

Stress and Psychological well-being in School Teachers

Abstract

The main purpose of this study was to find out a Stress and Psychological well-being in School Teachers. The total sample consisted 80 (40 Male Teacher and 40 Female Teacher) were taken as a sample. The research tool for Stress was measured by D. J. Bhatt and revised to (2005) by D. J. Bhatt while Psychological Well-Being was measured by Sudha Bhogle. To check the significant difference between group t-test was applied and to check correlation between variables Karl Pearson correlation method was used. Result revealed that there is significant difference in Stress and there is no significant difference Psychological Well-being in School Teachers. The correlation between social intelligence and personality is which negative correlations.

Keywords: Stress and Psychological Well-being

Introduction

Stress can be defined as the condition or the situations that disturb normal functioning of physical and mental health of an individual. In present scenario, every person is bound to be affected by certain of stress. In extreme stress in extreme stress conditions which are harmful to human but a moderate amount stress is acceptable. It motivates individuals to undertake self care activities that promote health; individual success is achieved thorough well managed stress (Lazarus and folkman, 1984; Mathew, 1985; Postonjee, 1987, 1997; Priya et. al., 2007).

Stress occurs when the burdens imposed on people by event or pressures in their lives exceed their resources to cope. For resettlement involves three types of stress: migration stress, acculturative stress, and (for many) traumatic stress. Migration stress moving to a new country triggers a number of stressful life events at one time. When migration occurs suddenly as a result of political violence, war, or other catastrophes, refugees are functioning under condition out of their control. Moreover, many of the losses associated with migration represent the loss of the usual coping resources such as family, friends, surrounding community that people would ordinarily rely on to help them cope with stress.

Acculturative stress results from having to learn to function in a culture different from the one an individual is born and raised in. immigrants and refugees often do not expect that the very fabric of life around them will be profoundly different. Ways in which people relate to each other and form and sustain friendship will be different, and how children go to schools and are socialized will change. Even the most simple of daily tasks, such as shopping for food or asking for direction, can become challenges involving not only the language barrier, but also the potential for deep cultural misunderstanding. New refugees and immigrants can feel that their very identity is threatened in the new culture (U11man, 1997).

Traumatic stress results from extreme events that cause harm, injury, or death, such as natural disasters, accidents, assault, war-related experiences, and torture. Generally, it is believed that injury resulting from accidents and natural disasters is less traumatic than injury resulting from willful acts by other human beings, such as torture. It is inevitable that individuals suffering such events will be changed by that experience, and research suggests that these changes will be psychological, social, and physical (Pynoos, Sorenson, & Steinberg, 1993).

Teachers can learn to recognize symptoms of mental illness, or abrupt behavioral changes that disrupt the class. Signals teachers identify from observation may include absences, withdrawal from participation, lack of attention, sleeping in class, frequent crying, behavioral problems, and change in progress. Symptoms often reported by students include headaches, backaches, stomachaches, insomnia, and excessive drinking of alcohol (Adkins, Birman & sample 1999).



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Teachers can discuss health and cultural content relevant to learners. When refugees seek help from a medical doctor or a mental health professional, they often become uneasy when asked about details of their personal lives and backgrounds. In the ESL classroom, activities related to making appointments to see a doctor and then talking about health issues with the doctor, finding /and keeping a job, negotiating transportation, and so forth are all natural components of the curriculum. These activities give learners opportunities to discuss issues of personal interest and concern with others and to solve problems related to survival, family, and employment. When viewed as part of the process of developing needed competencies using the English language, they are usually not considered invasive or out of context by either students or teachers.

Activities that help learners develop strategies for coping with cultural adjustment can also promote mental health (Silver, 1999)

In life marriage is special and precious. Incidence Adam and Eve had started enjoying married life on the earth. From then, natural mental physical relation had started among two genders. That's why sexual life plays important role in married life. Kinson and Boam said that satisfied sexual life is necessary for successful, married, life and the stability of married life. English (1967)

Psychological well-being through is comparatively new. Many Fundamental Psychological Researcher are made for psychological well-being for that researcher is made trials to get the development for psychological well-being measurement.

Review of Literature

Stress of Study

Stress and mental health in school teachers in teachers stress, sex, school type and school part variables are not significant difference. (Amitkumar B. Parmar)

Impact of stress on psychological well-being between male and female police personnel: the result of indicted that male and female police personal were significantly different on stress and psychological well-being and female police workers have more stress and less psychological well-being than male workers. (Kehksha & Nancy Agrawal)

Psychological Well-being of Study

Self-control and psychological well-being among working and non-working women: the Self-control and psychological well-being among working and non-working women result of psychological well-being not significant difference (Balvant M. Chhansiya and Y.A. Jogsan 2013).

Influence of psychological well-being on academic performance of college students: the result of majority students have middle level of well-being have high index of well-being purpose of life and personal growth on scale. (Namrata Punia & Jayanti Dutta)

Problem of Study

The problem of present study is to find out the stress and psychological well-being in school teachers.

