

ABSTRACT

Any education system is run successfully by proper education administration and good education administrators. The effectiveness of school education also largely depends on its administrators. School Education Administrators (SEAs) work with teachers, students, support staff, parents, and local politicians to keep the school functioning. These professionals define and articulate the school's mission and goals, implement programmes and allocate resources to ensure the proper functioning and management of the educational institution. They are also involved in formulating educational policies, programs, and procedures. They play a significant role in school management, administration, and leadership. But they can perform these roles successfully only when they are in good health, i.e., physical, mental, socio-emotional, etc. and their wellbeing is favourable. Unfortunately, numerous aspects cause various mental health problems including stress, which negatively affects their wellbeing. Job stress is a serious mental health problem among them and it compels them to deviate from their normal functioning. Interestingly self-efficacy plays a vital role in managing work-related stress and maintaining wellbeing. Literature reveals that administrators can also manage and solve various physical and psycho-social problems, stress, etc., and maintain personal and organisational wellbeing with excellent self-efficacy. SEAs are no exception to it. Hence, studying the issues of stress, self-efficacy, and wellbeing among SEAs is of immense value and significance in the present day.

Review of relevant literature revealed that though several studies were conducted on job stress, employee wellbeing and self-efficacy separately or on the relationship between any two of them, rarely any comprehensive attempt had been taken to explore the relationship among job stress, self-efficacy, and employee wellbeing, and the direct, indirect, and total effect of job stress on the wellbeing of school educational administrators. Further, no study was found where the mediating role of self-efficacy between job stress and employee wellbeing is being studied. Based on the positionality of the researcher and research trends and gaps, it was rationalised that a comprehensive study was needed to explore the mediating role of self-efficacy in the relationship between job stress and employee wellbeing among school education administrators in West Bengal considering various socio-demographic variables. Ultimately the problem for the present study was stated as **“Impact of Job stress on School Education Administrators’ Wellbeing: The Mediating Role of Self-efficacy”**.

The major objectives of the study were:

1. To measure the rate of prevalence of JS, SE, and EW among the SEAs;
2. To compare JS, SE and EW among SEAs concerning their gender, highest educational qualification, present residence, marital status, spouse's job engagement status, previous job status, working hours in a week, special training status, preferences in other job opportunities, stream of education, and present designation;
3. To explore the relationship of age, distance of the workplace from home, and year of service experience, with JS, SE, and EW among SEAs;
4. To find out the inter-relationship between overall and dimension wise JS, SE, and EW among SEAs;
5. To measure the direct effects/impacts of JS on SE among SEAs;
6. To measure the direct and total effects/impacts of JS on EW among SEAs;
7. To measure the direct effects/impacts of SE on EW among SEAs;
8. To measure the indirect/mediating effects/impacts of JS through SE on EW among SEAs.

In keeping with the problem formulated and objectives stated, the following hypotheses were proposed to be tested:

- There is no significant difference in JS, SE and EW and their dimensions among SEAs concerning their gender, highest educational qualification, present residence, marital status, spouse's job engagement status, previous job status, working hours in a week, special training status, preferences in other job opportunities, stream of education, and present designation.
- Age, distance of the workplace from home, and year of service experience of the SEAs are not significantly related to their JS, SE, and EW.
- There is no significant relationship exist between overall and dimension wise JS, SE, and EW among SEAs.
- There is no significant direct impact of JS on SE among SEAs.
- There is no significant direct impact of SE on EW among SEAs.
- There is no significant direct impact of JS on EW among SEAs.
- JS of the SEAs does not indirectly influences/impacts their EW through SE.
- SE of the SEAs does not significantly mediate the relationship between their JS and EW.

It was a cross-sectional survey research and the target participants (Population) for this survey were school education administrators i.e., D.I/S, A.I/S, and S.I/S in West Bengal. For this purpose, the researcher selected 316 SEAs from 23 districts of West Bengal based on random and snowball sampling. Following all the ethical considerations and taking informed consents from the participants, he collected data from them making both online and offline surveys, keeping in mind the new-normal situation. For online survey he used Google form. He used four types of instruments in this survey as follows:

1. Personal Information Questionnaire (consists of 17 items)
2. 'Self-efficacy Scale' of A.K. Singh and Sruti Narayin (consists of 20 items)
3. 'Employee well-being scale' of Rabindra Kumar Pradhan and Lopamudra Hati (consists of 33 items).
4. 'New Job Stress Scale' of Shukla and Srivastava (consists of 22 items)

Major statistical techniques used for data analysis were Frequency and Percentage Analysis, Mean, Standard Deviation, Skewness, Kurtosis, Kolmogorov-Smirnov^a, Shapiro-Wilk test for data normality, Pearson Correlation, t-test, One-way Analysis of Variance (ANOVA), and Hayes Regression Analysis in SPSS-20. Results of the study revealed that low JS and high SE ensured higher EW. However, high SE slightly decreased the adverse effects of JS and helped in increasing EW. It was also found that less qualified administrators had significantly higher JS, SE, and EW than the more qualified SEAs. Present residence and marital status did not appear as influential factors for JS, SE, and EW among SEAs. Spouses' engagement in any job influenced significantly the JS, SE, and EW among SEAs, and those whose spouses were engaged in any job had higher JS and lower SE and EW. The results also affirmed that the SEAs having previous job experiences had significantly higher level of SE and EW than SEAs without job experiences. Further, the result also revealed that the SEAs having special training had higher SE and EW and lower JS than their nontrained counterparts. SEAs with a commerce or technical background face lower JS and higher SE and EW than their science or arts background counterparts. Age and working experience were positively and significantly related to JS, SE, and EW. In the case of JS low level of honeymoon effect was present among the newly recruited SEAs. Job stress was negatively and significantly related to SE and EW. However, their SE and EW were positively and significantly correlated. Further, SE predicted EW significantly and the prediction rate was higher than JS. And again, JS, directly and indirectly through self-efficacy, impacted employee wellbeing. Significantly,

it was observed that SE partially and complementarily mediated the relation between JS and EW.

The present study has significant implications for education and other related fields. By identifying the influential factors in job stress, self-efficacy, and employee wellbeing, school education administrators can manipulate them to control their job stress and increase their self-efficacy and wellbeing. The study findings will help in the quality development of school education administration which in turn helps the proper functioning of school education. After knowing these findings, government authorities should arrange guidance and counselling programmes for school education administrators for maintaining individual and organizational wellbeing. School education administrators will understand the importance of co-worker support and work-life balance in their wellbeing; therefore, they will maintain good relations with their co-workers. The results implied that age-wise special training and programmes should be arranged to balance job stress and improve the wellbeing and self-efficacy of school education administrators. The study's results implied a fixed working hour for employees to improve their wellbeing and self-efficacy and reduce job stress. The policy and various programmes related to school education should be constructed to give importance to the wellbeing and self-efficacy of school education administrators.

In the present study, the researcher left no stone unturned to a high standard. But, owing to various reasons such as time, accessibility, resource, etc., the researcher had to carry on his research under unavoidable limitations. Due to a shortage of time, the researcher could neither survey many school education administrators nor employ any qualitative methods and techniques which might be more appropriate to collect valid and qualitative data concerning SEAs' job stress, wellbeing, and self-efficacy. It was an intensive study with a limited number of SEAs, which might not represent the population. Hence, the generalization of the result may be slightly different and may not apply precisely to the population. The study could not cover all levels of school education administrators in West Bengal. Further, the researcher used the tools' English version to collect data from the administrators. However, this version might not have been equally understandable for each participant. Therefore, this may cause variation in the result. Further studies are required to get a better result, considering the present study's limitations.