

## Qualitative Analysis of Psychological Well-Being of Military Personnel and Educators

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### ABSTRACT

This research delves into the psychological well-being of military personnel and educators, exploring the intricate relationship between stressors, coping mechanisms, support systems, and work satisfaction. The aim of this study was to analyse the impact of high levels of pressure and stress, exploring coping strategies and support networks, and assessing the passion for their respective jobs. A purposive sampling method was employed, selecting five military personnel and five educators for in-depth interviews, totalling ten responses. The results revealed significant insights into the psychological experiences of both groups. High levels of pressure and stress were found to be common among military personnel and educators, impacting their mental health and well-being. Coping strategies and support systems played a crucial role in managing stress and fostering resilience. Despite the challenges, participants displayed a strong passion for their jobs, which contributed positively to their overall well-being. The findings highlight the importance of addressing psychological factors in promoting resilience and maintaining mental health in high-pressure environments.

**Keywords:** *Psychological Well-Being, Military Personnel, Educators*

A multifaceted construct, Psychological Well-Being encompasses several aspects. It extends beyond the deficiency of psychological maladjustment and reflects an individual's ability to adjust to stress, maintain positive relationships, and feel purposeful and fulfilled in daily life. Varied people, academics, associations, and scholastic diaries have provided varied conceptualizations and descriptions of psychological well-being.

### Definitions

These definitions cover a range of psychological wellness and thriving aspects and represent different points of view. We ought to look into some of the important definitions:

#### 1. World Health Organization (WHO) :

Psychological Well-Being is a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. This definition

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underscores the comprehensive idea of psychological well-being, enveloping people's capacity to work successfully in different spaces of life.

### 2. The American Psychological Association (APA) :

The APA characterizes it as a positive state of well-being including aspects such as purpose in life, personal growth, positive relations with others, environmental mastery, autonomy, and self-acceptance . This definition underlines the presence of positive feelings, self-awareness, and significant social associations as key parts of psychological well-being.

### 3. Carol D Ryff (Ryff's Six-factor Model)

Ryff fostered a complete model of psychological well-being that envelops six aspects: Self-acknowledgment, Self-improvement, Reason Throughout everyday life, Ecological Dominance, Independence, and Positive Relations with Others. Ryff's model underscores the significance of mindfulness, self-improvement, independence, and significant connections in cultivating psychological well-being.

### *Components*

Psychological well-being contains a few aspects that add to generally speaking emotional well-being and versatility. These aspects are frequently interconnected and commonly building up, adding to a feeling of equilibrium and satisfaction throughout everyday life. A portion of the key parts include:

- **Positive Feelings:** Psychological well-being is described by the presence of good feelings like bliss, happiness, appreciation, and satisfaction. These feelings mirror an inspirational perspective on life and add to generally emotional prosperity.
- **Commitment:** Psychological well-being includes participating in exercises that give a feeling of stream and retention, where people are completely
- **drenched in the thing they are doing.** This condition of commitment encourages a feeling of satisfaction and achievement.
- **Connections:** Solid relational connections are fundamental for psychological well-being. Positive social associations, encouraging groups of
- **people, and personal connections offer profound help, friendship, and a feeling of having a place.**
- **Importance and Reason:** Having a feeling of significance and reason in life is critical for psychological well-being. This includes distinguishing individual qualities, objectives, and yearnings that provide life importance and guidance.
- **Achievement:** Psychological well-being is likewise impacted by a feeling of skill and accomplishment. Achieving objectives, conquering difficulties, and encountering achievement add to identity adequacy and self-esteem.

### *History*

#### **1. Antiquated Philosophical Roots:**

The idea of psychological well-being has profound roots in antiquated philosophical practices. Logicians, for example, Aristotle and Epicurus investigated the idea of satisfaction, prudence, and easy street. Aristotle's thought of eudaimonia, or prospering, stressed the significance of living as per one's most noteworthy potential and accomplishing a condition of satisfaction through temperate movement.

