

## Occupational Stress and Wellbeing among Special Educators

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### ABSTRACT

In special education system, teachers face stress on a regular basis, and it is one of the reasons for the shortage of teachers in this field. The level of difficulty and fatigue for special educators is more than for the mainstream schoolteachers. Depression or burnout was one of the reasons for special educators to leave the teaching profession. The well-being of special educators is of significance. Teachers' wellness has been related not only to the wellbeing of students, but also to school's stability and quality of teaching with student achievement playing an important role. It is important to check the stressors and wellbeing faced by the primary caregivers, which in such situation are the special educators. The current research looks at special educators' occupational stress and well-being. The aim of this research is to investigate the relation between occupational stress and wellbeing among special educators. The objective is to discover a statistically significant relationship between the variables. A total of 105 special educators from different institutions were included in the study. The administration is done using the P.G.I. well-being scale by Verma and Verma (1989) and the teacher's occupational stress scale by Sajid Jamal and Abdul Raheem (2012). Pearson's correlation coefficient revealed a weak negative association between occupational stress and wellbeing among special educators, implying that those with higher levels of occupational stress had lower levels of wellbeing.

**Keywords:** Occupational stress, Wellbeing, Special educators

Education is a way of training people within society, qualifying them for meaningful jobs, bringing people into society and teaching them social values and morality. It helps individuals socialise and to keep society smooth and secure where every child is entitled to learn. In order to address or completely remove the challenges that prevent special children from learning, special education is a purposeful intervention. In other words, it is about offering individual instruction schedules to help these children excel. A special educator deals with children who have difficulties with speech, cognitive problems, physical disabilities, psychiatric or emotional conditions, or behavioural disorders. They incorporate the teachings of general education to teach students with minor to moderate disabilities topics such as reading, writing, maths, and other basic skills such as reading and coping methods. To address the student's individual interests within inclusive special education system, they organise sessions with associated staff, such as therapists, and social workers. The stress that teachers face on a regular basis is one of the reasons for the shortage

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of teachers in this field. The level of difficulty and fatigue for special educators is more than mainstream schoolteachers. Both external and internal factors are linked to stress. This entails jobs, experiences with others, difficulties at home, conflict and being confronted by demands on a regular basis. Internal variables are the reaction of our body to cope with external variables. If one's biological and psychological needs are not met, it may lead to conflict with personal and environmental factors which in turn could cause stress. Special educators have to satisfy the academic and developmental needs of special children monotonously on regular basis.

Stress has a negative effect on the wellbeing of an individual physically, intellectually, and psychologically. Billingsley's (1993) research found that depression or burnout was one of the reasons for special educators to leave the teaching profession. Many scholars have found that the well-being of special education teachers is significant for two reasons. First, special educators have to establish strong relationship with students who are difficult to teach. Second, teachers in special education tend to spend a lot of time and money delivering simple, consistent guidance for children with poor achievement. These two reasons cause a lot of work tension. Teacher's wellness has been related not only to the wellbeing of students, but also to school's stability and quality of teaching with student achievement playing an important role. There have been studies that talk about the mental health and wellbeing of special children. However, it is also important to check the stressors and wellbeing faced by the primary caregivers, which in such situation are the special educators.

### *Occupational stress*

In reacting to such stressors, special education teachers faced many causes of stress. Occupational stress is a physiological and psychological reaction which is averse to health and well-being to incidents or circumstances in the workplace.

### **Theories of occupational stress:**

The phenomenon of workplace stress is at least partially explained by a variety of psychological hypotheses.

- Model of demand-control-support describes how job features impact the psychological well-being of workers (Karasek & Theorell, 1990). The model shows how work pressures, such as high workload, task uncertainty, and job-related pressure, can trigger tension for workers.
- The model of effort-reward imbalance indicates that where there is an imbalance between work effort and reward, work stress effects are higher than the reward, which can contribute to a variety of adverse health outcomes.
- The model of person-environment fit shows that there is a mutual interaction between individuals and settings. Two types of measurements are defined by this theory - capabilities in relation to individual employment and personal needs in relation to work principles.
- The model of job characteristics, is commonly used as a paradigm for researching how basic job characteristics, including job satisfaction, influence job performance. Ability range, role variety, task importance, autonomy, and input are the five job characteristics.
- The model of diathesis stress posits that an association between intrinsic insecurity and external stressors results in psychiatric disorders. In psychopathology studies, certain associations between dispositional and environmental variables have been shown.

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- The model of job demand characteristics indicates that stress is a reaction to the disparity between the individual's requirements and the resources he or she has to cope with those requirements.

### **Well-being:**

**Definition:** Wellbeing refers to diverse and interconnected dimensions of physical, mental, and social well-being that extend beyond the traditional definition of health.

