

Occupational Stress (OS) and Subjective Well-being (SWB) among the Secondary School Teachers of Ranchi

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ABSTRACT

The School teachers are the first who contribute to transform the human resource into human capital. The mental and physical health of the teachers matter a lot with regard to their performance in teaching learning process. In this background, the present study aims to measure the occupational stress and subjective well being of the teachers, working in various schools of Ranchi urban and its adjacent rural areas. The main objectives of the study were to examine the difference in levels of Occupational Stress and well being of the male and female as well as between the teachers working in urban and rural areas. It also aimed to see the relationship between occupational stress and subjective well being. Data were collected using Personal Data Questionnaire, Teacher's Occupational Stress Scale (Jamal, S. and Raheem, A. 2012) and Subjective Well being Inventory (Thakur, G.P. and Sing, R.N. 2005) from 120 school teachers, stratified randomly on the basis of gender and location of schools-rural and urban. A 2x2 factorial design was used for the study. Analysis of the data revealed that the Secondary School Teachers had an average level of Occupational Stress and Subjective Well being. No significant difference was observed between the male and female as well as teachers of rural and urban school on Occupational Stress and Subjective Well being. A negative correlation was observed between the Occupational Stress and Subjective Well being of school teachers. The regression analysis revealed that a great deal of Occupational Stress may be explained by the Subjective Well being of School Teachers.

Keywords: *Occupational Stress, Subjective Well being.*

School teachers are foundation makers of their students. Their Well being matters a lot in imparting quality education to the students. It becomes the demand of the day to identify the various factors influencing the performance of the teachers. The psychological make-up of the teachers is the foremost factor which effects a lot in giving their best to the students.

In this backdrop, the present study endeavors to measure the Occupational Stress and Subjective Well being of the Secondary School Teachers of Ranchi Town.

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The Concept of Occupational Stress

The term 'Occupational Stress' is almost self-explanatory. It simply denotes the stress which is felt by an individual due to the unpleasant conditions prevailing at his/her workplace. Both the terms 'Occupational' and 'Stress' may be understood separately to understand the term in a broader way.

'Occupational' means related to occupation, profession or work, a person does for earning his livelihood.

'Stress' is an emotional state of an individual or organism, originated by internal or external stimulus, to which the individual is unable to adjust with his present mental, physical as well as physiological resources.

Initial researches on stress have been done into the medical field, later on, stress has been defined from the different points of view in Psychology.

Behavioral sciences see stress as

...perception of threat, with resulting anxiety, discomfort, emotional tension, and difficulty in adjustment.

Selye, (1976)

A more detailed definition by Tobias Schafer (1980) states that

Stress is an adaptive response, moderated by individual differences that are a consequence of any action, situation or event that place's special demands on a person, which perceives as imbalance between the level of demand placed upon them and their capability to meet those demands.

In this case, stress can result in the psychological, physiological, or behavioural response of an individual, which eventually can result in the ill health (Palmer, 1989). "Occupational stress is also known as Job stress and/or work stress. These terms are often used interchangeably in organizations, but its meaning refers to the same thing" (Abu Al Rub, 2004).

Stress has two major dimensions: physiological stress and psychological stress. Physiological stress is often viewed as a physiological reaction of the body (headache, migraine, abdominal pain, backache, chest pain, fatigue, heart palpitation, sleep disturbance and muscle ache, as well as changes in eating, drinking, sleeping and smoking habits) to various stressful triggers at the workplace (Beehr et al., 2001; Critchley et al., 2004; Mansor, et al., 2003).

The psychological stress is often seen as an emotional reaction (anxiety and depression burnout, job alienation, hostility, depression, tension, anger, anxiety, nervousness, irritability and frustration) as a result of the stimuli at the workplace (Antoniou et al., 2003; World Health Organization, 2005).

Occupational or work-stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.

World Health Organization's (2016)

Occupational stress can be defined as the physical and emotional response that occurs, where worker perceives an imbalance between their work demands and their capability and/or resources to meet these demands. It is the harmful physical and emotional response that can

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happen when there is conflict between job demands of the employee and the amount of control that employee has over meeting these demands.

The Concept of Subjective Well Being

Psychological well-being is perhaps the most widely used construct among mental health professionals and psychologists. However, there is still no consensus regarding the operational definition of this construct. Yet, many theories of well-being have been proposed and an extensive body of empirical research using different indices of this construct has been conducted. The theorists have found that the concept of

Psychological wellbeing is the subjective feeling of contentment, happiness, satisfaction with life's experience and of one's role in the world of work, sense of achievement, utility belongingness, and no distress, dissatisfaction or worry etc.

