



Impact of Job Stress on Psychological Well-Being of Teachers

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Abstract

The stress generated from a job as a result of various job stressors is job stress. Job stressors are the factors or conditions in the workplace that can lead to employee stress. These stressors can have negative physical, psychological, and emotional effects on individuals and can also impact their job performance and overall well-being. Psychological well-being is a mental state characterized by self-acceptance, purpose in life, environmental mastery, autonomy, personal growth, and positive relations. This research aims to find out the job stressors and to study the factors affecting teacher's psychological well-being. It studies the relationship between Job Stressors on the Psychological well-being of teachers using "Statistical Package for the Social Sciences." (SPSS). This paper also studies the impact of Job stress on the psychological well-being of teachers. Descriptive research design was adopted and convenient sampling method was utilized to carry out data collection from various higher educational institutions. A self-administered structured questionnaire was prepared to identify the Job stressors and the RYFF scale was used to study the factors affecting teacher's psychological well-being. Exploratory factor analysis stated the factors of Job stress among teachers. The findings stated that job stress has a significant impact on the Psychological well-being of teachers.

Keywords: Job Stress, Teachers, Stressors, Education, Mental Health, Psychological Well-Being.

1. Introduction

1.1 Stress

The term stress is taken from the Latin term "Stringere" which portrays pain, discomfort, and unpleasant situations or disorders. Stress has become an inevitable aspect of our lives. Stress can have damaging repercussions both physiologically and psychologically, that why it has been considered a major concern for people working in academic Institutions [1].

1.2 Job Stress

Stress may be caused by various job factors, psychological factors and mental thinking, society, different life challenges, work overload, responsibility, and accountability Job stress is the reaction of the individual when they are presented with work pressure and work demands that are in contrast or varying to their skills and knowledge due to which they are unable to cope with the job stress

generated. Educational Institutions have become competitive in nature. Along with providing quality education to its students, it needs to sustain itself in the market. In this technologically revolutionary era educational institutions face challenges in teaching students with the aid of new equipment and techniques [2, 3]. Dr. Hans Selye (1987, p. 17) father of stress, defined stress as a "non-specific response of the body to any demand placed upon it." Stress is your body's reaction to a challenge or menacing situation (Leung et al., 2012). He further stated that stress is a mental state resulting from demands from an individual. Stress has been proven to be detrimental to health (Kozusznik et al., 2012). Stress cannot be considered similar for all individuals. Job stress is faced by individuals when their knowledge and skills mismatch the workplace job demands and pressures. Various research shows

teaching is an immensely stressful profession all over the world. Research in Canada shows around three-fourths of teachers were under stress [4].

2. The General Adaptation Syndrome

Stress is a state of mind not an illness, but if stress

becomes too extreme and persistent, psychological and physiological illnesses, may occur. Dr. Hans Selye introduced three stages of stress through his model of stress known as GAS-General adaptation syndrome, as shown in Figure 1 [5-7].



Figure 1 Three Stages of General Adaptation Syndrome

Source: Dr. Hans Selye

Alarm: It is the first stage where the body comes across any stress, an individual's body reacts with either fight or flight mechanism, where the autonomic or automatic nervous system is activated and the body is preparing itself to defend against the threats.

Resistance: In the second stage as the craniosacral nervous system tries to bring back many physical functions to standard levels, the body begins to resist and the stress response is minimized.

Exhaustion: In this stage, the body is susceptible to diseases as the resources become exhausted due to the effect of stressors beyond the body's capacity.

2.1 Types of Stress

- **Eustress:** Occurs for a short period, it is considered as positive stress, prepares the body to fight when an individual encounters an unforeseen situation, the performance tends to improve in such kind of situation.
- **Distress:** Negative stress. The body and mind experience an uncomfortable feeling due to high demands arising from job and family, perceived as stress outside of our coping abilities, the person feels unpleasant, and performance deteriorates.
- **Acute Stress:** Demand and pressures of the recent past and the near future. occurs for a short period, it brings about excitement, joy, and thrill in our lives. But overdoing it can lead to psychological distress. symptoms like sweating, dry mouth, dizziness, heart palpitations, etc.
- **Episodic Stress:** Suffered frequently due to unreasonable demands and ceaseless worrying, seen in people who are over-competitive, aggressive, demanding, and hostile. Symptoms

are- arousal, hypertension, headache, heart disease, etc.

