



STRESS AND JOB SATISFACTION

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1) ABSTRACT

In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. In the present study, the attempt was made to identify the level of job stress, sources of stress and how job satisfaction among teachers in consideration with their gender differences along with age and experiences. Also, the study aims at understanding the correlation between stress and job satisfaction. Study comprised of randomly selected 200 school teachers from Hyderabad, India. 11 types of stress indicators were studied, and the results are presented. Also, the variation of job satisfaction between teachers and administrators is also attempted in this article. It can be concluded from the study that, the school teachers were partly satisfied and experiencing mild to moderate stress from their job overall. These can be the resultant of unfavorable job conditions and job types for the school teachers. Findings revealed that the major stressful factors were overcrowded classrooms, working for more hours and high expectations of parents. Lack of resources, students' lack of goal were also found challenging by the educators. It can be concluded from the study that teachers experience more stress and less job satisfaction than the administrators.

Keywords: Stress, criticism, expectations, satisfaction, resources

2) INTRODUCTION

Research has shown that along with serviceman, social workers and linguists, teachers have surfaced at the start of the new millennium as the most afflicted with rising stress (Joseph et al). A report in June 2002 issue of the National Association of Secondary School Principals of America showed that annual turnover of professions other than teaching averaged 11 percent while annual turnover for the teaching profession was 15.7 percent. The report further stated that high turnover coupled with the demographic trend of increased secondary school enrollment has caused a severe shortage of secondary school teachers. The absence of a high dropout rate and job turnover among Indian teachers does not necessarily mean that they do not experience stress and lack of job satisfaction. This may be due to entirely different reasons like non-availability of alternative job opportunities and fear of taking risks. On an average, teachers spend 10 hours per week on school-related responsibilities not directly related to teaching (i.e., supervising on the playground, extracurricular events, hall supervision, study hall, lunchroom supervision, attending meetings, parent conferences, and open houses, taking tickets or money). Various factors can cause stress among teachers. Just as sources of stress can vary between individuals, responses to stressful experiences also differ. Whereas some individuals may primarily experience physical symptoms such as ulcers and chest pains, others may experience psychological and emotional disturbances such as depression and apathy. Findings from early studies on health-related problems associated with teacher stress indicated that the negative effects of stress could range from minor physical symptoms such as mouth sores to more serious psychopathological symptoms like depression and suicidal ideations (Kyriacou and Pratt, 1985; Litt and Turk, 1985).

3) Review of Literature:

With nearly 90% of all teachers experiencing moderate to high levels of stress it is very important that teachers use stress relieving techniques to improve both their career and their health. While stress is evident in any job, teachers seem to face increased levels of stress due to their unique circumstances. The studies by Raschke (1985); Balse (1986); Hock and Roger (1996), indicated that the degree of stress which teachers experience is positively related to the degree which he/she perceives as a lack of control over a potentially threatening situation. Schools are considered as a formal organization (Hoy & Miskel, 1987), and teachers are susceptible to organizational stress of role conflict and role ambiguity. Many researchers have identified sources of stress among post-secondary faculty members. Their findings have indicated that time pressures (Astin, 1993; Barnes, Agago & Coombs, 1998; Smith et al., 1995; Thompson & Dey, 1998) and high self expectations (Gmelch et al., 1986; Smith et al., 1995) are the main sources of stress for teachers. The same stressor may not be experienced by each teacher and stress affects every person differently, experiencing constant dissatisfaction with the job has many repercussions for the individual's adjustment to work as well as in personal and social life and may have magnetic impact on individuals' total personality and resulting substandard performance. David W. Chan and Eadaoin, K. P. Hui (1998) reported that regardless of gender and guidance status, teachers with low stress and high support levels generally reported less general psychological symptoms, and teachers with high support level reported less specific symptoms related to anxiety and sleep problems. In a study by Markov and Martin (2005), a total of 800 new public-school teachers in the US reported as greatest sources of stress and anxiety reported administrative, classroom management and testing responsibilities (34%), dealing with

