

WORKPLACE DISCRIMINATION AND TEACHER'S WELLBEING: A CORRELATIONAL STUDY IN PUBLIC EDUCATIONAL SETTINGS

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ABSTRACT

This study was conducted to explore the relationship between workplace discrimination and teachers' well-being in public educational setting. "Stratified Random Sampling" technique was used for the study. Two questionnaires were used for workplace Discrimination and Teachers' well-being. Both questionnaires were developed by the researcher named as Workplace Discrimination and Teachers' well-being. Questionnaires were measured on five-point Likert scale and were validated through expert opinion. Piloting was made to ensure the reliability of both the questionnaires. CVI for Workplace Discrimination was found 0.80 and for Teachers Well-being was found 0.85. Reliability of Workplace Discrimination was found 0.93 and for Teachers' well-being was found 0.96. Data was collected through online survey. Statistical Package for Social Science (SPSS-24) was used for this purpose. Result of the study showed that A strong, negative and significant relationship was found between workplace discrimination with teachers' wellbeing in public educational setting. Increasing workplace discrimination is negatively affecting the wellbeing of both male and female teachers, in both urban and rural settings. To counter this, all-inclusive wellness plans should be implemented that foster flexibility and job satisfaction by directly addressing workplace stressors like discrimination.

Keywords: Workplace Discrimination, Teacher's wellbeing, Elementary Level,

INTRODUCTION

Discrimination in the workplace is a phenomenon that has become a major problem for teachers' health. In public educational setting, just like other institutions, cannot be offered protection from such social evils as discrimination is prevalent almost everywhere. Furthermore, workplace discrimination always affects mental health and attachment to main goal of work. Anxiety caused by workplace discrimination may lead towards sleep deprivation, mood swing, loss of appetite, dizziness, loss of stability and irritability.

The writer of "The impact of workers well-being on progress in the workplace" is of the view that workplace discrimination has just been perceived by an individual just because he is treated unfairly due

to race, color, religion, gender or rank in any organization. Although, workplace discrimination and prejudice has not been observed publicly, few people face it at workplace, home or within the society. Psychological well-being is one of the important parts of performance, and managers must to achieve other things to guarantee the psychological health of their staff. Similarly, it explains the effect an individual's psychological prosperity can have on themselves, yet in addition on everyone around them and in this manner, influencer can estimate the level of performance (Haddon, J.2018).

The discrimination happened when one employee exhibited favor or represented as disrespectful

among other workers. Or a person faced disrespect and out group from other worker or group of staffs. The example can be of less distribution of the pay or bonus for one group or an individual probably on the basis of gender, ethnicity, cultural diversity, physical, and intellectual abilities etc. (NI direct, 2015). The major areas of discrimination were on the basis of age, disability, sex, employee as parent, religion, ethnic group, physical conditions, race, color, and rebel behavior of another employee (Kim & Ko, 2022). The study showed that workplace discrimination has a negative impact on the wellbeing of the employee teachers, also study covered the role of workplace violence. The perceived workplace discrimination thus positively correlated with workplace violence among school teachers (Kim & Ko, 2022).

Workplace discrimination comprises treating individuals in ways that challenge their position in a professional setting, often based on characteristics such as race, gender, religion, political beliefs, or social background (Hirsh & Kornrich, 2008). Beyond these factors, workers and job candidates may also experience discrimination due to disabilities, genetic information, pregnancy, or their association with others. In India, comparisons across race and gender disclose significant inequalities in earnings, unemployment rates, occupational roles, and the accumulation of human capital (Pavalko et al., 2003). Stress is a characteristic and automated response of the body. Each time an individual is confronted with risk, genuine or illusionary are being delivered to the blood circulation system and this triggers all chain of mind-boggling responses in the body. Indeed, even minor pressure, experienced every now and then, makes an inconvenient difference and can have serious ramifications for your wellbeing.

Due to persistent pressure the adverse consequence is much more imminent since the body is continually in the condition of combating stress; this implies that the pressure chemicals are delivered throughout the body constantly. This harms the body in the long-term ending up many diseases (Fu, I.2015). Discrimination at work and its relationship to different complaints that include fatigue is a vigorous matter that deserves the attention of both the employer and the employee on the working place. Earlier research has factually correlated workplace bullying with fatigue but more so, interplaying factors more specifically spirituality &

gender and their impact has been less explored particularly in the school teacher's perspective.