- **Chronic Stress:** Due to long-term exposure to stressors may be due to poverty, dysfunctional families, poor relations, chronic illness, problems, and uninteresting work. It's like being caught in never-ending troubles and not finding a way out of desperate situations, which may give rise to violent acts or serious illnesses like stroke, heart attack, cancer, and other psychological problems. symptoms - dry mouth, stomach ache, frequent urination, difficulty in breathing, headache, tension, problem with concentration, sudden irritability, and others.

3. Psychological Well-Being

Psychological well-being relates to good mental state such as being happy and content. Psychological well-being is achieved by developing a state of balance between both challenging and rewarding events of life. Psychological well-being relates to positive and healthy relationships with others, personal mastery, having a meaning and purpose in life, personal growth and development. Psychological well-being shows mental and physical prosperity and wholesomeness. Psychological well-being has two key aspects i.e., Eudemonics and Hedonics. Hedonics well-being is the subjective feelings of happiness and is made up of two elements i.e., cognitive element which is satisfaction with one's own life and affective elements which means high positive affect and low negative affect [8]. A person is believed to be psychologically well if he experiences satisfaction and positive effect in his life. Eudemonic well-being is related to one's purpose of life.

4. Literature Review

- Vidhi Bodhiwala and Karsan Chaithani (2020), studied job stress among teachers in government and private colleges. 120 school teachers were included in the study bifurcated evenly according to gender and type of school. Masaud Ansari, Sajid Ali Khan and Shah Mohd Khan, 2017- "the workplace stress scale was utilized. Statistical analysis was performed using mean, S.D, and t-test. The teachers in private schools were found to have higher workplace stress than those of government schools.
- Malarkodi A and Sujaritha Magdalin (2019) studied the relationship between locus of control and self-efficacy. There was no significant difference between male and female teachers in schools. The locus of control of Levenson (Levenson 1973) was used and self-efficacy scale of (Scharwazer, Schmitz and Daytner 1999) were utilized ex-post facto layout was taken ANOVA (one-way analysis of variance) and Pearson co-relation was used no appropriate relationship was obtained between locus of control and self-efficacy.
- Seung-Wan Kang and Suk Bong Choi (2020), performed an empirical study on employer's weekend activities and psychological well-being via job stress: A moderated mediation role of recovery experience. This study was performed on 294 employees in south Korean 15 manufacturing companies. According to the research, weekend Activities were favourable to employees Psychological well-being. This study showed the recovery experience mediated the association between job stress and weekend activities. The more the recovery experience.
- Nareshbhai Narayanbhai Patel and Nishaben Tajparia, (2020), studied the workplace stress and mental well-being of the private and government school teachers in the Sabarkantha district. 200 teachers were involved. Job stress scale developed by Abdul Raheem and Sajid Jamal were used. job stress scale by Dr Jagdish was utilized. T-test was used for data analysis. It was found that there is more workplace stress among the teachers of government schools in comparison to those of private school teachers. Also the female private school teachers are less stressed and had better mental health than those of government school female teachers.
- Mansur Hussain Momin and Suresh Chandra Joshi (2019), explored work stress among teachers in rural areas of Patna district at higher secondary schools. Sajid Jamal and Abdul Raheem's Stress scale "teachers job stress scale" (TOSS-JSRA) was utilized to analyze the stress of the teacher's statistical analysis was done using Mean, SD and t-test to find the significance of gender differences in work tension.
- Poormahmood and et al., (2017) analyzed the relationship between perceived job stress satisfaction and psychological well-being. The sample size taken was 330. Oxford satisfaction scale was used for measuring perceived job stress, and psychological well-being. It was found there is a negative relation between satisfaction with life, faith pleasure motivation, growth of people, and work stress. A positive association between psychological well-being and autonomy was seen. Happiness and well-being were found to be majorly associated.
- Mohmmadreza T and saba G (2016) conducted a study on comparison of psychological well-being and Job stress between Teacher of ordinary school and special school. The study found there is significant difference between psychological well-being and job stress of special school and ordinary school Teacher. Job stress is comparatively higher in ordinary school than in special school teachers.
- Tarlike Zalawadia (2016) studied psychological well-being and workplace stress between public and private sector employees in Rajkot district including 120 employees both female and male (Srivastava and Singh, 1984) workplace stress scale and (Bhogle and Prakash, 1995). Psychological well-being scale was utilized Karl Pearson co-relation was utilized to study the outcome. There was a

negative relation between psychological well-being and job stress among the public and private sectors.