unmotivated students (28%), and working with parents (20%). Challenging parent behavior included interruptions of instructional activities, parental dissatisfaction, high expectations, and unwillingness to collaborate. Teachers who experience an imbalance between resources and demands over an extended period of time are at risk for the negative effects of stress, which can include health problems and psychological burnout (McCarthy, Kissen, Yadley, Wood, & Lambert, 2006). It is not surprising that teachers are the largest homogenous occupational group investigated in burnout research, comprising 22% of all samples (Schaufeli & Enzmann, 1998).

Sources of teacher stress are varied (Dewe, 1986). Some of the more common sources include the need to make adaptations to sudden curriculum changes and feeling of disempowerment (Brown, Ralph and Brember, 2002; Moriarty et al., 2001). Apart from school curriculum changes, a change in school structure is also a stressor. Such change causes erosion of collegial relationship (Troman, 2000) and harbours feeling of inequity and uncertainty (Taris et al., 2004). Other often reported stress catalysts include role overload, namely the need for teachers to cope with a number of competing roles within their job (Pithers and Soden, 1998), excessive over-time work (Cooper and Kelly, 1993), and management problems associated with student misbehavior and large class sizes (Gordon, 2002).

In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. (Ruma et al., 2010; Eichinger, 2000). Factors like excessive work, lack of administrative and parental support, inadequate salaries, disciplinary problems, lack of students' interest, overcrowded classrooms, and public criticism of teachers and their work (Rice and Goessling, 2005; Ruma et al., 2010). According to Alkhrisha (2002), major sources of stress of Jordanian teachers are workload, low salary, lack of self -esteem, lack of in-service training opportunities, and lack of access to new information and knowledge. Also, this study discovered that demographic variables are the major predicted variables of teacher distress. In addition, some demographic variables, such as age, marital status, experience and sex, were found to be related to burnout (Harris et al., 2008).

4) Objectives:

The review of literature reveals that many studies have been undertaken on stress-related problems. However, there are very few studies with special reference to the teachers working in the educational institutions of Hyderabad. Keeping in view the gaps in research, the present article aims to understand the stress phenomena among the teachers of the institutions and thereby understand the major factors responsible for causing stress. Also, it studies the impact of various variables on stress for teachers. The paper also presents the variables which contribute most and least to stress for teachers in Hyderabad. The study also attempts to understand the correlation between stress and job satisfaction. Also extending to parameters like age, gender an experience. The study is also extended to understand the correlation between stress and job satisfaction.

4.1) HYPOTHESIS

There is a significant impact of stress on job satisfaction. The study emphasizes the relation between stress and job satisfaction.

5) METHOD**5.1) Sample**

The sample of the study comprised of 300 higher secondary teachers (Males=145 and Females=155) randomly drawn from private schools in the city of Hyderabad. Their age ranged from 27-53 years and their experience ranged from 1-20 years.

5.2) Tool

The Teacher's Stress Inventory developed by the Authors (2010, was used in the present study. The final form of the Inventory consists of 25 questions, describing various sources of stress perceived by higher secondary teachers; it is a 4-point scale like "Strongly Agree", "Agree", "Strongly Disagree" and "Disagree". A factor analysis of the items in the scale revealed 11-independent variables such as: (i) Students' lack of interest ii) Amount of paperwork iii) Overcrowded classrooms iv) Working for more hours, v) Conflict with administrators vi) Public criticism vii) Lack of resources viii) Isolation from other adults ix) Economic pressures x) Changes in curriculum xi) Parental expectations. The objectives of the present study are to determine the ranking of the variables which causes more stress on an educator. Also how stress relates to job satisfaction for both teachers and administrators.