### **Model:**

- Well-being Causal Network Model holds that well-being is the result of several causes that are causally linked in ways that justify increases in well-being or ill-being, such as emotions, attitudes, motives, behaviours, resources, etc.
- Tripartite model of subjective wellbeing: Three distinct but often related components of wellbeing: frequent positive affect, infrequent negative affect, and cognitive evaluations such as life satisfaction.
- Six factor model of psychological wellbeing identifies six factors that contribute to the psychological well-being, contentment, and happiness of a person such as self-acceptance, personal growth, purpose in life, environmental mastery, anonymity, and positive relations with others.
- Corey Keyes' flourishing mental well-being states subjective dimensions of well-being are associated with mental well-being, primarily feeling well, whereas intellectual and social well-being is concerned with talents, abilities, and psychological and social functioning.
- Seligman-positive psychology (PERMA Theory) states that well-being is a key principle. For the five components of the wellness principle of Martin Seligman, PERMA is a mnemonic for Positive emotions, Engagement, Relationship, Meaning, Accomplishments, respectively.
- Biopsychosocial model of wellbeing is a theory created by George L. Engel that notes that the cause, manifestation, and effect of wellness and disease are influenced by relationships between biological, psychological, and social influences.

## **REVIEW OF LITERATURE**

Vijaykumar PS et al. (2020) examined the influence on psychological well-being of short-term integrated yoga practise on special educators of people with special needs. For a single community interventional pre-post configuration, special educators were hired aged 25-50 years: Interactive yoga module for a span of 8 weeks. The participants were tested using the perceived stress scale (PSS), the depression inventory of Beck (BDI-II) and the anxiety inventory of Beck (BAI). Using Wilcoxon's signed rank measure, there was a substantial decrease in anxiety scores, depression scores and perceived stress levels after 8 weeks. The findings indicated that comprehensive short-term yoga approaches can increase psychological well-being of special educator.

Bonnie Billingsley et al. (2020) offered a broad description of the working standards of teachers in special education. Key periods have been established about the relationship between the working conditions of SET and burnout, turnover and performance. The agenda for action focused on studying and exploiting the roles of stakeholders, teacher educators, educational learners and technical organisations to improve these conditions.

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S. L. Tribhuvan (2020), researched stress and psychological well-being. 100 senior college teachers from various colleges in the city of Beed took part. The Devendra Singh Sisodia and pooja Choudhary psychological well-being scale and social readjustment rating scale a.k.a. The inventory of life stress in Holmes Rahe were instruments used for administration. The inventory of life stress in Holmes Rahe. In psychological well-being, female teachers were higher than male senior college teachers and male senior college teachers were higher than female senior college teachers in tension.

The link between the teaching morale of special education teachers and work satisfaction has been examined by Ayşe Pınar Dülker and Ali Rıza Terzi (2020). The research study group consists of special education teachers employed in private schools under the authority of the Ministry of National Education in 19 towns in the province of Balıkesir, with a total of 238 teachers included in the study group. In the research "Teaching Motivation Scale" developed by Kauffman, Yılmaz Soylu and Duke (2011) and adapted to Turkish by Güzel Candan and Evin Gencil (2015), "Job Satisfaction Survey" adapted from the "Job Diagnostic Survey" of Hackman and Oldham (1975) and translated into Turkish by Basım and Şeşen (2009) was used. For the estimation of any important variation between the variables, T-test and one-way ANOVA were used. A promising and anticipated finding is that the intrinsic incentive rate of special education teachers was greater than their outward motivation.

Nareshbhai Narayanbhai Patel and Nishaben Tajparia, (2020), researched the variables of private and government schoolteachers' workplace stress and mental wellbeing in the district of Sabarkantha. From numerous government and private schools, 200 teachers were chosen. Dr. Jagdish's occupational stress scale and the occupational stress scale of the instructor developed by Sajid Jamal, and Abdul Raheem were used. For data interpretation, T-test was used. The findings found that government teachers experience more workplace tension than teachers from private schools and that female private school teachers had better mental health than teachers from government schools.

Vidhi Bodhiwala and Karsan Chaithani, (2020), among teachers from private and government colleges, studied occupational tension. 120 schoolteachers were involved, separated evenly according to gender and form of school. To prescribe, the workplace stress scale (Masaud Ansari, Sajid Ali Khan, and Shah Mohd. Khan, 2017) was used. Using mean, S.D., and t-test, statistical analysis was conducted. The results indicate that there was no major differentiation between teachers in male and female schools. Private school teachers were, however, found to have higher workplace stress than teachers in government schools. The relationship between locus of control and self-efficacy among special educators was studied by Malarkodi A. and Sujaritha Magdalin (2019). 35 women special education teachers aged 25-40 years of age from Chennai participated. The self-efficacy scale of the instructor (Scharwazer, Schmitz and Daytner, 1999) and the control locus of Levenson (Levenson, 1973) were used. Study layout was used ex-post facto. In order to find the difference, Pearson product moment correlation and ANOVA (one way analysis of variance) were used. No meaningful association between self-efficacy and locus of control among special educators was obtained.