- Hardeep Kaur, (2015) did quantitative study to get to know about the burnout and workplace stress among special education dealing with children with intellectual disabilities and visual and hearing disabilities. Workplace stress index of Srivastava and Singh (1981) and inventory of Maslach burnout was utilized undertaking 47 special educators. The data was analysed by calculating Standard deviation mean and t-test. A considerable difference was found between workplace stress and Burnout in the school educators in schools with intellectual disparity, in fact it was higher than the special educators in school with hearing and vision disparity.
- Mohd Zuri Ghani, et al. (2014) studied stress among special educators in Malaysia. The sample size was 92 special educators utilizing Pearson correlation T-test, independent T-test, one-way ANOVA for statistical analysis an Inventory of Teacher Stress (Boyle, Borg. Fazlon and Boglioni, 1995) was use. Five significant stressors were found which included stress majorly i.e., workload, Interpersonal relationships difficulty managing finances and time. No significant association was identified among job burden with gender, marital status and high educational qualification.
- Alexander-Stamatios Antoniou, et al. (2013) studied professional burnout and job tension in primary and secondary school teachers by identifying the role of coping strategies. 388 teachers were involved in the study. Burnout inventory of (Maslach and Jackson, 1986) and the workplace stress scale of (Antoniou, Polychroni & Vlachakis, 2006) also (Cooper, Sloan & Williams, 1988) scale of size of stress management techniques were used in the research study. The result showed primary teachers undergo more workplace stress in comparison to secondary school teachers. More stress is found in female teachers than in male teachers.

- Prasad et al. conducted a study during pandemic i.e., covid 19 using RYFF Model to find the impact of job stress and work from home on the psychological well-being of the employees of IT Sector. He found out various factors like employee communication, emotions of employee, organizational environment, and job satisfaction, that impact employee performance and psychological well-being. The findings stated that factors like role ambiguity, peer, organizational culture and job contentment affect the psychological well-being of employees.
- Montgomery and Rupp (2005) performed a meta-analysis on Teacher's stress. They adapted the transactional theory of Lazarus and Folkman. They defined stress as interaction between the individual and the surroundings. The greater the influence of weekend activities on job-related psychological well-being [9-21].

5. Research Methodology

Descriptive research design is applied in this research. The targeted population of this research is the teaching staff of higher educational private institutions. The study was confined to the selected cities of Uttar Pradesh. A total of 150 faculty participated in this study, belonging to different disciplines. A sample size of 147 complete and correct data was utilised. The participants were selected by using convenient sampling method [22].

Data Collection: The key objective of this research is to uncover the work related stressors and study the various factors of psychological well-being on the faculty of higher educational organizations. For the purpose of research primary data was collected and utilised. The required data was collected using self-administered questionnaires and personal interaction for identifying the factors of Job stress on 5-point Likert Scale, ranging from 1-point 'strongly disagree' to 5-point 'strongly agree'. Exploratory Factor Analysis (EFA) is performed to identify the factors of Job Stress, in SPSS [23]. For studying the factors of psychological well-being, Ryff psychological scale (42 item version) was utilized. This instrument was designed by Carol D.

Ryff (1989) to measure psychological well-being. There are 6 subscales for measuring psychological well-being i.e., autonomy, positive relations, environmental mastery, personal growth, purpose. In life and self-acceptance, this instrument is a 7-point Likert Scale, ranging from 1 point 'strongly agree' to 7-point 'strongly disagree'. The Statistical Package for Social Sciences (SPSS) was used to further execute the research [24, 25].

6. Research Objectives

1. To identify the factors affecting Job stress among Teachers
2. To study the various factors influencing Psychological Well-being of Teachers
3. To study the relationship between Job

Stress and Psychological well-being of Teachers

4. To study the impact of Job Stress on Psychological well-being of Teachers

Hypothesis

- **H1:** There is a significant positive correlation between Job stress and psychological well-being of Teachers.
- **H2:** Job stress has significant impact on psychological well-being of Teachers.

Conceptual Framework

The conceptual framework related to job stress and psychological well-being as illustrated in Figure 2.

