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Comparison of Psychological Well-Being and Job Stress between Teachers of Special and Ordinary Schools in Isfahan City

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Abstract

The aim of this study is to compare psychological well-being and job stress between teachers of special and ordinary schools in Isfahan city. This study is a comparison. The study population is consisted of all teachers in special and ordinary schools teachers in the academic year 2014-2015 of Isfahan city. The sample consisted of 100 teachers from special schools (n = 50 male teachers and 50 female teachers) and 100 teachers from ordinary schools (50 males and 50 females) was studied by using cluster sampling method. Testing tools are the psychological well-being questionnaire of Magyarmv Keynesian and the job stress questionnaire of Harris. The findings showed that there is a significant difference between psychological well-being and job stress of special and ordinary schools teachers.job stress between ordinary schools teachers is more than special teachers except communication component, but psychological well-being between special teachers is less than ordinary teachers. Regarding to the relationship between job stress and psychological well-being, the conditions (eg, teaching stress management skills and life skills) can be provided in order to increase psychological well-being and to help job stress reduction.

Keywords: Psychological Well-Being, Job Stress, Teacher, Special

Introduction

In today's world the job selection and working are very important. Having a good job in addition to financing and improving the living standards also can have a positive effect on physical and mental health of people. Job regardless of financing can provide some of the basic needs of man such as mental and bodily movement, social contact, feelings self-valuable, confidence and abilities. However, it can also be

a major source of stress and be a satisfactory job may become a source of discontent over time (Khodai And Kabiri, 2012). Psychological well-being is one of the factors can effect on people's job. Psychological well-being is the expression of positive emotions and general satisfaction with their lives and others, in different areas of family, education and jobs and has emotional and cognitive components. Emotional component is the expression of relative presence of positive emotions and the absence of negative emotion and cognitive component represents a person life satisfaction and evaluation of different aspects of life. Ryff (1989) is one of the famous theorists in the field of multi-dimensional concept of psychological well-being that provided the model presented six components of psychological well-being based on a survey. These six components are contained of self-acceptance (accept different aspects of yourself and having a positive attitude to your life and past), positive relationships with others (the ability to love, warm and trusted relationships with others and the ability to show empathy), autonomy (activity and act on the basis of personal independence standards and ability to stand against social tension), to control on environment (ability to create or select the environment due to the person psychological conditions and control the external activities), purposeful life (meaning life) and personal development (a feeling of perpetual growth and effort to demonstrate the capabilities of the human being) . Ryff (1995) claimed that the central element in the psychological well-being is having the sense of purpose and meaning in life. According to the theory of Deci and Ryan (2006, cited in, Moltafet, 2012), social factors and tissue impact directly on individuals well-being. One of the important environmental factors is teachers and their roles. The concept of well-being is used in psychological researches as a term of general mental health (Diner,2002). Optimal well-being is defined as increasing the capacity of the positive states and reducing the negative states (Viters, 2001). Psychological well-being is defined as the conflict with ontological challenges and trying for personal growth and is known by the concept of six components of Ryff (Ryff, 1998). Research has shown that psychological well-being correlates positively with, academic performance (Tofi, Flett, Timutimuthorp. 1996), better health, increased job satisfaction and less absence from work (Russell, 2008). The research results of Mehrabizadeh and colleagues (2012) showed that teachers of special schools in terms of public health than ordinary school teachers have a more unfavorable situation. Stress is another psychological variable that is associated with the job. Lazarus thinks that, job stress is interaction between the work environment conditions and the characteristics of the individual so that the demands of the workplace (and thus related pressures)are more than that person can afford them. Severe stress can bring unpleasant consequences in teaching. It can undermine the Teacher morale and reduce his ability to transfer that passion is in teaching. Stress can reduce the quality of teacher in two basic ways: First, if a long time teachers find teaching as a stressful job may reduce his consent from employment in this profession and this subject can discourage him and secondly, extreme stress may reduce the quality of teacher interaction with students in the classroom (Ki Ria Ku.2005).There is stress In the lives of all people who have jobs and it can influence psychological pressure on them by different species. Career changes, including organizational changes, changes in wages, promotion, relationship with clients, overtime and social changes are issues that effect on people and bring him trouble, worry, anxiety and tention(Alavi, Jannati Fard, Davoodi. 2009). Stress is a common phenomenon in teaching profession and teachers have reported in different stages and in different time periods, all levels of job stress from mild to severe. According to research conducted in different countries, teaching is one of the world's ten profession that makes stress and a third of teachers believe teaching profession is stressful and extremely stressful(Alison,2007). Teaching is such an

