Sociology & Cultural Research Review (SCRR)
Available Online: https://scrrjournal.com
Print ISSN: 3007-3103 Online ISSN: 3007-3111
Platform & Workflow by: Open Journal Systems

Comparative Analysis of Psychological Well-Being of Public and Private Secondary School Teachers

Muhammad Nadeem
PhD Education (Scholar), Department of Education
University of Sialkot, Sialkot, Punjab, Pakistan
Email: nadeem.ithad@gmail.com
Syeda Sara Batool
MS Education (Scholar), Department of Education
University of Sialkot, Sialkot, Punjab, Pakistan
Email: taqqishah994@gmail.com
Muhammad Adeel
MS Education, Department of Education
University of Sialkot, Sialkot, Punjab, Pakistan
Email: adeel613191@gmail.com
Muhammad Zubair Qasim
HSSC, Govt. Degree College Vehari, Punjab, Pakistan
Email: zubairqasim825@gmail.com

Abstract
Psychological well-being (PWB) of secondary school teachers is an important factor in institutional effectiveness, teaching quality and students' developmental outcomes. But comparative empirical evidence on multidimensional PWB in public and private education sectors in educational contexts is limited. This study was conducted to explore and compare the PWB of secondary school teachers of public schools and private schools of Punjab, Pakistan. This study adopted a quantitative comparative survey design and used a multistage random sampling technique to collect empirical data from N = 437 secondary school teachers from Gujranwala Division (Gujranwala, Narowal, Sialkot districts). Psychological well-being was assessed with the Ryff's Scales of Psychological Well-Being (30 item adaptation was validated in the Turkish language by Akin et al., 2012), which consists of six subscales: Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life, and Self-Acceptance. Descriptive statistics, independent samples t-tests (with Cohen's d effect sizes) and One-Way Analysis of Variance (ANOVA with Tukey HSD post hoc comparisons) were used to analyze the data. These findings show that public and private educators score similarly on the composite well-being index, but they have opposing psychological profiles when it comes to their institutional experiences. The key aspect that educational management interventions need to attend to in the public school is administrative decentralization and in the private school, the enhancement of job security.
Key words: *Secondary school teachers, Psychological well-being, Educational administration*

Introduction

Psychological well-being (PWB) has become a keystone of organizational and educational research (Ali et al., 2020); it is the individual's evaluation about the mental, physical and operational fulfillment (Deci & Ryan, 2008; Degenais-Desmerais & Savoie, 2012; Garg & Rastogi, 2009). There are two different philosophical, psychological approaches to human well-being in positive mental health literature: hedonic approach and eudaimonic approach (Diener & Lucas, 1999; Cenksever & Akbas, 2007). Subjective well-being (SWB) is usually conceptualized within the hedonic framework, which in turn is defined by life satisfaction, the prevalence of positive affect (PA) and the reduction of negative affect (NA) (Bradburn, 1969; Diener et al., 1999). By contrast, the eudaimonic approach views PWB as functioning well psychologically, self-actualization, meaningful living and the actualization of one's true human potential (Deci & Ryan, 2008; Ryan & Deci, 2001; Ryff, 1989; Urry et al., 2004). In line with Huppert (2009), psychological well-being is truly about 'feeling good and functioning effectively' and is a state that allows people to cope with negative emotions, form relationships that matter, and feel like they have direction in life in various areas.

The concept of positive mental health is based on the salutogenic approach, which was proposed by Jahoda (1958) and later developed by Strümpfer (1990), which emphasizes the genesis of mental health and psychological well-being instead of the lack of pathology or disease. From classic humanistic and life-span developmental theories (e.g., Maslow's self-actualization, Rogers's fully functioning person, Allport's concept of maturity, Jung's idea of individuation, and Erikson's psychosocial stages), Ryff (1989) operationalized PWB as a strong multidimensional phenomenon. This canonical model suggests six dimensions of positive psychological functioning:

1. Autonomy (self-determination, independence, and an internal focus of control)
2. Environmental Mastery (the ability to manage, manipulate and adapt complex environments)
3. Personal Growth (ongoing self-development, openness to experience and actualization of potential)
4. Positive Relations with Others (warm, trustful, empathetic and deep interpersonal relationships)
5. Purpose in Life (intentionality, goal-directedness and a sense of existential meaning)
6. Self-Acceptance (positive, realistic attitudes toward one's current life and past life history) (Ryff, 1989; Ryff & Singer, 1996, 1998; Ali et al., 2023).