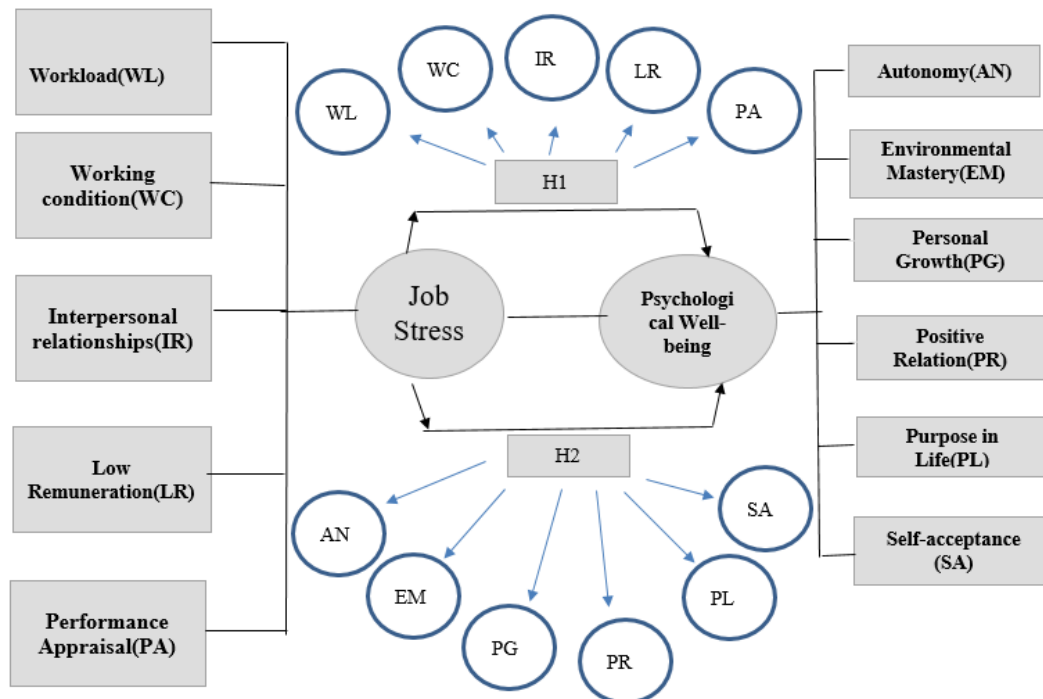


Figure 2 Conceptual Framework related to Job Stress and Psychological Well-being [26]

6.1 Objective 1: To identify the factors affecting Job stress among Teachers

6.1.1 Cronbach's Alpha Coefficient Reliability Job stress

In Table 1, Job stress has a Cronbach's alpha coefficient of 0.788, indicating that they have an appropriate level of consistency. The questionnaire is deemed to be reliable because it has a reliability coefficient of 0.788, which is acceptable.

Table 1 Cronbach's Alpha Coefficient Reliability Job stress

Instrument	Cronbach Alpha
Job stress	0.788

Source: Primary data

6.1.2 KMO and Bartlett's Test

Table 2 KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.689
Bartlett's Test of Sphericity	Approx. Chi-Square	655.669
	Df	120
	Sig.	.000

Source: Primary data

In Table 2, KMO sampling adequacy value is 0.689 from which it can be inferred that the sample size is sufficient to perform factor analysis. In Bartlett's Test of Sphericity, the significant value is 0.000

which is less than 0.001 which indicates that there is sufficient correlation among the variables. Hence the data is appropriate for conducting factor analysis [27].

6.1.3 Cumulative Variance

Table 3 Total Variance

Component	Initial Eigen Values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.323	20.768	20.768	3.323	20.768	20.768	2.469	15.430	15.430
2	2.529	15.806	36.574	2.529	15.806	36.574	2.312	14.453	29.883
3	1.709	10.681	47.255	1.709	10.681	47.255	1.902	11.887	41.770
4	1.482	9.264	56.519	1.482	9.264	56.519	1.803	11.267	53.037
5	1.088	6.797	63.315	1.088	6.797	63.315	1.645	10.279	63.315
6	.935	5.844	69.159						
7	.768	4.802	73.962						
8	.674	4.215	78.176						
9	.648	4.051	82.227						
10	.588	3.673	85.900						
11	.522	3.263	89.163						
12	.480	2.998	92.161						
13	.444	2.772	94.933						
14	.339	2.118	97.051						
15	.255	1.592	98.643						
16	.217	1.357	100.000						

Extraction Method: Principal Component Analysis

The Cumulative Variance in Table 3, five factors were extracted with 65.468% of cumulative variance which is above the threshold value of 60%. In factor 1 Eigen value is 3.323 percent and the variance is 20.768 percent. In factor 2 Eigen value is 2.529 percent and the variance is 15.806 percent.

