



Research Paper

Examining the antecedents of job stress on job satisfaction among school teachers in India

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Abstract

The goal of our research is to identify the antecedents of stress in Indian school teachers and their job satisfaction in accordance to the stressors. In this study the data was collected through a survey which was conducted in various cities of India. The dependent variables in this research are job stress and job satisfaction and independent variables in our study are parental harassment, staff relationship and peer relations. According to the study conducted it was found while most of the respondents were stressed and nervous with their jobs but majority of the respondents were also satisfied with the amount of salary they were receiving even after working under stressful conditions.

This study helped us in understanding the types of stress that are present in the field of teaching and to get in the minds of the teachers and what they actually feel about their work and the stress present in the same.

Received 14 Mar., 2023; Revised 27 Mar., 2023; Accepted 29 Mar., 2023 © The author(s) 2023.

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I. Introduction

Stress is the emotional strain or distress caused by being exposed to unfamiliar or demanding conditions. The response to organizational stressors in the workplace that "represent a perceived threat to an individual's well-being or safety," as defined by the American Psychological Association, is referred to as job stress (Caitlin Finney, 2013). Individual-level variables have also been linked to stress outcomes, both as contributing variables and as stress moderators, in addition to organizational variables.

Job stress among school teachers is a growing concern in the education field. It refers to the physical and emotional tenseness teachers experience caused by the demands and pressures of their job (Kaur, 2011). The stressors that teachers face can come from a variety of sources, including large class sizes, lack of materials and support, unrealistic expectations by administrators and parents, a heavy workload, parental harassment and peer relations (Wilson, 2021).

The impact of job stress on teachers can be significant, leading to physical and emotional health problems such as burnout, depression, anxiety, and high blood pressure (Denise Albieri Jodas Salvagioni, 2017).

Job stress and job satisfaction are closely related concepts in the field of education. High degree of job stress can lead to low levels of job satisfaction among teachers, and vice versa. When teachers experience job stress, they might feel overwhelmed and unsupported, leading to feelings of dissatisfaction with their job (Chaplain, 2006). Stressful working conditions, such as parental harassment, peer relations, and unrealistic expectations can cause teachers to feel undervalued and unappreciated, leading to a lack of motivation and engagement in their work. In order to develop healthy workers and work environments, there is an increasing need to critically investigate organizational stresses in particular (Caitlin Finney, 2013). Over the past three decades, a significant number of bodies of research have examined the causes leading to workplace stress and burnout among school teachers.

Job stress among teachers due to parental harassment is a common problem. It can stem from a variety of issues, such as parents disagreeing with a teacher's methods or decisions, or feeling that their child is not receiving enough attention or support (2019). Similarly, job stress among teachers due to peer relations can also be a significant issue. This type of stress can come from a variety of sources, such as conflicts with colleagues, feelings of isolation or exclusion, or competition for resources and opportunities (Allison M. Ryan, 2015). Burnout and a decline in job satisfaction can result from stress and can even result in mental health problems.

Job stress can lead to work-to-family conflict as well as family-to-work conflict among school teachers. Job stress can cause teachers to bring their work-related stress and problems home with them, resulting in a negative impact on their personal relationships and home life. This conflict occurs when the demands of the job interfere with an individual's ability to fulfil their role and responsibilities within the family (Gu, 2020). Simultaneously, Family-to-work conflict, occurs when the demands and responsibilities of the family interfere with an individual's ability to perform their job effectively (Evans Atteh, 2020).

Stress can also lead to burnout, which can affect job performance and overall well-being. Strategies to manage job stress and work-to-family and family-to-work conflict may include setting boundaries between work and personal life, effective time management, and participating in stress-reducing activities such as exercise, meditation, or therapy.

II. Literature Review

Tumanggor et al. (2022) This study looked at the factors that influence teacher job performance, including organisational commitment, work environment, job stress, leadership empowerment, and organisational commitment. This research added knowledge in the field of science that organisational managers and policymakers can draw from to enhance teacher effectiveness in educational settings.

