



## Impact of Job Status on Stress and Psychological Well-Being Among Senior College Teachers

**Dr. Daitkar Arun Rajaram**

Associate Professor & Head,  
Dept. of Psychology  
Shri Bankatswami Mahavidyalaya,  
Beed (Maharashtra) - 431122  
arundaitkarpatil@gmail.com  
Mob – 9765707006.

### Abstract

The aim of this study is to compare psychological well-being and stress among senior college teachers. This study is a comparison. The study population is consisted of college teachers in Arts, Commerce and Science colleges of Beed city. The sample consisted of 80 College teachers (40 CHB Job college teachers and 40 Permanent Job college teachers) from senior colleges in Beed city. Age group of sample is 38-55 years. Data was studied by purposive sampling method. Testing tools Psychological wellbeing scale by Dr.Devendra Singh Sisodia & Pooja Choudary, and Social Readjustment Rating Scale by Holmes and Rahey were used for collecting the data. The psychological wellbeing scale has five dimensions namely satisfaction, efficiency, sociability, mental health, and interpersonal relations. The differences in psychological wellbeing and stress among college teachers were analyzed by using t test. The findings showed that Permanent Job teacher were higher in psychological wellbeing than CHB Job college teachers. CHB Job college teachers are higher on stress than Permanent Job college teachers.

**Keywords :** *Stress, Psychological wellbeing, mental health, Permanent Job teacher, CHB, Job college teachers.*

### Introduction:-

Research on stress and psychological well-being among permanent job teachers and temporary job teachers reveals important insights into the experiences of educators. Previous studies have shown that stress within the teaching profession can be defined as a negative emotional experience triggered by teachers' perception that their work situation poses a threat to their self-esteem or well-being. In New Zealand, research indicated that less than 50% of educators believed their workload to be manageable, highlighting the intensified workloads that teachers face. (Hedlin, 2017) These intensified workloads have been linked to reduced job



satisfaction and increased intentions to quit among teachers. Additionally, it has been found that teachers' psychological distress is related to poorer mental health and well-being among their students. Teacher motivation and well-being are closely tied to how teachers define their roles and their ability to protect their physical and emotional well-being.

The demanding nature of the job, such as long hours, public scrutiny, and meeting the diverse needs of students, can contribute to exhaustion and feelings of vulnerability among teachers. Our interviews with experienced teachers indicate that they vary in their responses to these professional demands. These findings suggest that there are various factors that contribute to the stress and well-being of teachers. Workplace factors such as time spent at work, level of workload, ability to manage change, student behavioral problems, student motivation, evaluation by others, role conflict and ambiguity, poor working conditions, self-esteem, and status all play a role in determining teachers' well-being (Masluk et al., 2018).

Understanding these factors is crucial for improving teachers' well-being and ultimately enhancing the quality of education. In order to further understand the factors that contribute to teacher well-being, it is important for future research to delve deeper into these areas. Findings from research on stress and psychological well-being among permanent job teachers and temporary job teachers provide valuable insights into the experiences of educators (Simbula & Guglielmi, 2013). The research on stress and psychological well-being among permanent job teachers and temporary job teachers sheds light on the experiences of educators and highlights the factors that contribute to their well-being.

### **Review of literature**

In a study of Comparison of Psychological Well-Being and Job Stress between Teachers of Special and Ordinary Schools Mohammadreza T. and , Saba G.(2016) found that there is a significant difference between psychological well-being and job stress of special and ordinary schools teachers. Job stress between ordinary schools teachers is more than special teachers.

Green Glass et al. (1990, quoted by Aghayousefi, 2008) in a study entitled the role of gender in contrast, burnout, relationship between burnout and occupational stress and coping were examined. The results showed that men experience job stress more than women. Gyust and colleagues (1990, quoted by Ghobari Bonab, 2005) showed that men are more in stress than women. Ryff (1995) claimed that the central element in the psychological well-being is having the sense of purpose and meaning in life.