(Desai, A. 2016)

These things are difficult to evaluate objectively and vary on personal levels, hence there is emphasis on the term “subjective” in wellbeing.

Subjective Well being (SWB) refers to how people experience the quality of their lives and include both emotional reactions and cognitive judgments (Diener, 1984).1984).

The concept is widely used in Positive Psychology and is encompassed by positive and negative affect, happiness, and life satisfaction. (Diener, E.2000) (Diener, E.2000) According to Diener and Seligman (2004) wellbeing can be defined as According to Diener and Seligman (2004) wellbeing can be defined as

People's positive evaluation of their lives, including positive emotions, engagements, satisfaction and meaning.

Ryff (1995) has analysed six factors namely – self acceptance, positive relation, environmental masrty, purpose in life and personal growth which constitute subjective well being.

Seligman, M.E.P. (2011) has proposed another model of subjective well being covering five dimensions, briefly named as PERMA model, in which well being is defined in terms of five domains: positive emotions, relationships, engagement. meaning and accomplishment. Studies also reveal that matters in life in many ways. Such as: people's feeling about life and their emotional states determine their quality of life. Its measurement captures those aspects of life, that the conventional economic indicator fail to highlight and lastly that high level of subjective well being is associated with a range of positive life outcomes Ryff (1995) has analysed six factors namely – self acceptance, positive relation, environmental masrty, purpose in life and personal growth which constitute subjective well being.

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LITERATURE REVIEW

To formulate the problem of the study and determine its methodology, literature available on Occupational Stress and Subjective well being have been scanned and assimilated. Some of them may be presented as follows.

Occupational stress

Studies on Occupational Stress cover a large area of this concept such as- its conceptual framework, causes, effects and its relationship with other psychological and physiological variables. Studies are also conducted on the impact of Occupational Stress on performance and production in industries. Some studies may be summarised under the following heads.

Occupational Stress and Job Satisfaction

Harish, K.A. and B.JayaPrabha (2018) attempted to explore the factors responsible for Job Stress and Job Satisfaction among the Teachers. A sample of 500 teachers from Channai and it's outskirts was taken for the study from the Government and Private Schools. The study aimed to see the difference between male and female and between teachers of Government and Private Schools on their Occupational Stress and Job Satisfaction. It was found that the level of Occupational Stress among Private School teachers was significantly higher than the Government School and female teachers had more Occupational Stress than male. The teachers of Government Schools and male teachers had more Job Satisfaction than their counterparts. There was a significant negative correlation between the Occupational Stress and Job Satisfaction. There are several other studies which attempt to see the relationship between Occupational Stress and Job Satisfaction. These are Raj, T. and Lalita (2013); Achanta, S. and Raddy, U.D. (2014); Bindu, M. (2007); Muthuvelayutham, C. and Mohanasundaram, H. (2012) and Satvinder, P. (2011).

Occupational Stress and Mental Health

Occupational Stress due to extended period of work from home and it's consequences on Mental Health has been studied by B, Shubha, R. Madhusudhanan and Thomas, A.A. (2021). The study was conducted to examine the impact of Occupational Stress on Mental Health of the women software professionals working from the remote areas of Banglure during Covid-19 Pandemic. Data was collected from 400 women IT Professionals selected by convenience sampling technique. A structured questionnaire using Google Form was outlined and online data was collected. Analysis of the data using exploratory factor analysis and linear regression revealed that the five factors were highly responsible for Occupational Stress they are-Work Load, Job Insecurity, Poor Work Environment, Personal Problems as well as lack of infra-Structure. The Linear regression showed that 63% of the variance in Mental Health was explained by these five factors of Occupational Stress. The findings clearly declare that as the Occupational Stress increase, Mental Health of the women IT Professional decreased.

There are other several studies which support the findings of this study such as: Prasad, K.D.V., Vaidyab, R.W. and Mangipudi, M.R. (2020); Rao, J.V. and Chandraiah, K. (2012); Moreno Fortes, A. et. al. (2020).

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Occupational Stress and Well being

It is well established that Occupational Stress has detrimental impact on mental and physical wellbeing of the professionals (Kawakami, N. et al, 1999; American Psychological Association 2007 and Cifre, E. et al 2015). Meinsah, A. (2021) investigated the mediating role of Social Support in relationship between Job Stress and Mental Well being among working men and women in Europe. Analysis of the data set from the 2015 6th European working conditions survey from 35 countries in Europe, it was found that job stress had a negative impact on mental well being of the working adults. The study also highlighted the role of Social Support in reducing Job Stress and improving Mental Well being.