important job that leads to job stress in people. Green Glass et al. (1990, quoted by Aghayousefi, 2008) in a study entitled the role of gender in contrast, burnout, relationship between burnout and occupational stress and coping were examined. The results showed that men experience job stress more than women. The results Gyust and colleagues (1990, quoted by Ghobari Bonab, 2005) showed that men are more occupational stress than women. Teachers in terms of responsibility for the well-being, prosperity and students activity have a unique profession. They are responsible for dissemination of knowledge, training students and are responsible for order in the appropriate time. For this reason, teachers stress experience by other businesses is different and requires its own definition (Tolbert. 2007quoted by Taheri). Statistics show that stress and its complications cause the loss of hundreds of working days every year and the average daily one million people because of disorders and illnesses caused by the workplace avoid going there. Researches of Billing and Mouse show that factors such as permanent stress, a sense of danger, severe competition and conflict in the workplace, aversion to work and the lack of correct human relationships, makes the person feels that his job is meaningless. Such as this condition in job it causes a person to feel pressure to do the job, fatigue, power reduction, frustration andso that show burnout. In other words, when the person settles in front of role ambiguity, inter individual contradiction and the economic problems while trying to respond to their expectations, and their organization, the most likely effect created is, fatigue, frustration and exhaustion. Freudenberg (1975) states that each job is associated with stress, but some jobs are under more stress. Professions which deal with human services, including jobs that create a lot of stress such as teaching profession and teaching. With regard to the status of teachers in the education system, particularly their impact on students in various fields on the one hand, And on the other hand due to the high level of stress in teaching, especially in special circumstances, such as dealing with students with disabilities, the present study has been done to compare teachers of ordinary and special schools in terms of burnout, job stress and psychological well-being.

Research method

This research method is comparative. This study population is consisted of all teachers in special and ordinary schools in the academic year 2014-2015 of Isfahan city. The sample is consisted of 100 teachers from special schools, 50 teachers were men and 50 women) and 100 teachers from ordinary schools (50 males and 50 females),who have been matched for sex, age, marital status, level of education, work experience, education and interest in jobs. In this study cluster sampling And SPSS statistics software to analyze the findings in two sections descriptive (frequency, mean, standard deviation, tables and charts) and inferential (Correlation coefficient, T test and regression analysis) were used.

Measuring tool

Psychological Well-Being Scale: The questionnaire was designed in 2003 by Kayes and Magyarmae including three aspects of emotional well-being (12 questions), psychological well-being (18 questions) and social well-being (15 questions). Grading method: Emotional well-being: Questions of positive emotions section (6 first questions) with questions of negative emotions section (6 second questions) are combined and emotional well-being score is obtained. Of course, all questions of the negative emotions section except question 5 of emotional well-being scale are coded on the contrary and then come together. Regarding to the rate of 1 to 5 for options from never to fulltime in this sub-scale the minimum score is

16 and the maximum score is 56(Golestani bakht,2007). Psychological Well-Being In this section, questions 1,2,3,8,9,11,12,13,17,18 are scored in reverse and combination of component scores is the , total score of psychological well-being. In the Section of social welfare scale: Questions 3,4,5,6,11,12,14 are scored vice versa. Regarding to the rate of 1 to 7 for options (I disagree very much) to (I agree very much) in both psychological and social well-being subscale in psychological well-being subscale the minimum score is 18 and the maximum score is 126 and in social well-being subscale the minimum score is 15 and the maximum score is 105. By combination scores of emotional well-being, psychological and social the mental well-being score is obtained. Validity and Reliability: The questionnaire conducted and validated on 57 subjects by golestanibakht (2007) and he reported the correlation coefficient of subjective well-being questionnaire 78% and subscales include emotional well-being, psychological well-being and social well-being 76%, 64% and 76% respectively. The Cronbach's alpha coefficient of internal consistency for the total of questionnaire obtained 80% and for its subscales respectively 86%, 80% and 61%, obtained.

