

Abstract

The study was carried out to explore the relationship between Ostracism, Job Stress and Psychological Wellbeing among college and university teachers. It was a correlational research. Convenient sampling strategy was used. A sample of 400 college and university teachers was taken (200 from each cadre). The sample was consisted of 50 % male and 50% female teachers. The Workplace Ostracism Scale by Ferris et al (2008) was used to measure ostracism, the General Work Stress Scale by De Bruin (2006) and Role Conflict and Ambiguity Scale by Rizzo et al (1970) for measuring job stress and Eudaimonic Workplace Wellbeing Scale by Bartel et al (2019) was used to measure the psychological well-being in the study. Correlation analysis was conducted to determine the relationship between ostracism, job stress and psychological wellbeing. Findings indicated a significant positive correlation between ostracism and job stress. A significant negative correlation was found between ostracism and psychological wellbeing and job stress and psychological wellbeing. The results of multiple linear regression showed that ostracism and job stress are significant negative predictors of psychological wellbeing. Furthermore, MANOVA indicated significant gender differences as women are higher in ostracism and job stress and lower in psychological wellbeing as compared to men. MANOVA also indicated that university teachers are significantly higher in ostracism and job stress as compared to college teachers. Whereas no significant cadre differences were found in psychological wellbeing. Moreover, mediation analysis indicated that job stress and role conflict and ambiguity significantly mediate the relationship between ostracism and psychological wellbeing. The study has wide implications in contributing in teachers' welfare and enhancing their mental health.

Keywords: Ostracism, Job Stress, Psychological Wellbeing, Teachers