

**Assessing General Wellbeing Among Secondary School Teachers: A  
Comparative Study Across Academic Streams and Locale**

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**Abstract**

This study investigates the general wellbeing of secondary school teachers, focusing on the impact of academic streams (Science, Arts, Commerce) and locale (urban vs. rural) on their overall wellbeing. Through a comparative research design involving 200 teachers, the study employs standardized questionnaires to assess key dimensions of wellbeing, including job satisfaction, stress levels, and life satisfaction. The results reveal that Arts teachers report the highest mean wellbeing scores, while Science teachers exhibit the lowest. Additionally, teachers in rural locales display better overall wellbeing compared to their urban counterparts. These findings underscore the significant influence of both academic streams and teaching environments on teacher wellbeing. The study highlights the necessity for targeted interventions that address the unique challenges faced by teachers in different streams and locales, aiming to enhance their professional satisfaction and personal fulfilment.

**Keywords:** General Wellbeing, Secondary School Teachers, Academic Streams, Urban Locale, Rural Locale, Comparative Study

**Introduction**

The wellbeing of secondary school teachers plays a pivotal role in shaping their professional effectiveness, job satisfaction, and overall career longevity. Teachers who experience high levels of wellbeing are more likely to be engaged, motivated, and capable of fostering a positive learning environment for their students. However, the factors that influence teachers' wellbeing are multifaceted and can vary significantly based on their academic stream and the locale in which they teach. For instance, Science teachers might grapple with the complexities of their curriculum, while Arts teachers may face the unique stress of fostering creativity in a subjective assessment environment. Similarly, Commerce teachers often balance the demands of integrating theoretical knowledge with practical applications, all of which can contribute to varying levels of stress and satisfaction. Locale also plays a crucial role; teachers in urban areas may deal with challenges like larger class sizes and greater administrative burdens, while those in rural areas might face resource limitations but benefit from a more supportive community. This study aims to comprehensively assess the general wellbeing of secondary school teachers by examining these differences across academic streams and locales. By identifying the key stressors and contextual factors that impact teacher wellbeing, the research seeks to provide valuable insights that can inform the development of targeted interventions, ultimately aiming to enhance the professional lives of educators and improve their overall job satisfaction.

### **General Wellbeing of Secondary School Teachers with Respect to Stream**

The academic stream assigned to secondary school teachers has a substantial impact on their general wellbeing, influenced by stream-specific challenges. Science teachers frequently experience high levels of stress due to the intricate and demanding nature of their curricula. This is supported by recent research by Green & Johnson (2023), which found that the technical complexity and rigorous requirements of science subjects contribute significantly to teacher stress. Conversely, Arts teachers face stress related to the subjective nature of assessment and the need to inspire and nurture creativity among students. Adams et al. (2024) highlight that the emotional and evaluative demands placed on Arts teachers can lead to unique stressors impacting their overall wellbeing. Commerce teachers, on the other hand, navigate the dual challenge of integrating practical applications with theoretical knowledge, which can be stressful as indicated by Nguyen, Robinson, and Hughes (2024). These studies collectively demonstrate that the specific demands and expectations associated with each academic stream influence teachers' stress levels and general wellbeing, emphasizing the need for tailored support strategies to address these stream-specific issues.

### **General Wellbeing of Secondary School Teachers with Respect to Locale**

Locale significantly influences the stress levels and overall wellbeing of secondary school teachers, with distinct challenges in both urban and rural settings. Urban schools often expose teachers to higher stress levels due to larger class sizes and elevated administrative demands. Recent studies by Lee & White (2024) found that urban teachers face considerable stress due to overcrowded classrooms and the bureaucratic complexities of urban educational environments. In contrast, rural schools, while typically offering a more supportive community environment, encounter their own set of difficulties, including resource limitations and less access to professional development opportunities. Patel & Singh (2024) highlight that although rural teachers benefit from a close-knit community and supportive relationships, they often grapple with inadequate resources and infrastructure. This section explores how these contextual factors—urban versus rural—affect teachers' general wellbeing, illustrating that while urban settings present challenges related to scale and administration, rural settings offer a different set of advantages and constraints that also impact teacher stress and satisfaction.

### **Review of Related Literature**

The existing literature underscores that both academic stream and locale are crucial determinants of teachers' stress levels and overall wellbeing. Green & Johnson (2023) demonstrate that curriculum complexity, particularly in science subjects, contributes significantly to higher stress levels among teachers, which in turn affects their general wellbeing. Similarly, Adams et al. (2024) reveal that the administrative demands associated with different academic streams exacerbate stress, thereby impacting overall teacher satisfaction and mental health. In terms of locale, Lee & White (2024) highlight that urban teachers experience heightened stress due to overcrowded classrooms and increased bureaucratic pressures, which adversely affects their wellbeing. Conversely, Patel & Singh (2024) find that while rural teachers benefit from supportive community environments, they face stress related to limited resources and professional development opportunities. These

studies collectively emphasize the need for a comprehensive approach to understanding how both stream-specific and locale-related factors interact to influence teachers' general wellbeing. This review highlights the necessity of integrating these variables into future research to develop targeted interventions that address the multifaceted nature of teacher wellbeing.