Aim of the Study

The main objectives of present study were as under.

1. To measure the stress in male and female school teachers.
2. To measure the psychological well-being in male and female school teachers.
3. To check the co-relation between stress and psychological well-being.

Hypothesis

To related objective of this null-hypothesis were under.

1. There is no significant difference stress in male and female school teachers.
2. There is no significant difference psychological well-being in male and female school teachers.
3. There is no co-relation between mental health and social adjustment.

Method

Samples

According the purpose of present study total 80 samples has been selected. There were 40 male school teachers and 40 female school teachers were taken as a sample in Rajkot city (Gujarat).

Research Design

The aim of present research was to a study of stress and psychological well-being in school teachers. For these total 80 school teachers were taken as a sample. Here to measure research tools stress was measured by D.J.Bhatt and revised to (2005) by D.J.Bhatt and psychological well-being made by Sudha Bhogle (1995). To check the difference between groups t-test and to check the relation Karl-person co-relation 'r' method was used.

Instruments

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

1. Individual Data sheet: According to the aim of the present study here individual data sheet was prepared in which name, age, gender, school type, were included.
2. Scale of stress: To check the teacher stress of subject, here teachers stress scale was developed by D. J. Bhatt (2005) this scale has total 40 sentences which measured teachers stress. This scale has 5 point scale. Every sentence has five possible answers in this scale. In this scale 40 sentence very most time, most time, some time, less time and never score is used 5,4,3,2 and 1. Here spilt-half reliability coefficient for scale is 0.94.
3. Scale of Psychological well-being: it is made by Sudha Bhogle (1995) 28 sentence and this scale 2 point scale.

Procedure

The testing was done on a group of male and female school teachers. The whole procedure of fill the inventory was explained to them fully and clearly. The Instruction given on the scale was explained to them. It was also male mode clear to them that their scores would be kept secret. It was

checked that none of the subjects left any questions unanswered or that no subjects encircled both the answer given against question.

Result and Discussion

The main objective of present study was to study of stress and psychological being in male and female school teachers. In it statistical t method was used and to check correlation method was used. Result discussion of present study is a under.

Table-1

Showing the Mean, SD and t-value of Stress

S. No.	Variable	N	Mean	t	Sig.
1	Male School Teacher	40	69.85	3.45	0.01
2.	Female School Teacher	40	73.29		

Sig. Level 0.05 = 2.04
0.01 = 2.75

According to table-1 the result obtained on the basic are of stress reveals no significant difference of male and female school teachers.

Stress received male school teachers mean score 69.85 as compare female school teachers high mean score 73.29 (table-1). There has mean difference. The t-value was 3.45. There was 0.01 levels significant difference of stress in male and female school teachers. So we can say that first hypothesis reject. This is conformity with the finding of Amitkumar B. Parmar, in teachers stress, sex, school type and school part variable are not significant difference. Kehksha & Nancy Agrawal indicted that male and female police personal were significantly different on stress and psychological well-being and female police workers have more stress and less psychological well-being than male workers.

Table-2

Showing the Mean, SD and t-value of Psychological Well-being

S. No.	Variable	N	Mean	t	Sig.
1	male school teacher	40	25.40	1.19	NS
2.	female school teacher	40	23.86		

Sig. Level 0.05 = 2.04
0.01 = 2.75

According to table-2 the result obtained on the basic are of psychological well-being reveals no significant difference of male and female school teachers.

Psychological well-being received male school teachers mean score 25.40 as compare female school teachers low mean score 23.86 (table-2). There has mean difference. The t-value was 1.19. There was no significant difference of psychological well-being in male and female school teachers. So we can say second hypothesis accept. This is conformity with the finding of Balvant M. Chhansiya and Y.A. Jogsan psychological well-being not significant difference and Namrata Punia & Jayanti Dutta majority students have middle level of well-being have high index of well-being purpose of life and personal growth on scale.

Table-3

Correlation of the Stress and Psychological Well-being in School Teachers

S. No.	Variable	N	Mean	r
1.	Stress	80	71.57	-0.19
2.	Psychological well-being	80	24.63	

According to table-3 the result obtained that a stress mean is a 71.57 and psychological well-being mean is a 24.63 it as a negative correlation between stress and psychological being. The negative correlations between stress and psychological well-being received -0.19. It means stress increase psychological well-being decrease and stress decrease psychological well-being increase.

Conclusion

We can conclude by data analysis as follows:

There was significant difference in stress in male and female school teachers. Not significant difference in psychological well-being in male and female school teachers. Female school teachers have higher stress as compare male school teachers and male school teachers have higher psychological well-being as compare female school teachers. The negative correlations seen between stress and psychological well-being received -0.19. It means stress increase psychological well-being decrease and stress decrease psychological well-being increase.

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