Teachers are the main medium of the transmission of academic knowledge, culture and social-emotional values in educational systems across the world (Parson & Brown, 2001; Panda & Mohanta, 2003; Rafeeq and Ali, 2021). secondary school teachers play a key role in the educational hierarchy between basic foundation education and higher education and vocational specialization. This means that the effectiveness of teaching, classroom environment and development of the institution are directly dependent on teacher competence, psychological resilience, and overall well-being (Mathur, 1972; Shin & Johansson, 1978; Ali and Saleh, 2022). Research studies have shown that teachers who have higher levels of PWB are more likely to have higher levels of organizational commitment, pedagogical engagement, better creative problem-solving abilities, and less susceptibility to occupational stress and burnout (Degenais-Desmerais & Savoie, 2012; Rathi, 2009; Van Veen et al., 2005). Second, as the developmental research literature suggests, teacher well-being can indirectly affect students' socio-emotional adjustment, mental health, and academic

achievement (Hamre & Pianta, 2004; Lochman, 2003), and teachers are likely to be central adult models during adolescent transition periods.

The overall concept of Quality of Work Life (QWL) is also important, reflecting another strand of industrial/organizational concepts developed by Walton (1973) and Robbins (1989). In an educational context, Quality of School Work Life (QSWL) includes fair compensation, democratic decision making, supportive supervisory relationships and work/life space (Martel & Dupuis, 2006; Sirgy et al., 2001). If school settings are positive QWL, the teacher's level of anxiety is reduced, somatization is reduced, job satisfaction is increased and PWB is increased (Ajala, 2013; Burke et al., 2010; Grawitch et al., 2006). On the other hand, a heavy workload, strict management systems, inadequate compensation and low level of professional autonomy are associated with intense psychological strain, high level of emotional exhaustion, and high rate of occupational turnover (Al-Qutop & Harrim, 2011; Iacovides et al., 2003; Srivastava, 2007).

Secondary school teachers in developing South Asian countries are confronted with unprecedented structural pressures and societal expectations in the aftermath of universal secondary education movements, curricular changes and growing demands by the nation-state. The secondary education sector in Pakistan is basically divided in two: public school and private school. The two sectors of education have totally different administrative, economic and structural conditions. While public schools are distinguished by their permanent civil service status, uniform state teacher salaries, regulation by public agencies and institutions, and pension security, they can also be known for their bureaucratic rigidity, limited resources, and political centralization (Medley, 1980; Taburan, 1993). On the other hand, private secondary schools have a competitive market structure with contract employment, performance-based employment with incentives, high managerial control, and flexible teaching and learning environments, but low-wage security and less institutional security in general (Cenkseven-Önder & Sarı, 2009; Erdem, 2010).

Although there is significant theoretical debate on teacher stress and job satisfaction, there is hardly any systematic study that compares the multidimensional PWB of public and private secondary teachers in Pakistan. Previous research has been either done on a specific variable alone like emotional intelligence (Delongie, 1985) or physical wellness (Devi & Lohumi, 2010), or on Western samples of organizations that are not relevant to the socio-cultural and administrative context of schools in Pakistan. Filling this empirical gap is essential for those who decide on education policies, school principals, and administrative police, aiming at maximizing teachers' retention, planning effective workplace interventions for the support of teachers' health, and improving national education standards.

The current study was conducted to fill this gap between the empirical findings and considered the psychological well being of public and private secondary school teachers in Punjab, Pakistan and compared the same. Specifically, the study aimed to measure and compare the overall PWB and the six sub dimensions of PWB between public and private secondary school teachers; measure gender based differences in overall PWB and sub dimensions of PWB; measure the effect of marital status on PWB of teachers; measure the difference between the PWB of teachers in various categories of total teaching experience; measure the effect of academic qualifications on teacher psychological functioning; and measure the difference between teacher PWB across teacher age groups and teacher designations.

Methods and Procedures

The design of this study was descriptive-comparative survey, which was classified as quantitative nonexperimental and descriptive survey (Burns & Grove, 2003; Parahoo, 1997; Polit et al., 2001) to evaluate difference between the groups based on educational sector and on demographic classification. All secondary school teachers (male and female) working in public and private schools of the Province of Punjab, Pakistan were targeted. Punjab province has a population of 127,688,922 administrative divisions and 41 districts. For a representative and manageable sample from this geographically disparate population, a multistage random sampling procedure was performed (Creswell, 2008; Gay et al., 2006).