## **2. Early Mental Viewpoints:**

The cutting edge investigation of psychological well-being picked up speed in the late nineteenth and mid twentieth hundreds of years with the rise of brain research as a logical discipline. Early analysts, for example, William James and Sigmund Freud investigated parts of emotional wellness and abstract prosperity. James underlined the significance of individual bliss and fulfillment, while Freud dug into the oblivious brain and the variables impacting mental misery.

## **3. Humanistic Approach :**

The humanistic brain research development, led by figures like Abraham Maslow and Carl Rogers during the twentieth 100 years, put areas of strength for an on the investigation of human potential, development, and prosperity. "Maslow's Hierarchy of Needs" proposed a various leveled model of human inspiration, with self-realization addressing the zenith of psychological well-being. Humanistic analysts underlined the significance of mindfulness, self-improvement, and self-completion in advancing prosperity.

## **4. Positive Psychology:**

In the late twentieth and mid-21st hundreds of years, positive brain research arose as an unmistakable subfield inside brain science, zeroing in on the logical investigation of human qualities, ethics, and ideal working. Spearheaded by analysts, for example, Martin Seligman and Mihaly Csikszentmihalyi, positive brain research moved the concentration from pathology to positive parts of human experience, including joy, strength, and prospering. The PERMA model, created by Seligman, featured five vital components of psychological well-being: Positive Feelings, Commitment, Connections, Importance, and Achievement.

## **5. Contemporary Points of view:**

Contemporary exploration on psychological well-being keeps on advancing, drawing according to interdisciplinary points of view and embracing assorted techniques. Scientists examine factors like abstract prosperity, versatility, positive feelings, and social connections, looking to figure out the determinants and results of psychological well-being across the life expectancy and in different populaces. The coordination of old insight, philosophical experiences, and current logical request keeps on molding how we might interpret psychological well-being and its job in advancing ideal human working and thriving.

In synopsis, the historical backdrop of psychological well-being mirrors a rich embroidery of philosophical request, logical investigation, and social impacts. From old philosophical practices to contemporary positive brain research, the investigation of psychological well-being has developed and extended, offering significant bits of knowledge into human instinct, joy, and the quest for a satisfying life.

### ***Theories***

#### **1. Maslow's Hierarchy of Needs**

Maslow's Hierarchy of Needs was proposed in 1943. As per Maslow, people have a progressive system of requirements that should be met in a particular request to accomplish psychological well-being and self-realization. The ordered progression comprises of five levels:

- **Physiological Needs:** The most essential degree of requirements incorporates physiological necessities like food, water, safe house, and rest. Addressing these

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requirements is fundamental for endurance and structures the establishment for more significant level necessities.

- -Safety Needs: When physiological necessities are met, people look for wellbeing and security from actual mischief, risk, and danger. This incorporates stable business, monetary security, wellbeing, and individual security.
- Love and Belongingness Needs: The third level includes the requirement for social connections, love, and belongingness. People look to form significant associations with others, including family, companions, better halves, and local gatherings.
- Esteem Needs: The fourth level includes the requirement for confidence, sense of pride, and acknowledgment from others. This incorporates sensations of ability, accomplishment, certainty, and regard from companions and society.
- Self-Actualisation: The most elevated level of the pecking order is self-completion, where people endeavour to live up to their maximum capacity, seek after self-improvement, and accomplish self-satisfaction. This includes imagination, critical thinking, independence, and a feeling of direction throughout everyday life.

Maslow's hypothesis recommends that people should fulfill lower-level requirements prior to advancing to more significant level necessities. Psychological well-being is accomplished when people can satisfy these requirements and endeavor towards self-completion.

**2. The PERMA model** of psychological well-being, created by clinician Martin Seligman, offers a comprehensive system for understanding and developing thriving in people's lives. PERMA represents Positive Feelings, Commitment, Connections, Importance, and Achievement, addressing five key components that add to generally speaking psychological well-being.

### **a. Positive Emotions:**

Positive feelings assume a urgent part in improving psychological well-being. As indicated by the PERMA model, encountering positive feelings like joy, delight, appreciation, and trust adds to generally speaking life fulfillment and thriving. Positive feelings widen people's thought activity collections, construct versatility, and advance innovativeness and critical thinking. Developing a positive close to home viewpoint through exercises, for example, rehearsing appreciation, relishing positive encounters, and participating in thoughtful gestures can upgrade prosperity and further develop emotional wellness results.

