

Psychological well-being and stress among college teachers

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ABSTRACT

Teaching is a profession associated with high stress, and teaching responsibilities include balancing the demands of the pupils and concerns about their behavior, and speedy decision-making is often required. So in the Indian context psychological wellbeing of the teacher is very much extensively studied. The aim of this study is to compare psychological well-being stress among senior college teachers. This study is a comparison. The study population is consisted of teachers in Arts, Commerce and Science colleges of Ahmednagar city. The sample consisted of 80 College teachers (40 Male college teachers and 40 Female college teachers) from senior colleges in Ahmednagar city. Age group of sample was 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 there is a significant difference on psychological well-being and stress among college teachers. In the present study research findings revealed that Stress of male college teachers is more than female college teachers and Female college teachers were higher in psychological well-being than Male college teachers. Some stress reduction training programmes will be utilized in reducing the stress and increasing the psychological wellbeing of college teachers.

Keywords: *Stress, Psychological wellbeing, satisfaction, efficiency, sociability, Mental health, College teachers.*

Psychological well-being is one of the factors can effect on people's job. Psychological well-being is the expression of positive emotions and general satisfaction with their lives and others, in different areas of family, education and jobs and has emotional and cognitive components. Teachers are put under additional pressure by scientific research work, performance appraisal, expectations of promotion and fear of redundancy. In this regard, studies from the Indian context Revealed that High levels of stress and heavy workload were the explanations by the college teachers.

Ryff (1989) is one of the famous theorists in the field of multi-dimensional concept of psychological well-being that provided the model presented six components of psychological

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well-being based on a survey. These six components are contained of self-acceptance (accept different aspects of yourself and having a positive attitude to your life and past), positive relationships with others (the ability to love, warm and trusted relationships with others and the ability to show empathy), autonomy (activity and act on the basis of personal independence standards and ability to stand against social tension), to control on environment (ability to create or select the environment due to the person psychological conditions and control the external activities), purposeful life (meaning life) and personal development (a feeling of perpetual growth and effort to demonstrate the capabilities of the human being) . Ryff (1995) claimed that the central element in the psychological well-being is having the sense of purpose and meaning in life.

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), female college teachers were more likely to report seeking out and receiving care for psychological issues when compared to their male 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.

METHODOLOGY

Sample

Sample consists of a subset population selected to participate in a research study. In this study total sample consists of 80 college teachers from different colleges of Ahmednagar city. The sample was categorized into two groups on the basis of gender. Male and Female college teachers. In each group 40 samples were taken.

Age group of sample was 38 to 55 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 male and female college Teachers with respect to psychological wellbeing.
2. There would be significant difference among male and female college Teachers with respect to stress.

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 in his or her life during the specific months, years, etc. the reliability of this scale found satisfactory.

Procedure

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

Comparison of psychological wellbeing and stress among college teachers

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

** t value is significant at 0.01 level

*t value is significant at 0.05 level.

The above table shows the descriptive statistics for psychological wellbeing and stress among male and female college teachers .The mean differences in psychological wellbeing and stress among college teachers was analyzed by using t test.

DISCUSSION

The stated hypothesis there would be significant difference among college teachers with respect to psychological wellbeing. The table shows the mean value for male college teacher is 188.13 and for female college teachers 202. SD 11.37 and 6.91. The difference between male and female college teachers with respect to psychological wellbeing was analyzed with the help of t test. The obtained t value for psychological wellbeing (entire scale) is 6.59 was significant at 0.05 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 male and female College teachers with respect to dimensions of psychological wellbeing namely Satisfaction, Efficiency Sociability, Mental health, and Interpersonal, Relations. Obtained t value for these dimensions are 4.06, 5.85, 0.91, 0.84, and 3.35. Respectively. t value for Satisfaction, Efficiency, and Interpersonal relations dimension is significant at 0.01 level.

The stated hypothesis there would be significant difference among male and female college teachers with respect to stress. The table shows the mean value of stress for male college teacher is 756.10 and 569.68 for female college teacher. SD 313.83, and 350.13.The obtained t value for stress 2.50 was significant at 0.05 level. The stated hypothesis there would be significant difference among male and female college teachers with respect to stress is accepted.

CONCLUSION

The stated hypothesis there would be significant difference in psychological wellbeing among male and female college teachers is accepted. Female teacher were higher in psychological wellbeing than male college teachers.

The stated hypothesis there would be significant difference among male and female college teachers with respect to stress is accepted. Thus significant difference is found among college teachers on stress. Male college teachers are higher on stress than female college teachers. Thus gender differences were observed in college teachers with respect to psychological wellbeing and stress.

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Conflict of Interest

The author declared no conflict of interests.

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