STUDY OF WELL BEING OF SECONDARY SCHOOL TEACHERS IN RELATION TO THEIR STRESS

*Dr.CHEN CHOU, Assistant Professor, Department of Education, Guru Nanak Dev University, Amritsar.

**Dr.BRAD BEST GFD, JRF, Department of Education, Guru Nanak Dev University, Amritsar.

Abstract

The transmission of information and experience from one generation to the next, as well as the reconstruction of society, all depend heavily on the teacher. A teacher serves as the guardian of culture, as well as a critic of societal vices, an interpreter of current events, a pioneer of reform, and a mentor to the efforts of the populace. Given the presence of India's diverse educational system today, teaching has become a more demanding and stressful profession. Only a happy, contented, and psychologically sound teacher can consider the welfare of the children. This setting informed the design of the study, which looked at different characteristics of secondary school teacher's well-being in relation to their stress. About 200 teachers were chosen as a sample from various government and private schools in Amritsar. A variety of statistical methods had been used to analyse the data, including t-ratio, correlation(r) and ANOVA (two-way) which was used to compute the data. The study's findings showed that wellbeing of female government teachers was more than that of male teachers belonged to private schools. Moreover, it has been found that well-being does not affect by stress and significantly influenced by type of school- government and private schools.

Keywords: *well-being, stress and secondary school teachers.*

I. INTRODUCTION

The world we live in today is hardly a bed of roses. Each of us has to overcome unique difficulties, and sometimes the strain can be overwhelming. Stress occurs when we feel overburdened, pressed for time, or unclear about how to meet the demands imposed on us. "Teaching may be a demanding profession. The regular conversations students and intense pressures and challenges are frequently caused by co-workers and the never-ending and fragmented demands of teaching, which can result in stress (Pithers, 1995).According to McGrath (1970), stress is a dynamic state that an organism experiences in response to an adaptation demand and as a perceived imbalance between an adaptation demand and an organism's capacity to respond in circumstances where an inability to meet the demand may have detrimental effects. Teacher stress can be referred to the unpleasant, negative emotions that teachers endure, such as worry, tension, annoyance, or despair as a result of some aspect of their profession as a teacher (Kyriacou, 2001). Galloway et al. (1984) believe that a stress perspective that considers how instructors engage with their employment or "fit" is the most beneficial. In a nutshell, it represents a situation in which teachers saw a danger to their self-esteem or well-being (DeRobbio & Iwanicki, 1996). According to Maslow (1968), the quest of health was universal human to self-actualization, and well-being is generally characterized

to as wholeness of body, mind, and spirit in terms of health, prosperity, and self-actualization. It is a dynamic state defined by a reasonable degree of harmony between individuals, abilities, wants, and expectations, as well as environmental demands and possibilities (Levi, 1987). Thus, well-being is a synthesis of psychological, spiritual, social, and bodily elements. Work-related stress has a wide-ranging, negative impact on teachers' job satisfaction, wellness, mental health, and daily functioning. Teachers who experience less stress, according to Dubey (2011), are more emotionally intelligent than those who suffer greater stress. Male teachers also perceive stress differently than female professors. In his study on "Teaching Teachers to De-stress," Wilson (1979) concluded that 95% of Californian teachers were curious to participate in stress-coping education programs to control their stressandthat90% of California's teachersexperienced at least some amount of stress. Stress in the teaching profession is widely recognised, and it has been discovered that their well-being is much lower than that of other high-stress professions (Travers & Cooper, 1991). Against this backdrop, a study of secondary school teachers' occupational stress in connection to their mental health and job satisfaction was conducted.

II. REVIEW OF RELATED LITERATURE

The investigator has made earnest attempts to track down relevant literature for the current investigation, including both critical and ancillary works. The following studies had been reviewed for the present investigation:

Linda (2001) investigated the impact of workplace stress on the well-being of pregnant employees. If the employee is pregnant, the enormous stress has an impact on the mother's and unborn child's health. Graham and Pettinato (2002) investigate subjective well-being in Latin American countries and Russia and discover that relative economic variations have a significant impact on how people assess their well-being. Moorjani and Geryani (2004) conducted a study on students from various faculties such as science, business, and arts. The findings revealed that students from different faculties differ significantly in their life satisfaction and general well-being, although there is no significant gender difference in life satisfaction and general well-being. Sabu and Jangaiah (2005) investigated occupational stress among teachers and discovered that occupational stress had a weekend effect. The association between teachers of high and higher secondary schools' professional stress, mental health, and coping mechanisms is examined by Kumar et. al. (2007). The findings showed that instructors are under stress as a result of role overload, obligations, and physical stressors prevalent in the classroom. The outcome also showed a poor link between workplace stress and mental wellness.

