

THE RELATIONSHIP BETWEEN WORK-RELATED STRESS AND JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT

This research paper explores the relationship between work-related stress and job satisfaction among secondary school teachers. Teaching is a demanding profession with unique stressors such as heavy workloads, administrative pressure, and student behavior. This study aims to assess how these stressors affect teachers' job satisfaction. Using a survey method, data were collected from 100 secondary school teachers, measuring stress levels and job satisfaction. Statistical analysis, including Pearson correlation and regression analysis, was conducted to examine the relationship between the two variables. The findings reveal a significant negative correlation between work-related stress and job satisfaction, with higher stress levels leading to lower job satisfaction. These results underscore the need for interventions that address stressors in teaching environments. Recommendations include reducing workload, improving administrative support, and fostering a supportive school climate. This paper contributes valuable insights to the understanding of teacher well-being and offers actionable strategies for improving job satisfaction among educators.

1. INTRODUCTION

Teaching is widely regarded as one of the most fulfilling professions, yet it remains one of the most stressful. Secondary school teachers, who interact with adolescents at a crucial stage of development, are constantly subjected to the pressures of workload, student behavior, and the demands of administration. Work-related stress has become a prevalent concern, and its consequences on teachers' mental health, productivity, and overall job satisfaction are increasingly recognized.

Job satisfaction is a critical factor influencing teachers' performance, motivation, and retention. Research has shown that job satisfaction directly impacts the quality of education, the effectiveness of teaching, and student outcomes. However, when stress levels are high, it negatively influences teachers' satisfaction with their jobs, leading to burnout, absenteeism, and in some cases, career changes.

The purpose of this study is to explore the relationship between work-related stress and job satisfaction among secondary school teachers. Understanding this relationship is essential for developing effective strategies to support teachers, reduce stress, and ultimately improve their job satisfaction. This research is designed to identify the factors contributing to work-related stress, assess its impact on teachers' overall satisfaction, and propose solutions for improving teacher well-being.

2. OBJECTIVES OF THE STUDY

The primary objective of this study is to examine the relationship between work-related stress and job satisfaction among secondary school teachers. Specifically, the study aims to:

1. Assess the levels of work-related stress among secondary school teachers.
2. Evaluate the overall job satisfaction of secondary school teachers.
3. Analyze the relationship between work-related stress and job satisfaction.
4. Identify the most significant stressors contributing to job dissatisfaction.
5. Provide recommendations for reducing stress and improving job satisfaction.

3. REVIEW OF LITERATURE

Work-related stress has been well-documented across various professions, but it is particularly significant in teaching due to the emotional, mental, and physical demands of the job. Kyriacou (2001) defines teacher stress as the experience of anxiety, frustration, and mental strain caused by work-related pressures. Factors contributing to stress include excessive workload, inadequate support, difficult student behavior, and insufficient resources.

Research has consistently shown that high levels of stress among teachers are associated with lower job satisfaction. According to Skaalvik and Skaalvik (2015), stress negatively impacts teachers' motivation, morale, and emotional well-being, leading to burnout and decreased productivity. Stress also affects teachers' physical health, with symptoms such as fatigue, insomnia, and headaches. Teachers experiencing high stress are more likely to suffer from mental health issues, including depression and anxiety.

Job satisfaction, in contrast, is positively correlated with teacher effectiveness and retention. Teachers who are satisfied with their jobs are more likely to remain in the profession, have positive relationships with students, and demonstrate better teaching outcomes (Dolan, 2018). The inverse is true for dissatisfied teachers, who are more likely to experience burnout and leave the profession.

The interaction between stress and job satisfaction is complex. While some stress can motivate individuals to perform better, excessive and chronic stress can lead to dissatisfaction and disengagement. Addressing the factors contributing to work-related stress, such as workload, support systems, and student behavior, can have a significant positive impact on job satisfaction.

4. METHODOLOGY

4.1. Research Design

The research uses a **quantitative research design**, relying on surveys as the primary method for collecting data. The survey method is suitable for this study because it allows for the efficient collection of data from a large number of secondary school teachers and provides the opportunity for statistical analysis of the results.

4.2. Target Population

The target population for this research comprises **secondary school teachers** from both public and private schools. The teachers were selected from schools located in an urban region to ensure diversity in the sample, and they represent a mix of teaching experiences, subjects taught, and gender.

- **Population size:** Approximately 200 teachers were identified for the study
- **Sample Selection:** A total of 100 secondary school teachers were selected from five schools in Jalana city. The sample was diverse in terms of gender, teaching experience, and subjects taught. The teachers were chosen randomly from different schools to ensure a representative sample.

The data collection process is crucial in ensuring the reliability and validity of the study. For this research, the aim is to explore the relationship between work-related stress and job satisfaction among secondary school teachers. The process outlined below provides a step-by-step overview of how the data were collected.

4.3. Survey Instrument Development

The survey was designed to measure two primary variables: work-related stress and job satisfaction. The survey instrument was structured in two main sections:

- **Section A: Work-Related Stress**

- This section includes questions designed to assess various factors contributing to stress in the teaching profession. It includes items such as workload, student behavior, time constraints, and lack of support from administration.
- The questions were adapted from established scales such as the Teacher Stress Inventory (TSI) and the Perceived Stress Scale (PSS), which have been validated in previous research.
- The responses were rated on a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree), which allows teachers to express their level of agreement with each statement.