DATA: TABLE 1 DEMOGRAPHICS OF THE PARTICIPANTS**Table 1 Participants demographic characteristic**

	Independent variable	Frequency
GENDER	MALE	112
	FEMALE	88
AGE	28 - 35 years	85
	36- 45 years	94
	46 - 60 years	21
STATUS	ADMINISTRATORS	6
	TEACHERS	194
AREA OF SPECIALIZATION	SCIENCES	65
	COMMERCE	78
	ARTS & LANGUAGES	57
LENGTH OF SERVICE	1- 5 years	43
	5- 15 years	128
	16 - 25 years	29

TABLE 2 VARIABLES WITH STATISTICAL TOOLS

S. No	VARIABLES	MEAN	STANDARD DEVIATION	VARIANCE
1	Working for more hours	3.33	0.94	0.88
2	Excess paperwork	2.73	1.15	1.32
3	Lack of academic interest among students	3.16	1.00	1
4	Conflict with administrators/Management	2.23	1.17	1.37
5	Parent criticism	2.9	1.12	1.25
6	Overcrowded classrooms	3.57	0.76	0.57
7	Lack of resources/materials	3.28	1.01	1.02
8	Isolation from other adults/groups	2.13	1.00	1.00
9	Financial pressures	2.76	1.10	1.21
10	Changes in syllabus	2.06	1.06	1.12
11	Excess school & parent expectations	3.32	0.95	0.90

6) RESULTS & DISCUSSION

- The participants' demographics are presented in table 1. It can be observed that the majority of the sample is in the age group of 28 – 45 years and has a length of service between 3 and 18 years of teaching experience. Table 2 presents values of the statistical tools employed in this study.
- Out of the entire 11 variables selected for the study, overcrowded classrooms working for more hours, students' lack of goal, lack of resources, excess school and parent expectations were found to be giving more stress to the teachers.
- In the present study, the female teachers reported to experience more stress than their male counterparts. They were found to experience more stress in the variables working for more hours, overcrowded classrooms and Parental expectations. In the present study, however, there are not much gender differences on the remaining eight variables. These findings are supported by Manthei (1988) who has reported that female teachers experience more stress than male teachers due to job over load. Payne (1987) has found that female teachers reported significantly more stress concerning time management.
- In the present study almost about 92 % of the educators have agreed that working for more hours is stressful than the other variables. Teachers frequently work for 50 to 60 hr per week in schools apart from preparatory work home and at weekends. Time pressures can result when there is inadequate time for preparation; unrealistic demands are made by administrators. To accommodate these factors, teachers work for more hours. People can't do that continually without there being an effect. The direct effect in the initial stages is anxiety and depression. If the situation does not improve, teachers then get physical symptoms and start going off sick. The PwC review (2004) examined teachers' workload and the nature of the job in more than 100 schools in England and Wales. The final report, found that teachers generally work more intensive weeks than comparable. Although the present study is done on educators in junior & degree colleges, a similar result was seen in elementary and secondary school teachers (Eva Tsai et.al, 2006)