Brandy et. al. (2021) examined the various stressors that both public and private school teachers in England experience. Thus, Teachers' relationships with parents, coworkers, and students were all being impacted by these stressors, in addition to their mental health.

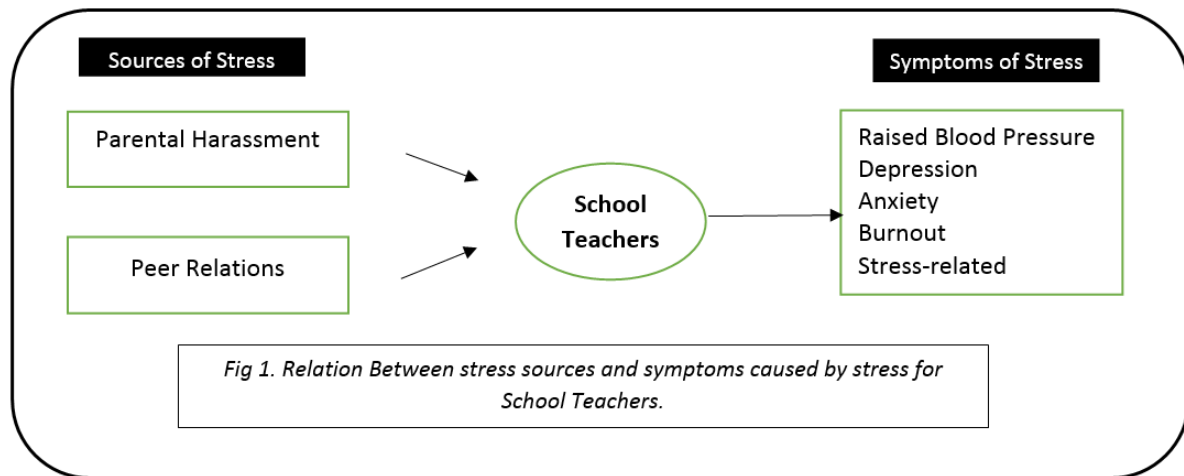
Atteh and G.M. (2020) studied stress at work and stress from one's family can have an adverse effect on a woman's health and her level of job satisfaction. Conflicts based on strain, conflict based on time, and conflict based on behaviour were all included in the study. It was determined that strain-based conflict arises when the strain endured in one domain (like at work) negatively affects the performance of one position in the other area (such as family).

Bottiani et. al. (2019) studies "Teacher stress and burnout in urban middle schools: Relationships with job demands, resources, and successful classroom techniques". Public school teachers frequently experience stress and burnout, which is compounded in urban schools where employment are in great demand and supplies are limited. Stress and burnout-causing factors, particularly for teachers in urban schools, or how these characteristics of teachers' professional health are related to the implementation of successful teaching strategies.

Prasad et. al. (2016) This research studied reports findings on on causes of occupational stress, coping mechanisms adopted, and their relationship to teacher performance among teachers from CBSE member schools in and around Hyderabad. In order to evaluate eight distinct stresses, including workload and over-role, a survey of 300 CBSE-affiliated school teachers—200 women and 100 men—in Hyderabad and the surrounding areas was undertaken. Dependent elements include workload, role ambiguity, pupil behaviour, peer pressure, school climate, school policies and ethics, social support, and the consequences of coping mechanisms including approaches and avoidance.

Caringi et. al. (2015) Secondary traumatic stress (STS) has been studied in studies of psychiatrists, child welfare workers, and other welfare professionals, but studies of STS in public school teachers have only lately started. This study is the first to look at factors affecting STS levels in instructors of public schools. The experiences of educators in public schools at the STS level were thoroughly described using a qualitative methodology.