The Gujranwala Division has been selected as a random sample in the first stage out of 10 administrative divisions of Punjab. In the second phase, all three constituencies of Gujranwala Division (Gujranwala, Narowal and Sialkot) were targeted. At the third stage, public and private secondary schools were sampled in each district and 150 teachers were drawn from each district using convenient random sampling method with the aim of having equal numbers of teachers from both sectors and gender. So, a total sample of N = 450 secondary school teachers were targeted in the three districts.

A total of 440 completed questionnaires (response rate = 97.8%) were obtained in the field data administration. Three questionnaires were excluded after being checked for systematic response bias and/or incomplete entries, following the usual data cleaning procedures in SPSS (Version 27.0). The number of the respondents in the final analytical sample included N = 437 secondary school teachers fully complying with the instrument validity protocols. The demographic breakdown was as follows: 236 teachers (54.0%) belonged to public secondary schools, and 201 (46.0%) belonged to private secondary schools; 270 respondents (61.8%) were male, and 167 (38.2%) were female; 334 respondents (76.4%) were married, while 103 (23.6%) were single; 107 teachers (24.5%) were aged 20–30 years, 200 (45.8%) aged 31–40 years, 96 (22.0%) aged 41–50 years, and 34 (7.8%) aged above 50 years; 184 teachers (42.1%) had 1–5 years of service, 135 (30.9%) had 6–10 years, 62 (14.2%) had 11–15 years, and 56 (12.8%) had over 15 years; 290 teachers (66.4%) held Matriculation baseline credentials, 108 (24.7%) held BA/B.Sc. degrees, 25 (5.7%) held MA/M.Sc. master's degrees, and 14 (3.2%) held M.Phil./Ph.D. post-graduate degrees.

Empirical data were collected with the Scale of Psychological Well-Being (SPWB-30 item adaptation; Akin et al., 2012) which was based on the original multidimensional framework of Ryff (1989). Six core PWB sub-factors are measured by five specific items that uses a 7-point Likert scale from 1 (Strongly Disagree) to 7 (Strongly Agree). The six subscales assess Autonomy (Items 1, 7, 13, 19, 25), Environmental Mastery (Items 2, 8, 14, 20, 26), Personal Growth (Items 3, 9, 15, 21, 27), Positive Relations with Others (Items 4, 10, 16, 22, 28), Purpose in Life (Items 5, 11, 17, 23, 29), and Self-Acceptance (Items 6, 12, 18, 24, 30).

Akin et al. (2012) have carried out the Psychometric evaluation of the SPWB scale with the help of Structural Equation Modeling (SEM) and Confirmatory Factor Analysis (CFA). The construct validity of the six-factor model demonstrated exceptional goodness-of-fit indices: Chi-square = 2689.13, df = 791, $p < .001$; RMSEA = .048; NNFI = .94; CFI = .95; IFI = .95; RFI = .92; GFI = .90; and SRMR = .048. Overall internal consistency reliability coefficient (Cronbach's alpha) of the total scale was .87 with subscale alphas ranging from .78 to .85.

The data collection period was three months from January to March 2017. After obtaining permission from the schools, the questionnaires were presented in hard copy by the research team in the selected schools. Participants were informed about the scientific goals of the study

and informed consent was obtained, ensuring the confidentiality and anonymity of the data. SPSS Version 22.0 was used for data input, imputation of missing values and statistical analysis. Independent samples t-tests, Cohen's d effect size calculations and One-Way Analysis of Variance (ANOVA) with Tukey HSD post-hoc analyses were conducted as inferential statistical tests.

Results

An independent samples t-test was used to test the core research question – whether or not there were sectoral differences – between public (n = 236) and private (n = 201) secondary school teachers in terms of overall PWB and its six sub-factors. As detailed in Table 1, the overall psychological well-being score did not differ significantly between public teachers (M = 4.659, SD = 0.391) and private teachers (M = 4.677, SD = 0.196), t (435) = -0.579, p = .563. Therefore, the overall null hypothesis of sectoral equivalence was accepted.

But sub factor analysis showed that there were highly significant sectoral differences on three specific dimensions. Private secondary school teachers demonstrated significantly higher Autonomy (M = 5.163, SD = 0.368) than public school teachers (M = 4.898, SD = 0.732), t (435) = -4.667, p < .001, exhibiting a moderate effect size (Cohen's d = 0.483). Similarly, private school teachers scored significantly higher in Positive Relations with Others (M = 5.797, SD = 0.512) compared to public school teachers (M = 5.454, SD = 0.905), t (435) = -4.758, p < .001, d = 0.483. In contrast, public secondary school teachers exhibited significantly higher Purpose in Life (M = 4.308, SD = 1.036) than private school teachers (M = 3.940, SD = 0.482), t (435) = 4.616, p < .001, d = 0.483. No statistically significant differences were found among the sectors in Environmental Mastery (p = .252), Personal Growth (p = .240), and Self-Acceptance (p = .957).