Job Stress Questionnaire Hariss (HSE): Job Stress Questionnaire has been designed to assess work-related stress by Hariss. The questionnaire examines in the seven sub-scale containing demand, control, authorities support, staff support, communication, roles and the changes of job stress. Job stress questionnaire contains 35 words and 7 subscales with the names of 1-demand 2-control 3- authorities support 4- staff support 5- communication support 6- roles 7- The changes have mentioned. Scoring method: for scoring the questionnaire , ie each sub-scale award points in order of never = 5, rarely = 4, sometimes = 3, often = 2, always = 1 And grading demand sub-scale will be reversed (never = 1, rarely = 2, sometimes = 3, often = 4, always = 5). The mean of each subscale words scores represent the measured value of each subscale, which has a range of 1 to 5 ie 1 is the idealist mode and 5 is the most stressful and undesirable mode. The questionnaire Validity is over 60 percent. The questionnaire Reliability by using Cronbach's alpha coefficient is approximately 78% and by using the halve method and the Spearman-Brown formula is 65% that implies the good Reliability of the questionnaire.

Findings:

Descriptive findings:

Table 1: Mean and Standard deviation of well-being total score and its component scores between teachers of special and ordinary schools in Isfahan city

Variable	Groups	Number	Mean	Standard deviation	Minimum	Maximum
Emotional welfare	Ordinary school teachers	100	40.41	9.80	0	54
	Special school teachers	100	45.71	7.21	19	59
Psychological well-being	Ordinary school teachers	100	59.75	11.61	36	81
	Special school teachers	100	53.71	10.54	30	75

Social well-being	Ordinary school teachers	100	54.21	9.99	32	77
	Special school teachers	100	47.85	11.77	22	69
Well-being total grade	Ordinary school teachers	100	154.37	16.46	101	181
	Special school teachers	100	147.27	17.55	103	177

Table 2: Job stress mean and standard deviation (total) and its components between teachers of special and ordinary schools in Isfahan city

Variable	**Groups**	**Number**	**Mean**	**Standard deviation**	**Minimum**	**Maximum**
Demand	Ordinary school teachers	100	23.71	4.76	11	35
	Special school teachers	100	22.42	5.26	9	36
Control	Ordinary school teachers	100	15.40	3.33	7	24
	Special school teachers	100	14.27	3.13	8	24
Authorities support	Ordinary school teachers	100	12.76	3.42	5	20
	Special school teachers	100	10.62	3.50	5	20
Staff support	Ordinary school teachers	100	10.20	2.71	4	15
	Special school teachers	100	7.88	2.85	4	19
Communication	Ordinary school teachers	100	14.96	3.04	9	20
	Special school teachers	100	16.30	3.19	8	20
Role	Ordinary school teachers	100	9.31	3.08	5	18
	Special school teachers	100	7.54	2.46	5	14
Changes	Ordinary school teachers	100	7.43	2.10	3	12

	Special school teachers	100	6.32	2.44	3	14
Job stress(total)	Ordinary school teachers	100	93.77	12.29	68	118
	Special school teachers	100	85.40	11.52	61	123

Inferential findings:

This section describes research hypotheses and inferential findings will be presented to each of them.

First hypotheses: there is difference between psychological well-being of special and ordinary school teachers.

Table 3: The T-test results to compare the score mean of special and ordinary schools teachers psychological well-being

Variable	**Loyen test results about equality of two groups variances**		**Student T-test results about means comparison of two groups special and ordinary school teachers**		
	Variance analysis	**Meaningly level**	**T**	**Freedom grade**	**Meaningly level**
Emotional well-being	7.34	0.007	-4.35	181.85	0.00
Psychological well-being	3.72	0.05	3.84	198	0.00
Social well-being	4.38	0.03	4.11	192.88	0.00
Total grade well-being	1.29	0.25	2.95	198	0.004

Second hypotheses: There is difference between Job stress of special and ordinary schools teachers.