According to the theory of Deci and Ryan (2006, cited in, Moltafet, 2012), social factors and tissue impact directly on individuals well-being. One of the important environmental factors



is teachers and their roles. Psychological well-being increased with high leisure time physical activity among college teachers. Hence the best well-being and lifestyle was to endorse leisure-time physical activity into college. (Castillio, Molinia-Garcia, & Queralt, 2011). According to Burris, Brechting, Carlson, and Salsman (2009), Permanent Job college teachers were more likely to report seeking out and receiving care for psychological issues when compared to their CHB Job college teacher's counterparts.

Numerous studies have found that positive social support is crucial to manage stress, (Chao, 2012). To ensure the best outcome while enrolled in college, support is necessary to enable students to complete college successfully, as well as the transition from college life to the workforce (Bewick, Koutsopoulou, Miles, Slaa, & Barkmam, 2010). In a study by Demir & Orthel, (2011), women's relationships were documented as being more deep, supportive, intimate, closer, lower in conflict, and affectively richer when compared to men's friendships.

### **Objectives**

1. To study the psychological wellbeing and stress among college teachers.
2. To study the gender differences in psychological wellbeing and stress among college teachers.

### **Research Method**

- **Sample**

Sample consists of a subset population selected to participate in a research study. In this study total sample consists of 80 college teachers (40 CHB Job college teachers and 40 Permanent Job college teachers) from different colleges of Beed city. The sample was categorized into two groups on the basis of gender. CHB Job and Permanent Job college teachers. In each group 40 samples were taken. Age group of sample was 30 to 45 years. Only those students were selected for the study who had voluntarily given the assurance to participate in the study. Samples were selected using purposive sampling technique.

### **Hypotheses**

- 1) There would be significant difference among CHB Job and Permanent Job college teachers with respect to psychological wellbeing.
- 2) There would be significant difference among CHB Job and Permanent Job college teachers with respect to stress.

**Research Tools**

**1. Psychological wellbeing scale by Dr.Devendra Singh Sisodia and Pooja Choudary.**

Psychological wellbeing scale measures the psychological wellbeing of the individual in five dimensions like satisfaction, efficiency, sociability, mental health, and interpersonal relations. It measures psychological wellbeing of the individual through 50 items divided into five subscales: satisfaction, efficiency, sociability, mental health, and interpersonal relations. The response format is type five point Likert scales ranging from strongly agree to strongly disagree. The reliability of the test was found 0.80.

**2. Social Readjustment Rating Scale by Holmes and Rahey.**

Social readjustment rating scale also known as The Holmes-Rahe Life Stress Inventory. This scale is an inventory of the most common life stressors.it contains 43 items. Subject has to give the responses on how many times the particular event happened during the specific months, years, etc. the reliability of this scale found satisfactory.

**Procedure of data Collection**

Participants volunteered to participate in this study. They were asked to fill in all anonymity, the psychological wellbeing scale and social adjustment scale by Holmes and Rahey. The participants were told that there responses will be kept confidential and used for research purpose only. All the participants were told that to report their responses truthfully and honestly. They were asked to follow the instructions given on the scales .As this way data was collected.

➤ **Analysis of data and interpretation of results**

**Table 1 - Comparison of psychological wellbeing and stress among college teachers**

Variables		Type of group	N	Mean	SD	t value	
Psychological wellbeing (Entire)		CHB Job college teachers	40	188.13	11.377	6.59**	
		Permanent Job college teachers	40	202.00	6.913		
Dimensions of Psychological Wellbeing	Satisfaction	CHB Job college teachers	40	37.70	5.336	4.06**	
		Permanent Job college teachers	40	41.50	2.532		
	Efficiency	CHB Job college teachers	40	35.88	6.525	5.85**	
		Permanent Job college teachers	40	42.08	1.492		
	Sociability	CHB Job college teachers	40	37.10	5.377	0.91	
		Permanent Job college teachers	40	37.90	1.411		
	Mental health	CHB Job college teachers	40	39.50	5.048	0.84	
		Permanent Job college teachers	40	40.30	3.212		
	Interpersonal Relations	CHB Job college teachers	40	37.95	3.693	3.35**	
		Permanent Job college teachers	40	40.23	2.190		
	Stress		CHB Job college teachers	40	756.10	313.83	2.50*
			Permanent Job college teachers	40	569.68	350.13	

\*\* t value is significant at 0.01 level, \*t value is significant at 0.05 level.