Table 1: *Comparison public and private teachers' psychological well-being and sub-scales*

Variable / Sub-Factor	Sector	N	Mean	SD	df	t-value	p-value	Cohen's d
Overall Well-Being	Public	236	4.659	0.391	435	-0.579	.563	—
	Private	201	4.677	0.196				
Autonomy	Public	236	4.898	0.732	435	-4.667	<.001*	0.483
	Private	201	5.163	0.368				
Environmental Mastery	Public	236	4.616	0.500	435	1.148	.252	—
	Private	201	4.566	0.391				
Personal Growth	Public	236	3.999	0.917	435	1.177	.240	—
	Private	201	3.916	0.424				
Positive Relations	Public	236	5.454	0.905	435	-4.758	<.001*	0.483
	Private	201	5.797	0.512				
Purpose in Life	Public	236	4.308	1.036	435	4.616	<.001*	0.483
	Private	201	3.940	0.482				
Self-Acceptance	Public	236	4.681	0.654	435	0.054	.957	—
	Private	201	4.678	0.419				

Note: * Significant at p < .05 (two tailed).

Independent samples t-test was performed to compare PWB of males (n = 270) and females (n = 167) secondary school teachers. As displayed in Table 2, overall PWB did not differ significantly between male (M = 4.645, SD = 0.350) and female (M = 4.703, SD = 0.247) teachers, t (435) = -1.861, p = .063. However, factor-level evaluation revealed that female teachers demonstrated significantly higher Positive Relations with Others (M = 5.725, SD =

0.660) than male teachers (M = 5.541, SD = 0.822), t (435) = -2.448, p = .015, Cohen's d = 0.248. Female teachers also scored significantly higher in Self-Acceptance (M = 4.766, SD = 0.449) than male teachers (M = 4.625, SD = 0.610), t (435) = -2.589, p = .010, d = 0.266.

Table 2 *Intendent sample t-test for teacher psychological well-being (Gender-based)*

Variable / Sub-Factor	Sector	N	Mean	SD	df	t-value	p-value	Cohen's d
Overall Well-Being	Male	270	4.645	0.350	435	-1.861	.063	—
	Female	167	4.703	0.247				
Autonomy	Male	270	5.011	0.625	435	-0.342	.732	—
	Female	167	5.032	0.578				
Environmental Mastery	Male	270	4.581	0.482	435	-0.683	.495	—
	Female	167	4.612	0.402				
Personal Growth	Male	270	3.970	0.819	435	0.336	.737	—
	Female	167	3.946	0.567				
Positive Relations	Male	270	5.541	0.822	435	-2.448	.015*	0.248
	Female	167	5.725	0.660				
Purpose in Life	Male	270	4.140	0.956	435	0.065	.948	—
	Female	167	4.135	0.639				
Self-Acceptance	Male	270	4.625	0.610	435	-2.589	.010*	0.266
	Female	167	4.766	0.449				

Comparative evaluation across marital status (334 married, 103 single) indicated no overall PWB score difference, t (435) = 0.509, p = .611 (Married M = 4.66, SD = 0.32; Single M = 4.64, SD = 0.31). At the dimension level, married teachers reported significantly greater Autonomy (M = 5.070, SD = 0.568) than single teachers (M = 4.858, SD = 0.698), t (435) = 3.117, p = .002, d = 0.333. Conversely, single teachers exhibited significantly higher Personal Growth (M = 4.087, SD = 0.668) than married teachers (M = 3.922, SD = 0.748), t (435) = -2.007, p = .045, d = 0.233, as well as higher Purpose in Life (M = 4.307, SD = 1.353) than married counterparts (M = 4.087, SD = 0.608), t (435) = -2.312, p = .021, d = 0.224.

A One-Way ANOVA evaluated PWB across four teaching experience brackets (1–5 yrs [n=184], 6–10 yrs [n=135], 11–15 yrs [n=62], >15 yrs [n=56]). There was no significant difference in overall PWB between experience levels, F (3, 433) = 0.893, p = .445. A large main effect was found however for the Autonomy sub-factor, F (3, 433) = 4.240, p = .006. The result of Tukey's HSD post hoc test showed that the teachers who had 11-15 years of teaching experience had significantly higher Autonomy (M=5,33, SD=0,243) than the teachers who had 1-5 years of teaching experience (M=4,96, SD=0,645, p=0,005).