In their study, Sahoo and Mohapatra (2009) investigate the role of professional contexts in psychological well-being based on gender. Two hundred persons (100 men and 100 women) from five different vocations were chosen at random. In the context of group comparison, it was discovered that doctors and teachers have the highest levels of happiness, while administrators have the lowest levels. Engineers and executives were assigned to intermediate roles. The findings were explained in light of the needs and expectations of distinct job roles. In their 2010 study, Srimathi and Kiran Kumar looked into the psychological health of working women in diverse professions. A total of 325 women were picked at random from a

variety of organizations, including businesses, hospitals, banks, schools, and call centers/BPOs. The psychological well-being ratings for women working in industries, followed by those for women working in health institutions, were the lowest across all subfactors. Women working in banks reported a moderate level of psychological health. The highest overall psychological well-being scores and the highest scores across all psychological well-being subfactors were achieved by female instructors. Each subscale of the PWB is strongly and favorably related to the others.According to Burrus et al. (2012), reactions to the situational Test of Emotion Management were substantially connected to eudemonic well-being as measured by responses on psychological well-being scores (t=.54). Furthermore, the ability to manage emotions was linked to hedonic well-being, with both the frequency of good affect experienced corresponding.According to Henn et al. (2013), stress among teachers was caused by psychological factors, particularly negative affect and role difficulties. Interestingly, they discovered a substantial inverse link between psychological well-being and stress, implying that exaggerating psychological well-being and lesseningnon-favorable outcomes should be the main goals of interventions.

Kern et al. (2014) discovered that when staff members perform well across many domains of well-being, they are more dedicated to the school and content with their health, lives, and jobs. "Positive emotion, meaning, and accomplishment were most strongly related to life satisfaction and health, whereas engagement and relationship were most strongly related to job satisfaction and organizational commitment," according to the findings. Yin et al. (2016) studiedinto how the emotionally charged nature of teachers' profession impacts their wellbeing. the emotional character of teachers' work and how this affects their well-being. Yin and colleagues came to the conclusion that confidence in coworkers was found to be beneficial. What exactly is Teacher Wellbeing?Teachers who utilized reappraisal more frequently than those who suppressed were more likely to be in good psychological health. Cook et al. (2017) cites a wealth of data indicating that teaching is a difficult profession and that teacher stress and burnout can affect teacher effectiveness. They evaluated the Achiever Resilience Curriculum, which attempts to increase teacher well-being, and discovered that program participants. Research on job stress among secondary school teachers in West Bengal's Birbhum District was conducted by Adhikari in (2019). Simple random sampling was combined with descriptive research techniques to collect data for the study. Teachers in IX-X level schools were given a questionnaire about their job stress. The results showed that female academics had greater levels of stress compared to their male counterparts because of incapacity to handle heavier workloads. It also revealed that teachers working for private enterprises and in rural areas experienced higher levels of stress than those working for the government and in large cities.

➢ DELIMITATIONS OF THE STUDY

1. The study was delimited to sample of secondary school teachers of Amritsar.

2. The study was delimited to sample of male and female.

3. The study was delimited to sample of 100 Govt. and 100 private secondary school teachers.

- **OBJECTIVES OF THE STUDY**

The objectives of study are following:

1. To study well-being of secondary school teachers with respect to type of school.

2. To study the well-being of secondary school teachers with respect to gender.

3. To study the stress level of secondary school teachers with respect to type of school.

4. To research the gender differences in the stress levels of secondary school teachers.

5. To research the connection between secondary school teachers' well-being and stress.

6. To research how stress and gender combine to affect secondary school teachers' wellbeing.

7. To investigate the impact of stress and the nature of the school on secondary school teachers' wellbeing.

HYPOTHESES OF THE STUDY

Following are the hypothesis of study:

1. There exists no significant difference in well-being of Govt. and private secondary school teachers.

2. There exists no significant difference between well-being of male and female secondary school teachers.

3. There exists no significant difference in stress level of govt. and private secondary school teachers.

4. There exists no significant difference between stress level of male and female secondary school teachers.

5. There exists no significant relationship between well-being and stress level of secondary school teachers.

6. There exists no interaction effect of stress and gender on well-being of secondary school teachers.

7. There exists no interaction effect of stress and type of school on well-being of secondary school teachers.

III. METHOD AND PROCEDURE OF THE STUDY

The research falls within the category of descriptive research. Twenty schools from the Amritsar area were chosen at random to participate in the study. 200 instructors were chosen from the Amritsar district's government and private secondary schools. Among this, 100 teachers (50 males and 50 females) were selected from government secondary schools as well as 100 teachers (50 males and 50 females) were chosen from private secondary schoolsfor the data collection. The study's instruments - Rebecca J. Collie, Jennifer D. Shapka, Nancy E. Perry, and Andrew J. Martin’s (2014)scale of Teacher well-being: Exploring its components

and a practice- oriented andDr. K.S. Misra'steacher stress scale was employed.The t-ratio, correlation(r), and ANOVA (two-way) statistical methods were employed.

IV. ANALYSIS AND INTERPRETATION OF DATA

Hypothesis: -1 ―There exists no significant difference in well-being of government and private secondary school teachers.

Table 4.1

Variable.	Type of School	Mean	Std. Deviation	Std. Error Mean	T-test
Well-being	Government	286.12	64.320	6.432	4.128
	Private	248.90	63.184	6.318	

According to the table above, the computed t-value is 4.128, which is greater than the table value at the 0.05 level. As a result, there is a substantial gap in the well-being of private and government teachers. Because the mean of private secondary school teachers' well-being was 286.12 and the mean of government secondary school teachers' well-being was 248.90, the null hypothesis that there is no significant difference between private and government secondary school teachers' well-being was rejected.

Hypothesis: -2 ―There exists significant difference between well-being of male and female secondary school teachers.

Table 4.2

Variable	Gender	Mean	Std. Deviation	Std. Error Mean	T-test
Well-Being	Male	261.71	74.721	7.472	1.239
	Female	273.31	56.372	5.637	

Table 4.2 shows that the estimated t-value is 1.239, which is more than the table value at the 0.05 level. As a result, there is a considerable variation in the well-being of male and female teachers. Because the mean well-being of male secondary school teachers was 261.71 and the mean well-being of female secondary school teachers was 273.31, the null hypothesis, which claimed there was no discernible variationamong secondary school teachers'(male and female) wellbeing was rejected.

Hypothesis: -3 ―There exists no significant difference in stress level of government and private secondary school teachers.

Table 4.3

Variable	Type of School	Mean	Std. Deviation	Std. Error Mean	T-test
Stress	Private	82.00	30.352	3.035	7.311
	Govt.	117.63	38.127	3.813	

Table 4.3 shows that the estimated t-value is 7.311, which is more than the table value at the 0.05 level. As a result, there is a considerable variation in the stress levels of private and public secondary school instructors. Because the mean stress of private secondary school instructors was 82.00 and the mean stress of government secondary school teachers was 117.63, the null hypothesis,which ascertained there is no significant difference among secondary school teachers"(private and government) was rejected.

Hypothesis: 4 ―There exists no significant difference between stress level of male and female secondary school teachers.

Table 4.4.

Variable	Gender	Mean	Std. Deviation	Std. Error Mean	T-test
Stress	Male	105.91	33.235	3.323	2.248
	Female	93.72	42.855	4.285	

Table 4.4 shows that the estimated t-value is 2.248, which is more than the table value at the 0.05 level. As a result, there is a considerable disparity in stress levels of secondary school teachers(male and female). Further, male secondary school teachersmean stress level was 105.91 and the mean stress level of female secondary school teachers was 93.72, the null hypothesis, which showed there was no discernible difference between men and women secondary school teachers' levels of stress, was rejected.

Hypothesis: 5 ―There exists no significant relationship between well-being and stress level of secondary school teachers.

Table 4.5

Variable	N	Df	R	Inference
Well-Being	200	198	4.028	Insignificant at .001 level
Stress	200			

*Significant at .001 level

The table above shows that secondary school teachers' well-being and stress are insignificantly connected with a value of R = 4.028 (insignificant at the.005 level). As a result, the null hypothesis claiming that there is no significant association between secondary school teachers' wellbeing and stress was rejected at.005 levels.

Hypothesis: 6 ―There exists no interaction effect of stress and gender on well-being of secondary school teachers.

