



“A COMPARATIVE STUDY OF STRESS, PSYCHOLOGICAL WELL-BEING AND QUALITY OF LIFE AMONG TEMPORARY AND PERMANENT SCHOOL TEACHERS”

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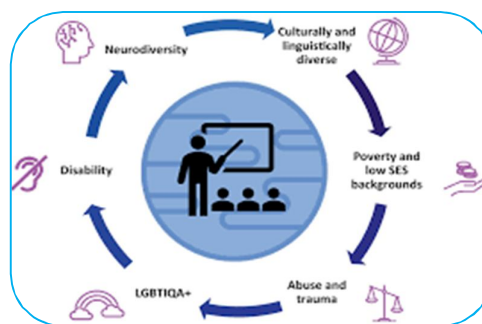
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ABSTRACT

The present study examined differences in stress, psychological well-being, and quality of life among temporary and permanent school teachers. The sample consisted of 400 school teachers from Sangli district, including 200 temporary and 200 permanent teachers. The Teacher Stress Scale, Psychological Well-Being Scale, and Quality of Life Scale were administered. Three-way ANOVA results showed that temporary teachers reported higher stress, whereas permanent teachers reported higher psychological well-being and quality of life. The findings suggest that job security and stability are important factors in teachers' occupational adjustment and overall life functioning.



KEYWORDS: Stress, Psychological Well-Being, Quality of Life, Temporary Teachers, Permanent Teachers, Job Status.

INTRODUCTION:

Teaching is a high-demand human service profession in which educators manage classroom teaching, lesson preparation, assessment, administrative duties, parent-teacher communication, and continuous emotional interaction with students. These responsibilities can create occupational pressure and may influence teachers' stress, psychological well-being, and quality of life.

Stress refers to psychological and physiological responses that occur when environmental demands are appraised as exceeding available coping resources. In school settings, chronic stress may reduce professional effectiveness, disturb emotional balance, and affect daily functioning. Psychological well-being reflects positive mental functioning, life satisfaction, efficiency, sociability, mental health, and interpersonal relations. Quality of life is a broader construct that includes perceived life satisfaction, physical and emotional adjustment, motivation, and overall life functioning.

Job status is closely related to perceived security, institutional recognition, income stability, and professional confidence. The present article therefore treats job status as the independent variable and stress, psychological well-being, and quality of life as dependent variables.

Review of Literature

Kyriacou (2001) reviewed teacher stress and emphasized excessive workload, time pressure, classroom control, and threats to professional self-image as central stressors in the teaching profession. The review supports the view that teacher stress should be examined with reference to both personal and institutional conditions.

Montgomery and Rupp (2005) conducted a meta-analysis and reported that teacher stress is associated with burnout, negative emotional responses, coping patterns, and work-related dysfunction. Their findings justify studying teacher stress together with indicators of well-being and life functioning.

Klassen and Chiu (2010) found that job stress is related to teachers' self-efficacy and job satisfaction, and that teacher characteristics can influence stress profiles and professional outcomes. This supports comparative research among teacher groups.

Hascher (2021) systematically reviewed teacher well-being research and observed that teacher well-being is a multidimensional construct influenced by personal resources, school climate, leadership, workload, and professional support.

Nienhaus et al. (2023) reported that perceived stress is negatively associated with quality of life among school teachers, indicating that occupational stress can extend beyond the workplace and affect broader life domains.

Objectives of the Study

1. To assess stress among temporary and permanent school teachers.
2. To examine psychological well-being among temporary and permanent school teachers.
3. To determine quality of life among temporary and permanent school teachers.

Hypotheses

1. Temporary school teachers will report significantly higher stress than permanent school teachers.
2. Permanent school teachers will report significantly higher psychological well-being than temporary school teachers.
3. Permanent school teachers will report significantly higher quality of life than temporary school teachers.

Research Methodology

Sample

The sample consisted of 400 school teachers from Sangli district. The sample was selected by stratified random sampling. It included 200 male and 200 female teachers, 200 urban and 200 rural teachers, and 200 temporary and 200 permanent teachers. For this article, job status was treated as the independent variable with two levels: temporary school teachers and permanent school teachers.

Tools Used

- 1) **Teacher Stress Scale (TSS-DT)** - Dr. Tinku De (Gope): The scale consists of 80 items and measures several dimensions of teacher stress, including workload, role ambiguity, role conflict, working conditions, interpersonal relations, and organisational stress. Higher scores indicate greater stress.
- 2) **Psychological Well-Being Scale (PWBS-SDCP)** - Sisodia and Choudhary: The scale contains 50 items and measures life satisfaction, efficiency, sociability, mental health, and interpersonal relations. Higher scores indicate better psychological well-being.
- 3) **Quality of Life Scale (QOLS-SSNN)** - Sharma, Sharma, Nagar and Nema: The scale contains 42 items measuring life satisfaction, happiness, goals and motivation, emotional adjustment, stress reduction, physical well-being, and personal development. Higher scores indicate better quality of life.

Procedure

Permission was obtained from school authorities. Participants were informed about the purpose of the study, confidentiality was assured, and responses were collected through the standardised questionnaires. The completed tools were scored according to the respective manuals and analysed statistically.

Statistical Analysis

Three-way ANOVA was used for statistical analysis. This article reports the main-effect comparisons from the thesis data.

Statistical Data Analysis

Dimension	Temporary Teachers (N=200) M	Temporary SD	Permanent Teachers (N=200) M	Permanent SD	F
Stress	159.51	26.79	153.31	26.95	5.85*
Psychological Well-Being	153.19	15.14	160.94	16.94	41.377**
Quality of Life	84.64	10.20	87.74	10.81	12.794**

*Note. * Significant at 0.05 level; ** significant at 0.01 level. Higher stress score indicates greater stress; higher PWB and QoL scores indicate better functioning.*

Results and Discussion

The results demonstrated significant differences between temporary and permanent school teachers. Temporary teachers reported higher stress (M = 159.51, SD = 26.79) than permanent teachers (M = 153.31, SD = 26.95), F = 5.85, p < .05. Permanent teachers reported higher psychological well-being (M = 160.94, SD = 16.94) than temporary teachers (M = 153.19, SD = 15.14), F = 41.377, p < .01. Permanent teachers also reported higher quality of life (M = 87.74, SD = 10.81) than temporary teachers (M = 84.64, SD = 10.20), F = 12.794, p < .01.

The findings suggest that the selected independent variable has meaningful implications for teachers' occupational health and positive functioning. Higher stress scores indicate greater occupational strain, whereas higher psychological well-being and quality of life scores indicate better adjustment. The results support the need for targeted institutional interventions based on teacher group characteristics.

CONCLUSIONS

1. Temporary school teachers experience significantly higher stress than permanent school teachers.
2. Permanent school teachers show significantly higher psychological well-being than temporary school teachers.
3. Permanent school teachers report significantly higher quality of life than temporary school teachers.
4. Improving job security and institutional support may help reduce stress among temporary teachers.

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