To fill this research gap, a recent study investigated workplace bullying as a predictor of fatigue, with spirituality and gender as moderators, among schoolteachers in Lebanon. It was established that workplace bullying is a major predictor of fatigue with gender acting as an effect modifier particularly the female teachers. Furthermore, anxiety and depression were determined to be key predictors of increase in fatigue levels (Khairallah et al., 2023). Eco social theory is an evolving theory that clarifies the phenomenon of disease distribution and its relation with biological reasoning and social changes. It further explains that how inequalities implanted in social structure of a society or an organization bring huge health loss to health of a major amount of population. It further, unearths the question that what factors drive pattern of inequalities that are harmful for health. This theory addresses the reality of discriminative oppressive and manipulative societal phenomenon that impact health of subjected teachers (Matthies et al., 2016). The study highlighted that teachers' wellbeing is considered as important factor in the development of the work of teachers also the students physical and psychological wellbeing (Dreer, 2023). The idea of having tough routine got teachers' to involve in stressful situation, hence the discrimination attitudes from authorities led to poor wellbeing (Sood & Kaur, 2023). It helped teachers to grow in various direction included the cognitive, physical, psychological, social, and emotional way. Hence encompassed the overall wellbeing among teachers (Carroll et al., 2021). A large amount of data has been produced on widespread workplace discrimination, its causes and its results; however, there is a dire need to shed light on health issues related to stress caused by organizational discrimination. Interestingly, new stressors, with the passage of time have become part of organizational genealogies which are now clinically diagnosable.

Statement of the Problem

Workplace discrimination is a form of unfair and biased treatment which noticeably causes organizational problems and also increases health concerns for teachers. Lack of diversity, fairness, and inclusion caused by workplace discrimination has capacity to harm teacher's wellbeing. As public-school teachers play vital role in defining the future of students, considering the relationship between

workplace discrimination and their Well-being is crucial. The purpose of the study was to explore how Workplace Discrimination influence teachers Well-being. By addressing these issues, we can work towards forming more comprehensive and helpful workplace for all teachers.

Objective

The main objective of this study was to explore relationship between workplace discrimination and teachers' wellbeing in public educational setting.

Research Questions

- i. What is relationship between workplace discrimination and wellbeing of female teachers in public educational setting?
- ii. What is relationship between workplace discrimination and wellbeing of male teachers in public educational setting?
- iii. What is relationship between workplace discrimination and wellbeing of rural teachers in public educational setting??
- iv. What is relationship between workplace discrimination and wellbeing of urban teachers in public educational setting??
- v. What is relationship between workplace discrimination and wellbeing of teachers in public educational setting??

Research Methodology

Population and Sampling

The population of the study was the public-school teachers from Tehsil Khraian, District Gujrat

Research Questions 01: What is relationship between workplace discrimination and wellbeing of Female teachers in public educational setting ?

Table 1: Correlation between Workplace Discrimination and Well-Being among Female Teachers.

	N	Mean	S. D	Pearson r	r ²	Sig. (2-tailed)
Workplace Discrimination	100	2.74	.789	-.593**	0.187	.000
Well-Being		2.56	.73			

The table 1 shows correlation between workplace discrimination and well-being among female teachers in public educational setting. Analysis shows that there is negative and significant relationship between workplace discrimination

Pakistan. The sampling technique used for the study was "Stratified-Cluster Random Sampling" technique. Two strata were made to determine the number of schools to be included in the study. The criteria of 10% was selected (Gay et al., 2011) that is 10% of the schools were selected out of the available total number of schools. All the teachers teaching as EST (elementary school teachers) at high schools were considered as targeted population, and total number of teachers were 200 all of them were included for sample.

Tools of the Study

Two Questionnaires was used as a tool of research for this study. To get this information, two types of self-developed questionnaires were used to measure workplace Discrimination and Teachers well-being in public schools.

Tool Validity and Reliability

Both Questionnaires were validated through expert opinion. Piloting was made to ensure the reliability of both the questionnaires. CVI for Workplace Discrimination was found 0.80 and for Teachers Well-being was found 0.85. Reliability of Workplace Discrimination was found 0.93 and for Teachers Well-being was found 0.96.