Antonio et. al. (2013) studied "Occupational stress and professional burnout in teachers of primary and secondary education: The role of coping strategies". The level of job stress and burnout among elementary and secondary school teachers is investigated in this study. They also seek to look at how people interact with one another and the coping mechanisms they employ. The poll was completed by her 388 public school teachers in Attica.



Research Gap

Stress is a common problem among teachers, and can create a considerable impact on their intellectual and bodily welfare and their ability to effectively teach their students. Despite a growing body of literature on the reasons of stress among teachers, there is a lack of studies that examine the specific antecedents of stress among teachers in Public and Private schools in India.

Additionally, while several studies have explored the effects of stress, there is a need for more research on conflicts, harassment and peer relationships in exacerbating or mitigating teacher stress. Few studies have investigated how stressors vary among teachers of different subjects, grade levels, and years of experience. However, this study focuses on exploration required on how various factors interact to contribute to teacher stress, is needed to inform the development of effective interventions and policies to support the mental well-being of teachers.

Furthermore, a requirement for research on long-term impact of stress among teacher's happiness in mental and physical aspects, as well as on their student's achievement is present. Studies have shown that chronic stress can direct to a number of physiological and neurological health factors, such as depression and anxiety, cardiovascular diseases along with poor sleep quality. It is also important to understand the effect of stress on teachers' job satisfaction, turnover, and student achievement, as these factors can have a significant impact on the effectiveness of the education system as a whole.

In conclusion, there are still several gaps in our understanding of this issue is needed to inform the development of effective interventions and policies to support the mental well-being of teachers. Furthermore, more research is needed on the long-term effects of stress among teachers on their mental and physical well-being, job satisfaction, turnover and student's achievement.

Research Objective

- To identify the various antecedents of stress among school teachers in India.
- To conduct a comparative study among Private and Public school teachers concerning stress.

Empirical Investigation

The most methodically applied teaching assessment strategy was used by teachers at different public and private schools in various districts of India to provide data. The study on job stress was conducted by the authors of this article with a variety of teachers. The basic aspects were explained, and the teachers were informed that taking part was completely optional. During the data collection, none of the teachers in attendance declined participation. The findings are based on replies from 91 participants. The survey is entirely anonymous because the teachers did not offer any information that could be used to identify them. We have examined the links between work-to-family and family-to-work conflict as antecedents of job stress from the questionnaire from which we have collected data for our study.

Research Methodology

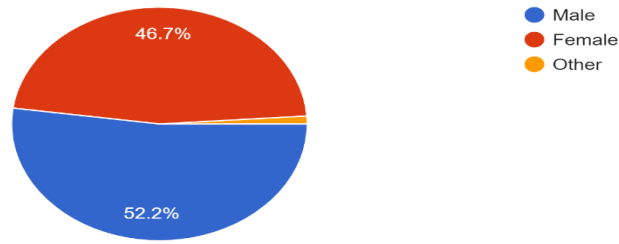
The investigated teachers responded to survey items on a five Likert scale, with 'three representing a neutral midpoint ranging from 1 (strongly disagree) to 5 (strongly agree).

Dependent Variables- Job stress and job satisfaction are dependent variables in our study.

Independent Variables- Parental harassment and staff relationship/peer relations are independent variables in our study.

Empirical Analysis

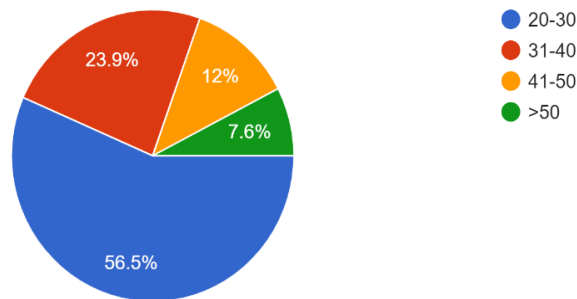
Gender
92 responses



Out of 91 responses obtained, 51.6 % Male Teachers, 47.3 % Female Teachers and 1.1 % Others replied to the questionnaire.