### **b. Engagement:**

It alludes to the condition completely retained and submerged in exercises that are testing and significant. At the point when people experience commitment, they enter a condition of stream, where they forget about time and become totally consumed in the thing they are doing. Exercises that advance commitment ordinarily include utilizing one's assets and abilities to handle significant assignments and accomplish objectives. Taking part in exercises like side interests, sports, imaginative pursuits, or testing work tasks can cultivate a feeling of satisfaction and improve psychological well-being.

### **c. Relationships**

Positive social connections are fundamental for psychological well-being and thriving. The nature of relational associations, including companionships, family connections, heartfelt organizations, and local area ties, essentially influences people's prosperity. Solid social encouraging groups of people offer profound help, friendship, and a feeling of having a place, buffering against pressure and misfortune. Sustaining and keeping up with positive

connections through correspondence, sympathy, and common help are basic for cultivating mental prosperity.

### **d. Meaning:**

Importance alludes to a feeling of direction, importance, and cognizance throughout everyday life. Having a reasonable feeling of importance includes distinguishing individual qualities, objectives, and desires that provide life guidance and importance. Significant exercises line up with people's guiding principle and add to a feeling of satisfaction and intentionality. Participating in exercises, for example, chipping in, adding to society, chasing after significant work, or participating in profound practices can cultivate a feeling of importance and improve psychological well-being.

### **e. Accomplishment:**

Achievement includes putting forth and accomplishing significant objectives, encountering dominance, and encountering a feeling of capability and viability. Achieving objectives, conquering difficulties, and encountering achievement add to identity adequacy, certainty, and self-esteem. Chasing after objectives that line up with one's qualities and interests and commending accomplishments enroute can improve psychological well-being and advance a feeling of achievement.

## **METHODOLOGY**

### *Aim*

To analyse the psychological well-being of Military Personnel and Educators.

### *Sample Design*

Purposive sampling was used in this study to choose participants based on predetermined standards that were pertinent to the goals of the investigation. A selection process was used to choose five military soldiers based on criteria like rank, deployment history, and exposure to high-stress environments. In a similar vein, five educators were selected according to standards like prior teaching experience, scholarly expertise, and participation in stress management initiatives. A total of 10 participants—five military members and five educators—were guaranteed by this sampling strategy. Their perspectives and experiences added to a thorough understanding of psychological health, stress, coping mechanisms, and work satisfaction in their individual contexts. Throughout the selection procedure, ethical principles were maintained to guarantee impartiality, privacy, and informed consent from every participant.

### *Research Design*

The study investigates the experiences of stress, well-being, coping mechanisms, and work satisfaction among military people and educators using a qualitative research approach and semi-structured interviews. Ten participants are chosen by purposeful sampling, five of whom are educators and five of whom are military, according to predetermined criteria including rank, years of service, prior teaching experience, and exposure to high-stress situations. The goal of the semi-structured interviews is to extract in-depth accounts from participants about their experiences with stress, the things that affect their wellbeing, the coping mechanisms they employ, and how satisfied they are with their jobs overall. Open-ended inquiries and probes offer the flexibility to thoroughly examine participants' viewpoints while guaranteeing that important subjects pertaining to coping and psychological well-being are covered.

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Male and female participants from various branches of the military and the school sector are included in the study to guarantee a varied variety of opinions. This methodology facilitates a thorough comprehension of the ways in which people from diverse backgrounds encounter and cope with stress in their occupations. All of the interviews take place in a private, encouraging setting that encourages participants to talk openly about their experiences. To ensure data accuracy and enable thematic analysis, the interviews are fully transcribed and recorded on audio. The qualitative data is analyzed using thematic analysis, which focuses on finding themes, patterns, and important insights about stress, coping mechanisms, and psychological health. The results are made more credible and trustworthy by using techniques like member checking and researcher reflexivity.