A One-Way ANOVA testing PWB across academic qualifications (Matric [n=290], BA/B.Sc. [n=108], MA/M.Sc. [n=25], M.Phil./Ph.D. [n=14]) revealed a statistically significant main effect on overall PWB, F (3, 433) = 4.214, p = .006 (Table 3). Tukey's HSD post-hoc comparisons indicated that teachers holding M.Phil./Ph.D. degrees achieved significantly higher overall PWB (M = 4.94, SD = 0.547) than teachers with Matric (M = 4.63, SD = 0.326, p = .012) and MA/M.Sc. degrees (M = 4.67, SD = 0.296, p = .034). In addition, there was a significant effect of academic qualification on Autonomy, F (3, 433) = 4.545, p = .004, and Personal Growth, F (3, 433) = 8.552, p < .001, with the post-graduates scoring very high and matric and MA/M.Sc. holders scoring low.

Table 3: *One-way ANOVA summary for psychological well-being across academics*

Variable / Dimension	Source	Sum of Squares	df	Mean Square	F-value	p-value
Overall Well-Being	Between Groups	1.239	3	0.413	4.214	.006*
	Within Groups	42.439	433	0.098		
Autonomy	Between Groups	4.908	3	1.636	4.545	.004*
	Within Groups	155.843	433	0.360		
Environmental Mastery	Between Groups	0.835	3	0.278	1.358	.255
	Within Groups	88.784	433	0.205		
Personal Growth	Between Groups	13.099	3	4.366	8.552	<.001*
	Within Groups	221.080	433	0.511		
Positive Relations	Between Groups	2.283	3	0.761	1.290	.277
	Within Groups	255.495	433	0.590		
Purpose in Life	Between Groups	3.839	3	1.280	1.788	.149
	Within Groups	309.877	433	0.716		
Self-Acceptance	Between Groups	1.974	3	0.658	2.131	.096
	Within Groups	133.726	433	0.309		

Discussion

The main empirical implication of the present study is that there is no significant difference between the psychological well-being of the secondary school teachers of public and private schools in Punjab, Pakistan. This is an aggregation equivalence as opposed to earlier studies in the western organizational literature (Medley, 1980) on general institutional superiority in the public sectors. In the current educational context of Pakistan, however, this figure is the result of structural convergence: a large percentage of secondary school teachers move from the private to the public domain and/or have similar socioeconomic circumstances, which leads to similar baseline psychological functioning.

More importantly, however, using PWB as a composite measure obscures the basic trade-offs that exist between the public and private school settings. Private secondary school teachers had significantly higher scores for Autonomy (d = 0.483) and Positive Relations with Others (d = 0.483). This empirical pattern is consistent with the findings of Cenkseven-Önder and Sarı (2009) and Erdem (2010) which indicated that the private educational institutions often lead to decentralized instructional planning, to closer peer collaboration and to flattering

administrative hierarchies. Teachers in private schools are more likely to have immediate pedagogical initiative and have strong interpersonal relationships with colleagues and school management to achieve student attainment goals (Lippitt, 1978; Walton, 1973).

The Purpose in Life (d = 0.483), on the other hand, was significantly higher for public secondary school teachers. This result is similar to the findings of the classical educational sociology (Taburan, 1993) that the assurance of permanent civil service job, prestige of institution and the fact of being in line with the national developmental mandate give public educators the feeling of long-term mission and institutional intent. Although public school teachers are subject to more bureaucratic control (less autonomy), they are not subject to contract precarity because of their permanent employment, which reinforces their overall professional goal (Garg & Rastogi, 2009; Sirgy et al., 2001).

On gender-based evaluations, the female teachers had significantly greater Positive Relations with Others ($p = .015$) and Self-Acceptance ($p = .010$). These outcomes are consistent with the salutogenic social support literature (Gilbreath & Benson, 2004; Uchino et al., 1996; Shahzad et al., 2022) and the emotional disclosure literature (Butzel & Ryan, 1997; King & Pennebaker, 1998). In the context of Pakistan, women teachers tend to develop strong support systems among themselves in the school environment, where they rely on relational coping mechanisms to deal with external stressors at home and work (Devi & Lohumi, 2010; Green, 1986). Moreover, Fujita et al. (1991) found that women tend to experience more positive affect intensity, which is balanced by greater relational satisfaction in the face of negative affective experiences.

