

**Relationship Between Well Being And Occupational Stress of
Elementary School Teachers**

Anita Rani

Assistant Professor,
Surjeet Memorial College of Education,
Malwal, Ferozepur

Abstract:

The Present Study aimed to investigate the well being of elementary school teachers in relation to occupation stress. Sample Consisted 100 elementary school teachers selected randomly from district of Punjab Ferozepur. Well being scale by Singh, J and Gupta, A (2001) and occupational stress scale by Sharma and Kaur (2014) was used to collect the data. Product moment correlation was applied to determine the relationship between well being and occupational stress. The result of the study show that there is no significant relationship between measures of well being and occupational stress of elementary school teachers.

Introduction:

Teacher plays an important role in the reconstruction and in the transmission of wisdom, knowledge and experience of one generation to another. The teaching is the fundamental duty of a teacher and it has to be made effective in order to make a successful teacher. Teaching is largely an occupation in which teacher function both within their classroom and as a member of the school organization. The teacher's place in the society is the vital importance. He/She acts as a pivot for the transmission of intellectual traditions and technical skill from generation to generation and helps to keep the lamp of civilization burning. The National Policy on education (1986) has rightly observed that no people can rise above the level of its teachers. So, teachers must be encouraged to develop their uniqueness. The best teacher is one who possesses good mental health and balanced personality, due to advancement in every field, life of teachers, has become more complicated and tough.

The best teacher is one who possess good mental health and who is fully satisfied with his/her occupation. Due to advancement in field, life of teachers, too have become more complex and stressful and this contributed to their physical and psychological well being.

With growing concern of the well being of man in work places, studies on occupational stress and mental health and getting prominence not only in the west but also in India as well. There are many definitions of well being resulting in the use of interchangeable terms by various authors.

Well Being:

The history of well-being dates back to 1961 when he term 'wellness' was coined and defined as an integrated method of functioning, which is oriented towards maximizing the potential, of which the individual is capable (Dunn, 1961). Well-being comes from having a web of relationship and interests. Friends, work, leisure, activities and spiritual beliefs can all increase well-being. Random House Dictionary (Stein, 1966) defined that wellbeing is good or satisfactory condition of existence; a state characterized by health, happiness, prosperity and welfare.

Well being connotes individual felling of contentment, happiness, satisfaction with life experience and one's role in the world of work in terms of 'physical', 'mental', 'social', 'emotional' and 'spiritual' aspect. Blalock and Blalock (2002) explained that the overall feelings of well being refers to a state, that implies the ability to balance personal and work life and is associated with physical, psychological, social and spiritual health.

Occupational Stress

Kyriacou (1989) viewed occupational stress as a negative feeling or unpleasant emotional state resulting from work as a teacher. Teaching has become a stressful profession in the present times. The sources of stress for the school teachers generally are : the heavy workload, delayed salaries, duties other than teaching, lack of cooperation from head and colleagues, political interference, students behavior, negative community attitude etc. It is an established fact that the performance of a teacher mainly depends upon his psychological state of mind. As occupational stress affects the physical and psychological well being of teachers; it definitely influences his efficiency and performance. Kyriacou (2001) described teacher stress as “the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher.”

Stress may come from fear and it is a result of conflicts. Stress is more damaging to adjustment than moods because it is persistent. Stress affects the physical and mental wellbeing of the person by keeping him in a constant state of readiness of action related to the emotion that dominates his stress.

Review of related literature

"Practically all human knowledge can be found in books and libraries. Unlike other animals that must start a life with each generation, man build upon the accumulated and record knowledge of the past.

John w. Best

Review of related literature works as a foundation for any area of human Endeavour and determines the direction for the proposed research. A researcher be for taking up any research primarily needs to study the past literature available in the concerned field. The review of related literature helps the investigator to define the limit f his/her field. It helps the researcher up-to-date on the work which other has done.

Well Being (Research Studies related to general areas)

Mathur (1972) found that the main course of frustration, mental conflicts which affect the mental health of a private aided school teachers are; inadequate salaries, no interest in work; no security of tenure; autocratic management; autocratic supervision; bad family conditions and too many restrictions on their activities.

