



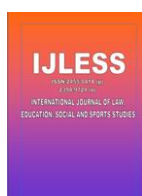
Digital Well-being of Secondary School Teachers in relation to Gender, Type of Management and Age

Dr. Pushpa R

Guest Faculty, P.G. Department of Studies in Education, Davanagere University,
Shivagangothri, Davangere-577007.

Email: pushpalokesh79@gmail.com

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Abstract

In the rapidly evolving digital educational setting, the well-being of teachers has emerged as a crucial concern. This study examines the digital well-being of secondary school teachers with regard to gender, type of school management and their age. Utilizing a descriptive survey method, data were collected from 60 secondary school teachers in Chitradurga Taluk, Karnataka, through simple random sampling. The Digital Well-being Scale developed by Roseline Gomes et al. (2023), which includes dimensions of mental, emotional and physical well-being, was employed to gather quantitative data. Statistical analysis using 't' test revealed significant differences exists in digital well-being between male and female teachers and also among teachers working in government, private aided and unaided institutions. However, no significant difference exists between younger and older teachers. The results emphasize the need for targeted digital wellness interventions, especially for female teachers and those working in government schools. The research offers practical implications for educational policymakers, school principals and teacher training institutions to foster a more balanced and health-conscious technique to digital engagement among teachers at secondary level education.

Key words: Digital Well-being, Secondary, School Teachers, Education, gender, type of management.

1. Introduction

The incorporation of digital technologies into education has altered the teaching learning process at all levels of education in India. The National Education Policy (NEP) 2020 underlined the importance of incorporating Information and Communication Technology (ICT) into pedagogy, making digital engagement a critical component of teachers' professional obligations (MHRD, 2020). While this transition has various benefits in terms of resource access, flexibility and communication, it has also prompted concerns about digital tool overuse, screen time and the influence on educators' mental,

emotional and physical health. The term “digital well-being” refers to an individual’s optimal condition of health, safety and functioning when using digital technology (Kumar & Thomas, 2021).

Secondary school teachers, who are at the forefront of integrating digital education, frequently feel stress, weariness and burnout as a result of the overwhelming demands of online tools, digital evaluations and communication platforms. These issues are exacerbated by variables such as insufficient training, bad infrastructure (particularly in government schools) and personal demographics such as gender and age. According to studies, female instructors report higher stress and lesser satisfaction with digital workloads than their male counterparts (Rani & Kaur, 2022). Furthermore, teachers in private institutions frequently have greater access to digital resources and support systems than those in government schools (Saxena, 2021). The purpose of this study is to explore how gender, age and type of school management influence secondary school teachers’ digital well-being, utilizing a systematic and validated assessment scale.

2. Review of Related Literature

Digital well-being has arisen as a significant topic of concern in the educational system, particularly given the increasing reliance on digital platforms for teaching and professional communication. As teachers become more engaged with digital technology, it is critical to investigate how this shift affects their mental, emotional and physical well-being. A review of relevant research serves as a foundation for understanding the varied nature of digital well-being, its determinants and the consequences for educators. The existing collection of research sheds light on how gender, style of school management and age influence teachers’ experiences with digital tools and platforms, notably in Indian and international settings.

2.1 Studies Related to Digital Well-being

1. Kumar & Thomas (2021): They studied how online teaching during the COVID-19 pandemic exaggerated school teachers. They establish that many teachers felt stressed and tired due to too much screen time and digital workload.
2. Rani & Kaur (2022): This study confirmed that female teachers had more digital stress than male teachers. The reason was that women had to direct both home and online teaching, which exaggerated their emotional well-being.
3. Saxena (2021): This research alert on government school teachers. It found that they had low digital well-being since of poor internet access, lack of digital tools as well as less training.
4. Kumari & Joseph (2020): They have establish that older teachers had more trouble using digital devices than younger ones and this created stress with made it harder for them to feel confident while teaching online.
5. Gomes et al. (2023): This group developed a special tool called the Digital Wellbeing Scale (DWS). It measures how well teachers are doing mentally, emotionally and physically in a digital environment and this scale was tested and found to be useful in Indian institutions.
6. OECD Report (2020): This international research explained that digital tools helps teachers, but too much use without support leads to stress and it said schools should help teachers manage digital work better.
7. Beetham (2021): She recommended that digital well-being should be part of education policy and teachers should be trained not just to use digital tools, but also to protect their health as well as balance their screen time.
8. Twenge (2017): She warned that too much digital use may make people feel lonely or unhappy, especially young populace. Teachers, too, can be pretentious if they are online all the time.
9. Vuorre et al. (2021): said that not all digital use is bad and what matters is how it is used and if managed well, digital tools supports well-being.