### *Procedure*

1. Purposive sampling was used to select participants who could provide rich and diverse insights into the experiences of military personnel and educators regarding psychological well-being. The criteria for participant selection included active-duty military members with varying ranks and roles and educators from different academic levels and disciplines.
2. Potential participants were approached through official channels such as military units, educational institutions, and professional networks. The research purpose, confidentiality measures, and voluntary participation were explained to each participant, and informed consent was obtained prior to data collection.
3. Semi-structured interviews were conducted with the selected participants to gather in-depth information about their psychological experiences and well-being. The interview questions were designed to elicit narratives about stressors, coping strategies, support networks, job satisfaction, and overall psychological health.
4. One-on-one interviews were conducted in a private and comfortable setting to ensure confidentiality and encourage open discussion. The interviews were audio-recorded with participants' consent to capture detailed responses accurately.
5. Thematic analysis was employed to analyze the interview data. The transcripts were transcribed verbatim and coded systematically to identify recurring themes, patterns, and significant statements related to psychological well-being among military personnel and educators.

## RESULTS

**RESULTS TABLE: Table 1**

THEMES	COMMON TERMS	ANALYSIS
<b>High Levels of pressure and stress</b>	<b>MILITARY PERSONNEL:</b> “anticipation, reflection and preparation”- GM “apprehension about the unknown”-GM “constant challenge and stimulation”- GM “constant exposure to high pressure situations”-GM “deployments and separation from family”-GM “inherent risks”-GM “excitement”- Adithyan “separation from loved ones, especially my mother is a challenge”- Adithyan	<b>MILITARY PERSONNEL:</b> The accounts provided by military personnel shed light on the severe psychological effects of the "High Levels of Pressure and Stress" that are a part of their line of work. Terms like "anticipation," "reflection," and "preparation" allude to mental techniques used to manage the demanding demands of their jobs. Fear of the unknown and continuous exposure to high-stress circumstances expose their ongoing state of alertness and emotional strain. The emotional costs incurred are emphasized by the issue of family separation, which

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THEMES	COMMON TERMS	ANALYSIS
	<p>“moments of stress and pressure”- PS                      “high levels of pressure, stress and anxiety”- PS                      “combat situations”- RPS                      “daunting and challenging”- RM                      “separation from wife and daughter”- RM                      “life and death situation”- RM</p> <p><b>EDUCATORS:</b></p> <p>“pressure to publish and stay current in my field”- Dr. Pallavi                      “weighs heavily on my mind”- Ashmita                      “constantly under immense pressure”- S. Nambiar                      “the stress has clouded my mind”- S. Nambiar                      “overwhelming”- S. Nambiar                      “constantly drowning in work”- S.Nambiar                      “a cycle of stress and exhaustion”- S. Nambiar</p>	<p>further complicates their psychological health. The mixture of fear and excitement highlights the difficult process of negotiating stressors and life and death situations within military life and illustrates the delicate balance between arousal and discomfort faced by personnel.</p> <p><b>EDUCATORS:</b></p> <p>The topic of "High Levels of Pressure and Stress" speaks to educators on a deep level and illustrates the complex psychological terrain. The academic pressures that educators frequently experience are highlighted by Dr. Pallavi's comment of the demand to publish and stay up to date in her area. These pressures add to a feeling of cognitive load and obligation. Ashmita's admission that she feels burdened points to emotional distress and the negative effects of stress on mental health. The chronic stress that educators face is vividly depicted in S. Nambiar's statements of feeling overburdened, drowning in work, and always being under a great deal of strain. This cycle of stress and tiredness has an impact on educators' psychological well-being.</p>
<p><b>Impact on well-being</b></p>	<p><b>MILITARY PERSONNEL:</b></p> <p>“sense of purpose and duty to serve my country is deeply fulfilling”- GM                      “feelings of stress and anxiety”- GM                      “sense of pride and fulfilment”- Adithyan                      “excitement and eagerness”- Adithyan                      “sense of fulfilment”-PS                      “a toll on mental well-being”- PS                      “The long hours and demanding drills can certainly take their toll”- RPS</p>	<p><b>MILITARY PERSONNEL:</b></p> <p>The "Impact on Well-Being" issue among military personnel highlights the intricate relationship that exists between psychological pressure, duty, and fulfillment. As a result of the dual nature of military service, GM's sense of purpose and obligation to serve the country inspires feelings of pride and fulfillment, but there are also noticeable experiences of tension and worry. Adithyan appears to be experiencing a moment of fulfillment based on his excited and eager looks, but there is clearly a burden on his mental health underneath it all. In a similar vein, PS notes that while serving others might bring a sense of fulfillment, it can also have a negative impact on one's mental health, highlighting the complex interplay between psychological health and obligation. The impact on well-being is further shown by RPS's acknowledgement of the tough drills,</p>