Table 4.6.

Gender	High Stress			Low Stress			Total		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D
Male	56	275.16	76.019	44	244.59	70.194	100	259.83	73.1065
Female	44	267.82	51.463	56	277.63	60.054	100	272.725	55.7585
Total	100	271.49	63.741	100	261.11	65.124	200	266.2775	64.4325

The high stress level group (Mean 271.49) has a higher mean than the low stress level group (261.11).This shows that groups under high stress had better health than those under low stress.Thus, the idea that stress and gender have no discernible interaction effects on wellbeing was disproved. Table 4.6 shows that male instructors with low levels of stress have a mean well-being score of 244.59, which is considerably lower than the mean well-being score for female teachers with low levels of stress, which is 277.63.

TABLE 4.6.1

Dependent Variable	Independent Variable					
Well-Being	Source	Sum of Squares	Df	Mean Square	f-value	Significant
	STRESS LEVEL (A)	5311.172	1	5311.172	1.236	.032
	GENDER (B)	8131.892	1	8131.892	1.893	
	AXB INTERACTION	20084.948	1	20084.948	4.676	
	ERROR	841943.860	196	4295.632		
	TOTAL	15186388.000	200			

The mean score of well-being between high and low stress levels differs significantly, as shown in Table 4.6.1 by the f-value for well-being (A) of 1.236, which is discernible at the 0.05 level. Additionally, at a significance level of 0.05, f-value for interaction effect of gender and level of stress on wellbeing of teachers (secondary schools) is 4.676. The strong interaction effect suggests that gender and stress level have major effects on both well-being and gender. As a result, the idea that stress level and gender have no discernible interaction effects on secondary school teachers' wellbeing is refuted.

Hypothesis: 7

There exists no interaction effect of stress and type of school on well-being of secondary school teachers.

TABLE 4.7

Type of School	HIGH STRESS			LOW STRESS			TOTAL		
	N	MEAN	S.D.	N	MEAN	S.D.	N	MEAN	S.D.
Private	35	303.94	68.790	65	276.52	60.152	100	290.23	64.471
Govt.	65	254.69	58.226	35	238.14	71.131	100	246.415	64.6785
Total	100	279.315	63.508	100	257.33	65.6415	200	268.3225	64.57475

Table 4.6 shows that the high stress group (Mean 279.315) has a higher mean than the low stress group (257.33). This shows that groups under high stress had better health than those under low stress. As a result, the conclusion that stress and school type had no discernible interaction effect on wellbeing was adopted. Table 4.6 shows that the mean well-being scores of low-stress private instructors are 276.52, which is significantly less than the mean well-being scores of low-stress government teachers, which are 246.415.

Table 4.7.1

Dependent Variables	Independent Variable					
Well-Being	SOURCE	Sum of squares	Df	Mean square	f-value	significant
	STRESS LEVEL(A)	21991.211	1	21991.211	5.516	.000
	TYPE OF SCHOOL (B)	87350.351	1	87350.351	21.908	
	AXB INTERACTION	1344.116	1	1344.116	.337	
	ERROR	781466.233	196	3987.073		
	TOTAL	15186388.000	200			

The f-value for well-being (A) in the above-mentioned table is 5.516, which is significant at the 0.05 level and shows that the mean well-being scores of people with high and low levels of stress differ significantly. Additionally, at 0.05, f-value for interaction effect of school type and level of stress on wellbeing of teachers(secondary schools) is 0.337, which is non-significant. The lack of interaction effects recommends that the primary effects of school type and stress level on wellbeing are not correlated with one another. As a result, it is acknowledged that there is no discernible interaction effect of stress level and school type on the wellbeing of secondary school teachers.

V. CONCLUSION

In conclusion, it was discovered that the well-being of private instructors was more than that of government teachers, and that the well-being of government teachers was greater than that

of private teachers. Furthermore, it has been discovered that well-being and stress level are adversely connected among secondary school teachers, and that gender and stress level have an interactive influence on secondary school teachers' well-being. Aside from that, it can be stated that well-being is unaffected by stress and is substantially influenced by the sort of school teachers.

REFERENCES

Adhikari, S. (2019). A study on mental health of teacher educators in relation to their job satisfaction.