- Overcrowded classrooms have increased the possibilities for at-risk students, as well as others, to lose interest in school and do poorly on tests. Teachers are unable to give individual attention to the students resulting in low test scores. With teachers unable to help individual students, those who need extra help will not be able to succeed. Overcrowded class rooms also create unhygienic conditions and may affect the health of the students too. The school managements must keep in mind that these types of classrooms may give them more fee collections but may spoil the reputation of the school if the students are not taken care well academically. Teachers find it tough to have a complete control of the class room especially the inexperienced teachers.
- Lack of resources, inadequate classroom resources contribute to a teacher's perception that their work is stressful. Lack of materials and supplies makes their work that much more difficult. Using their own resources and contributing personally to maintain their classrooms places additional strain on teachers. CTF's 2005 National Teachers Poll determined that 72% of full-time teachers contributed some of their own money for students at their school. Educational researchers Able and Sewell reported the same conditions in a similar study. These writers concluded, "A reported source of teacher stress included financial constraints and a lack of educational supplies." In addition, they found that special education teachers often had to support their own classroom by purchasing supplies, materials and equipment. Typical out-of-pocket expenditures were spent for instructional supplies and materials, audiovisual aids plus computer software. (Able and Sewell, 1999)
- Parental expectations are one of the stress creating variable for the teachers. Parents expect a lot from teachers in terms of student scores, student behavior etc. Positive parental involvement in the learning process is always welcomed by all the teachers whereas a negative involvement or involvement beyond the limit can cause needless stress on the teacher. Findings revealed that stressful encounters between teachers and parents are often related to classroom behavior or academic achievement of students. Teachers described hostile parent behaviors, overprotective behaviors, and uncooperative behaviors as most challenging. Research on teacher stress has identified lack of parental support as a demand often reported by teachers (Lambert & McCarthy, 2006; McCarthy, 2000). Teachers who *experience* this imbalance between resources and demands over an extended period are at risk for the negative effects of stress, which can include health problems and psychological burnout (McCarthy, Kissen, Yadley, Wood, & Lambert, 2006). Also, with education now becoming a booming money earning industry and with many corporate players managing them, heavy competition sets in. This unhealthy competition will force the teachers to make students score marks irrespective of the other skills needed for over all development. This continuous pressure on teachers creates lot of stress and has become one of the major contributors for teachers leaving this profession
- Changes in curriculum did not bother the teachers in the present study. The teachers always felt that they are prepared to accept the changes in the curriculum easily. In the present study 78 % of teachers supported this view. Many teachers felt that frequent changes may cause discomfort but changes in a decent stipulated time frame always makes them more competent in addressing the needs of the students
- Although teachers are paid less, interestingly financial pressures did not create stress among the group of teachers taken as a sample. This again proves that the teachers are dedicated to

their profession and to enjoy their work provided they are given credit and appreciation for their services.

- In order to deal with stress, 42% of the teachers and administrators expressed that they use negative coping strategies in order to deal with stress. These strategies may temporarily relieve stress but may cause more damage in the long run. Few negative coping strategies utilized by them include eating junk food, ignoring the stressful situation, procrastination, crying, and getting cranky with students. The remaining 58% of the teachers use positive coping strategies in order to deal with stress. These strategies allow a person to restore emotional balance and help to solve the problem. Positive coping strategies employed by the participants include meditation, exercise, gardening, seeing a massage therapist, recollecting good memories, taking a nap, hobbies, and going to stress management workshops.

7_ Stress & Job satisfaction:

- This study was also conducted to understand the relationship between Job satisfaction and stress among administrators and teachers. We need to understand that, both administrators and teachers have to deal with a number of people and their success on the job, depends to a large extent, on how others do their own work.
- While there are some similarities between administrators' and teachers' jobs in the sense both need to plan, direct, supervise and guide their subordinates and students respectively, there are quite a few dissimilarities too. Students come to teachers at a very impressionable age and teachers can motivate as well mould them easily. It is possible that teachers will find it simpler to train the young minds while administrators' must work with adults who already formed their perceptions and biases.
- It also seems that women take up teaching jobs more acceptable than administrative positions. Probably it could be because teaching profession requires mentoring and pastoral care to quite an extent and women have a natural tendency to nurture. Teaching jobs also enjoy a high social approval for women in India which may also explain why more women are found in teaching jobs than men. However, hurdles in being an effective teacher can lead to high level of stress which in turn may negatively affect Job satisfaction. The results of this study support this assumption and are consistent with other studies
- As far as teachers are concerned, the results suggest that the lower the stress, the greater is the Job satisfaction. Perhaps the variables leading to stress at job for teachers could be poor student results, student indiscipline, management related issues which have an adverse relationship with the Job satisfaction experienced. Variables leading to Job satisfaction can be ease of job, comfortable working environment, strong administrator support, peer relationships and positive & healthy competition.
- Teaching job is a noble profession as teachers influence young minds and shape their lives. They are also responsible for shaping the careers of their students which gives them long term satisfaction. And this job entails good number of holidays including a summer vacation for nearly two months. Due to flexible working hours, teachers are also able to balance work-life better. Stress would hinder achieving these advantages which would lead to low Job satisfaction.