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THEMES	COMMON TERMS	ANALYSIS
		which illustrates the difficult reality that military personnel must deal with.
	<p><b>EDUCATORS:</b></p> <p>“can sometimes take a toll”- KS  “neglecting my well-being”- KS  “emotionally draining”-KS  “ boosts my well-being”- Dr. Pallavi  “helplessness and frustration”- Ashmita  “practicing mindfulness &amp; friends and family”- Ashmita  “takes a toll on my personal life”- Ashmita  “on the verge of burnout”- S. Nambiar  “mental health is suffering”-S. Nambiar  “feelings of isolation and hopelessness”- S. Nambiar</p>	<p><b>EDUCATORS:</b></p> <p>The "Impact on Well-Being" theme among educators reveals a range of experiences, from significant mental health pressure to positive boosts. Dr. Pallavi discovers that her work improves her wellbeing, pointing to a beneficial relationship between her career and personal satisfaction. For others, though, like KS, Ashmita, and S. Nambiar, the focus of the story is on the toll it takes on their health. Ashmita's remark of engaging in mindfulness exercises and asking friends and family for support indicates a proactive attempt to lessen the emotional toll that job takes on her. However, the persistence of emotions of powerlessness, frustration, loneliness, and impending burnout underscores the substantial influence on the mental health and personal life of educators.</p>
<b>Coping Strategies &amp; support systems</b>	<p><b>MILITARY PERSONNEL:</b></p> <p>“camaraderie and bonds with fellow soldiers”- GM  “physical exercise”- GM  “Meditation and deep breathing”- GM  “unity within the unit”-GM  “resilience”-GM  “discipline”-GM  “seeking support from mentors and senior officers”- Adithyan  “physical fitness”-Adithyan  “sense of camaraderie”-PS  “mentoring young officers”-PS  “regular exercise”- PS  “staying physically fit”-RPS  “physical fitness”- RM  “music”- RM  “support and trust of fellow soldiers”- RM</p>	<p><b>MILITARY PERSONNEL:</b></p> <p>Military personnel utilize a variety of coping mechanisms and support networks in order to manage stress and preserve their well-being. The topic includes a variety of components, including support systems, mental and physical exercises, and friendship. As coping techniques, GM emphasizes the value of discipline, physical activity, togetherness within the unit, and friendship. Adithyan places a strong emphasis on staying physically active and asking for mentorship. PS and RPS list frequent exercise, being physically fit, mentoring, and teamwork as crucial tactics. In addition to using music as a coping technique, RM highlights the importance of fellow soldiers' trust and support in helping to reduce stress and promote resilience. The ability of military personnel to remain psychologically resilient in stressful circumstances is largely dependent on these coping mechanisms and support networks.</p>



