

Research Paper

Employment Status, Stress and Psychological Well-Being among Senior College Teachers: A Comparative Study

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ABSTRACT

The present investigation examined whether employment status is associated with psychological well-being and perceived stress among senior college teachers. A comparative quantitative design was adopted. The sample comprised 80 teachers from Arts, Commerce, and Science colleges in Beed city, including 40 clock-hour basis (CHB) teachers and 40 permanent teachers. Participants were selected through purposive sampling. Psychological well-being was assessed with the Psychological Well-Being Scale developed by Sisodia and Choudhary, while stress was measured with the Social Readjustment Rating Scale by Holmes and Rahe. The data were analyzed using descriptive statistics and independent-samples t tests. Results revealed that permanent teachers obtained higher total psychological well-being scores than CHB teachers. They also scored higher on satisfaction, efficiency and interpersonal relations. In contrast, CHB teachers reported significantly higher stress than permanent teachers. The findings indicate that job stability may contribute to better psychological functioning, whereas temporary employment conditions may increase stress among college teachers.

Keywords: *Employment Status, Stress, Psychological Well-Being, College Teachers, CHB Teachers, Permanent Teachers*

Teaching at the senior college level requires intellectual preparation, classroom management, administrative work, student mentoring and continuous academic accountability. These responsibilities can become psychologically demanding when teachers experience uncertainty about salary, workload, institutional recognition or continuity of service. Therefore, the occupational context of teachers is an important area for psychological inquiry.

Employment status is one of the major conditions that may shape teachers' experience of their profession. Permanent teachers usually receive greater job security, predictable income and formal recognition within the institution. In comparison, CHB or temporary teachers may work under conditions of uncertainty, irregular workload, limited benefits and lower perceived status. Such differences can affect stress appraisal, emotional balance and professional satisfaction.

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Psychological well-being refers to positive psychological functioning, including satisfaction, efficiency, sociability, mental health and interpersonal relations. Teachers with better well-being are more likely to show commitment, patience, classroom effectiveness and healthy interaction with students and colleagues. Stress, on the other hand, reflects the pressure created by life events and occupational demands that exceed an individual's coping capacity. The present study focuses on senior college teachers because their well-being is directly connected with quality of education. When teachers experience high stress, their motivation, attention, health and interpersonal functioning may suffer. A comparative analysis of CHB and permanent teachers can help identify whether employment stability is associated with psychological well-being and stress.

REVIEW OF LITERATURE

Research on teacher stress has shown that workload, role conflict, evaluation pressure, student-related difficulties and poor working conditions can reduce occupational well-being. Hedlin (2017) highlighted that teachers often experience workload as difficult to manage, which may increase dissatisfaction and vulnerability in professional life.

Masluk et al. (2018) emphasized that areas of work life such as workload, control, reward, fairness and values are important for understanding teacher well-being. Their findings suggest that institutional climate and work organization should be considered while studying stress among educators.

Simbula and Guglielmi (2013) reported reciprocal associations among work engagement, positive feelings and extra-role performance. This indicates that teachers' psychological state is not only an individual matter but also a factor that may influence professional contribution and institutional functioning.

Studies comparing different groups of teachers have reported variations in stress and psychological well-being. Mohammadreza and Saba (2016) found significant differences between teachers of special and ordinary schools. Such findings support comparative research in different teaching contexts, including permanent and CHB employment categories.

Chao (2012) observed that social support and coping are important in managing perceived stress. For teachers, support from colleagues, administrators and family may buffer stress and strengthen well-being. This is especially relevant for teachers who work in insecure or temporary positions.

Objectives

1. To compare psychological well-being among CHB and permanent senior college teachers.
2. To compare stress levels among CHB and permanent senior college teachers.
3. To examine differences in selected dimensions of psychological well-being between the two groups.

Hypotheses

1. There will be a significant difference between CHB and permanent teachers with respect to psychological well-being.

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2. There will be a significant difference between CHB and permanent teachers with respect to stress.
3. Permanent teachers will show better psychological well-being than CHB teachers, whereas CHB teachers will show higher stress than permanent teachers.

RESEARCH METHOD

Research Design

The study used a comparative research design. Employment status was treated as the grouping variable with two categories: CHB teachers and permanent teachers. Psychological well-being and stress were treated as dependent variables.

Sample

The sample consisted of 80 senior college teachers from Beed city. Out of the total sample, 40 were CHB teachers and 40 were permanent teachers. The participants belonged to Arts, Commerce and Science colleges. Purposive sampling was used for data collection.