Mansur Hussain Momin and Suresh Chandra Joshi (2019), studied work stress among teachers at higher secondary school belonging to the Patan district rural area. A survey sample was obtained from rural areas. The teacher's occupational stress scale (TOSS-JSRA) of Sajid Jamal and Abdul Raheem was used to assess the work stress of the teachers at

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higher secondary schools. Mean and SD were used as descriptive statistics and t-test as inferential statistics to find the importance of gender disparities in work tension. Finally, the essential distinction from null hypothesis was discovered.

In Bangalore, India, Malvika Krishnan and Madhurini Vallikad (2018) examined the connection between self-compassion and the degree of burnout among special educators. Participating in the research were 56 special educators. The self-compassion scale and the Maslach burnout stock-educators survey were the methods used. The mean and standard deviation were determined and the correlation with the Pearson r correlation was evaluated. No important link between self-compassion and the degree of burnout in special educators has been found.

Marwa Kebbi (2018) has investigated how special education and general classroom teachers use stress and coping mechanisms. The research included a total of 139 teachers from 8 private schools. As the test instrument, the Pullis inventory of teacher stress (PITS) was used. Using descriptive statistics and the Pearson's-r correlation coefficient, questionnaire elements were analysed. The findings revealed that, in comparison to all causes and symptoms of stress, there was no substantial difference between special education and general classroom teachers. Most stress factors have a weak-positive correlation with coping strategies, but most stress results have a weak-negative correlation with coping strategies.

A correlational research was performed by Shivani Tiwari and Joyce John (2017) to assess the awareness and training of special educators on autism in Karnataka. A descriptive nature of the cross-sectional sample was adopted. In the report, 47 special educators participated. Data analysis was conducted using the Social Sciences Statistical Package (version 16). The findings found that in autistic children, special educators had an overall lowered level of comprehension of autism and insufficient knowledge of instructional programming and classroom behaviour. In comparison, with professional credentials and years of work, their understanding of autism differed.

Inderjeet pal Kaur, (2017), among special education schoolteachers, studied work tension. By spontaneous, intentional, ease, and cluster sampling, 120 special education teachers from 15 special schools in Delhi, Haryana and Rajasthan were chosen. An index or evaluation of workplace stress (A.K. Shrivastava and A.P. Singh, 1981) was used. T-test percentage analysis was used for data analysis. Results showed high to moderate level of tension among special education teachers. Besides, perceived level of workplace tension was also found to be related to gender of special education teachers.

Relationships among primary school teachers between psychological well-being, satisfaction and perceived occupational stress were analysed by A. Poormahmood, and et al., (2017). 330 was the sample size. For administration, the measure of perceived workplace stress, psychological well-being and the Oxford satisfaction scale were used. Negative association between work stress and satisfaction with life, faith, pleasure and motivation and growth of people and a good interaction between autonomy and psychological well-being. A strong association was found between happiness and well-being.

Viviana Langher, et al. (2017) published a study to examine the possible impact of perceived encouragement for minimising the burnout of teachers in special education. In the report, 276 special education teachers from lower and higher secondary schools participated. The survey of Maslach burnout inventory-educators and a scale on the perceived cooperation and

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encouragement from teachers in general education were used. For the monitoring of multiple variables, multilevel regression models were used. In all the models considered, the findings indicate the possible role of perceived assistance in minimising emotional fatigue and enhancing personal achievement. Instead, the link between perceived assistance and depersonalization continues to be very problematic, in addition to incorporating restrictions relevant to instructor preparation and professional background.

In addition to the role of social support, Alla Skomorovsky (2017) studied deployment stress and well-being among military spouses. 639 was the sample number. Data shows that spousal assistance plays an important role in creating military family resilience. The findings found that families, non-military associates, and military partner deployment tension and perceived social support played separate roles in the psychological well-being of military spouses. In view of certain analytical limitations, findings are addressed, and the possible consequences related to increasing the expectations of interpersonal relationships among families are illustrated.

Raisa Khan, (2017), among senior secondary school teachers working in government schools in Delhi, analysed the level of teacher effectiveness and occupational stress. The research included 50 teachers. The research group consists of only woman teachers with more than 5 years of experience. The method of descriptive survey study has been adopted and descriptive analysis has been used to analyse the data via different statistical techniques. Umme Kulsum's teacher effectiveness scale and Sajid Jamal & Abdul Raheem's Teacher's Occupational Stress scale were used to research the current level of teacher efficacy and occupational stress among teachers in secondary school.