Gender	Responses Obtained (in %)
Male	51.6
Female	47.3

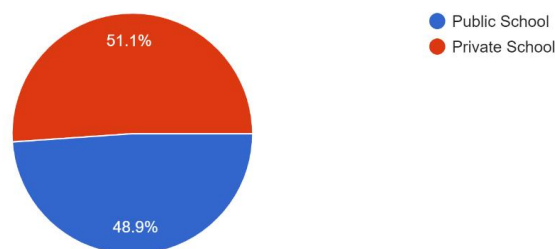
Age
92 responses



56 % Teachers aged between 20-30 years responded to the questionnaire.
24.2 % Teachers aged between 31-40 years responded to the questionnaire.
12.1 % Teachers aged between 41-50 years responded to the questionnaire.
7.7 % Teachers aged more than 50 years responded to the questionnaire.

Age	Responses Obtained (in %)
20-30	56
31-40	24.2
41-50	12.1
>50	7.7

You are teaching in which type of school?
92 responses

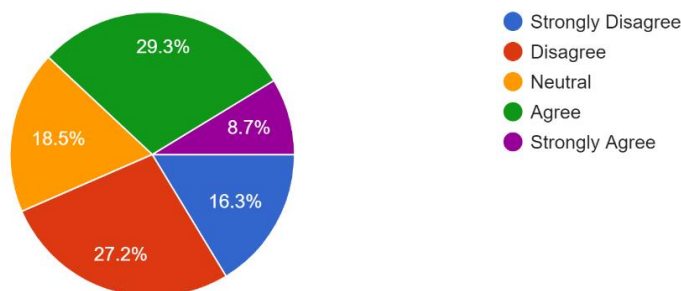


51.6% of the Total Teachers are teaching in the Private School whereas remaining 48.4 % of Total Teachers of the responses obtained are teaching in the public school.

Types of School	Teachers Teaching
Private School	51.6
Public School	48.4

I feel nervous or stressed because of my job.

92 responses



16.5 % of School Teachers strongly disagree that they feel nervous or stressed because of their job.

27.5 % of Total School Teachers disagree that they feel nervous or stressed because of their job.

18.7 % feel neutral that they feel nervous or stressed because of their job.

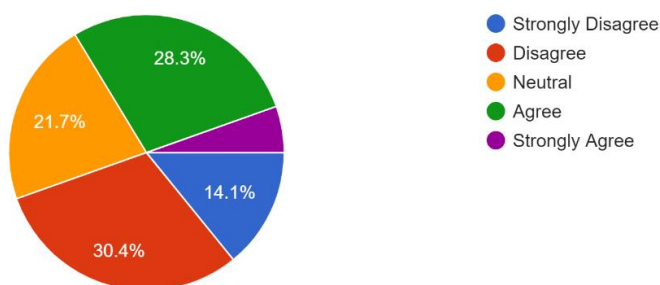
28.6 % agree with the statement that they feel nervous or stressed because of their job.

8.8 % strongly agree with the statement that they feel nervous or stressed because of their job.

Parameters	Teacher Responses
Strongly Disagree	16.5
Disagree	27.5
Neutral	18.7
Agree	28.6
Strongly Agree	8.8

I often feel that I cannot cope with the stress present at work.

92 responses



14.3 % School Teachers strongly disagree with the statement that they are not able to cope with the stress present at work.

30.8 % disagree with the statement that they are not able to cope with the stress present at work.

22 % feels neutral with the statement that they are not able to cope with the stress present at work.