Table 1 Sample Distribution

Group	N	Sampling method
CHB teachers	40	Purposive sampling
Permanent teachers	40	Purposive sampling
Total	80	

Research Tools

1. **Psychological Well-Being Scale:** The Psychological Well-Being Scale developed by Dr. Devendra Singh Sisodia and Pooja Choudhary was used. The scale contains 50 items and measures five dimensions: satisfaction, efficiency, sociability, mental health and interpersonal relations. Responses are obtained on a five-point Likert format. The reported reliability of the scale is .80.
2. **Social Readjustment Rating Scale:** Stress was measured with the Social Readjustment Rating Scale developed by Holmes and Rahe. The scale includes 43 life events and requires respondents to indicate the stressful events they experienced during a specified period. The scale is widely used for estimating life-stress load.

Procedure

Permission was obtained from the concerned college authorities and participants were informed about the purpose of the study. Participation was voluntary. The respondents were assured that their responses would be kept confidential and used only for research purposes. After giving instructions, both psychological tools were administered. Completed responses were scored according to the respective manuals and analyzed statistically.

Statistical Analysis and Results

Mean, standard deviation and independent-samples t tests were used to analyze differences between CHB and permanent teachers. The results are presented below.

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Table 2 Comparison of Psychological Well-Being and Stress among CHB and Permanent Teachers

Variable	Group	N	Mean	SD	t value
Psychological well-being	CHB teachers	40	188.13	11.377	6.59**
Psychological well-being	Permanent teachers	40	202.00	6.913	
Satisfaction	CHB teachers	40	37.70	5.336	4.06**
Satisfaction	Permanent teachers	40	41.50	2.532	
Efficiency	CHB teachers	40	35.88	6.525	5.85**
Efficiency	Permanent teachers	40	42.08	1.492	
Sociability	CHB teachers	40	37.10	5.377	0.91
Sociability	Permanent teachers	40	37.90	1.411	
Mental health	CHB teachers	40	39.50	5.048	0.84
Mental health	Permanent teachers	40	40.30	3.212	
Interpersonal relations	CHB teachers	40	37.95	3.693	3.35**
Interpersonal relations	Permanent teachers	40	40.23	2.190	
Stress	CHB teachers	40	756.10	313.83	2.50*
Stress	Permanent teachers	40	569.68	350.13	

Note. ** Significant at the .01 level; * significant at the .05 level.

Interpretation

The total psychological well-being score of permanent teachers was higher than that of CHB teachers. The obtained t value of 6.59 was significant at the .01 level, showing a meaningful group difference. Permanent teachers also obtained higher scores on satisfaction, efficiency and interpersonal relations, and the differences on these dimensions were statistically significant.

The differences in sociability and mental health were not statistically significant. Although permanent teachers showed slightly higher mean scores on these two dimensions, the obtained t values did not reach the required level of significance. Therefore, the difference between the groups appears stronger for satisfaction, efficiency and interpersonal relations than for all dimensions equally.

For stress, CHB teachers obtained a higher mean score than permanent teachers. The obtained t value of 2.50 was significant at the .05 level. This result suggests that teachers with CHB status experience greater stress than those in permanent positions.

DISCUSSION

The findings indicate that employment status is associated with teachers' psychological condition. Permanent teachers reported better psychological well-being, possibly because job security, regular income, institutional recognition and stable professional identity reduce uncertainty. These factors can improve satisfaction and strengthen confidence in professional roles.

CHB teachers reported higher stress. Temporary service conditions may raise concerns about the continuation of work, financial stability, and professional respect. Such conditions can increase pressure even when the teacher is academically competent. The results therefore suggest that work security is an important psychosocial factor in the teaching profession.

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The significant differences in satisfaction, efficiency and interpersonal relations indicate that stable employment may help teachers function more effectively and relate more positively with others. However, the non-significant differences in sociability and mental health show that not all aspects of well-being are equally affected by employment status. Individual coping, social support and personal resilience may also influence these dimensions.

CONCLUSION

1. Permanent senior college teachers showed significantly higher psychological well-being than CHB teachers.
2. Permanent teachers scored higher on satisfaction, efficiency and interpersonal relations.
3. No significant difference was found between the groups on sociability and mental health dimensions.
4. CHB teachers reported significantly higher stress than permanent teachers.
5. Employment stability appears to be an important factor in promoting teacher well-being and reducing occupational stress.

Educational Implications

The findings highlight the need for supportive policies for CHB teachers. Colleges should provide fair workload distribution, transparent communication, mentoring, timely remuneration and psychological support. Institutional measures to reduce uncertainty may improve teacher well-being and enhance academic functioning.

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Conflict of Interest

The author(s) declared no conflict of interest.

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