In factor 3 Eigen value is 1.709 percent and the variance is 10.681 percent. In factor 4 Eigen value is 1.482 percent and the variance is 9.264 percent. In factor 5 Eigen value is 1.088 percent and the variance is 6.797 percent [28].

6.1.4 Factor Analysis of job Stress (Rotated component matrix)

Table 4 shows Rotated Component Matrix which is performed using Principle Component Method of Factor Extraction and Varimax with Kaiser normalization method. After the rotation of factors, a factor loading point above 0.5 is acceptable for each variable selected (Malhotra

and Dash, 2010). Table 4 shows 16 variables loading is above 0.50 and are taken into consideration for five ~~firs~~ extracted which are workload, working condition, interpersonal relationships, low remuneration and performance appraisal [29].

Table 4: Rotated Component Matrix

	Component 1				
	1	2	3	4	5
WL1	.886				
WL2	.829				
WL4	.823				
F1		.817			
F2		.854			
F3		.617			
F4		.579			
IR1			.736		
IR2			.755		
IR3			.727		
LR1				.574	
LR2				.770	
LR4				.789	
PA1					.592
PA2					.781
PA3					.779

Source: Primary data

6.1.5 Cronbach Alpha Value: Reliability

Table 5: Reliability

S. No	Factor Name	No. of Items	Cronbach's Alpha Reliability
1	Workload	3	.844
2	Working condition/ Lack of facilities, amenities or resources	4	.729
3	Interpersonal relationships	3	.661
4	Low Remuneration	3	.637
5	Performance Appraisal	3	.562

Source: Primary Data

In Table 5 Cronbach Alpha Value of the five factors obtained is shown. In the second column the factor name is shown, in the third column the number of items in each factor is shown, in the fourth column Cronbach Alpha Coefficient value of the five factors obtained is shown. The Cronbach's Value obtained for the first factor is .844, for the second factor .729, for the third factor .661, for the fourth .637 and for the fifth and last factor it is .562 [30].

6.2 Objective 2: To study the various factors influencing Psychological Well-being of Teachers

The Ryff Psychological well-being scale is developed by psychologist Carol D. Ryff, the Scale measures six aspects of well-being and happiness: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff et al., 2007; adapted from Ryff, 1989). Various studies have utilized both the 42-item Scale and a shortened version i.e., 18 item scale. Respondents rated using a 7-point scale (1=strongly agree; 7=strongly disagree). Higher scores on each on scale means higher well-being on that particular factor. Psychological well-being scale is valid and reliable. Internal consistencies varied between 0.87 and 0.96 and test-retest reliability coefficients ranged between 0.78 and 0.97 for six subscales which indicates that the scale is valid and reliable. Autonomy is the will-power and self-reliance of an individual. The thinking ability and strength of will. These individuals don't seek approval of others for self-evaluation. They believe in self-evaluation by their own individual standards. When an individual has confidence in his viewpoint, even if they are contrary to the opinion of others in general. Environmental Mastery is managing one's own surrounding efficiently. The capability to choose and create environment suiting to his or her mental condition [31]. When an individual feels he is in control of the situation in which he lives. Personal Growth means the aspiration of continuous progress and development. A sense of one's growth and openness to new experiences, identifying and realizing one's own potential, and working on

continuous improvement in one's own knowledge, perception behaviour and attitude. When an individual thinks it is crucial to have new experiences so that they can understand how they think about their own self and their surroundings. Positive Relation. An individual's ability to make, warm satisfying and harmonious and trustworthy relationship with others through sympathy and sensitivity, harmony, attention, intimacy and understanding of the give and take relationship with others. Others would look the individual as a selfless person, willing to share his emotions and time. with others. Purpose in Life means possession of goals and sense of direction, making peace with past and present life, having purpose and objectives for living. They don't wander without aim in life. Self-acceptance is having positive attitude towards himself and acceptance of one-self including good and bad traits. When an individual like most aspects of his personality and has a positive mindset towards himself.

