

Research Article

Job Stress and Psychological Well – Being Among +2 Senior Secondary School Teachers of Madhubani, Bihar

Ganga Prasad* and Dr. Anis Ahmad**

*Assistant Professor, Department of Psychology, Jagdish Nandan College (LNMU), Madhubani –847211, India

** Professor, University Department of Psychology, L. N. Mithila University, Darbhanga – 846008, India.

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Abstract: This study was conducted to assess the relationship between occupational stress and psychological wellbeing among +2 Senior Secondary School teachers of Madhubani district of Bihar. Researcher's intention was also to examine mean differences of occupational stress and psychological well - being among the concerned group. Teacher's Occupational Stress Scale developed by Ansari, Khan and Khan (2017) was used to measure level of occupational stress while Ryff's Psychological Wellbeing Scale (1995) was also administered to assess the psychological wellbeing. Results had shown that occupational stress and psychological well - being are negatively correlated with each other among +2 Senior Secondary School teachers of Madhubani district of Bihar. It was also found that there is no mean difference among male and female +2 Senior Secondary School teachers on the occupational stress as well as psychological wellbeing. Obtained results were discussed in detail by giving appropriate reasons.

Keywords: Job Stress, Psychological Well - being, and +2 Senior Secondary School Teachers, Madhubani, Bihar.

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INTRODUCTION

Psychological wellbeing is an important factor to deal with the day to day challenges of life. People with good psychological wellbeing are supposed to deal with the challenges effectively. On the other hand our lives are filled with a number of hurdles and we have to face it anyhow. To live a happy and satisfied life we have to ensure to develop and maintain skills to deal with the situations effectively. In the present study two variables, viz., job stress and psychological well – being, are considered to assess among +2 senior secondary school teachers of Madhubani district, Bihar specially.

Occupational Stress

The term “stress” was first introduced in social and biological sciences by Hans Selye in 1956 [41], who characterized it as a process in which environmental forces threaten an individual's wellbeing. The researcher [1] further defined stress as a physiological non-specific reaction to external or internal demands. Stress is a state of mental or emotional strain or suspense, and; a number of normal reactions of the body (mental, emotional and physiological) designed for self-preservation [2]. Despite its diffuse perception, most of the well-known

definitions emphasize stress as any factor that threatens the health of an individual or has an adverse effect on the functioning of the body [3]. Stress is a perception phenomenon which exists from a comparison between the command given and ability of a person to execute the task successfully. Unbalanced situation in this mechanism leads to stress experience and ultimately into stress reaction [4].

It is important to mention here that the term ‘Stress’ coined from Latin literature. It was first used in English during 17th century. The term means distress, oppressions, and hardships. During the 18th and 19th century the meaning of stress shifted to natural sciences and engineering to represent force, pressure or strain, and or strong influence acting on a physical object or person which an individual resists in an attempt to maintain his original state. Bridge Water and Sherwood [5] have indicated in the Columbia Encyclopedia, stress is the internal force exerted by one part of a body upon the adjoining part, while strain is the deformation or change in dimension occasioned by stress. When body is subjected to pull it is said to be under tension, and when it is being pushed, i.e., is supporting a weight, it is under compressive stress. Sharing stress results from a force tending to make part of the body or one side of a

plane slide past the other. Tensional stress occurs when external forces tend to twist a body around an axis.

Beehr & Newman [6] defined occupational stress as a stimulus wherein the job related factors interact with the workers to change (i.e., or enhance) his/her psychological and/or physiological condition so that the person (i.e., mind/body) is forced to deviate from normal functioning. Occupational stress describes physical, mental and emotional wear and tear brought about by incongruence between the requirement of the job and the capabilities, resources and needs of the employee to cope with job demands [7].

Occupational Stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors [8]. It is a mental and physical condition which affects an individual's productivity, effectiveness, personal health and quality of work [9]. Geese and Moss [10] define the occupational stress as a mutual action between the working conditions and individual features of a worker. It is defined as a result of imbalance between job demands and workers' capabilities. Also, harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker, can be termed as occupational stress [11]. Occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way [12-14]. Bendell, Culbertson, Shelton & Carter [15] state that occupational stress is a potential distressing reaction which the worker shows towards a stressogenic factor. Occupational role stress is considered as an unpleasant emotion, which manifests itself through tension, frustration, anxiety, anger and depression. All these emotions are the result of different aspects of working environment and personal lives of the universities teachers [16].