There are several studies which identify Job Stress as a major factor in cardiovascular disease of professionals, onset of cancers and Occupational injuries (Landsbergis, P.A., et al. 2011; Gatchel, R.J. et al. 2011).

Causes of Occupational Stress

Garg, D. and Rani, K. (2014) conducted an analytical study to measure the Occupational stress in education sector. The work overload and job insecurity were the main causes of Occupational Stress. Aslam, H.D. (2013). conducted a study to explore the stress factors among college teachers of Pakistan. The respondents of private college opined that lack of teachers cooperation was main cause of Stress, where as the respondents of public colleges felt that planning the lessons for every day was the main cause of Stress.

Role conflict, Role ambiguity, Coping and Organizational climate are supposed to be the major factors which cause stress in job (https://en.wikipedia.org/wiki/occupational_stress).

Studies on Subjective Well being

Subjective Well being and Physical Health

According to Veenhoven, R. (2008), we can make people healthier by making them happier. Happiness or Subjective Well being not only serves as a protective factor against illness but it is also a curative factor that cures illness. Veenhoven, R. (2008) suggested that Chronic unhappiness triggers the fight-or-flight response, resulting in high blood pressure and lower immune defense. Happy people are more inclined to engage in healthy behaviours. Happy people have a broader array of support system and they make better life choices. Cohen, et al (1995) also found that negative affect is significantly related to increased health complaint.

Subjective Well being and Emotional Intelligence

Psychologist have shown their interest in chalking out the relationship between Subjective Well being and Emotional Intelligence. In the series of several studies, Hassan, M.U. (2019) has attempted to explore the association between these two variables among the teachers of public colleges of Lalore, Pakistan. The sample of the study consisted of 716 teachers from the 10 male and 10 female colleges of Lahore District. Data was collected using Emotional Quotient Inventory (Bar-On, 1997). To measure the Subjective Well being, Happiness Questionnaire was adopted. Findings revealed that there existed a large positive correlation between Subjective Well being and Emotional Intelligence. There are several other studies which reveal the same positive correlation between these two variables, Singh, (2001); Sanchez-Alvarez, et al (2016); KulShrestha, U. and Sen, C. (2006) and many more.

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Subjective Well being and Spirituality

Desai, A. (2016) conducted a study to examine the efficacy of gender and age on Spirituality and Psychological Well-Being of adults. Roqan Spiritual Intelligence Test (by Zainuddin R. and Ahmed, A. 2010) and Psychological Well-Being Scale (by Sisodia, D.S. and Choudhary, P.) were used for collecting the data from 600 adults selected through random sampling technique. It was found that there was positive relationship between Spiritual Intelligence and Psychological Well-Being. There are several other studies which confirm the above findings such as- Emmons, R.A. and Kneezel, T.T. (2005); Krause, N. (2009); Loi, N.M. and Ng, D.H. (2021).

Subjective Well being and Job Performance

It is well known that we perform well when we feel well. The relationship between Subjective Well being and Job Performance has been the focal theme of several studies. Jalali, Z. and Heidari, A. (2016) investigated the relationship between Happiness, Subjective Well being, Creativity and Job Performance of Primary School Teachers of Ramharmaz City. A sample of 330 school teachers was selected through stratified random sampling technique. Using appropriate measures of above mentioned Psychological variables, data was collected. Results indicated that there was a significant relationship between Subjective Well being and Job Performance. Subjective Well being was the strongest predictors of Job Performance. Almost same findings has been reported in the studies like Kavousi-Kousha et al (2014); Vahedi and Gahni-Zaden (2009); Schulte, et al (2014); Alma and Rizve (2012).

METHODOLOGY

The present study has been conceived with the following objectives.

Objectives

- To measure the Occupational Stress and Subjective Well being of School Teachers.
- To see the difference between male and female on Occupational Stress and Subjective Well being of School Teachers.
- To see the difference between Occupational Stress and Subjective Well being of School Teachers belonging to Rural and Urban area.
- To find out the relationship between Occupational Stress and Subjective Well being.