Table 6: Cronbach Alpha Coefficient – Reliability - Psychological Well-being

Instrument	Cronbach Alpha
Psychological Well-being	0.734

Source: Primary data N=147

In Table 6, Psychological well-being has a cronbach's alpha coefficient of 0.734, which shows that an appropriate level of consistency. The questionnaire is deemed to be reliable because it has a reliability coefficient of 0.734, which is regarded as acceptable.

6.3 Objective 3: To study the relationship between Job Stress and Psychological well-being of Teachers (Correlation Analysis)

H1: There is a significant positive correlation between Job stress and psychological well-being of Teachers

Table 7: The relationship between Job Stress and Psychological Well-being

Hypothesis	Dependent Variable	Independent Variable	Pearson's Correlation	Significance	Hypothesis supported
H1	Occupational stress	Psychological well-being	0.835	0.000	yes

Source: Primary data N=147

Table 7 shows positive correlation between Job stress and psychological well-being of teachers of private Universities. The significant p value is 0.000 (less than 0.001). Correlation is significant at 0.001 level (2-tailed). Hence the hypothesis gets accepted and it can be inferred that there is a significant relationship between Job stress and psychological well-being of teachers.

6.4 Objective 4: To study the impact of Job Stress on Psychological well-being of teachers (Regression Analysis)

H2: Job stress has significant impact on psychological well-being of Teachers

Table 8: Impact of Job Stress on Psychological Well-being

Hypothesis	Model	Beta Co-efficient	R Square	Adjusted R square	F	p-value	Hypothesis Supported
H2	Impact of Job Stress on Psychological Well-being	0.752	0.698	0.696	334.531	0.000	Yes

- Dependent Variable: OS
- Predictors: (Constant), PWB2

Table 8 shows that the impact of job stress on psychological well-being. The R square value in the table is 0.698 and adjusted R square value is 0.696. p-value is 0.000, hence we can say Job stress significantly impacts psychological well-being.

7. Findings of the study

This research shows, the major factors causing Job stress are Workload, Working condition (Lack of facilities), Interpersonal relationships, Low Remuneration, Performance Appraisal. According to this study there is a significant positive correlation between Job stress and psychological well-being. Also Job stress has significant impact on psychological well-being of faculty. Hence the organizations and the faculty themselves need to take necessary efforts to address these problems at

the workplace. The institutions should alleviate the stressors and encourage psychological well-being of teachers by minimizing the Job stress.

8. Discussion

This paper identified the factors that affects job stress among teachers. The cumulative variance of the factors extracted was 65.468% which is above 60%. There were five factors which were identified using the exploratory factor analysis. The eigen value of all the factors is above 1. The factors which are identified are heavy workload, work condition, Interpersonal relationships, Low remuneration and performance appraisal. This paper also studied the factors influencing Psychological wellbeing. Ryff psychological wellbeing scale is utilized which has six dimensions i.e., autonomy, environmental mastery, Personal growth. Positive relation, purpose in life and self-acceptance. The study tried to find

out the linkage between Job stress and psychological well-being of Teachers, both the variables are positively correlated with each other. The significant p-value is 0.000. Hence the Hypothesis, H1 gets accepted. The study finds the impact of Job stress on psychological well-being of Teachers. The R square value is 0.37 and adjusted R square value is 0.30. The p-value is 0.000 which indicates Job stress significantly impacts psychological well-being. Therefore, Hypothesis, H2 is also gets accepted.

9. Limitations

This research has some limitations. First the sample is chosen among the teaching staff of higher educational Institutions rather than other employees or non- teaching staff. A sample size of 147 was taken which was small, a large sample size may increase its generalization to rest of the population. Secondly, convenient sampling was utilized which means the data is collected as per the time schedules, availability and proximity of both the researcher and the participant [32].

Conclusion and Suggestions

The study attempts to find the factors of Job stress among teachers in academic Institutions and to study and understand the factors of psychological well-being that affect the teachers. This research shows that the Hypothesis 1 i.e Job stress has significant positive relationship with psychological well-being of teachers has been accepted. Hypothesis 2 i.e Job stress has significant impact on psychological well-being of teachers.

Therefore, appropriate action should be taken to lessen the stress at work which can be done by stress management program which in turn will not only reduce the stress but it can also help teachers to mitigate work stress effectively. The individual teacher should also understand the level of their stress and what is causing it and should effectively try to cope up with it before it starts to affect their work and well-being.

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