Teacher stress has been viewed as an interactive process which occurs between teachers and their teaching environment which leads to excessive demands being placed on them and resulting in physiological and psychological distress [17].

Swick & Hanley [18], indicate that teacher stress can also be differentiated as the occurrence of perceived negative situations that result in adverse teacher reactions or behaviors. The three main stressors that result in teacher stress are environmental, interpersonal and intrapersonal stress. Also, Borg [19] has conceptualized teacher stress as a negative and potentially harmful to teachers' health. The key element in the definition is the teacher's perception of threat based on the three aspects of his job circumstances, which could be summed up as – (1) that demands are being made on him, (2) that he is unable to meet or has

difficulty in meeting these demands, and (3) that failure to meet these demands threatens his mental/ physical well-being. Maslach and Jackson [20] defined teacher stress as an uncomfortable feeling, negative emotion such as anger, anxiety and pressure which originated from their work. Teacher stress is defined by Kyriacou [21] as “the experience by a teacher of unpleasant emotions, such as tension, frustration, anxiety, anger, and depression, resulting from aspects of work as a teacher”.

Kaiser & Polczynski [22], conducted a study and reveal that high stress level of a teacher causes disappointment, frustration, aggression, anxiety, avoidance of work, increased absenteeism, and/or decreased teachers and student performance levels. Sveinsdottir, Gunarsdottir, & Fridriksdottir [23], found in their study that the working environment for teachers is highly stress-provoking. In addition to this, facets of teacher performance, such as creativity, classroom management, and implementation of educational techniques, may suffer when teachers experience high levels of stress [22, 24].

Organizational stress affects the teacher's psychological, physical and behavioral responses [25-27]. Severe physical and psychological consequences for teachers include, fatigue, anxiety, depression, poor teaching performance and judgment as well as low job satisfaction [28, 29]. Researchers [30] further advocated that the main signs of stress among teachers' include tension, pain in the neck/ shoulders, and/or suffer from migraine and emotional expression. Stressed teachers, thus, have more illness [31] medicine intake, anxiety, depression, and sexual passivity. In schools, teacher stress is manifested in a growing number of teacher absences per year as well as an increase in early retirement. Stress is reported as one of the biggest problems faced by teachers today, and that it is the main health and safety concern in four out of five schools [32].

Psychological Well-Being

Psychological Well-Being (PWB) is a state of well-functioning with an effective interpersonal skill and interaction with the members of society and work organization along with required energy and potential to cope with routine problems.

Members of the society may include family, relatives, friends and any person in social contact. Members of the workgroup involve coworkers including superiors and subordinates. The routine problems may be concerned with routine matters of family, dealing with relatives and friends, performing well in the work organization, and the problems related with personal growth and development commonly faced by every individual.

Persons with good PWB are better able to deal with these problems as compared with the persons with poor PWB. Deci and Ryan [33] conceptualized psychological well-being "as a combination of positive affective states like happiness and functioning with optimal effectiveness in individual and their respective social lives".

Taking different aspects, various psychologists and health professionals have carried out research work in the field of well-being. Most commonly well-being is defined according to its general characteristic addressing the optimal psychological experience and functioning. Historically there are two broad concepts related to wellbeing-eudemonic and hedonic [33].

There are six components of psychological wellbeing i.e. Autonomy, Environmental Mastery, Purpose in life, Positive Relations with Others, Self-acceptance, Personal Growth. These six factors encompass all major aspects of psychological well-being [34-38].

Rationale of the present study

Present investigator was interested to know the role of job stress on teacher's job stress. It is because of the fact that it's a factor which might significantly influence to the psychological wellbeing of an individual; as job stress increases the performance of the concerned individual get influenced. As we know that psychological wellbeing is a combination of six different dimensions of life and every dimension play an important role in the life endeavor. So, researcher emphasizes to study the role of occupational stress on each dimension so that one can try to cope with the stressful situations by strengthening the different dimensions of psychological wellbeing.