Koonce (1986) analyzed the effect of a structured wellness programme on physical and mental well being of public teachers and staff members. He observed that 'there were no significant differences for any mental well being measure.

Kaiser and Javaid (1993) conducted a study on perception of well being among child care teachers. He surveyed 235 randomly selected teachers to investigate their sense of well being in the context of 10 child care activities. Results of the study indicated that child-related education, experience and interaction did not influence the overall well being of teachers. Nurturing children and working with parents were found to be their most enjoyable and least stressful tasks.

Well being and occupational stress

Kaur (2009) evaluated a study of well being of school teachers in Punjab in relation to stress and anxiety. A sample of 100 secondary school teachers was taken. The result revealed that there is no significant difference between male and female school teachers in respect of well being, but there is a significant difference between their stress level. There exists a negative but non-significant correlation between well being and stress of teachers.

Singla (2011) reviewed a study of well being of working and non-working women in relation to their emotional intelligence and stress. A random sample of 200 women was taken. The result indicated that well being of working women is higher than non working women, but the difference is not significant. It also

shows a significant difference in emotional intelligence of both. The working women have more positive stress and less negative stress than non-working women.

Kaur (2011) found that there is no significant difference in well-being scores on the bases of gender among elementary school teachers. It is also revealed that high well-being of elementary school teachers having high emotional intelligence is significantly as compared to their counterparts. The teachers with high stress have significantly lower well-being as compared to teachers with high stress have significantly lower well-being as compared to their counterparts having low stress.

Objectives:

- 1) To study the relationship of total well being with occupational stress among elementary school teachers.
- 2) To study the relationship of physical well being with occupational stress among elementary school teachers.
- 3) To study the relationship of mental well being with occupational stress among elementary school teachers.
- 4) To study the relationship of social well being with occupational stress among elementary school teachers.
- 5) To study the relationship of emotional well being with occupational stress among elementary school teachers.
- 6) To study the relationship of spiritual well being with occupational stress among elementary school teachers.

Hypotheses:

- 1) There will be no significant relationship between total well being and stress of elementary school teachers.
- 2) There will be no significant relationship between physical well being and stress of elementary school teachers.
- 3) There will be no significant relationship between mental well being and stress of elementary school teachers.
- 4) There will be no significant relationship between social well being and stress of elementary school teachers.
- 5) There will be no significant relationship between emotional well being and stress of elementary school teachers.
- 6) There will be no significant relationship between spiritual well being and stress of elementary school teachers.

Methodology: This study is descriptive by nature with correlative approach.

Sample: The present study was conducted on a sample of 100 Elementary school teachers from district of Punjab Ferozepur.

Tools: The following tools were used for the purpose of data collection.

1. Well being scale by Singh and Gupta (2001).
2. Occupational stress scale by Sharma and Kaur (2014)

Statistical Treatment of data:

As present investigation is primarily designed to determine the relationship of well being with occupational stress among Elementary School teachers of Ferozepur District. Therefore Product moment correlation analysis was applied to determine the relationship between well being and occupational stress.

Results:

There is significant relationship between measures of total well being, physical well being, mental well being, social well being, emotional well being and spiritual well being with occupational stress of elementary school teachers.

Table 1
Correlation between physical, mental, social, Emotional, Spiritual and total well being and occupational stress (N=100)

	OS
PWB	-.403
MWB	-.417
SWB	-.330
EWB	-.462
SPWB	-.258
TWB	-.327

Above table shows that there is significant correlations were found between the physical well being, mental well being, social well being, emotional well being and spiritual well being and total well being with occupational stress

($r = -.403, -.417, -.330, -.462, -.158$ and $-.327$ respectively)

Thus hypotheses, “There will be no significant relationship between total well being, physical well being, mental well being, social well being, emotional well being and spiritual well being with occupational stress of elementary school teachers and occupational stress of elementary school teachers were rejected.