Data Analysis

The data was analyzed through statistical measure of i.e. Descriptive statistics, Mean, Standard Deviation and Correlation. Statistical Package for Social Science (SPSS-24) was used for this purpose.

(N=100, r= -0.593, p= .000) and wellbeing of female teachers. It displays that with increase of workplace discrimination among female teachers; their workplace wellbeing decreases.

Research Questions 02: What is relationship between workplace discrimination and wellbeing of Male teachers in public educational setting?

Table 2: Correlation between Workplace Discrimination and Well-Being among Male Teachers.

	N	Mean	S. D	Pearson r	r ²	Sig. (2-tailed)
Workplace Discrimination	100	2.21	.983	-.478**	0.227	.000
Well-Being		2.68	.66			

The table 2 shows correlation between workplace discrimination and well-being among male teachers in public schools. Analysis shows that there is negative and significant relationship between workplace discrimination (N=100, r= -0.478, p=

.000) and wellbeing of male teachers. It displays that with increase of workplace discrimination among male teachers; their workplace wellbeing decreases.

Research Questions 03: What is relationship between workplace discrimination and wellbeing of Urban teachers in public educational setting?

Table 3: Correlation between Workplace Discrimination and Well-Being among Urban Teachers.

	N	Mean	S. D	Pearson r	r ²	Sig. (2-tailed)
Workplace Discrimination	100	2.74	.789	-.593**	0.351	.000
Well-Being		2.56	.739			

The table 3 shows correlation between workplace discrimination and well-being among urban teachers in public schools. Analysis shows that there is strong, negative and significant relationship between workplace discrimination (N=100, r= -0.593, p=

.000) and wellbeing of urban teachers. It displays that with increase of workplace discrimination among urban teachers; their workplace wellbeing decreases.

Research Questions 04: What is relationship between workplace discrimination and wellbeing of rural teachers in public educational setting?

Table 4: Correlation between Workplace Discrimination and Well-Being among Rural Teachers

	N	Mean	S. D	Pearson r	r ²	Sig. (2-tailed)
Workplace Discrimination	100	2.21	.98	-.478**	0.228	.000
Well-Being		2.68	.66			

The table 4 shows correlation between workplace discrimination and well-being among rural teachers in public educational setting. Analysis shows that there is strong, negative and significant relationship between workplace discrimination (N=100, r= -0.593, p= .000) and wellbeing of rural teachers. It

displays that with increase of workplace discrimination among rural teachers; their workplace wellbeing decreases.

Research Question 05: What is relationship between workplace discrimination and wellbeing of teachers in public educational setting?

Table 5: Correlation between Workplace Discrimination and Well-Being among Teachers

	N	Mean	S. D	Pearson r	r ²	Sig. (2-tailed)
Workplace Discrimination	200	2.47	.927	-.525**	0.275	.000
Well-Being		2.62	.703			

The table 5 shows correlation between workplace discrimination and well-being among overall teachers in public educational setting. Analysis shows that there is negative and significant relationship between workplace discrimination (N=200, r= -0.525, p= .000) and wellbeing. It displays that with increase of workplace discrimination among teachers, their workplace wellbeing decreases.

Conclusions

There was a negative and significant relationship of workplace discrimination with workplace wellbeing among female teachers, male teachers, rural teachers and urban teachers. A negative and significant relationship was found between workplace discrimination with teachers' wellbeing in public educational setting. Increase in workplace discrimination among teachers, decreased wellbeing among male teachers as well as female, urban and rural teachers.

Recommendation

To encourage the wellness of teachers in public educational setting, institution managers may plan staff retreats, informal get-togethers, and team-building exercises. Implement all-inclusive wellness initiatives that help flexibility and job satisfaction by addressing workplace stressors such as discrimination. Launch and boost strong, private channels for reporting bias in the workplace and guarantee prompt resolution. Instruct school administrators on how to recognize and deal with discriminatory behavior and promote comprehensive school environments. To learn about teachers' actual experiences with prejudice and how it influences their mental health, job satisfaction, and self-esteem, conduct focus groups and interviews.

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