2.2 Overview of Studies

Several research in India have looked at the association between digital exposure and teacher well-being. Kumar and Thomas (2021) investigated the effect of prolonged online teaching on mental health, discovering increased levels of worry and digital fatigue among teachers during the pandemic. Rani and Kaur (2022) identified gender-specific stress patterns, with female instructors carrying a higher digital burden due to overlapping family duties. Saxena (2021) addressed the structural issues that government school instructors confront, such as inadequate infrastructure and a lack of digital training, which contribute to low digital well-being.

Furthermore, Kumari and Joseph (2020) stated that older teachers have a more difficult time adapting to new digital platforms, which leads to stress and lost confidence. Roseline Gomes et al. (2023) developed the Digital Well-being Scale (DWS), which provides researchers with a complete tool for measuring digital well-being in India, concentrating on mental, emotional and physical dimensions.

On the worldwide front, investigations by the OECD (2020) and Beetham (2021) recognized digital overload as a major problem for educators' well-being, notably during COVID-19. Twenge (2017) and Vuorre et al. (2021) questioned the widespread view of digital harm while agreeing on the importance of a balanced digital lifestyle supported by institutional frameworks.

2.3 Research Gap

While several research have looked at the impact of digital technology on teachers' mental health and digital literacy, few have comprehensively assessed digital well-being using a validated scale in an Indian secondary school setting. There is a significant absence of study comparing digital well-being across gender, school management type (government, private aided, unaided) and age in rural districts such as Chitradurga, Karnataka. Furthermore, most research have concentrated on urban settings or higher education faculties, leaving a gap in our understanding of how digital well-being emerges at the secondary school level. This study fills a gap by utilizing the Digital Well-being Scale (DWS) to provide empirical knowledge into how demographic and institutional factors influence digital wellbeing among secondary school teachers.

3. Significance of the Study

The digital transformation in Indian education has highlighted the necessity of ensuring the well-being of teachers, who are the primary drivers of this shift. This study is significant in the contemporary educational climate for various reasons. First, by analyzing digital well-being levels among teachers in various demographic and institutional settings, the study assists policymakers and school administrators in identifying the populations most sensitive to digital stress. For example, Sharma and Choudhary's (2021) research demonstrates that teachers in government schools frequently struggle to adapt to digital platforms due to a lack of resources and training, hurting their overall well-being.

Second, this research can help lead the creation of gender-sensitive and ageappropriate digital well-being programs. With studies indicating that female instructors and elderly educators face distinct barriers in digital adoption (Kumari & Joseph, 2020), specific support mechanisms can be implemented. Third, the findings can be used to inform teacher training modules for projects such as DIKSHA and PM e-Vidya, which include components for digital wellbeing, responsible use and mental health support.

Finally, this study adds to a small but growing body of Indian research on digital wellbeing in the education sector. As the post-pandemic period continues to merge traditional and digital teaching techniques, recognizing and supporting teachers' digital well-being will be critical to guaranteeing long-term quality education in India.

4. Purpose and Problem Stated

The purpose of the study is to know the digital well-being of secondary school teachers with regard to gender, type of management and age of the teachers.

5. Objectives

- To measure secondary school teachers' digital well-being levels.
- To assess the digital well-being among male and female secondary school teachers.
- To find out digital well-being among school teachers working in government, private aided and unaided institutions.
- To compare the digital well-being between younger and older school teachers.

6. Hypotheses

1. There is no significant difference in the Digital Well-being of male and female school teachers at secondary level education.
2. There is no significant difference in the Digital Well-being of teachers working in government, private aided and unaided institutions.
3. There is no significant difference in the Digital Well-being of teachers from rural and urban institutions.

7. Methodology

- Research Type: Descriptive Survey Method.
- Population: All the secondary school teachers working in secondary schools in Chitradurga Taluk, Chitradurga District, Karnataka.
- Sample: 60 secondary school teachers identified through simple random sampling, representing varied types of school management (private aided and unaided institutions and government schools).
- Tool Used: Digital Well-being Scale (DWS) developed by Roseline Gomes et al. in 2023, consisting of 20 items across three areas such as 1. Mental well-being, 2. Emotional well-being and 3. Physical well-being.
- Reliability and Validity: Established through expert review and pilot testing with 50 teachers.
- Statistical Technique: Independent Samples 't' test was utilized to analyze the data and test the hypotheses.