Hypotheses

- The level of Occupational Stress of School Teachers will be high.
- The level of Subjective Well being of School Teachers will be low.
- There will be no significant difference between the Occupational Stress of male and female school teachers.
- There will be no significant difference between the Occupational Stress of rural and urban school teachers.
- There will be no significant difference between the Subjective Well being of male and female school teachers.
- There will be no significant difference between the Subjective Well being of rural and urban school teachers.
- There will be negative correlation between Occupational Stress and Subjective Well being.

Selection of the sample: The selection of sample was based on stratified random sampling technique. The stratification was based on gender (male/female) and place of location of schools (rural/urban).

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There were 4 sample sub groups based on 2x2 factorial designs and for each sub group 30 cases were selected randomly. Total 120 school teachers were selected for the study.

Table-1 Sample design

Gender	Male		Female	
Place of Location	Rural	Urban	Rural	Urban
No. of Cases	30	30	30	30
Sub Total	60		60	
Grand Total	120			

Tools to be used in the Study

The data of the present study was collected using following tools:

- **Personal Data Questionnaire:** A personal data questionnaire was prepared for collecting personal information about the school teachers such as – Name of the teachers, Age, Gender, Educational Qualification, Name of the school, Subject they teach and Total years of teaching experience etc.
- **Teacher's Occupational Stress Scale:** Teacher's Occupational Stress Scale (TOSS-JSRA) developed by Jamal, S. and Raheem, A. (2012) was used to measure Occupational Stress of School Teachers. This scale had 30 items. It was Likert type scale in Hindi, with 5 dimensions of Occupational Stress (Work load, Student's misbehavior, Lack of professional recognition, Lack of classroom resources and Poor colleague relations). Each dimension had 6 items (3 items were positively framed and 3 items were negatively framed). Total numbers of items were 30.
- **Subjective Well Being Inventory:** Subjective Well Being Inventory (SWBI) had been developed by Thakur, G. P. and Singh, R. N.(2005). This inventory had 40 items accompanied by three alternative responses but with varied nomenclature viz., very much/ often/ very good/ sometimes/ satisfactory/ somewhat/ not often/ probably not. The scale consisted of 19 positive and 21 negative - both types of items. It provided scores for five different following dimensions of SWB- Happiness (12 items), Coping (8 items), Optimism (7 items), Physical Health (6 items) and Social Satisfaction (7 items). Global scores can also be obtained by adding the scores obtained on all the dimensions.

RESULTS

The data of the present study was analysed using MS Excel. SPSS and PAST software. The main findings in pursuance of the aims and objectives may be presented under the following heads:

Levels of Occupational Stress of School Teachers

The mean score on Occupational Stress and its interpretation on the total scale and its dimension has been presented in Table 2. It reveals that the total sample had obtained a mean score of 78.71 indicating an average level of Occupational Stress among school teachers. In the dimension of Work Load, the mean score is 21.78, indicating an above average level of stress, A mean score of 15.73 was obtained on Student's Misbehavior, indicating an average level of stress. On the dimension of Lack of Professional Recognition, a mean score of 14.37 has been obtained, indicating an average stress. On the dimension of Lack of Classroom Resources, the obtained mean score is 15.13, indicating an average level of stress. On the dimension of Poor Colleague Relations a mean score of 11.69 has been obtained, indicating a low level of Stress among the school teachers due to colleague relations.

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The findings of the study suggest that the work load generated Occupational Stress of above average level and a low level of stress was generated due to poor colleague relation. The other three dimensions produced average level of Occupational Stress.

Thus, the hypothesis that the level of Occupational Stress of School Teachers will be high is rejected here.

Table-2 Levels of Occupational Stress of School Teachers (N=120)

Dimensions of TOSS	Range of Score	Mean Scores	Interpretation
Work Load (WL)	1-30	21.78	Above Average Stress
Student's Misbehavior (SM)	1-30	15.73	Average Stress
Lack of Professional Recognition (LPR)	1-30	14.37	Average Stress
Lack of Classroom resources(LCR)	1-30	15.13	Average Stress
Poor Colleague Relations(PCT)	1-30	11.69	Low Stress
TOTAL	1-150	78.71	Average Stress

Levels of Subjective Well being of School Teachers

The mean scores on Subjective Well being and their interpretations on the total scale and dimension wise has been presented in Table 3. It reveals that the total sample has obtained a mean score of 94.61, indicating an average level of Subjective Well being among the school teachers. On the dimension of Happiness, a mean score of 27.98 has been obtained, which indicate an above average level of Subjective Well being, on the dimension of coping a mean score of 18.56 is obtained. It indicates an average level of Subjective Well being. On the dimension of Optimism a mean score of 16.82 has been obtained, which denotes an average level of Subjective Well being. On the dimension of Health, a mean score of 14.65 has been obtained, denoting an average level of Subjective Well being. On the dimension of Social Satisfaction the mean score of 16.58, indicates an average level of Subjective Well being among the school teachers.