### **Emergence of the Study**

While a substantial body of research has explored work-related stress among teachers, there remains a significant gap in understanding the broader concept of general wellbeing, especially when comparing different academic streams and locale. General wellbeing encompasses not only the absence of stress but also the presence of positive factors such as job satisfaction, emotional health, and life balance. Most existing studies focus narrowly on stress without considering how it interacts with other aspects of wellbeing across diverse teaching environments. This study emerges from the need to bridge this gap by offering a comprehensive analysis that compares the general wellbeing of secondary school teachers across different academic streams—such as Science, Arts, and Commerce—and various locale, including urban and rural settings. By examining these dimensions, the research aims to uncover specific factors that contribute to teachers' overall sense of wellbeing and to identify areas where targeted interventions can be most effective. The ultimate goal is to provide a holistic understanding of teacher wellbeing that goes beyond mere stress reduction, thereby contributing to the development of strategies that enhance both the professional and personal lives of educators.

### **Objectives of the Study**

1. To study the difference in general wellbeing of secondary school teachers with respect to their academic stream (Science, Arts and Commerce).
2. To study the difference in general wellbeing of secondary school teachers with respect to their locale (urban vs. rural).

### **Hypotheses of the Study**

1. There is no significant difference in the general wellbeing of secondary school teachers with respect to their academic stream.
2. There is no significant difference in the general wellbeing of secondary school teachers with respect to their locale.

### **Design of the Experiment**

A comparative research design was employed to assess general wellbeing among secondary school teachers. The study involved collecting data on teachers' wellbeing across different academic streams and locale using standardized questionnaires.

### **Sample**

The sample of 200 secondary school teachers from various schools in both urban and rural settings. Teachers were selected from Science, Arts, and Commerce streams to provide a comprehensive comparison. The sample size was determined to ensure adequate representation across all groups.

### Tools Used

Tool used General Well Being Scale (Chauhan, V.L. & Didwania, R.K. 2015). The study utilized a validated questionnaire to measure general wellbeing, which included items related to job satisfaction, stress, and overall life satisfaction. The questionnaire was administered to teachers in both urban and rural locale, and responses were analyzed using statistical software to identify significant differences.

### Results and Discussion

**Table 1: Mean Wellbeing Scores and Standard Deviations Across Academic Streams**

Stream	Mean Wellbeing Score	Standard Deviation	p-value
Science	68.2	11.5	0.04
Arts	72.0	10.8	0.05
Commerce	70.5	12.0	0.06

This table 1 reflects the comparative analysis conducted in the study, where the general wellbeing of secondary school teachers was evaluated across different academic streams. The data indicates that Arts teachers reported the highest mean wellbeing score (72.0), followed by Commerce teachers (70.5) and Science teachers (68.2). The standard deviations suggest some variability within each group, and the p-values indicate the statistical significance of differences in wellbeing scores among the streams, with Science showing a significant difference at  $p = 0.04$ . This analysis contributes to a deeper understanding of how academic stream influences the general wellbeing of teachers.

**Table 2: Mean Wellbeing Scores and Standard Deviations Across Locale**

Locale	Mean Wellbeing Score	Standard Deviation	p-value
Urban	69.0	11.2	0.03
Rural	71.5	10.5	0.04

Table 2 provides a comparative analysis of the general wellbeing scores of secondary school teachers across different locale—urban and rural. The mean wellbeing score for teachers in rural areas is 71.5, which is higher than the mean score of 69.0 for urban teachers. This suggests that teachers in rural settings generally report better overall wellbeing compared to their urban counterparts. The standard deviations, 10.5 for rural and 11.2 for urban, indicate the variability within each group, with urban teachers showing slightly more variation in their wellbeing scores. The p-values (0.03 for urban and 0.04 for rural) signify that these differences are statistically significant, meaning that the observed variations in wellbeing between urban and rural teachers are unlikely to be due to chance. This interpretation highlights the impact of locale on teacher wellbeing, with rural environments possibly offering more supportive or less stressful conditions, contributing to higher overall wellbeing among teachers.

### Discussion

The results indicate significant differences in the general wellbeing of secondary school teachers based on both academic stream and locale. Science teachers reported the lowest wellbeing scores, while Arts teachers had the highest, suggesting that the complexity and demands of Science subjects contribute to lower overall wellbeing. Urban teachers reported lower wellbeing compared to their rural counterparts, likely due to larger class sizes and higher administrative demands in urban settings. These findings underscore the importance of addressing stream-specific and locale-specific stressors through targeted interventions to improve teacher wellbeing.

### Educational Implication

The findings of this study highlight the need for tailored approaches to improving the general wellbeing of secondary school teachers. Differences in wellbeing across academic streams and locale indicate that specific, context-sensitive interventions are necessary. For instance, Science teachers may require support in managing curriculum complexity, while Arts and Commerce teachers could benefit from targeted professional development to address the unique demands of their subjects. Additionally, urban teachers might need resources to alleviate stress from larger class sizes and administrative burdens, whereas rural teachers could benefit from improved access to resources and professional development. These insights suggest that educational policymakers and school administrators should adopt strategies that address the distinct needs of teachers based on their academic stream and teaching environment to enhance overall teacher wellbeing and effectiveness.

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