8. Analysis and Interpretation of Data

Table-1: 't' test analysis on Digital Well-being between secondary school male and female teachers.

Group: Gender	Number (N)	Mean scores (M)	Standard Deviation (SD)	't' Value and Sig. Level
Male teachers	12	64.750	9.937	2.21*
Female teachers	48	57.916	7.954	

*Sig. at 0.05 level (df=58, Table Value of 2.00).

The results of the independent samples 't' test comparing the digital well-being of male and female secondary school teachers show a statistically significant difference at the 0.05 level. Male teachers (N=12) reported a higher mean digital well-being score (M=64.750, SD=9.937) compared to female teachers (N=48) who had a mean score of 57.916 (SD=7.954). The computed t-value of 2.21 exceeds the critical value (2.00) for 58 degrees of freedom, indicating that gender plays a significant role in influencing the digital well-being of secondary school teachers, with male teachers reporting better digital well-being than their female counterparts.

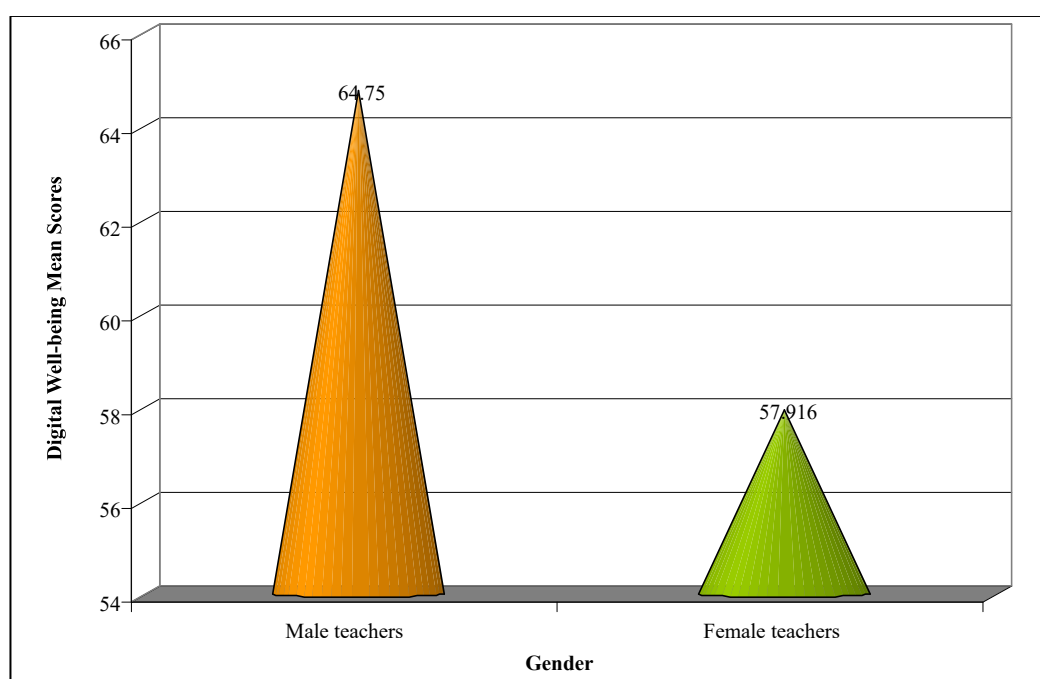


Fig.1: Bar graph showing comparison of Digital Well-being between secondary school male and female teachers.

Table-2: 't' test analysis on Digital Well-being between teachers working in government, private aided and unaided institutions.

Group: Type of Management	Number (N)	Mean scores (M)	Standard Deviation (SD)	't' Value and Sig. Level
Government	15	51.066	7.195	4.55**
Private Aided	21	61.714	6.504	
Private Aided	21	61.714	6.504	0.26 ^{NS}
Private Unaided	24	62.291	8.296	
Group: Type of Management	Number (N)	Mean scores (M)	Standard Deviation (SD)	't' Value and Sig. Level
Government	15	51.066	7.195	4.46**
Private Unaided	24	62.291	8.296	

* Sig. at 0.05 level (df=43, Table Value of 2.02).