The relationship between workplace stress and psychological well-being among private and public sector workers was examined by Tarlike Zalawadia (2016). In Rajkot district, 120 male and female, private and public sector employees were taken as a sample. The scale of workplace stress (Srivastava and Singh, 1984) and the questionnaire on psychological well-being (Bhogle and Prakash, 1995) were used for administration. In order to analyse the results, Karl Pearson correlation was used. Between private and public sector workers, there was a negative association between workplace stress and psychological well-being.

Among special school educators, Mourya, Rajesh Kumar, et al. (2016) studied well-being. 68 educators from special schools, aged 26-55 years, participated. The positive and negative affective routine of Pandey (PANAS), happiness of Diener with life scale and continuum-short type of mental wellbeing (MHC-SF) is administered. The method of correlation was used. The findings showed that life satisfaction associated positively with positive affectivity, although negligibly correlated with negative affectivity. Good negative affectivity and life satisfaction did not vary substantially between males and females.

So-Young Kim and Young-Jin Lim (2016), researched Korean special education teachers' virtues and well-being. Korean nationality was determined by 115 special educators. As the test instruments, the character attributes test short form, and the mental health continuum short form were included. The theological values were dramatically suggested by path study to hedonic well-being and interpersonal virtues to eudemonic wellbeing.

Utpal Kalita (2015) researched the well-being and job burden of woman primary school teachers. Singh and Gupta's Wee scale and Satvinder Pal Kaur's workplace stress scale were used as a data collection instrument. There were 120 women teachers chosen as samples.

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Along with the t-test, basic percentage and mean frequency were used. The findings found that relatively few woman teachers have a low level of well-being and a high level of stress, and that women teachers in primary schools have a substantial association between well-being and occupational stress.

A quantitative research to study burnout and workplace stress in special educators caring with children with hearing, visual and intellectual disabilities was undertaken by Hardeep Kaur, (2015). In the report, 47 special educators participated. The inventory of Maslach burnout and the Srivastava and Singh (1981) workplace stress index were used. Data processing was conducted by evaluating mean and SD along with the t-test. The findings revealed a substantial disparity between the teachers in both schools in workplace stress and burn-out. Compared with those in education with children with hearing and vision difficulties, it was comparatively higher for school educators with children with intellectual disabilities.

Stress in Malaysia among teachers of special education was studied by Mohd. Zuri Ghani, et al., and (2014). 92 teachers in special education were selected randomly. The instruments used were modified from the Inventory of Teacher Stress (Boyle, Borg, Falzon and Boglioni, 1995). Using the independent T-test, Pearson correlation and one-way ANOVA, data processing was completed). Results indicated that 5 major stressors contributed to stress among special educators. Such variables were workload, difficulty with time and money, and interpersonal relationships. There was no major job burden correlation between marital status, gender and top academic qualifications.

In a medical laboratory setting, Kalashni and Sanet van der Westhuizen (2014) examined work-related well-being with regard to burnout, work dedication, workplace stress and job satisfaction. Participating in the research were 202 medical laboratory employees. Burnout inventory-general survey (MBI), Utrecht work contribution scale (UWES), career demands-resources scale (JDERS) and the updated Minnesota job satisfaction questionnaire were instruments used for administration (MSQ). For data processing, Pearson product moment correlation coefficients were used. The findings provided evidence for the work-related well-being four-factorial model. Worker happiness is the most indicative of job-related well-being and the least dedication to work.

Ansarul hasan (2014), An attempt has been made in the current research to compare the occupational burden of teachers of Tehsil Laksar, District-Haridwar, primary government and private school teachers. A sample of 100 teachers, 50 each from government and private schools, were chosen. The Workplace Stress Scale of Teachers was developed and standardised by Dr. Sajid Jamal and Dr. Abdul Raheem. Findings have shown that primary school teachers have usually found that they are extremely pressured. In addition, in contrast to their government primary school teacher peers, private primary school teachers have also found they are extremely overwhelmed.

Kiran Sakkar Sudha and Ghazi Shahnawaz (2013) examined central self-evaluation as a link between special educators' subjective well-being. 30 teachers in special education and 30 general academic teachers (25 years of age and over) were chosen. The CSE scale assessed central self-evaluation, and the life satisfaction scale and PANAS-X measured subjective well-being. In both classes, CSE was positively associated with life satisfaction and positive influence, and negatively correlated with negative impact.

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Liat Hamama, et al. (2013), studied the relationships among special educators between tension, positive and negative effects, and life satisfaction. 125 teachers from 12 separate special schools were among the participants. Positive relation between elevated stress and negative effects. Both self-control and organisational assistance have shown a mild correlation between stress and adverse effects, as well as a connection between stress and positive effects and instructor satisfaction with life.

By analysing the role of coping mechanisms, Alexander-Stamatios Antoniou, et al. (2013) researched workplace tension and professional burnout in primary and secondary education teachers. There was a total of 388 teachers surveyed. Instruments used in administration were workplace tension of teachers (Antoniou, Polychroni, & Vlachakis, 2006), the Burnout Inventory of Maslach (Maslach and Jackson, 1986) and the size of stress management techniques (Cooper, Sloan & Williams, 1988). The study found that teachers in primary education face more tension than teachers in secondary education. More tension is faced by female teachers than male teachers.