AIMS AND OBJECTIVES OF THE STUDY

As per the review of the different studies and articles, it was found that none of the study has been conducted to study the role of job stress in relation to the psychological well-being of +2 senior secondary school teachers with particular reference to Madhubani district of Bihar. That is why researcher has selected this particular group of the participants in this study. Hence, aims and objectives of the study that follows:

- i. To study the relationship between occupational stress and psychological wellbeing among +2 Senior Secondary School teachers of Madhubani, Bihar
- ii. To compare the mean differences of occupational stress and psychological wellbeing among +2 Senior Secondary School teachers of Madhubani, Bihar

HYPOTHESES

On the basis of the broad objective of the present study the following hypotheses were formulated to achieve the goals of the study:

- i. There will be no relationship between occupational stress and psychological well-being among +2 Senior Secondary School teachers of Madhubani, Bihar
- ii. There will be no mean differences of occupational stress and psychological well-being among +2 Senior Secondary School teachers (male and Female) of Madhubani, Bihar.

RESEARCH METHODOLOGY

Sample

Present study incorporated hundred +2 senior secondary school (N=100) teachers which were selected from different locality of Madhubani district of Bihar. There were fifty (n=50) male and fifty female (n=50) teachers; their age were ranged between 32 to 55 years. Purposive sampling technique was administered to collect the data.

Tools Used: The following tools were used in the present piece of research endeavor:

1. Psychological Well-Being Scale

The Ryff inventory [39] consists of 42 questions (medium form). This form of scale consists of a series of statements reflecting the six areas of psychological well-being. In the present investigation medium form of the scale was used.

Scoring System: Respondents were required to rate statements on a six-point scale, with 1 indicating strong disagreement and 6 indicating strong agreement. Following instructions were given to subjects: Indicate the extent of one's agreement to the following statements using score range from 1 to 6.

2. Teacher's Job Stress Scale

Teachers' Job Stress Scale [40] was used to collect the data. This scale comprises of 19 items on a 5-point Likert scale with labels (1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree). The minimum and maximum score of the scale ranges from 19 to 95. Higher the score higher is the occupational stress and vice-versa. The reliability (Cronbach's α) of the scale was found to be 0.91 which is significant ($p < 0.001$). Content (Face and logical) validity of the scale was found 50.54.

Teacher's Job Stress dimensions and No. of items

No.	Dimensions	Items	Total No. of items
X ₁	Work Characteristics	1, 3, 5, 7, 8, 9, 10, 11, 13, 15	10
X ₂	Situational Characteristics	4, 6, 16, 12, 14, 20	6
X ₃	Personal Characteristics	17, 18, 19	3
Total Items			19

3. Biographical Information Blank (BIB)

For taping information regarding the respondents' biographies, a 'Biographical Information Blank' (BIB) was also prepared that included age, marital status, salary (basic and gross), qualification, designation, department, total experience (in years), present experience (in years) and number of dependents and the respondents were requested to furnish these information.

STATISTICAL ANALYSIS

To achieve the objectives of the study data was analyzed. Pearson's Product Moment Correlation was applied to study the relationship between occupational stress and psychological wellbeing while independent t-test was administered to study the mean differences of Occupational Stress and psychological wellbeing as well as its different dimensions.

Procedures

The above three test materials viz., job stress scale, psychological well – being scale and, biographical information blank were in printed form and were administered individually to all the male and female teachers working in different +2 senior secondary schools in Madhubani district of Bihar, India. All the teachers were assured by taking them in to confidence that provided information will be kept strictly confidential and will be used for research purposes only.

Having collected the responses to the items of the scales, they were scored according to the procedure and the individual scores were obtained. Finally scores were given statistical treatment and presented in tables. The obtained results were discussed and the formulated hypotheses were tested.

RESULTS AND DISCUSSION

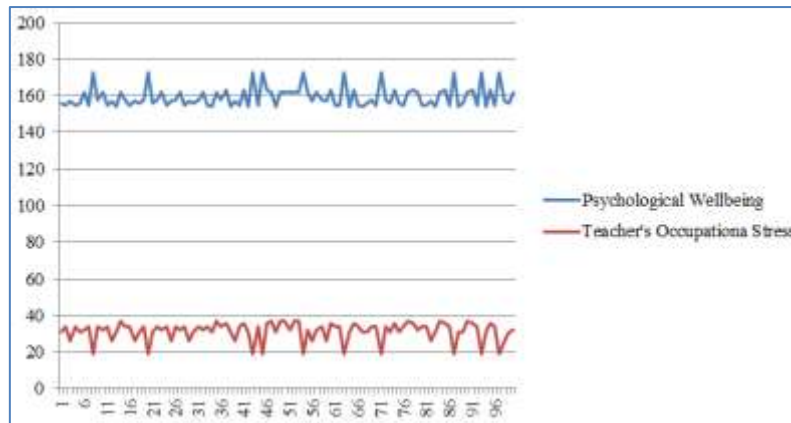
Table-1: Showing Inter-Correlation Matrix between Job Stress and Psychological Well - Being as well as its Dimensions