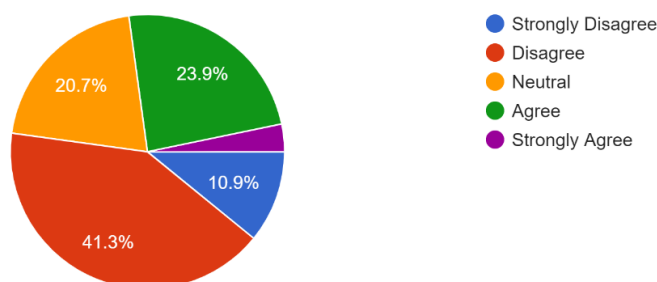
27.5 % of the school teachers agree with the statement that they are not able to cope with the stress present at work.

5.5 % of the school teachers strongly agree with the statement that they are not able to cope with the stress present at work.

Parameters	Teacher Responses (in %)
Strongly Disagree	14.3
Disagree	30.8
Neutral	22
Agree	27.5
Strongly Agree	5.5

I am satisfied with my salary in accordance to my work hours and workload.

92 responses



11% of the Total School Teachers felt that they are not at all satisfied with their current salary in accordance to my work hours and workload.

41.8% of the Total School Teachers feels that they are not satisfied with their current salary in accordance to my work hours and workload.

20.9% of the Total School Teachers feels that they are being paid moderately in accordance to my work hours and workload.

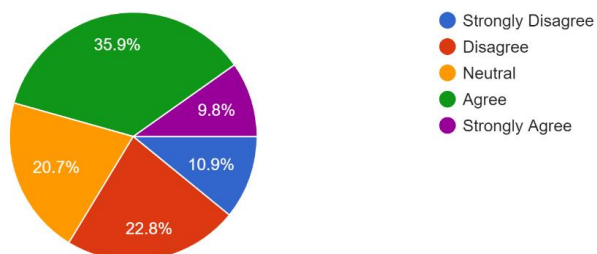
23.1% of the Total School Teachers feels satisfied with their current salary in accordance to my work hours and workload.

3.3% of the Total School Teachers felt that they highly satisfied with their current salary in accordance to my work hours and workload.

Parameters	Teacher Responses (in %)
Strongly Disagree	11
Disagree	41.8
Neutral	20.9
Agree	23.1
Strongly Agree	3.3

The job restricts me from spending time with my family.

92 responses



11% of the school teachers in India strictly does not believe that they are being restricted from spending time with their families.

23.1% of the school teachers in India does not believe that they are being restricted from spending time with their families.

20.9% of the school teachers in India feels neutral that they are being restricted from spending time with their families.

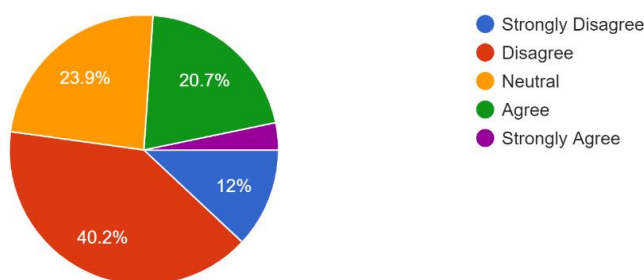
35.2% of the school teachers in India believes that they are being restricted from spending time with their families.

9.9% of the school teachers in India highly believe that they are being restricted from spending time with their families.

Parameters	Teacher Responses (in %)
Strongly Disagree	11
Disagree	23.1
Neutral	20.9
Agree	35.2
Strongly Agree	9.9

I have felt threatened by the parents of the students.

92 responses



12.1% of the school teachers strictly does not believe that they have felt threatened by the parents of the students.

40.7% of the school teachers does not believe that they have felt threatened by the parents of the students.

24.2% of the school teachers feels neutral when it comes to being threatened by the parents of the students.

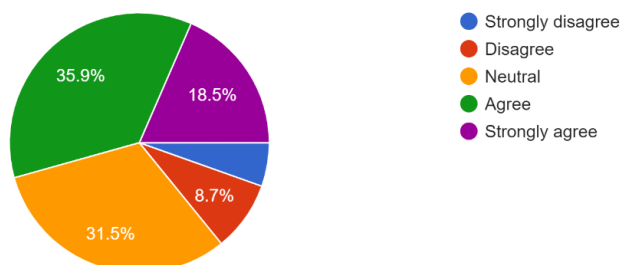
19.8% of the school teachers believe that they have felt threatened by the parents of the students.