Poornima's R. in South India, Lokanadha Reddy and Lokanadha Reddy (2012) studied workplace stress and professional burnout among university teachers. A selection was obtained from 9 Andhra Pradesh and Tamil Nadu State Universities. The variables were measured using a five-point rating scale. The outcome revealed that there is a good association between university teachers' workplace tension and professional burnout. Stepwise, multiple regression analyses found that 7.6 percent deviation to professional burnout accounted for workplace stress.

### **MATERIALS & METHODS**

**Aim:** To study the relationship between occupational stress and wellbeing of special educators.

#### *Objectives*

- To study the occupational stress of special educators.
- To study wellbeing of special educators.
- To find out the significant relationship between occupational stress and wellbeing of special educators.

#### *Hypothesis*

H1: There is a significant negative relationship between occupational stress and wellbeing of special educators.

H0: There is no significant negative relationship between occupational stress and wellbeing of special educators.

**Design:** Correlational research design

**Participants:** Special educators of various institutions were approached. The responses were collected through advertisement on social media. A total of 105 special educators participated in this study and were randomly selected.

#### **Variables:**

- Independent variable: Occupational stress
- Dependent variable: Wellbeing

**Instruments**

- **Teacher’s occupational stress scale (TOSS) by Sajid Jamal and Abdul Raheem, 2012:** There are a total of 30 items on the scale. 15 of the objects were true-keyed, while the other 15 were false-keyed. The test measures occupational stress along 5 dimensions: workload, students’ misbehaviour, lack of professional recognition, lack of classroom resources, poor colleagues’ relations. The answers are classified as strongly accept, agree, undecided, disagree, and strongly disagree on a five-point scale. A tick mark had to be inserted in the required box of the participant's choosing. Cronbach alpha was used to assess the scale's stability, which was determined to be 0.89. The scale's validity was highly significant since it had a good correlation with two identical uniform scales, with coefficients of correlation of 0.71 and 0.89, respectively.
- **P.G.I. general wellbeing measure by Verma and Verma, 1989:** The P.G.I. general wellbeing measure assesses the participants' overall wellbeing. It has 20 items, and the participant must respond by ticking the ones that refer to them. The number of ticks counted reflects the participant's general fitness, which varies from 0 to 20. Higher scores suggest a higher level of wellbeing, while lower scores indicate a lower level of wellbeing. The scale's reliability was estimated to be 0.91. It was extremely valid because it had a good correlation with other standardized scales like life satisfaction and quality of life.

**Procedure**

The tests are administered with the help of google forms. The form contains, a consent form, demographic information, Teacher’s Occupational Stress Scale (TOSS) and P.G.I. General wellbeing measure. The forms are sent through various social media platforms, such as, WhatsApp, Facebook, etc. The data is collected online. Scoring of the data is done with the help of scoring methods given in the scales’ manuals. The data is then statistically analysed.

**Statistical analysis:**

SPSS software is used to analyse the collected data. Mean, Standard deviation, and graphs are used in descriptive statistics, and Pearson product moment correlation is used in inferential statistics.

**RESULTS & DISCUSSION**

Mean and standard deviation are calculated to understand the base line information regarding the variables. Maximum and minimum value are also evaluated.

*Table 1: Mean, and standard deviation for occupational stress*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Occupational stress	105	41.0	116.0	78.200	12.2407
Valid N (listwise)	105				

*Table 2: Mean, and standard deviation for Wellbeing*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Wellbeing	105	1.0	20.0	9.505	6.5385
Valid N (listwise)	105				