- The results of the present study show that there is a negative relationship between Job satisfaction and stress among administrators. Interestingly about 78% of the teachers felt that teaching is a stressful profession. However, many administrators (about 64%) felt that their profession is not stressful. Perhaps the variables leading to Job satisfaction do not involve stress experienced during the job of a school administrator. They have a variety of roles to play. Some of these may lead to high degree of Job satisfaction irrespective of the Job stress experienced, for example degree of independence, authority, high salary, new challenges etc. In the same way, there might be variables in the job which may lead to high degree of Job stress independent of Job satisfaction like, long working hours, too many long & stretched meetings, meeting targets, fiscal accuracy, dependence on others for getting their job done. Unless specific stress factors are invoked, Job satisfaction may not be impacted.
- In this study it was found that the teachers of >25 to <=35 years of age were less satisfied in their Job Roles than the other groups. From this finding it can be concluded that the age has a significant role on the job stress and job satisfaction. The mid age teachers were feeling more stressful and less satisfaction, might be because these age teachers were ambitious and building their career. At this time, they need more support from the management. Conversely, job stress may work to lessen satisfaction with over supervision, especially if the stress is attributed to less than adequate performance and administrative support is not forthcoming. Other studies also found low supervisory support to be related to more job stress (Luthans, 2002).
- The present study showed that postgraduate teachers were having significantly less Job satisfaction on their Job roles than the Graduate teachers. This indicates that the higher educated teachers were not able to cope up with their role in institution. Even if they tried to adopt an innovative approach to teaching and learning process, it was not accepted by job role. This may be, since many schools have a systematic tailored curriculum approach for their school with only goal being marks in examination for the students. Although this approach is good for students to score marks, but it dilutes the thinking and innovativeness of both the student and teachers. Innovative teaching practices were likely to have a greater chance of success when support from the school and its administration is present. The year of experience on the school teachers were not showing any significant effect on Job satisfaction and Job stress. Where the teachers who were having >20 years of experience showed more Physical Stress and the teachers were having >5 to <=10 years of experience have shown more Psychological Stress.
- The teachers were having >5 to <=10 years of experience also expressed less Job satisfaction. It has been seen that the new teachers were not having stress or dissatisfaction than the others. These might be because the teachers who were working for long time, became frustrated when they were not getting any positive support or any recognition from the management. The link between support and recognition from administrators and job satisfaction & stress were consistently established in the literature. Support and recognition has been very much consistently associated with job satisfaction, while lack of it has been identified as a source of stress (Dinham & Scott, 1996).

8_ CONCLUSION

It may be concluded from the analysis that, the school teachers were partly satisfied with responsibility for their work, the relationships with students and the work itself. But they expressed that they need some more support and recognition from the institution or management. The participating school teachers were experiencing mild to moderate stress from their job overall. These can be the result of unfavorable job condition and job types for the school teachers. Some major points on which management needs to focus are that, supervision, support and relationship with the teachers need to be corrected and enhanced more strongly. Some other areas like, frustration, ignorance and recognition, need to be taken care to reduce the stress and dissatisfaction of the teachers.

To eliminate stress, school management should periodically conduct stress audits' to ensure teacher retentivity happens. If teachers are satisfied by their profession, then they can deliver better results. Managements should seek to ensure that policies are aimed at the elimination and avoidance of teacher stress as opposed to the "management" of teacher stress. They should also seek to avoid the application in schools of any "corporate policy" which is directed generally at all groups of local authority staff. Instead, Policies must be developed which are directed specifically at school staff and based on the needs and circumstances of schools. The control measures that an employer chooses to implement as a result of any stress audit and subsequent risk assessment, must be effective, accurate, adequate and should be applied urgently if there is an immediate risk of harm to the health of the employee..

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