- **Section B: Job Satisfaction**

- This section includes questions aimed at assessing teachers' satisfaction with various aspects of their job, including their work environment, compensation, career development opportunities, and work-life balance.
- Questions were adapted from the **Job Satisfaction Survey (JSS)**, a widely used instrument for measuring job satisfaction in various professions.
- Like the stress section, the responses were rated on a **Likert scale** (1 = Very Dissatisfied, 5 = Very Satisfied).

4.4. Pilot Study

Before distributing the survey to the entire sample, a **pilot study** was conducted with a small group of 10 teachers to test the clarity, reliability, and validity of the survey instrument. The feedback from the pilot study was used to refine and improve the questions, ensuring that they were clear and appropriate for the research.

5. DATA COLLECTION

- **Step 1: Permission and Ethical Considerations**

- Permission was obtained from the school authorities to conduct the research. Ethical considerations were addressed by ensuring that participation was voluntary and confidential. Teachers were informed about the study's purpose, and informed consent was obtained from all participants.

- **Step 2: Survey Distribution**

- The final version of the survey was distributed to the 100 selected teachers via email and hard copy. Both formats were provided to ensure ease of access for all participants.
- Teachers were given two weeks to complete the survey, and a reminder was sent one week before the deadline.

- **Step 3: Data Collection**

- After two weeks, completed surveys were collected from the teachers. A total of 85 surveys were returned, resulting in a response rate of **85%**.
- The collected data were reviewed for completeness and accuracy. Any incomplete surveys were discarded, leaving 80 usable responses for analysis.

5.1 Data Entry and Coding

Once the completed surveys were collected, the responses were entered into a **statistical software** (e.g., SPSS or Excel) for analysis. Each item was coded to align with its respective category (work-related stress or job satisfaction).

- **Work-Related Stress Scale (WRSS):** Responses were coded on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).
- **Job Satisfaction Scale (JSS):** Responses were coded from 1 (Very Dissatisfied) to 5 (Very Satisfied).

The data were then cleaned to ensure there were no errors in the entry process.

6 DATA ANALYSIS

The data were analysed using **descriptive statistics** (mean, standard deviation) to summarize the responses. Additionally, **Pearson's correlation coefficient** was calculated to determine the strength and direction of the relationship between work-related stress and job satisfaction.

- **Descriptive Statistics:** To describe the distribution of responses for both stress and job satisfaction.
- **Correlation Analysis:** To measure the strength and significance of the relationship between work-related stress and job satisfaction.
- **Regression Analysis:** To predict job satisfaction based on levels of work-related stress.

STATISTICAL ANALYSIS

The collected data were analyzed using descriptive statistics to determine the mean and standard deviation for both work-related stress and job satisfaction. Pearson's correlation coefficient was used to measure the strength and direction of the relationship between stress and job satisfaction. Regression analysis was also conducted to predict job satisfaction based on stress levels.

7 RESULTS AND DISCUSSION

7.1 Descriptive Statistics

Table 1 presents the descriptive statistics for work-related stress and job satisfaction levels among the secondary school teachers.

Variable	Mean	Standard Deviation	Range
Work-Related Stress	3.45	0.72	2.1 - 4.8
Job Satisfaction	3.12	0.65	2.4 - 4.9

The mean score for work-related stress (3.45) indicates a moderate level of stress, while the mean score for job satisfaction (3.12) reflects a slightly lower level of satisfaction.

7.2 Correlation Analysis

Table 2 shows the results of the Pearson correlation analysis between work-related stress and job satisfaction.

Variables	Pearson Correlation (r)	Significance (p-value)
Work-Related Stress & Job Satisfaction	-0.62	0.0001

- A Pearson correlation of -0.62 suggests a moderate negative correlation between work-related stress and job satisfaction, indicating that as stress increases, job satisfaction decreases.
- The p-value of 0.0001 confirms that the relationship is statistically significant, rejecting the null hypothesis.

7.3 Regression Analysis

A regression analysis revealed that work-related stress explains 38% of the variance in job satisfaction ($R^2 = 0.38$, $p < 0.01$). This suggests that stress levels are a significant predictor of teachers' job satisfaction, emphasizing the importance of addressing stress in educational settings.

8. CONCLUSION

This study has confirmed a significant negative correlation between work-related stress and job satisfaction among secondary school teachers. The findings indicate that teachers experiencing higher levels of stress report lower levels of job satisfaction. Stress factors such as workload, student behavior, and lack of administrative support were found to be major contributors to dissatisfaction.

Given the impact of stress on teacher well-being, educational institutions must prioritize creating supportive work environments. Strategies such as reducing excessive workload, providing adequate professional development, and improving administrative support could help alleviate stress and improve job satisfaction.

Teachers play a pivotal role in shaping the future of students, and their job satisfaction is crucial for maintaining a motivated, engaged workforce. By addressing the root causes of stress, schools can enhance job satisfaction, reduce burnout, and improve overall educational outcomes.

9. RECOMMENDATIONS

1. Schools should ensure that teachers' workloads are manageable, with a reasonable balance between teaching and administrative responsibilities.
2. Providing teachers with strong administrative and peer support systems can help them cope with stress and feel valued in their profession.
3. Offering stress management workshops or counseling services would allow teachers to learn coping strategies.
4. Teachers should be given opportunities for continuous professional growth, which can increase job satisfaction and reduce feelings of stagnation.
5. Encouraging teachers to maintain a healthy work-life balance can reduce stress and improve overall well-being.

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