Burrus, J., Betancourt, A., Holtzman, S., Minsky, J., MacCann, C., & Roberts, R. D. (2012). Emotional intelligence relates to well-being: Evidence from the Situational Judgment Test of Emotional Management. *Applied Psychology: Health and Well-Being*, *4*(2), 151-166.

Cook, C. R., Miller, F. G., Fiat, A., Renshaw, T., Frye, M., Joseph, G., & Decano, P. (2017). Promoting secondary teachers 'well-being and intentions to implement evidence-based practices:randomized evaluation of the achiever resilience curriculum. *Psychology in the Schools*, *54*(1), 13-28.

Dubey, D. & Mehra, A. (2011) Linear Programming with Triangular Intuitionistic Fuzzy Number. In: Proceedings of the 7th Conference of the European Society for Fuzzy Logic and Technology, Atlantis Press, Paris, 563-569.

DeRobbio, R. A., & Iwanicki, E. (1996). Factors accounting for burnout among urban secondary teachers. In *annual meeting for the American Educational Research Association, New York*.

Dubey, R. (2011). Occupational stress among teachers. *Educational Quest-An International Journal of Education and Applied Social Sciences*, *2*(2), 227-230.

Galloway, D., Panckhurst, F., Boswell, K., Boswell, C., & Green, K. (1984). Mental health, absences from work, stress and satisfaction in a sample of New Zealand primary school teachers. *Australian and New Zealand Journal of Psychiatry*, *18*(4), 359-363.

Graham, C., & Pettinato, S. (2002). Happiness, markets, and democracy: Latin America in comparative perspective. *Journal of Happiness Studies: An Interdisciplinary Forum on Subjective Well-Being, 2*(3), 237–268.

Henn, C. M., Hill, C., & Jorgensen, L. I. (2013). An investigation into the factor structure of the Ryff Scales of Psychological Well-Being. *SA Journal of Industrial Psychology*, *42*(1), 1-12.

Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. Educational Review, 53, 27-35.

Keene, W. C., & Galloway, J. N. (1984). Organic acidity in precipitation of North America. *Atmospheric Environment (1967)*, *18*(11), 2491-2497.

Kumar, A. K. & Srivastava, S. K. (2007). A study of occupational stress and coping strategies among working women in relation to their feeling of wellbeing. *Glob J Bus Manag*, *1*, 43-54.

Kern, M. L., Benson, L., Steinberg, E., & Steinberg, L. (2014). The EPOCH measure of adolescent well-being. Unpublished manuscript

Kyriacou, C. (1987). Teacher Stress and Burnout: An International Review. Educational Research, 29, 146-152.

Lazarus, R. S. (1966). *Psychological stress and the coping process.* McGraw-Hill.
McGrath, J. E. (1970). *Social and psychological factors in stress.* Holt, Rinehart, & Winston.

Maslow, A. H. (1968) Toward a psychology of being. New York: Van Nostrand.

Moorjani, J.D & Geryani, M. (2004). A study of life satisfaction and general well-being of college students. Psycho Lingua, 34, 66-70.

Pithers, R.T. (1995). Teacher stress research: Problems and progress. British Journal of Educational Psychology, 65, 387-392

Sabu, S., and Jangaiah, C. (2005) "Stress and Teaching Competence", International Educator, 17 (1), pp. 19-21.

Sahoo, F. M., & Mohapatra, L. (2009). Psychological well-Being in professional groups. *J Indian Academia Applied Psychology*, *35*(2), 211-7.

Srimathi, N. L., & Kiran Kumar, S. K. (2010). Psychological well-being of employed women across different organisations. *Journal of the Indian Academy of Applied Psychology*, *36*(1), 89-95.

Travers, C. J., & Cooper, C. L. (1991). Stress and status in teaching: an investigation of potential gender related relationships. *Women in Management Review*, *6*(4).

Wilson, R. (1979). Auctions of Shares. *The Quarterly Journal of Economics*, *93*(4), 675–689. https://doi.org/10.2307/1884475
Yin, H., Huang, S., & Wang, W. (2016). Work environment characteristics and teacher well-being: The mediation of emotion regulation strategies. *International journal of environmental research and public health*, *13*(9), 907.

WEBSITES

https://www.ayurindus.com/ayurveda/definition-of-health/

https://dera.ioe.ac.uk/8572/1/dcsf-rw073%20v2.pdf

https://niilmuniversity.in/coursepack/Management/Organisational_Behaviour.pdf

http://flybase.org/reports/FBrf0152359