The findings of the study suggest that all the five dimensions produced average level of Subjective Well being among the school teachers.

Thus, the hypothesis that the level of Subjective Well being of School Teachers will be low is rejected here.

Table-3 Levels of Subjective Well being of School Teachers (N=120)

Dimensions of Subjective Well-being	Range of Scale	Mean Scores	Interpretation
Happiness(HA)	1-36	27.98	Average
Coping(CO)	1-24	18.56	Average
Optimism(OP)	1-21	16.82	Average
Health(HE)	1-18	14.65	Average
Social Satisfaction(SS)	1-21	16.58	Average
Total	1-120	94.61	Average

Comparison between Male and Female School Teachers on Occupational Stress

It was aimed to compare the male and female school teachers and find the difference on the mean score of Occupational Stress. Data presented in Table 4. Reveals that males have obtained a score of 80.53 and female have obtained a score of 76.9. The *t*-value of two means

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is 1.36. it indicates that there is no significant difference between male and female school teacher on Occupational Stress. However, the level of Occupational Stress in male (80.53) is slightly higher than the female (76.9).

The hypothesis that there will be no significant difference between the Occupational Stress of male and female school teachers is accepted here.

Table-4 Comparison between Male and Female School Teachers on Occupational Stress (N=Male-60, Female-60)

	Male	Female
Mean	80.53	76.90
SD	14.34	14.86
t-ratio	1.36 ^{NS}	

Comparison between Rural and Urban on Occupational Stress

The mean scores of rural and urban school teachers on Occupational Stress has been presented in Table 5. Rural school teachers have obtained a score of 79.6 and Urban school teacher have obtained a mean score of 77.83. The *t*-ratio of two means is 0.6. It indicates that there is no significant difference between rural and urban school teachers on Occupational Stress. But the Rural School Teachers have a little more (79.6) Occupational Stress than the Urban (77.83) School teachers.

The hypothesis that there will be no significant difference between the Occupational Stress of rural and urban school teachers is accepted here.

Table-5 Comparison between Rural and Urban School Teachers on Occupational Stress (N=Rural-60, Urban-60)

	Rural	Urban
Mean	79.6	77.83
SD	15.39	13.94
t-ratio	0.66 ^{NS}	

Comparison between Male and Female School Teachers on Subjective Well being

The study also aimed to see the difference in Subjective Well being of male and female school teachers. The mean score of male and female school teachers on Subjective Well being has been presented in Table 6. Male has obtained a score of 93.95 and female has obtained a mean score of 95.28. The *t*-ratio of these two means is found to be -0.71. It indicates that there is no significant difference between male and female school teachers on Subjective Well being. But, the level of Subjective Well being of female school teachers (95.28) is a little higher than that of male (93.95).

The hypothesis that there will be no significant difference between the Subjective Well being of male and female school teachers is accepted here.

Table-6 Comparison between Male and Female School Teachers on Subjective Well being (N=Male-60, Female-60)

	Male	Female
Mean	93.95	95.28
SD	10.63	9.92
t-ratio	-0.71 ^{NS}	

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Comparison between Rural and Urban School Teachers on Subjective Well being

The mean score of rural and urban school teachers on Subjective Well being has been presented in Table 7. Rural school teachers have obtained a mean score of 94.9 and their counterpart the Urban school teachers have obtained a mean score of 94.33. The *t*-ratio of two means is 0.30, which indicate that there is no significant difference between the rural and urban school teacher on Subjective Well being. However, the Rural School Teachers have a little more (94.9) Subjective Well being than the Urban (94.33) School teachers.

The hypothesis that there will be no significant difference between the Subjective Well being of rural and urban school teachers is accepted here.

Table-7 Comparison between Rural and Urban School Teachers on Subjective Well being (N=Rural-60, Urban-60)

	Rural	Urban
Mean	94.9	94.33
SD	10.38	10.20
<i>t</i> -ratio	0.30 ^{NS}	

Relationship between Occupational Stress and Subjective Well being among the School Teachers

The study also aimed to see the relationship between the Occupational Stress and Subjective Well being among the school teachers. The correlation between two variables has been presented in Table 8. It reveals that there is inverse relationship between Occupational Stress and Subjective Well being. The correlation value between Occupational Stress and Subjective Well being is -0.411, which is statistically significant at 0.01 level. It means greater the Occupational Stress lower will be the Subjective Well being.