3.3% of the school teachers strictly believes that they have felt threatened by the parents of the students.

Parameters	Teacher Responses
Strongly Disagree	12.1
Disagree	40.7
Neutral	24.2
Agree	19.8
Strongly Agree	3.3

I feel the need to comply with ministry decisions made without sufficient consultation with us teachers.

92 responses



5.5% of the total teachers responded strongly disagree with the statement that they need to comply with ministry decisions made without adequate discussion with teachers.

8.8% of the total teachers responded disagree with the statement that they need to comply with ministry decisions made without adequate discussion with teachers.

31.9% of the total teachers responded have no opinion with the statement that they need to comply with ministry decisions made without adequate discussion with teachers.

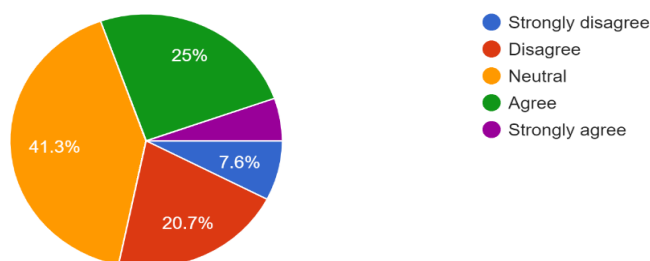
35.2% of the total teachers responded agree with the statement that they need to comply with ministry decisions made without adequate discussion with teachers.

18.7% of the total teachers responded strongly agree with the statement that they need to comply with ministry decisions made without adequate discussion with teachers.

Parameters	Teacher Responses (in %)
Strongly Disagree	5.5
Disagree	8.8
Neutral	31.9
Agree	35.2
Strongly Agree	18.7

I feel that the principal is reluctant to reprimand or investigate reported cases of serious misbehaviour.

92 responses



Out of the total teachers that responded in the questionnaire, 7.7% of the teachers strictly does not believe that the principal is reluctant to reprimand or investigate reported cases of serious misbehavior.

Out of the total teachers that responded in the questionnaire, 20.9% of the teachers does not believe that the principal is reluctant to reprimand or investigate reported cases of serious misbehavior.

Out of the total teachers that responded in the questionnaire, 41.8% of the teachers are neutral that the principal is reluctant to reprimand or investigate reported cases of serious misbehavior.

Out of the total teachers that responded in the questionnaire, 24.2% of the teachers agree that the principal is reluctant to reprimand or investigate reported cases of serious misbehavior.

Out of the total teachers that responded in the questionnaire, 5.5% of the teachers strongly agree that the principal is reluctant to reprimand or investigate reported cases of serious misbehavior.

Parameters	Teacher Responses (in %)
Strongly Disagree	7.7
Disagree	20.9
Neutral	41.8
Agree	24.2
Strongly Agree	5.5

III. Conclusion

From this research, the conclusion came out that most of the school teachers in our research experiencesame origin of stress. We found that even though some teachers were satisfiedwith their salary and their efforts were appreciated, they were still stressed because of their jobs and had little time for their families. It's important to note that job stress among teachers is not just an individual problem, but a systemic one. Identifying and addressing the sources of stress and providing teachers with the necessary resources and support can help to control the negative effects of job stress and improvise the overall well-being of teachers and the quality of education provided to students. It is important for schools and school districts to have policies and procedures in place to address and prevent parental harassment. For teachers, it is important to have access to support and resources in order to overcome the stress.

Additionally, providing teachers with opportunities for professional development and opportunities to collaborate with their peers can also help to reduce job stress. Improving working conditions, providing fair compensation and recognition of their work can also play a significant role in addressing job stress among teachers in India.

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