An analysis of marital status revealed different developmental compromises at various life stages (Erikson, 1968; Galambos & Costigan, 2003). Married educators had significantly higher scores for Autonomy ($p = .002$), probably due to a sense of independence, stability, and maturity in the home life and career of the married teachers. However, Personal Growth ($p = .045$) and Purpose in Life ($p = .021$) were significantly higher for single teachers compared to the other groups. Unmarried teachers, who tend to be younger and starting out on their careers, devote more cognitive and emotional effort to mastering skills, self-actualization, and future career goal orientation (Ryff & Singer, 1996).

Academic qualification is a significant factor in this study that contributed to predicting teacher psychological flourishing, $F(3, 433) = 4.214$, $p = .006$. Those teachers who possessed M.Phil. / Ph.D. Post Graduate degree showed significant difference in aggregate PWB score, Autonomy and Personal Growth score in comparison to baseline credentialed teachers. Increased cognitive mastery, intellectual self-efficacy and expanded professional recognition comes from higher levels of academic attainment (Hermon & Hazler, 1999; Lightsey, 1996; Ryff & Singer, 1998). Post-graduate education grows the individual's internal Locus of Evaluation and enables him/her to navigate through the complexities of the institution and discover his/her personal potential.

In the same way, the increase in Autonomy measured in the middle of the career (11-15 years of teaching experience, $p = .005$) is consistent with life course models of teachers' professional lives (Van Veen et al., 2005). By the middle of a career, teachers have honed their teaching skills, gained managerial legitimacy and have experienced a higher level of professional autonomy.

Conclusions

This research is a carefully conducted empirical comparative study of psychological well-being of the public and private secondary school teachers of Punjab, Pakistan. From the

analysis, it is seen that public and private teachers have a generally similar psychological well-being, but they develop opposite profiles in their institutional contexts. Private school promotes higher levels of teacher autonomy and interpersonal relational support, while public school encourages more of a sense of overall professional purpose. In addition, a high level of academic qualification is one of the key drivers of psychological well-being and post-graduate education extends autonomy and personal growth.

The empirical results provide clear policy recommendations for educational leaders and authorities:

1. Public education authorities should strive for administrative decentralisation to reduce the rigidity of the system. Provide public teachers with instructional autonomy and provide peer-support structures that provide for collaboration can help fill the autonomy gap found in government schools.
2. Private school administrators need to take steps to mitigate job precarity and contract volatility. The long-term sense of purpose of private teachers will be improved by facilitating consistent tenure tracks, respectful compensation, and job development programs. Academic capital directly contributes to teacher effectiveness and well-being, and should be encouraged by educational ministries in the form of higher post-graduate degrees (M.Phil./Ph.D.) for secondary teachers.

Limitations and Future Directions

The study has a number of limitations: firstly, the study was conducted in a cross sectional quantitative design which does not allow causal inferences regarding changes in organizational conditions and changes in well-being over time; secondly, the data were collected through self-report questionnaires which could have resulted in social desirability bias; thirdly, the sampling was limited within Sahiwal Division, Punjab province and caution is advised when generalizing the findings to all provinces of Pakistan. Future research should use longitudinal, mixed methods designs with direct ratings of teacher PWB and student academic achievement measures as well as qualitative observations and interviews with school principals.

References

Ajala, E. M. (2013). Quality of work life and employees' well-being: Implications for industrial relations in workplace. International Journal of Economics and Management Sciences, 2(11), 20–28.

Akin, A., Demirci, I., Yildiz, B., Gediksiz, E., & Eroglu, Y. (2012). The validity and reliability of the Turkish version of the Scales of Psychological Well-Being (30-item version). Journal of Educational Sciences, 14(2), 112–128.

Ali, M. Q. and Saleh, S. (2022). Children's Socio-religious and Personal Development through the Lens of Teacher at Early Childhood Education in Pakistan. *Southeast Asia Early Childhood Journal 11* (1), 130-144.

Ali, M. Q., Alvi, S., and Nazir, R. (2023). A Descriptive Study of EFL Learners' Attitude towards the English Language at the Secondary School Level. *Global Language Review 8* (2), 295-303.

Ali, M. Q., Kashif, N. U. and Irfan, M. (2020). Research Intends and Trends in Universities of Punjab Province. Global Regional Review*, V* (III), 330-335.

