IBM SPSS Statistics (Version 26) software was used to analyze the data of this study. To establish internal consistency Cronbach's alpha was computed for the WHOQOL-BREF and the Ryff's Psychological Well-being Scale. Descriptive statistics such as frequency and percentage will be given to describe the demographic characteristics of the respondents. For measuring the relationship between the variables of school teachers' psychological well-being and perceived quality of everyday living, Pearson Product-Moment Correlation was used. Simple linear regression was used to check the relationship b/w the variables teachers' perceptions to improve

their quality of life and mental health. Lastly, to find out whether there were differences in psychological well-being and health of males and females an Independent Samples T-Test was conducted.

RESULTS

Table 1

Cronbach's Alpha Reliabilities for Study (N = 200)

Scales	No. of Items	α
WHOQOL-BREF	26	.85
Ryff's PWB	42	.87

WHOQOL=World Health Organization Quality of Life, PWB=Psychological Well Being

Table 1 shows the Cronbach's alpha for all of the instruments used in this study. Both instruments (WHOQOL-BREF and Ryff's PWB Scale) showed strong internal consistency with reliability scores of .85 and .87 respectively, indicating good reliability.

Table 2

Descriptive Statistics of the Study Variables of the study (N = 200)

Variables	Items	M	SD	Skewness	Kurtosis
QOL	26	94.91	11.09	-.59	1.27
PWB	42	168.53	25.46	1.05	.62

QOL= Quality of Life, PWB=Psychological Well Being

The mean, standard deviation, skewness and kurtosis for the major variables are listed in Table 2. The average scores on the WHOQOL and Ryff's PWB were 94.91 and 168.53 with a SD of 11.09 and 25.46 respectively. Both the skewness and the kurtosis values are within the limit, thus indicating that the data are normally distributed.

Table 3

Pearson Correlation between Quality of Living and Psychological Well-being (N = 200)

QOL	—	.37**
PWB	—	—

PWB= Psychological Well Being, QOL= Quality of Life.

Note. ** $p < .01$

Table 3 indicates a strong positive correlation of .37** between the teachers' psychological well-being and their perceptions of quality of their daily lives.

Table 4

Linear Regression Predicting Psychological Well-being from Quality of Life

Dependent Variable	Predictor	β	R^2	F	P
PWB	QOL	.368	.135	30.95	<.001

β =Standardized beta coefficient, R^2 =Coefficient of determination.

In order to determine if school teachers' mental health is predicted by their perceived quality of life, we conducted simple linear regression analysis, the results of which are shown in Table 4. In overall terms, there were statistical significance in the regression model ($F = 30.95$, $p < .001$), which underlines that the model fits the data well. The better teachers perceive their quality of their everyday life, the better their psychological well-being; this is shown in a positive beta value or $\beta = .368$. On top of this, the R^2 of .135 suggests that psychological well-being is 13.5 percent of the variation of the perceived quality of daily living. Thus, the results confirm that the teachers' perception of quality of life is a significant predictor for their psychological well-being.

Table 5

Independent Sample t-test of gender differences (N = 200)

	Male		Female		95%CI			
	(n=109)		(n=91)					
Variable	M	SD	M	SD	t	p	LL	UL
QOL	93.30	12.04	96.84	9.54	-2.27	.02	-6.61	-4.6
PWB	165.78	23.21	171.82	27.70	-1.67	.10	-13.13	1.06

Note: M=Mean; SD=Standard Deviation; CI=Confidence Interval; LL= Lower Limit; UL=Upper Limit.

The results of the independent samples t Test are shown in Table 5, which serves to test if there are significant differences between the male and female perceptions of the quality of their daily lives and psychological well-being as teachers. The female teachers perceive a much greater quality of life than male teachers; this means that there was a statistically significant difference between female and male teachers in terms of perceived daily living quality ($t = -2.27$, $p = .02$). A significant gender difference was not found on psychological well-being scores ($t = -1.67$, $p = .10$) showing that both male and female instructors report similar levels of mental health. These findings are supported further by the confidence interval values: the interval for quality of life doesn't include 0, which indicates statistical significance while the interval for psychological well-being includes 0, which indicates there is no significant difference.

DISCUSSIONS

In the present study, it was to review the relationship and predicting role of perceived quality of daily living to psychological well-being of school teachers. The conclusions were that both instruments had a good reliability and their usage was appropriate in the teaching population in Pakistan.

The findings confirmed the first hypothesis that perceived quality of daily living is associated with psychological well-being ($r = .37, p < .01$). This implies that teachers who are satisfied with their lives and surroundings have a higher psychological wellbeing. These results corroborate earlier research that has shown a correlation between life satisfaction and positive mental health outcomes.

When the regression analysis was conducted, perceived quality of daily living was found to significantly explain psychological well-being, accounting for 13.5% of the variance ($R^2 = .135, p < .001$). This means that the conditions of their lives could be improved and thereby plays a significant role in their psychological well-being.

For gender difference results indicated there was a significant difference in the perceived QOL of daily living ($p = .02$) where females teachers scored higher. This could be attributed to varied socio-cultural roles and responsibilities of males vs. women in the local context where men are much more likely to be the primary providers and experiencing more economic and employment stress compared to women. However, there were no gender differences in psychological wellbeing ($p = .10$) suggesting there is similar psychological functioning and resilience despite the difference in life perception.

Lastly, the study highlights the importance of improving well-being of teachers as stepping stones for strengthening mental health. Teacher wellbeing needs to be a priority for institutions of higher learning and politicians in improving working conditions of teachers. Self-report measurements are used in this study and the design of the study is cross sectional. Further research is recommended to have larger and more heterogeneous samples of participants to broaden the generalizability of the study.

Implications and Suggestions

Findings from this research are pertinent for the practice in the field of education. The findings can inform the thinking of educational authorities and school management that a teacher's behavior is closely connected to their sense of wellbeing in daily life. Enhancing the psychological health of employees can be facilitated by providing better facilities, health resources, and creating a supportive environment. Furthermore, these results can guide in the development of interventions that address stress management and life satisfaction, thereby

leading to higher levels of job commitment, reduced burn outs, and higher quality in teaching.

It is recommended that further research be undertaken to include other factors that could have a bearing on a teacher's well-being such as social support and work-family balance. Broadening study within various provinces of Pakistan and involving both private and government sector teachers would greatly benefit in increasing generality. Longitudinal studies or qualitative interviews could be used in future studies to better understand the longitudinal effects of changing conditions on mental health. Additionally, there may be value in analyzing age bands or levels of instruction (primary or secondary/mid – higher) separately, as this could yield more specific information about the specific challenges some teachers experience compared to others.

Conclusion

This study aimed to investigate the association between life satisfaction scores and general mental health of school teachers as assessed by their measures. The outcome data and statistical results indicate a positive and statistically significant correlation between these two factors, thus establishing that the better one's quality of life the better their mental health is. Also, it was found that the quality of your everyday life was a strong predictor of well-being, accounting for much of the variation. The overall psychological well-being of these teachers was found with no significant difference between the males and females however, females had more perception of the overall quality of their life. Schools need to see to boosting teachers' standards of living and improving their contentment in the environment since this can help them build a better and healthier teaching community.

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