Correlations								
Dimensions	AT	EM	PG	PR	PIL	SA	PWB	TOS
AT	1	-.098	-.058	-.110	.085	-.003	.598**	-.461**
EM		1	-.024	-.269**	.098	-.431**	-.013	-.080
PG			1	-.415**	-.647**	-.473**	-.086	.130
PR				1	.571**	.451**	.459**	-.223*
PIL					1	.354**	.522**	-.616**
SA						1	.416**	.154
PWB							1	-.528**
TOS								1

***. Correlation is significant at the 0.01 level (2-tailed), **. Correlation is significant at the 0.05 level (2-tailed).**
 AT=Autonomy, EM=Environmental Mastery, PG=Personal Growth, PR=Positive Relations, PIL=Purpose in Life,
 SA=Self-Acceptance, PWB=Psychological Wellbeing, TOS=Teacher's Occupational Stress

Table-1 exhibits that most of the dimensions of psychological wellbeing i.e. Autonomy (-.461, $p < 0.01$), Positive Relations (-.223, $p < 0.05$), Purpose in life (-.616, $p < 0.01$), as well as overall psychological wellbeing (-.528, $p < 0.01$) are negatively and significantly correlated with Teacher's Occupational

Stress while rest of the dimensions i.e. Environmental Mastery (-.080), Personal growth (.130) and Self-acceptance (.154) are in significantly correlated with Teacher's Occupational Stress. It means that as Teacher's Occupational Stress increases psychological wellbeing decreases and vice-versa.



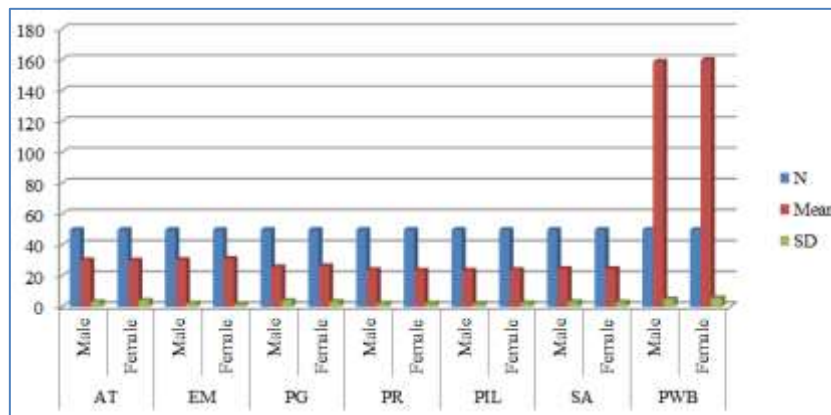
Line Chart-1: Showing Inter-Correlation between Teacher's Job Stress and Psychological well-being of +2 Senior Secondary School Teachers of Madhubani District of Bihar

Table-2: Showing Mean Differences of Psychological Well-Being and its different Dimensions among Male and Female Teachers Working in +2 Senior Secondary School in Madhubani District of Bihar

	Groups	N	Mean	Std. Deviation	T-value	p
Autonomy (AT)	Male	50	30.26	3.312	.158	.875
	Female	50	30.14	4.233		
Environmental Mastery (EM)	Male	50	30.58	2.383	-1.512	.134
	Female	50	31.22	1.810		
Personal Growth (PG)	Male	50	25.72	4.000	-1.015	.313
	Female	50	26.48	3.471		
Positive Relations (PR)	Male	50	24.04	2.321	1.032	.305
	Female	50	23.56	2.331		
Purpose in Life (PIL)	Male	50	23.64	2.145	-.686	.494
	Female	50	23.96	2.507		
Self-acceptance (SA)	Male	50	24.74	3.231	.128	.899
	Female	50	24.66	3.028		
Psychological Wellbeing (PWB)	Male	50	158.98	5.117	-.946	.346
	Female	50	160.02	5.847		