Table 4: T-test results about job stress scores mean comparison between special and ordinary schools teachers

Variable	**Loyen test results about equality of two groups variances**		**Student T-test results about means comparison of two groups special and ordinary school teachers**		
	Variance analysis	**Meaningly level**	**t**	**Freedom grade**	**Meaningly level**
Demand	2.40	0.12	1.81	198	0.07
Control	0.22	0.63	2.45	198	0.01

Authorities support	0.05	0.81	4.36	198	0.00
Staff support	0.002	0.96	5.88	198	0.00
Communication	0.47	0.49	-3.03	198	0.003
Role	5.72	0.01	4.48	198	0.00
Changes	2.80	0.09	3.44	198	0.001
Job stress(total)	0.73	0.39	4.95	198	0.000

According to Table 3, it can be concluded that the difference between the scores average of emotional well-being, psychological and social well-being of ordinary and special schools teachers is statistically significant, about Emotional and social well-being scores the average of special teachers are more than ordinary schools teachers but in psychological well-being component the score of ordinary school teachers are more than teachers of special schools. Also the well-being total score of special teachers is more than ordinary teachers.

According to Table 4, it can be concluded that the difference between teachers in both special and ordinary schools is statistically significant, so the third hypothesis is accepted. It is necessary to be noted as shown in Table 4 -5 the scores average of job-stress between ordinary school teachers is more than special teachers.

Discussion and conclusion:

This study has compared the psychological well-being and job stress between special and ordinary schools teachers in Esfahan city. It has been shown in the hypothesis of this study, that there is a significant difference of job stress and psychological well-being between special and ordinary school teachers in Esfahan city. These results are consistent with findings of Myles, ormsbee and Simpson (2006) who did some researches on teachers had children with special needs, It concluded that, because this group of teachers to communicate with children, having a lot of problems, are under more working pressure than ordinary teachers and it causes some psychosomatic diseases among them. On the other hand, teachers of special schools because of dealing with disorders behavioral and emotional children must constantly use coping styles to reduce these abnormal behaviors, so this causes physical and emotional involvement of teachers with these activities, and certainly affect physical and mental health undesirably (Shirkool, 2005). In support of the above explanation, Baluch in a detailed and organized study on 253 teachers through case study concluded working with difficult students,ie usually the task of special schools teachers , increases physical and mental illness among teachers Whether this group of teachers against the pressures of work they are experiencing burnout(Gorden,2001). Considering that special schools teachers actually earn a lower performance level, motivational track trying to function, experience less stress. If the ordinary school teachers have a higher expected level of performance and society expect them more and greater. So the mental pressure is slightly higher (Mashhadi and Arizi,

2000). In addition, the results of this research by study findings of Mitchem and Downing (2005) that teachers of special schools bear more mental pressure and in terms of mental health and psychological well-being are at the lower level is contradictory. To explain these findings, it can be said that when teachers go to ordinary schools community and parents expectations level increase and teachers in these schools face more competitive levels. But teachers in special schools are in an environment where the slightest success, makes them stand out. But there is a lot of competition in ordinary schools, and an environment in which they are large, it makes a stressful field in which teachers on the one hand expose to schools competitive pressures and on the other hand expose to parents expectations. In addition to these factors we can mention to the rights, teaching hours or the number of students to reduce mental stress and so that enhance psychological well-being of special school teachers. As teachers in special schools have more time together during the week, interact more with each other and by being special children in special schools, it makes the atmosphere more sincere. So we can expect that the psychological well-being is more among special school teachers. Because the conditions of working and school environment impact on people abilities satisfaction. The more the environment is excited, their satisfaction will increase. Many factors are involved in creating a suitable and satisfying environment. Creating intimacy and honesty between people, respect the time period of rest and classroom, handle personal affairs, paying attention to the merits of people and financial security are some of the factors that can help to increase job satisfaction and reduce job stress and create fertile ground for providing mental health.

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