



A Study of moderating effect of sex on the relationship between stress and psychological well-being

KEYWORDS

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ABSTRACT *The purpose of the present research was to study the moderating effect of sex in the relationship between stress and psychological well-being of teachers. For this study 120 female teachers and 120 male teachers from various secondary schools of Rajkot city were randomly selected. All these teachers were administered Bhatt's (1992) Teachers Stress Index and Bhogle and Prakash's (1995) Psychological Wellbeing Questionnaire to test the hypotheses Karl Pearson correlation and sub group analysis procedures were utilized. Result revealed significant negative correlation between stress and psychological well-being of teachers. Further sub group analysis revealed that sex of the teacher has significant moderating impact on the relationship between stress and psychological well-being of the teachers.*

INTRODUCTION

Stress is present in every field and stage of life. We experience stress continuously throughout our life in family, occupation, either in social or economic activities; perhaps that's why the modern age is identified as "The Age of Anxiety and Stress". Almost all people at some time in their life experience stress which is associated to their occupation. But some people suffer higher level of stress. Which factors make job stressful? As Sorafino (2002) pointed out, the demands of the task can produce stress in two ways. First the workload may be too high; studies have found that excessive workload is associated with increased rate of accidents and health problems (Mackay & Cox, 1978; Quick et al., 1997). Second, some kinds of job activities are more stressful than others and they are linked with well-being. Some other factors make job stressful, for example – role ambiguity, role conflict, poor peer relation, strenuous working condition, insecurity etc. Occupational stress refers to the complex, multidimensional effects of professional life of working person (Cooper & Payne, 1978; Karasek & Theorell, 1990). Recent investigations have directed attention to many other stress related occupational problems (Appley & Trumbull, 1986). Characteristics such as subjective comfort and well-being, emotional reactions and job satisfaction, self-esteem and personal resources for coping and adaptation have moved from the periphery to the center of interest in empirical studies of stress in the work place.

Teacher is an essential element of civilization. At school level, personality and behavior of a teacher has got special impact on their students. Hence we can expect that teachers are not affected by high stress and psychological disease. In present days, we can notice significant effect of globalization, modernization, changing values and change in social structure at education system also. Students, management, syllabus, dynamic changes in examination system are the factors associated with the school work environment develop stress among teachers. "The New York State Organization" says that notorious students and ineffective management leads to high stress in teachers. Like other profession, excess stress can affect physical and psychological well-being of teachers.

The major objectives of this study are, 1. To study the relation between stress and psychological wellbeing of male and female teachers. 2. To study the moderating effect of sex on the relationship between stress and psychological well-being of teachers.

METHOD

Sample:

The sample of study consists of randomly selected 240 secondary school teachers of various secondary schools of Rajkot city, in which 120 were male and 120 were female teachers.

Tools:

Following Psychosomatic tools were employed in the present investigation.

Teachers Stress Index: Teachers Stress Index developed by Bhatt (1992) was used to measure stress of the teachers. The scale consist of 40 items to be rated on 5 point scale, relating to various dimensions of stress. The reliability and validity of this scale have been established to be satisfactory.

Psychological Well-being Questionnaire:

To measure the psychological well-being in teachers "Psychological Well-being Questionnaire" by Bhogle and Prakash (1995) was used. The questionnaire contains 28 items with true and false response alternative. It covers 12 dimensions of psychological well-being. The maximum possible score is 28 and minimum is zero. High score indicates high level psychological well-being. The test-retest consistency coefficient is 0.84. The author has reported satisfactory validity of the questionnaire.

RESULT AND DISCUSSION

As the aim of present research was to study the moderating effect of sex in the relationship between stress and psychological well-being of teachers. Karl Pearson's correlation method and sub group analysis was used to moderating effect of sex in the relationship between stress and psychological well-being of teachers. The results were presented in Table-1.

Table-1

sex	r	't' value
Male (120)	-0.36 **	4.7**
Female (120)	-0.41 **	

** P < .01

The result shows that, the stress is negatively correlated with psychological well-being in teachers. Hence we can say that, as the stress increases, the psychological well-being decreases in teachers.

The possible reason of this situation is, the stressful condition of a person is a disturbing factor in solving the problems of his professional and personal life. The stress reduces the emotional stability of a person and reduces mental capability (Smith & Lazarus, 1993). Teachers are more affected with both the matters, so because of continuous stress, his psychological well-being may be dangerously affected. Pattanayak et al., (1993), Pomal's (1995) research indicate that excessive stress in teachers leads to lower psychological well-being.

By subgroup analysis we came to know that, the moderating

effect of sex is significantly affected to the relation of stress and psychological well-being of teachers.

For the possible reason of this result, we can say that "other than profession, family responsibilities and bringing up of children can develop stress among females as compare to males and due to this females have to fight against daily hassles in excess. Study of Baruch & Barnett (1986); Jadeja (2005)

shows that higher the level of daily hassles leads to weaker psychological well-being. Moreover role stress produced due to different role playing can develop more stress in females. Females experience much heavy workload as compare to males. It is possible that stress developed through different sources affects female's psychological well-being negatively. Hence relation between stress and psychological well-being found strong among female teachers.

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