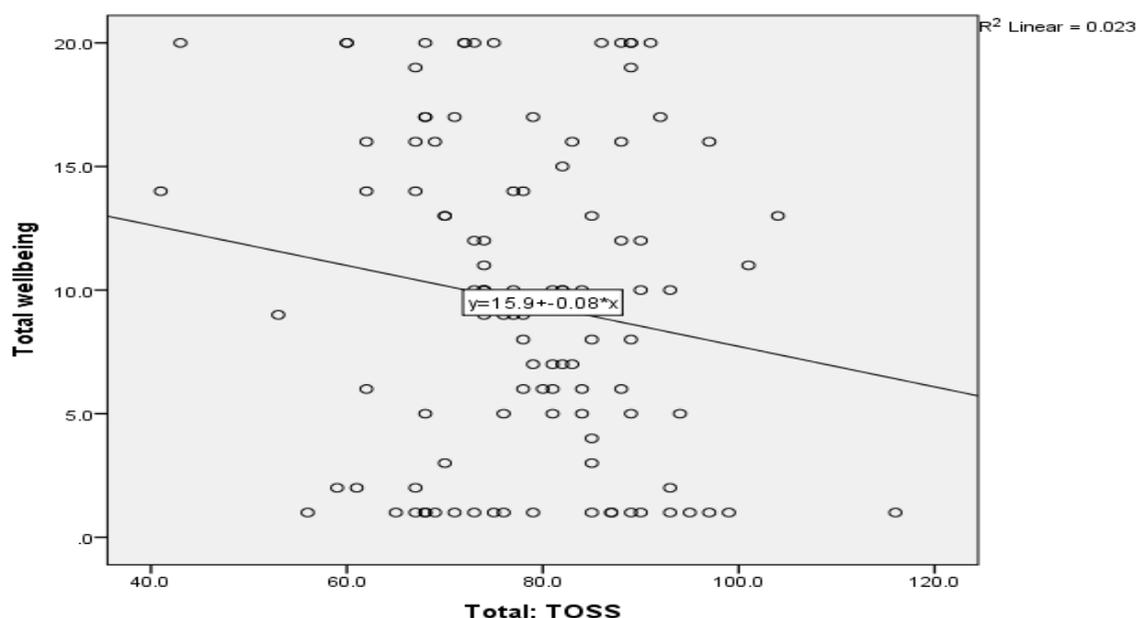
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A Pearson's product moment correlation is used to determine the relationship between occupational stress and wellbeing among special educators.

**Table 3: Correlation among Occupational stress and Wellbeing among special educators.**

Correlations		Occupational Stress	Wellbeing
Occupational stress	Pearson Correlation	1	-.153
	Sig. (2-tailed)		.119
	N	105	105
Wellbeing	Pearson Correlation	-.153	1
	Sig. (2-tailed)	.119	
	N	105	105

With  $r = -0.15$ ,  $n = 105$ , and  $p = 0.11$ , the two variables have a negative correlation. A scatterplot of the results showed a weak negative relationship between occupational stress and wellbeing among special educators.



The present research study aims to establish a significant relationship between occupational stress and wellbeing among special educators. Standardised questionnaires pertaining to occupational stress and wellbeing are applied. Population consists of Special educators.

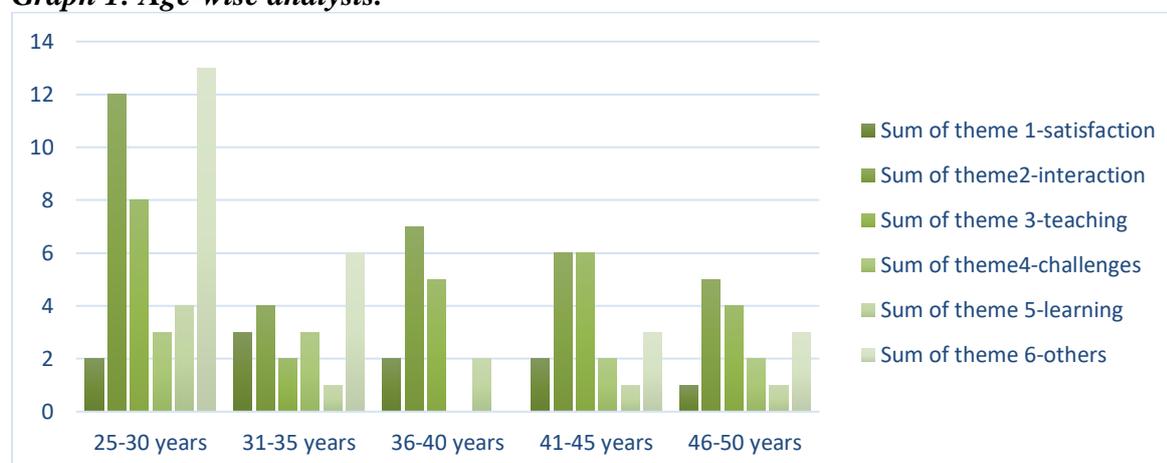
This study includes a total of 105 special educators. Characteristics of the population: - Age (25-30 years-35.2 percent; 31-35 years-19 percent; 36-40 years-14.3 percent; 41-45 years-17.1 percent; and 46-50 years-14.3 percent), Gender is a factor (females-62.9 percent; males-37.1 percent), Experience as a teacher (0-1 years-6.7 percent; 2-3 years-19 percent; 3-4 years-6.7 percent; 5 years and above-67.6 percent). The information was collected from special educators across the country.