Al-Qutop, M. Y., & Harrim, H. (2011). The impact of quality of work life on organizational commitment: A study of telecom sector in Jordan. International Journal of Humanities and Social Science, 1(18), 222–230.

Bradburn, N. M. (1969). The structure of psychological well-being. Aldine Publishing Company.

Burke, R. J., Koyuncu, M., & Durna, U. (2010). Work experiences, satisfaction and psychological well-being among nurses in Turkish hospitals. Europe's Journal of Psychology, 6(1), 58–79.
Burns, N., & Grove, S. K. (2003). The practice of nursing research: Conduct, critique, and utilization (4th ed.). W.B. Saunders.
Butzel, J. S., & Ryan, R. M. (1997). The health benefits of emotional disclosure: A self-determination theory perspective. Journal of Social and Clinical Psychology, 16(2), 160–179.
Cenkseven-Önder, F., & Sarı, M. (2009). Quality of school life and psychological well-being among secondary school teachers in Turkey. Educational Sciences: Theory & Practice, 9(4), 1881–1898.
Cenksever, F., & Akbas, T. (2007). Investigating psychological well-being of university students according to subjective well-being and demographic variables. Educational Sciences: Theory & Practice, 7(1), 171–182.
Creswell, J. W. (2008). Educational research: Planning, conducting, and evaluating quantitative and qualitative research (3rd ed.). Pearson Education.
Deci, E. L., & Ryan, R. M. (2008). Hedonia, eudaimonia, and well-being: An introduction. Journal of Happiness Studies, 9(1), 1–11.
Degenais-Desmerais, C., & Savoie, A. (2012). What is psychological well-being at work? Journal of Happiness Studies, 13(4), 659–684.
Delongie, A. (1985). Relationship of everyday stress to mental health and well-being. Journal of Health and Social Behavior, 26(3), 230–241.
Devi, S., & Lohumi, A. (2010). A study on well-being and emotional intelligence of high school female teachers. Journal of Educational Psychology, 4(1), 45–52.
Diener, E., & Lucas, R. E. (1999). Personality and subjective well-being. In D. Kahneman, E. Diener, & N. Schwarz (Eds.), Well-being: The foundations of hedonic psychology (pp. 213–229). Russell Sage Foundation.
Diener, E., Suh, E. M., Lucas, R. E., & Smith, H. L. (1999). Subjective well-being: Three decades of progress. Psychological Bulletin, 125(2), 276–302.
Erdem, M. (2010). The relationship between quality of work life and organizational commitment in secondary schools. Educational Sciences: Theory & Practice, 10(4), 1883–1899.
Erikson, E. H. (1968). Identity: Youth and crisis. W. W. Norton & Company.
Fujita, F., Diener, E., & Sandvik, E. (1991). Gender differences in negative affect and affect intensity. Journal of Personality and Social Psychology, 61(3), 427–434.
Galambos, N. L., & Costigan, C. L. (2003). Emotional and social development in adolescence. In I. B. Weiner (Ed.), Handbook of psychology (Vol. 6, pp. 351–372). John Wiley & Sons.
Garg, P., & Rastogi, R. (2009). Effect of psychological well-being on organizational commitment of employees. Journal of Organizational Behavior, 8(2), 42–51.
Gay, L. R., Mills, G. E., & Airasian, P. (2006). Educational research: Competencies for analysis and applications (8th ed.). Pearson Prentice Hall.
Gilbreath, B., & Benson, P. G. (2004). The contribution of supervisor behavior to employee psychological well-being. Work & Stress, 18(3), 255–266.
Grawitch, M. J., Gottschalk, M., & Munz, D. C. (2006). The path to a healthy workplace: A study of employee well-being and organizational outcomes. Consulting Psychology Journal: Practice and Research, 58(3), 129–147.
Green, D. E. (1986). Gender differences in coping mechanisms among educational professionals. Journal of Counseling Psychology, 33(3), 312–325.
Hamre, B. K., & Pianta, R. C. (2004). Self-reported depression in non-familial caregivers: Prevalence and associations with caregiver-child interactions. Early Childhood Research Quarterly, 19(2), 297–312.
Hermon, D. A., & Hazler, R. J. (1999). Adhering to a wellness model and its relationship to psychological well-being. Journal of Counseling & Development, 77(3), 339–343.
https://jprpk.com/index.php/jpr/article/view/67