** Sig. at 0.01 level (df=34 and 37, Table Value of 2.72)

The table-2 presents the results of 't' tests analyzing digital well-being among secondary school teachers across different types of school management - government, private aided and private unaided institutions and the findings indicate statistically significant differences. Teachers from private aided schools (M=61.714, SD=6.504) and private unaided schools (M=62.291, SD=8.296) reported significantly

higher digital well-being scores than those from government schools ($M=51.066$, $SD=7.195$). The 't' values for government vs. private aided ($t=4.55$) and government vs. private unaided ($t=4.46$) are both significant at the 0.01 level, suggesting that institutional management type significantly affects digital wellbeing. However, there was no significant difference between teachers from private aided and private unaided schools ($t=0.26$), indicating comparable levels of digital well-being in these two categories.

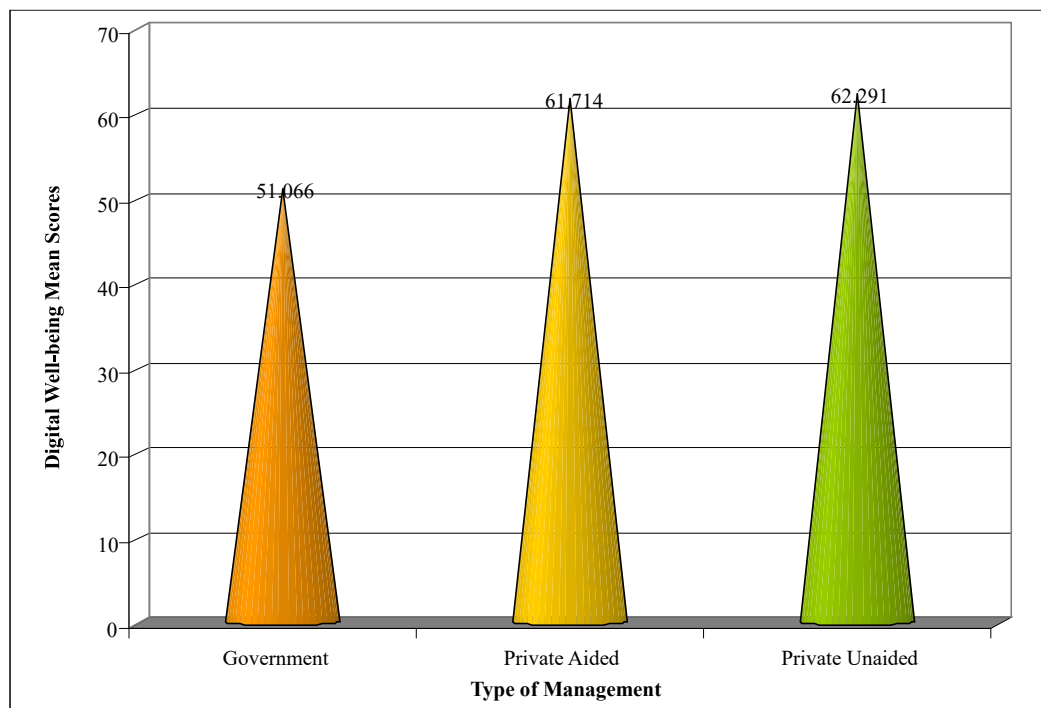


Fig.2: Bar graph showing comparison of Digital Well-being of secondary school teachers from varied type of institutions.

Table-3: 't' test analysis on Digital Well-being between younger and older secondary school teachers.

Group: Age	Number (N)	Mean scores (M)	Standard Deviation (SD)	't' Value and Sig. Level
Younger	18	56.277	8.386	1.79 ^{NS}
Older	42	60.571	8.667	

^{NS}Not Significant (df=58, Table Value of 2.00).

The table-3 compares the digital well-being of younger and older secondary school teachers. The mean digital well-being score of older teachers ($M=60.571$, $SD=8.667$) was slightly higher than that of younger teachers ($M=56.277$, $SD=8.386$). However, the calculated 't' value of 1.79 did not reach the threshold for statistical significance at the 0.05 level (critical value = 2.00 for df=58). Therefore, age does not appear to significantly influence the digital well-being of secondary school teachers based on this sample.