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THEMES	COMMON TERMS	ANALYSIS
	<p><b>EDUCATORS:</b></p> <p>“self-care &amp; setting boundaries”- KS  “gardening &amp; cooking”-KS  “quality time with family”- KS  “cooking”- Dr. Pallavi  “quality time with my daughters”- Dr. Pallavi  “students &amp; colleagues”-Dr. Pallavi  “peer support groups in the ngo”- Ashmita  “gardening”- Anurodh S  “a good laugh with colleagues”- Anurodh S  “spending time with family”- Anurodh S  “cooking and reading”- S. Nambiar</p>	<p><b>EDUCATORS:</b></p> <p>The support networks and coping mechanisms used by educators show a wide variety of methods for stress management and wellbeing enhancement. KS places a strong emphasis on taking care of oneself, setting limits, cooking, gardening, and spending time with family. Dr. Pallavi emphasizes the value of cooking, spending time with daughters, and cultivating connections with coworkers and students. Peer support groups are brought up by Ashmita in relation to NGOs. Anurodh S lists spending time with family, laughing with coworkers, and gardening as coping techniques. S. Nambiar emphasizes hobbies like baking, reading, and spending time with family. These methods and networks of support are essential for reducing stress and encouraging resilience in educators.</p>
<b>Passion for the Job</b>	<p><b>MILITARY PERSONNEL:</b></p> <p>“The opportunity to serve my country and make a tangible difference in people’s lives is the primary source of my job satisfaction”- Adithyan  “sense of pride and fulfilment”- Adithyan  “commanding my unit has uplifted my sense of achievement and passion for my job”-PS  “sense of satisfaction in my duties”- RPS  “guiding my troops: through challenges gives me a sense of pride and purpose”- RM</p>	<p><b>MILITARY PERSONNEL:</b></p> <p>Military personnel have a strong sense of purpose and dedication to serving their country, which is indicative of their passion for their work. Adithyan emphasizes the fundamental cause of job satisfaction by expressing pride and happiness in genuinely improving people’s lives. Adithyan emphasizes this feeling of fulfillment and pride even more, which strengthens the internal drive brought about by the work. Leading the team with enthusiasm gives PS a greater sense of accomplishment and direction. While RM finds enthusiasm in leading troops through difficulties, RPS finds fulfillment in their work, demonstrating a great sense of pride and purpose in their roles.</p>
	<p><b>EDUCATORS:</b></p> <p>“immense satisfaction in guiding aspirants” – KS  “dedication to my students”-KS  “teaching history is my passion”- Dr. Pallavi  “immense joy and fulfilment”- Dr. Pallavi  “I enjoy teaching”- Anurodh S</p>	<p><b>EDUCATORS:</b></p> <p>Teachers clearly have a great love for what they do, as evidenced by their devotion to their positions. KS exhibits a strong sense of purpose in their teaching profession and takes great pride in mentoring aspiring teachers. They also demonstrate a commitment to their students. Dr. Pallavi’s enthusiasm for teaching history is demonstrated by the great happiness and fulfillment they have at work, highlighting their deep emotional</p>

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THEMES	COMMON TERMS	ANALYSIS
		attachment to their career. Anurodh S says, rather simply, "I enjoy teaching," demonstrating a sincere enthusiasm and love for the work. In general, the enthusiasm of educators greatly enhances their overall well-being in their professions and job happiness.

### DISCUSSIONS

The aim of this study was to analyse the psychological well-being of Military Personnel and Educators.

The results of the interviews conducted with educators and members of the armed forces illuminated a number of important issues regarding their psychological experiences and general wellbeing. The "High Levels of Pressure and Stress" that both groups experience is one recurring theme. Military members brought up the emotional strain of deployments and being apart from loved ones, as well as the frequent exposure to high-pressure situations and dread of the unknown. Teachers also reported feeling like they were always under a lot of pressure, which can cause stress, tiredness, and an overwhelming sense of overwhelm. The answers demonstrate how various pressures affect wellbeing. Military soldiers admitted that their jobs can have a negative impact on their mental health, but they also noted a sense of pride, fulfillment, and duty. However, educators said that the stress was negatively affecting their personal lives and mental health, which resulted in emotions of frustration, powerlessness, and exhaustion. Both groups discussed the coping mechanisms and networks of support they use to control their stress and preserve their wellbeing. Military soldiers talked about the importance of mindfulness practices, physical activity, camaraderie, and asking for mentorship. Teachers stressed the need of self-care, setting limits, spending time with family, participating in hobbies, and joining peer support groups. Both educators and members of the armed forces showed a love for their work in spite of the difficulties and pressures they encounter. Teachers reported great joy in mentoring students and teaching subjects they are enthusiastic about, while military members found fulfillment in serving their country and leading their units. The interpretation of each of the themes individually would include:

#### **High Levels of Stress and Pressure:**

The testimonies from educators and military personnel highlight the profound psychological effects of high-stress circumstances. The words "anticipation," "reflection," and "preparation" all allude to adaptive cognitive stress-reduction techniques. Both groups' ongoing level of awareness and emotional tension are highlighted by their fear of the unknown and ongoing exposure to stressors. The themes that educators frequently mention—"pressure to publish" and "constantly drowning in work"—elucidate the academic demands that exacerbate their stress levels. These results are consistent with the body of psychological research that shows how persistent stress negatively impacts mental health and wellbeing.

#### **Impact on Well-Being:**

The participant narratives demonstrate how stress affects well-being, as sentiments of pride and fulfillment are contrasting with powerlessness, anxiety, and exhaustion. Although their work gives them a feeling of purpose, military people also struggle with mental health issues

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related to stress. In a similar vein, teachers are happy in their jobs but struggle with emotional tiredness and stressful home lives. These results emphasize the intricate relationships that exist between stress, mental health, and job happiness, highlighting the necessity of appropriate coping mechanisms and support networks.

### **Coping Strategies and Support Systems:**

Individuals in both cohorts utilize diverse coping strategies and social supports to effectively handle stress and bolster their resilience. Military personnel emphasize the value of social support and self-care in difficult environments by relying on mentorship, physical exercise, camaraderie, and meditation. In contrast, educators take care of themselves, look to their families and friends for support, and find comfort in their interests and humor. These data demonstrate how adaptively people react to stressors, which is consistent with psychological theories of coping and resilience.

**Passion for the Job:** Participants consistently express a strong sense of passion for their different fields of work, which enhances their general well-being. While educators find joy in educating and coaching students, military members find satisfaction in serving their country and leading their units. This enthusiasm creates a sense of purpose and achievement, acting as a buffer against the damaging consequences of stress.

Overall, the study's findings shed light on the complex relationships that exist between pressures, coping mechanisms, support systems, and a strong work ethic—all of which are vital in determining how well educators and military people are psychologically. The results highlight the intricacy of stress, coping, and wellbeing in high-stress situations, underscoring the necessity of addressing psychological aspects in order to foster resilience and preserve mental health. Understanding these links better might help guide interventions and support strategies that improve mental health and resilience in a variety of contexts. The study also identifies directions for future investigation, such as examining the effectiveness of particular coping mechanisms and therapies designed to address the particular difficulties experienced by people in demanding positions in the military and education.

## **CONCLUSION**

To sum up, this research provides a thorough investigation of the complex psychological dynamics of well-being among educators and military personnel, revealing a diverse range of experiences and coping mechanisms in high-stress settings. The study sheds light on the psychological effects of "High Levels of Pressure and Stress," exposing significant emotional strains, cognitive adjustments, and coping strategies used by people under extreme pressure. The results illustrate the intricate relationship between stress and wellbeing and the many subjective sensations of pride, fulfillment, anxiety, and tiredness. The main theme that emerges is psychological resilience, and participants exhibit a variety of coping mechanisms, including self-care routines, physical activity, social support networks, and mindfulness practices. These techniques support adaptive coping and a sense of empowerment in addition to lessening the negative effects of stress. These findings offer important new understandings into the psychological underpinnings of stress management, emotional control, and resilience development. The study highlights the significance of treating psychological issues in order to enhance performance and well-being in high-stress occupations. A strong sense of purpose, constructive coping strategies, and organizational support all play important roles in promoting psychological well-being and job satisfaction. Beyond the well-being of the person, the research has implications that provide politicians, corporate leaders, and mental health specialists with practical recommendations. Institutions

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can foster supportive environments that support employee well-being, work satisfaction, and general psychological flourishing by incorporating evidence-based activities that improve psychological resilience. The neurobiological foundations of resilience, the impacts of trauma-informed therapies, and the long-term implications of chronic stress on psychological health can all be further explored in future research. Future research can help build comprehensive strategies that support resilience and thriving in a variety of professional circumstances by expanding our knowledge of psychological processes and interventions.

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