Huppert, F. A. (2009). Psychological well-being: Evidence from the science of positive psychology. Psychology and Health, 2(2), 137–150.
Iacovides, A., Fountoulakis, K. N., & Kaprins, G. S. (2003). The relationship between job stress, burnout and clinical depression. Journal of Affective Disorders, 75(3), 209–211.
Jahoda, M. (1958). Current concepts of positive mental health. Basic Books.
King, L. A., & Pennebaker, J. W. (1998). What's so good about feeling good? Psychological Inquiry, 9(1), 53–56.
Lightsey, O. R. (1996). What leads to wellness? The role of psychological resources in resilience. The Counseling Psychologist, 24(4), 589–759.
Lippitt, R. (1978). Improving the quality of work life in school systems. Educational Leadership, 36(1), 40–47.
Lochman, J. E. (2003). School-based interventions on academic and socio-emotional development. Journal of Applied School Psychology, 19(2), 1–18.
Martel, J. P., & Dupuis, G. (2006). Quality of work life: Theoretical and methodological problems, and presentation of a new model and measuring instrument. Social Indicators Research, 77(2), 333–368.
Mathur, S. S. (1972). Educational administration and teacher well-being. Indian Educational Review, 7(1), 88–101.
Medley, F. (1980). A comparative study of public and private school environments and teacher satisfaction. Journal of Educational Administration, 18(1), 45–58.
Panda, B. N., & Mohanta, A. K. (2003). Psychological well-being and teacher effectiveness among secondary educators. Journal of Indian Education, 29(3), 62–71.
Parahoo, K. (1997). Nursing research: Principles, process and issues. Macmillan.
Parson, J. L., & Brown, K. S. (2001). Teacher well-being and instructional efficacy in secondary schools. Educational Psychology Review, 13(2), 145–162.
Polit, D. F., Beck, C. T., & Hungler, B. P. (2001). Essentials of nursing research: Methods, appraisal, and utilization (5th ed.). Lippincott Williams & Wilkins.
Rafeeq, K. And Ali, M. Q. (2021). Opportunities and Challenges in the Use of ICT at Tertiary Level: Teachers' Perceptions. *Bulletin of Business and Economics 10* (4), 28-37.
Rathi, N. (2009). Relationship of quality of work life with employees' psychological well-being. International Journal of Business Insights and Transformation, 3(1), 52–60.
Robbins, S. P. (1989). Organizational behavior: Concepts, controversies, and applications (4th ed.). Prentice-Hall.
Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. Annual Review of Psychology, 52(1), 141–166.
Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. Journal of Personality and Social Psychology, 57(6), 1069–1081.
Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. Psychotherapy and Psychosomatics, 65(1), 14–23.
Ryff, C. D., & Singer, B. (1998). The contours of positive human health. Psychological Inquiry, 9(1), 1–28.
Shahzad, M. A., Zainab, N. and Ali, M. Q. (2022). Students Social Development Through Peer Interaction at Early Childhood Level. *Journal of Policy Research 8* (4), 8-13.
Shin, E. H., & Johansson, S. (1978). Institutional determinants of teacher satisfaction and psychological functioning. Sociology of Education, 51(4), 271–288.
Sirgy, M. J., Efraty, D., Siegel, P., & Lee, D. J. (2001). A new measure of quality of work life (QWL) based on need satisfaction models. Social Indicators Research, 55(3), 241–302.
Srivastava, S. (2007). Work environment, somatic complaints and psychological well-being among industrial workers. Journal of the Indian Academy of Applied Psychology, 33(2), 201–208.

Strümpfer, D. J. (1990). Salutogenesis: A new paradigm. South African Journal of Psychology, 20(4), 265–276.
Taburan, A. (1993). Comparative evaluation of administrative autonomy and purpose among public and private school teachers. Educational Leadership Quarterly, 15(2), 102–115.
Uchino, B. N., Cacioppo, J. T., & Kiecolt-Glaser, J. K. (1996). The sources of social support and psychological well-being: A review. Psychological Bulletin, 119(3), 488–531.
Urry, H. L., Nitschke, J. B., Dolski, I., Jackson, D. C., Dalton, K. M., Mueller, C. J., Rosenkranz, M. A., Ryff, C. D., Singer, B. H., & Davidson, R J. (2004). Making a life worth living: Neural correlates of well-being. Psychological Science, 15(6), 367–372.
Van Veen, K., Sleegers, P., & van de Ven, P. J. (2005). One teacher's identity, emotions, and commitment to curriculum reform. Teaching and Teacher Education, 21(8), 917–934.
Walton, R. E. (1973). Quality of working life: What is it? Sloan Management Review, 15(1), 11–21.

SCRR