As far as the relationship of the dimensions of the Subjective Well being with dimensions of Occupational Stress is concerned, the Work load is negatively correlated with Subjective Well being (-.12) and its dimensions, such as Happiness (-.19), Coping (-.09), Health (-.02) and Social Satisfaction (-.13). Only Optimism (.02) is positively correlated with Work load, but the correlation value is not significant. Only one dimension, that is Happiness, is significantly negatively correlated with Work load at .05 level.

The Student's misbehavior is negatively correlated with Subjective Well being (-.43) and its dimensions, such as- with Happiness (-.40), with Coping (-.29), with Optimism (.31), with Health (-.28) and with Social Satisfaction (-.29). All correlation values are statistically significant at .01 level.

This reveals that there is inverse relationship between Lack of professional recognition and all the dimensions of the Subjective Well being as well as with the total scale. The correlation between Lack of professional recognition and total Subjective Well being is -.29. Total Subjective Well being, Happiness, Coping and Social Satisfaction are significantly correlated with Lack of professional recognition at .01 level. The correlation between Optimism and Health with the Lack of professional recognition are not statistically significant.

The Lack of classroom resources are negatively correlated with Subjective Well being (-.26) and with its dimensions, such as- Happiness (-.30), with Coping (-.15), with Optimism (.07), with Health (-.15) and with Social Satisfaction (-.27). Total Subjective Well being, Happiness

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and Social Satisfaction are significantly correlated at .01 level with Lack of classroom resources. Correlation of Coping, Optimism and Health with the Lack of classroom resources are not significant even at .05 level.

Inverse relationship was found between Poor colleague relations and dimensions of the Subjective Well being and total scale. The correlation between Poor colleague relations and total Subjective Well being is -.35, which is significant at .01 level. The Poor colleague relations is negatively correlated with all the dimensions of Subjective Well being. Total Subjective Well being, Happiness, Coping and Social Satisfaction are significantly negatively correlated with Poor colleague relations at .01 level. Health is significantly correlated with Poor colleague relations and is significant at .05 level. Correlation between Optimism and Poor colleague relations is not significant even at .05 level.

The above analysis shows that Occupational Stress is negatively correlated with Subjective Well being, and the same trend is visible with most of its dimensions.

It may be inferred that lower the Occupational Stress of the school teachers, higher will be their Subjective Well being and vice-versa. The hypothesis that there will be negative correlation between Occupational Stress and Subjective Well being is accepted here.

Table-8 Relationship between Occupational Stress and Subjective Well being among the School Teachers (N=120)

Subjective Well being	Occupational Stress					
	Work load	Student's misbehavior	Lack of professional recognition	Lack of classroom resources	Poor colleague relations	Total
Happiness(HA)	-.19*	-.40**	-.39**	-.30**	-.37**	-.47**
Coping(CO)	-.09	-.29**	-.24**	-.15	-.27**	-.30**
Optimism(OP)	.02	-.31**	-.009	-.07	-.12	-.13
Health(HE)	-.02	-.28**	-.14	-.15	-.20*	-.22*
Social Satisfaction(SS)	-.13	-.29**	-.24**	-.27**	-.32**	-.35**
Total	-.12	-.43**	-.29**	-.26**	-.35**	-.41**

**significant at .01 level, *significant at .05 level

CONCLUSIONS

- Teachers have obtained a mean score of 78.71 on Occupational Stress Scale. It indicates an average level of Occupational Stress among the school teachers.
- Teachers have obtained a mean score of 94.61 on Subjective Well being Scale. It indicates an average level of Subjective Well being among the school teachers.
- There is no significant difference between the Occupational Stress of male and female school teachers. Although, Male School Teachers have more Occupational Stress than Female School Teachers.
- There is no significant difference between the Occupational Stress of rural and urban school teachers. However, Rural School Teachers have slightly more Occupational Stress than the Urban School Teachers.
- There is no significant difference between the Subjective Well being of male and female school teachers. But, Female School Teachers have a little more Subjective Well being than Male School Teachers.

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- There is no significant difference between the Subjective Well being of rural and urban school teachers. However, Rural School Teachers have little more Subjective Well being than the Urban School Teachers.
- There is negative correlation between Occupational Stress and Subjective Well being of the school teachers on Total Scales and on its dimensions too.

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