Educational Implications:-

1. Government must take concrete steps to develop an environment for the healthy and effective functioning of elementary school teachers.
- 1) It must be recognized that teachers are the most critical factors for the effective functioning of both the teacher and the school.
2. In behavioral assignments, the teachers need to be instruction to have a daily routine like thinking positively, living in the present, sharing their feelings, enjoying music etc.
3. Teacher education institutions should play a significant preventive role in developing well being and reducing stress by training the pupil teacher.
4. The on- going in- service teacher education programs should be evaluated in terms of their effectiveness in developing wellness, emotional intelligence and techniques reducing stress among teachers for their inwards transmission to new generation.
5. There should be a good school community interaction so that teachers may not develop negative symptoms and have a positive outlook towards teaching profession.
6. The study aimed at ending the relationship between well being and occupation stress of elementary school teachers. Well being scale by Singh and Gupta 2001 and occupational stress scale by Kaur 2014 test was administered on 100 elementary school teachers of Ferozpur district. The result revealed that there is a no relationship between well being and occupational stress.

References

1. Adegoke, T.G. (2014). *Effect of Occupational stress on psychological well being of police employees Retrieved on April 17, 2016. from www.ajol.info/index/php/afrev/article/viewFile/10134990538*

2. Aditya, S.M. & Sen, A.K. (1993). Work stress, social support psychological burnout and emotional and physical well being among teachers. *Psychology Health and Medicine*. 1(2), 193-205. Retrieved on April 20,2016 from http://shodhganga.inflibnet.ac.in/bitstream/10603/4472/10/10_chapter%202.pdf.
3. Aggarwal, J.C. (2004). *A study of psychological well being of teachers trainers in relation to personality hardiness*, Unpublished M.Ed. Dissertation, Panjab University, Chandigarh.
4. Ala, K., Sanna., Isotalus., & Pekka. (2015). Professional listening competence promoting well being at work in the legal context. *International Journal of Listening*, 29(1), 30-49. Retrieved On Feb 8, 2015. From Eric database (EJ 1049195)
5. Altermann, A., Engels, N., Van Petegen, K., & Verheghe, J.P. (2007). The well being of teachers in flanders. *Educational Studies*, 33(3), 285-297. Retrieved on Feb 2,2016 from https://www.researchgate.net/publication/233466672_The_wellbeing_of_teachers_in_Flanders_The_importance_of_a_supportive_school_culture
6. Bharathi, T.A., & Reddy, N.V.(2002). Sources of job stress among primary school teachers. *Journal of Community Guidance and Research*, 19(2), 247-253.
7. Bindu, C.M. (2007). Relationship between job satisfaction and stress coping skills of primary school teachers. *Indian Education Abstracts*, 7(1), 63.
8. Bowling, N.A. (2010). A meta analytic examination of relationship between job satisfaction and subjective well being. *Journal of Occupational and Organizational Psychology*. 63, 915-934. Retrieved on Oct 20,2016. From onlinelibrary.wiley.com/doi/10.1348/0963/790x478557/pdf
9. Kaur, B. (2011). *A Study of Well Being of School Teaches in Punjab in Relation Gender and Moral Judgment*. Unpublished M. Phil. Dissertation, Punjabi University, Patiala
10. Mathur, S.S. (1972). *Educational Psychology*: Revised and enlarged fifth edition, 499-500. Retrieved on Oct 16,2016 from shodhganga. inflibnet.ac.in/bitstream/10306/19573
11. Kaiser, & Javaid. (1993). Perception of well being among child care teachers. *Early child development and Care (Journal)*, 87,15-28. Retrieved on Jan 20, 2016 from <http://www.tandfonline.com/doi/abs/10.1080/0300443930870102?journalCode=gecd20>
12. Koonce, G.L. (1986). The effects of structured wellness programme on physical and mental well being of public school teachers and staff members. *Dissertation Abstracts International*, 47(6), 1954-A. Retrieved on March 25, 2016 from <http://hdl.handle.net/10919/28443>.
13. Singla, S. (2011). *A study of well being of working and non-working women in relation to their emotional intelligence and stress*. Unpublished dissertation of M.Phil.in Education, Punjabi University, Patiala. Retrieved on May 15, 2016 from shodhganga.inflibnet.ac.in/bitstream/10603/4472/10/10-chapter%202.pdf