Table 1 shows the descriptive statistics for psychological wellbeing and stress among CHB Job and Permanent Job college teachers'. The mean differences in psychological wellbeing and stress among college teachers was analyzed by using t test. The stated hypothesis there would be significant difference among college teachers with respect to psychological wellbeing. The table shows the mean value for CHB Job college teacher was 188.13 and for Permanent Job college teachers 202. SD 11.37 and 6.91. The difference between CHB Job and Permanent Job college teachers with respect to psychological wellbeing was analyzed with the help of t test. The obtained t value for psychological wellbeing (entire scale) was 6.59 was significant at 0.01 level. The hypothesis there would be significant difference among college teachers with respect to psychological wellbeing was accepted. The stated hypothesis there would be significant difference among CHB Job and Permanent Job College teachers with respect to dimensions of psychological wellbeing namely Satisfaction, Efficiency Sociability, Mental health, and Interpersonal, Relations. Obtained t values for these dimensions 4.06, 5.85, 0.91, 0.84, and 3.35. Respectively. t value for Satisfaction, Efficiency, and Interpersonal relations dimension was significant at 0.01 level.

The stated hypothesis there would be significant difference among CHB Job and Permanent Job college teachers with respect to stress. The table shows the mean value of stress for CHB Job college teacher was 756.10 and 569.68 for Permanent Job college teacher. SD 313.83, and 350.13. The obtained t value 2.50 was significant at 0.01 level. The stated hypothesis there would be significant difference among CHB Job and Permanent Job college teachers with respect to stress is accepted.

### Conclusion

- 1) Permanent Job teacher were higher in psychological wellbeing than CHB Job college teachers.
- 2) CHB Job college teachers are higher on stress than Permanent Job college teachers.

### References

- Allison M.G. (2007). Identifying the types of student and teacher behaviors associated with teacher stress. *Teaching and Teacher Education*. 23, 624-640.
- Bhogle, S. and Prakash, I.J.(1995). Development of the psychological wellbeing (PWB)
- Greenglass (1990). The role of gender in coping and burnout. *Applied psychology*, 39 (1): 5-11.



- Chao, R. (2012). Managing Perceived Stress among College teachers: The Roles of Social Support and Dysfunctional Coping. *Journal of College Counseling*, 15(1), 5-21.
- Demir, M., & Orthel, H. (2011). Friendship, real-ideal discrepancies, and well-being: gender differences in college students. *Journal of Psychology*, 145(3), 173-193.
- Gyust, Greenglass, Ester, Ronald (1990). The role of gender differences, occupational stress and depersonalization. *Journal of Social Behavior and personality*. 5 (4): 387-392.
- Hedlin, M. (2017). Head teachers, women and hesitation to discuss gender issues. *Open Journal of Social Sciences*, 05(06), 238-250. <https://doi.org/10.4236/jss.2017.56021>
- Holmes TH, Rahe RH. (1967). the Social Readjustment Rating Scale. *Journal of Psychosomatic Research*. Vol II, 1967.
- Masluk, B., Santos, S. G., Cartagena, A. A., Martinez, A. A., Peck, E. A., & Leiter, M. P. (2018). "Areas of worklife scale" (aws) short version (spanish): a confirmatory factor analysis based on a secondary school teacher sample. *Journal of Occupational Medicine and Toxicology*, 13(1). <https://doi.org/10.1186/s12995-018-0202-0>
- Mohammadreza T. and, Saba G.(2016). Psychological Well-Being and Job Stress between Teachers of Special and Ordinary Schools. *International Academic Journal of Organizational Behavior and Human Resource Management*. Vol. 3, No. 1, 2016, pp. 11-19.
- Simbula, S. and Guglielmi, D. (2013). I am engaged, i feel good, and i go the extra-mile: reciprocal relationships between work engagement and consequences. *Revista De Psicología Del Trabajo Y De Las Organizaciones*, 29(3), 117-125. <https://doi.org/10.5093/tr2013a17>
- Sisodia D. & Choudhary P.(1990). *Manual of Psychological wellbeing Scale*, National Psychological Corporation, Kacheri Ghat Agra.