Participants' opinion on 'What do you like the most about your job?' are also solicited in order to obtain a subjective view of the special educator as to what factors make their job exciting and engaging for them. On the basis of the responses, a content analysis is conducted, and six basic themes are identified: self-satisfaction, interaction with students,

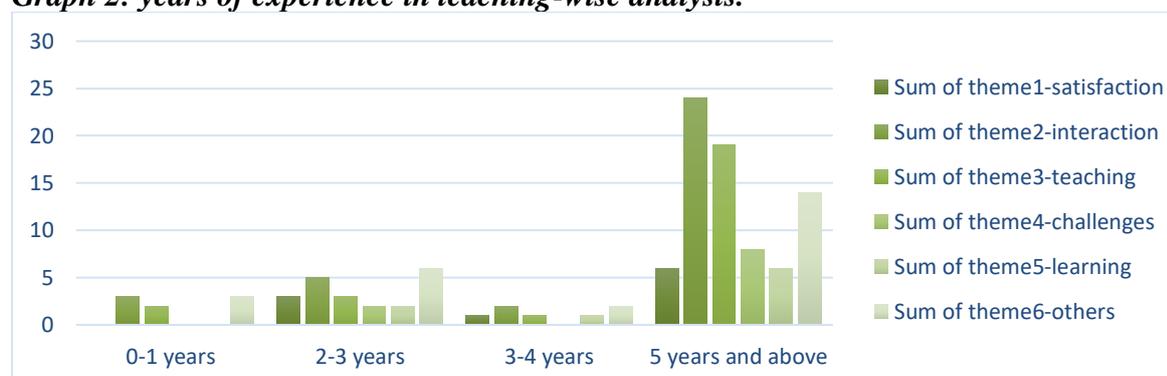
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teaching, problems, learning new things, and others (such as, timings of the job, job security and flexibility). Interacting with children and caring for them is the most likable aspect of teaching for teachers of all ages, but teachers aged 41-45 years find instruction and interaction to be the most likable aspect of their work. Interaction with children is rated as the most important aspect of the job by educators with 3-5 years of experience, while job timings and flexibility are rated as the most important and likable aspect of the job by teachers with 2-3 years of experience.

**Graph 1: Age-wise analysis.**



**Graph 2: years of experience in teaching-wise analysis.**



The researchers computed the levels of occupational stress and wellbeing. According to the data, 49 percent of special educators experienced above-average occupational stress, 28 percent experienced average stress, 19 percent experienced high stress, 4 percent experienced low stress, and the remaining 1% experienced very high stress. In terms of wellbeing, 38% of special educators reported a low wellbeing, 31% a high level of wellbeing, and 30% an average level of wellbeing.

**Table 4: percentage of special educators with level of occupational stress**

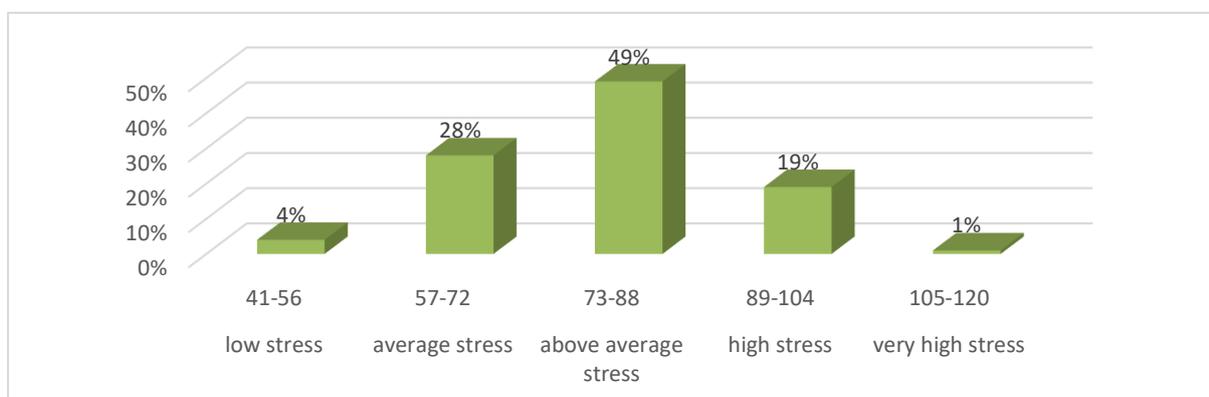
Classification	Scores on TOSS	Percentage of teacher's experiencing Occupational stress
Low stress	41-56	4%
Average stress	57-72	28%
Above average stress	73-88	49%
High stress	89-104	19%
Very high stress	105-120	1%