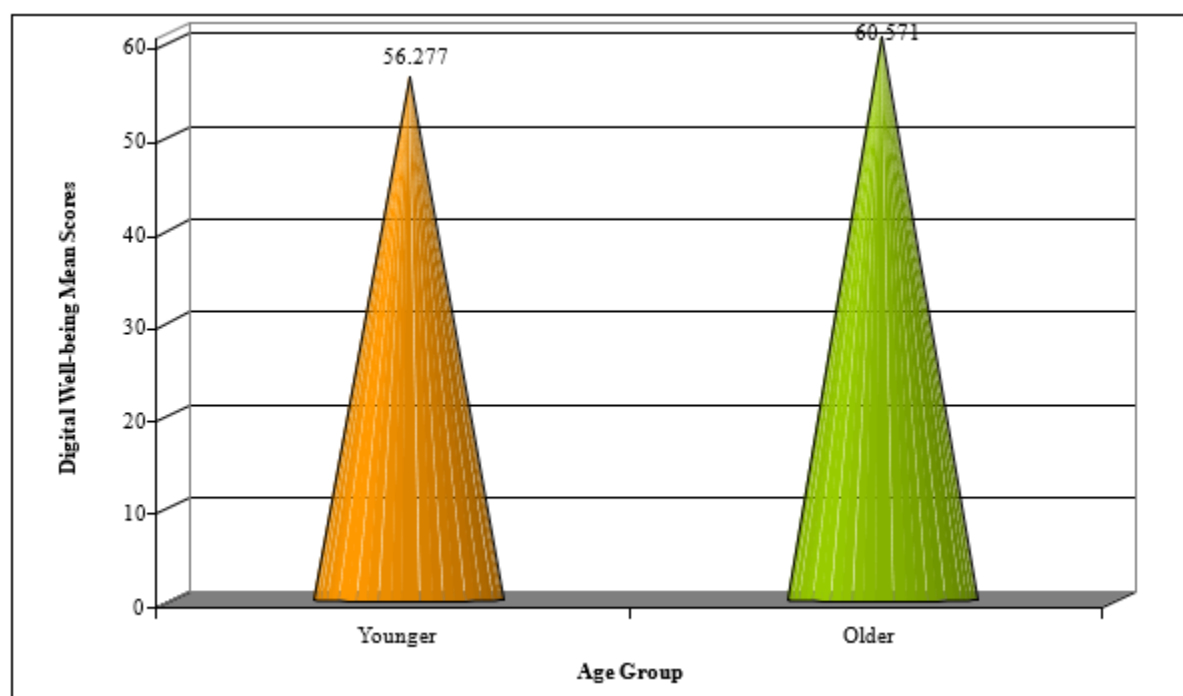


Fig.3: Bar graph showing comparison of Digital Well-being between younger and older school teachers.

10. Findings of the Study

1. A significant difference exists in the digital well-being of male and female secondary school teachers, with male teachers showing higher levels of digital well-being than female teachers.
2. Teachers working in government institutions exhibited significantly lower digital well-being compared to their counterparts in private aided and private unaided schools.
3. There was no significant difference in digital well-being between teachers working in private aided and private unaided institutions.
4. The age of the teachers (younger vs. older) did not significantly influence their digital well-being, although older teachers showed slightly higher mean scores.

9. Conclusion

The examination concludes that gender and type of school management have a significant influence on the digital well-being of secondary school teachers in Chitradurga Taluk, Karnataka. Male teachers and those working in private institutions experience better digital well-being compared to their female and government school counterparts. However, age was not a determining factor. These findings highlight the need for targeted interventions to improve digital well-being, mainly among female teachers and those in government schools.

10 Educational Implications

The following implications are suggested to get better digital well-being among secondary school teachers:

- a) Regular training programmes should be organized to develop digital literacy and promote healthy digital practices, particularly for female teachers and teachers of government schools.
- b) Government schools, in particular, need better digital infrastructure and support systems to ensure equitable access and reduce digital fatigue.

- c) Schools should implement counseling and wellness programmes that address the mental and emotional challenges caused by digital overuse and digital stress.
- d) Educational authorities should develop policies that promote balanced digital engagement, ensuring that teachers are not over-burdened with digital responsibilities outside work hours.
- e) Awareness campaigns on digital well-being should be integrated into school programmes to foster healthy digital habits among all teachers.

11. Suggestions for Further Research

1. A comparative study involving teachers from different districts or states could provide broader awareness into regional variations in digital well-being.
2. Regional studies may be conducted to understand how digital well-being evolves over time with changes in technology use and educational practices.
3. Future research could explore the relationship between digital well-being and other variables such as teaching effectiveness, job satisfaction or student outcomes.
4. Further research may examine the role of digital well-being interventions (e.g., mindfulness training, time management workshops) in improving teachers' overall professional as well as personal quality of life.

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