Table-2 shows that all the dimensions of psychological wellbeing i.e. Autonomy, Environmental Mastery, Personal Growth, Positive Relations, Purpose in life, Self-acceptance as well as overall psychological wellbeing has no mean difference among male and female +2 School Teachers teachers of Madhubani,

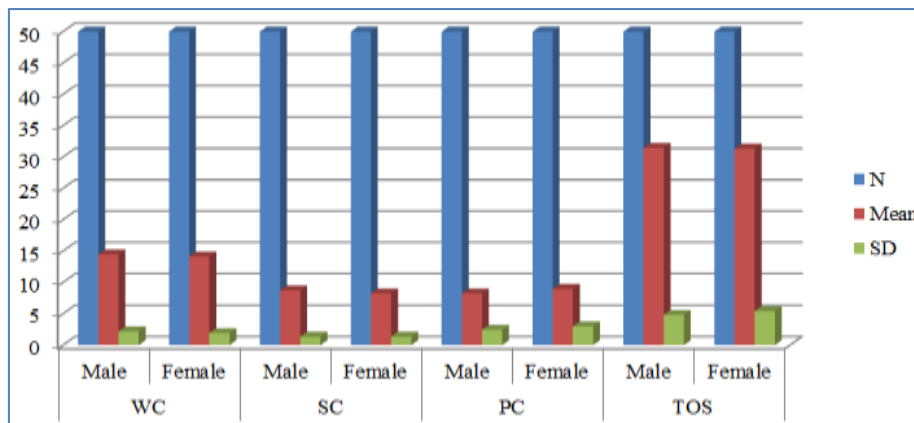
Bihar. It means that both male and female teachers are having almost equal level of psychological wellbeing. We can say that as both are facing similar situation and living in the same environment as well as dealing with the same society that is why there is similar perception towards life events.



Bar Chart-1: Showing Mean Differences of Psychological Well-being and its Different Dimensions among Male and Female +2 Senior Secondary School Teachers of Madhubani, Bihar

Table-3: Showing Mean Differences of Job Stress and its Different Dimensions among Male and Female Teachers working in +2 Senior Secondary School in Madhubani District of Bihar

	Groups	N	Mean	Std. Deviation	t-value	p
Work Characteristics (WC)	Male	50	14.48	2.188	.872	.385
	Female	50	14.12	1.934		
Situational Characteristics (SC)	Male	50	8.74	1.352	1.775	.079
	Female	50	8.26	1.352		
Personal Characteristics (PC)	Male	50	8.24	2.437	-1.318	.191
	Female	50	8.96	2.996		
Teacher's job Stress (TJS)	Male	50	31.46	4.799	.117	.907
	Female	50	31.34	5.412		



Bar Chart-2: Showing Mean Differences of Job Stress and its Different Dimensions among Male and Female Teachers Working in +2 Senior Secondary School in Madhubani District of Bihar

Table-3 shows that male and female college teachers are insignificantly differ on the different dimensions of occupational stress i.e. work characteristics, situational characteristics, Personal characteristics as well as overall Teacher’s occupational stress. It means that all the teachers are dealing with same college environment and students that is why there is possibility of facing similar challenges and ease. Because of similar level of challenges and ease there is a similarity of occupational stress level.

CONCLUSIONS

Conclusions have been drawn on the basis of obtained results and its interpretations, it was found that occupational stress and psychological wellbeing as well as its different dimensions are negatively correlated with each other. This is an indication of adverse effect of occupational stress on psychological wellbeing among +2 senior secondary school teachers of Madhubani, Bihar. As per the hypotheses testing are concerned; results exhibit that:

Hypothesis-1: i.e. “There will be no relationship between occupational stress and psychological wellbeing among +2 senior secondary school teachers of Madhubani district, Bihar” is rejected and researcher found that there was a negative correlation between job stress and psychological wellbeing.

Hypothesis-2: i.e. “There will be no mean differences of occupational stress and psychological well - being among male and female +2 senior secondary school teachers of Madhubani district of Bihar” stands accepted. It is because of the fact that present researchers found that there is no mean difference among male and female school teachers on the job stress as well as psychological well-being and on its different dimensions.

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