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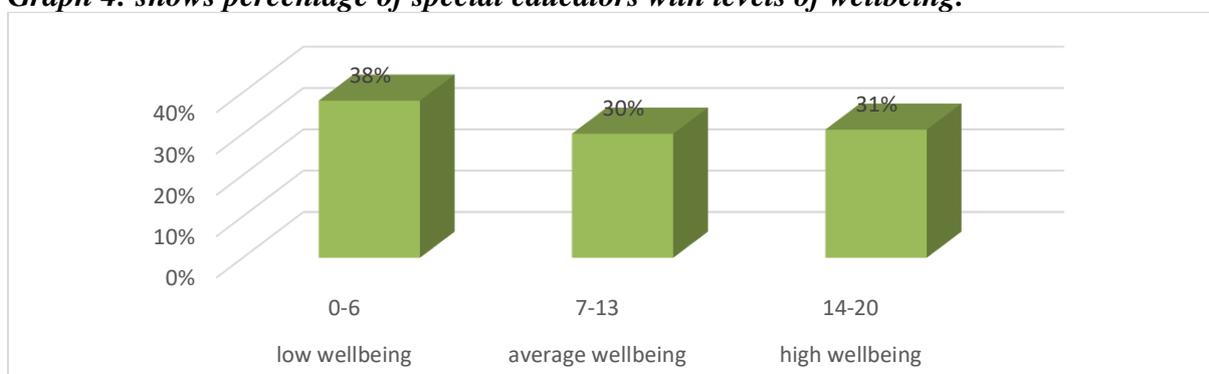
**Table 5 : percentage of special educators with levels of wellbeing**

Classification	Scores on wellbeing	Percentage of teachers experiencing wellbeing
Low wellbeing	0-6	38%
Average wellbeing	7-13	30%
High wellbeing	14-20	31%

**Graph 3: shows percentage of special educators with levels of occupational stress**



**Graph 4: shows percentage of special educators with levels of wellbeing.**



Range, mean, and standard deviation were used in the statistical analysis to provide a baseline for the data, and Pearson's product moment correlation was used to evaluate the relationship between occupational stress and wellbeing among special educators. It is discovered that the variables have a weak negative correlation. This means that higher levels of occupational stress were linked to lower levels of wellbeing among special educators. In the population, there is no significant relationship between the two variables.

According to the literature review, there are less important studies on this topic; however, the two factors, occupational stress and wellbeing, have been studied with other populations, including primary and secondary school teachers, university teachers, military personnel, and medical personnel, using various study designs. Previous research has also discovered a negative link between occupational stress and well-being in various populations.

The findings are also consistent with R. Karasek's demand-control-support model of occupational stress, which states that high work-related demands, such as workload, co-worker relationships, and so on, increase stress, which reflects poor working-class health. Worker well-being is harmed by increased workload.

## Occupational Stress and Wellbeing Among Special Educators

### *A few observations are made based on what has been discovered:*

- Stress relief mechanisms for special educators should be developed by special education agencies, such as therapy and guidance centres, awareness campaigns, and stress management conferences and seminars. This will aid in the acquisition of new skills and the reduction of workplace stress.
- Training services that are currently available should be re-evaluated. It's important to double-check that the classroom's resources are working properly.
- The amount of work that special educators have to deal with on a daily basis must be regulated. More professional recognition for this profession is needed.
- Interpersonal relationships, such as those between colleagues and educators, must be improved by creating an environment that allows for better understanding of one another.
- For the benefit and well-being of special educators, existing educational practices should be changed.
- Educators should receive in-service training on a daily basis to keep their knowledge up to date and develop their skills in caring for children with special needs.

### *Limitations*

The male to female ratio in this study's demographic characteristics was not equal, which may be due to a lack of male special educators in the field of special education. Future studies should include an equal number of male and female special educators, and research on the gender factor could be expanded. There simply aren't enough individuals to determine a significant difference, so a large sample size is required for future research. Other factors, such as quality of life, teacher effectiveness, economic stress, and so on, should also be considered. Comparative research studies on special educators can be undertaken in both private and public institutions.

## **CONCLUSION**

A special educator acts as the primary caregiver for the special child in most of the situations, they help these children learn and become self-sufficient and directly influence the functioning of a child so, it is important and necessary to monitor their occupational stress and wellbeing.

Independent variable- Occupational stress and dependent variable- Wellbeing. A correlational research design is chosen. A total of 105 special educators took part in this study. The psychological tools used to assess occupational stress and wellbeing are Teacher's Occupational Stress Scale (TOSS) by Sajid Jamal and Abdul Rahim and P.G.I. General wellbeing measure by Verma and Verma, respectively. The data is collected with the help of google forms. Most special educators experience significant levels of occupational stress and poor well-being. For statistical analysis, mean and standard deviation is calculated and the relationship among the variables is assessed using Pearson's product moment correlation. The analysis reveals a weak negative correlation between occupational stress and wellbeing among special educators where,  $r = -0.15$ ,  $n = 105$ ,  $p = 0.11$ , which states that as occupational stress increases, the wellbeing decreases among the special educators. There is no statistically significant correlation among the two variables. Majority of the teachers like interaction and teaching students job aspects. The special educational institutions can establish counselling or stress management workshops to eliminate occupational stress and enhance wellbeing among special educators.

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### **Conflict of Interest**

The author(s) declared no conflict of interest.

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