



Relationship between Stress and Teacher Job Satisfaction in Imo State

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Abstract

The relationship between stress and teacher job performance is a crucial aspect of understanding the dynamics within educational settings. This study focuses on the relationship between stress and teacher job satisfaction in the Imo State. The correlation design was used for this study and the population consists of 3105 three thousand hundred five respondents who were gotten in public senior secondary schools in Owerri, Imo state. The sample size was 353 and a simple random sampling technique was employed. The instrument used for data collection was a twenty-item structured questionnaire on a 4-point Likert type developed and validated by experts in measurement and evaluation. The questionnaire was "Stress and Teacher Job Satisfaction in Imo State (STJSI). The instrument was validated and Cronbach alpha was used to determine the instrument's reliability index, which yielded 0.87. Three research questions and three hypotheses were used for the study. A Pearson product-moment correlation was used to answer the research questions and hypothesis. The findings show that the relationship between stress and teacher job satisfaction is often inversely proportional. High levels of stress can lead to decreased job satisfaction among teachers, as it can affect their overall well-being, job performance, and morale. This, in turn, can lead to teacher burnout, high turnover rates, and a negative school culture. It was recommended to encourage collaboration among teachers to share lesson plans, teaching materials, and instructional resources, reducing the burden of individual workload

Keywords: Stress, Teacher Job satisfaction, Education, Performance, Secondary schools

Introduction

Educators play a pivotal role in shaping the future, their well-being directly impacts the quality of education provided to students. This introduction will delve into the intricate connection between stress levels experienced by teachers and their overall job satisfaction. The researcher used to think that stress affects only wealthy people and those who occupy positions of great responsibility, but it is now a known fact that stress has no age barrier because even babies experience stress by crying when they are uncomfortable wonders Selye a renowned authority in stress noted that complete freedom from stress simply means death. Teachers in their bid to meet up their daily demands experience stress in and out of school. Sometimes stress comes from students, the climate of the school, and their perception of their job. Male teachers faced so many responsibilities complain so much about the demands of their job and the associated stress as though stress is peculiar to them which informed the decision of the researcher to investigate the relationship of stress among male teachers in Imo State. At one time or the other, people experience stress. The term is used to describe negative feelings and reactions that accompany threatening or challenging situations. Selye in Melgosa (2009) stated that more than 50 years ago, stress was a common factor in causing disease. Stress is defined not only by the cause of the distress but by how we react to it. Selye in Melgosa (2009) has it that aggressive factors called stress factors or agents come from four areas of life, the physical, mental, social, and spiritual. The result of not knowing how to react appropriately to stress factors is demonstrated in these four areas of life. Stress leads to specific physical diseases, worries, and anxiety. These may flow over into other areas causing mental disease, family and social disorder, and loss of the spiritual dimension that is necessary to survive and overcome life's problems. Hornby (2010) stated that stress is pressure or worry caused by the problems in somebody's life. Similarly, Winch opined that stress is simply a reaction to a stimulus that disturbs our physical or mental equilibrium. Stress is the feeling of being under too much mental and emotional pressure. Pressure turns into stress when one feels unable to cope. People have different ways of reacting to stress; a situation that seems stressful to one person may be motivating to another. Terry (2012) sees stress as a state of psychological and physiological imbalance resulting from the disparity between situational demands and the individual's ability or motivation to meet those demands.

Stress is a normal physical response to the event. When you sense danger, whether real or imagined, the body's defences kick into higher gear in a rapid, automatic process known as the fight or flight reaction or the stress

response. It is a general term that applies to mental and physiological pressure experienced by people. As people move up and down each day to make a living, they experience fatigue, hunger, and disappointments which finally results in stress. As long as man lives, stress is bound to be off and the teacher is not an exception. Teaching is all about inspiring, engaging, empowering, and transferring knowledge to younger ones. It is concerned with making a difference to future generations. It is the activity of educating instructing and imparting knowledge. Everton and Weinstein (2006) characterize classroom management as the action taken to create an environment that supports and facilitates academic and social-emotional learning. Toward this goal, teachers must develop caring supportive relationships with and among students. Organize and implement instruction in ways that optimize students' access to learning. Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behaviours by students.

Kyriacou (2001) stated that Teachers' workload is the amount of tasks, responsibilities, and duties that teachers are expected to perform within their professional roles. This includes activities such as lesson planning, teaching, grading assignments, assessing student progress, attending meetings and professional development sessions, communicating with parents, and fulfilling administrative requirements. The workload can vary based on factors such as class size, grade level, subject area, teaching assignments, extracurricular responsibilities, and school policies. Darling-Hammond and Rothman (2017) opined Lack of resources is insufficient availability or access to essential materials, funds, personnel, or infrastructure required to support effective teaching and learning in educational settings. This term encompasses a range of deficiencies that can impact educational quality and student outcomes.

Wright (2010) defined a teacher as someone who provides education for pupils and students. The role of the teacher is often formal and ongoing, carried out at a school or other places of formal education. Teaching could also be seen as a doctrine and or the profession of the teachers. He prepares for teaching while still in school where he studies the teaching rules (pedagogy). Teachers like other professionals may use a lesson plan to facilitate students learning, providing a cause of study which is called the curriculum. A teacher is an instructor and a model for younger generations. A teacher is a friend, confidant, motivator, coach, actor, and leader, but most of all, a teacher is an individual who encourages students to pursue knowledge on their own. Asdaque in Jones (2012) defined job satisfaction as how people feel about their jobs and different aspects of their jobs. Job satisfaction is the level of contentment a person feels regarding his or her job. Job satisfaction can be influenced by a person's ability to complete required tasks, the level of communication in an organization, and the way management treats employees. Hulin and Judge (2003) noted that job satisfaction includes multidimensional psychological responses to an individual's job, and these personal responses have cognitive, evaluative, affective, or emotional and behavioural components. Job satisfaction scales vary in the extent to which they assess the affective feeling about the job or the cognitive assessment of the job. Job satisfaction can also be seen within the broader context of the range of issues that affect an individual's experience of work, or their quality of working life. Male teachers who are not satisfied with their job precisely salary may have divided attention in doing their job because they will always look out for a job that will augment their salary which may be a source of stress to them. Job satisfaction can be understood in terms of its relationship with other key factors such as general well-being, stress at work, control at work, home-work interface, and working conditions.

Statement of the Problem

High levels of stress among teachers can adversely affect their ability to perform effectively in the classroom, impacting student learning outcomes and overall educational quality. Excessive stress can contribute to teacher burnout and high turnover rates within schools, leading to instability in staffing and continuity in education delivery. Chronic stress can have detrimental effects on teachers "physical and mental well-being, leading to increased absenteeism, decreased job engagement, and diminished overall job satisfaction. Stress may hinder teachers' ability to engage in professional development opportunities or innovative teaching practices, limiting their potential for growth and advancement in their careers. A stressful work environment can foster a negative school culture, affecting collaboration among staff, communication with administration, and overall morale within the school community.

Research Questions

The following research questions will be answered to obtain the findings or results of the study.

1. What is the extent of the relationship between workload and teachers' job satisfaction in Imo State
2. What is the extent of the relationship between lack of resources and teachers' job satisfaction in Imo State?
3. What is the extent of the relationship between large classroom management and teachers' job satisfaction in Imo State

Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant relationship between workload and teachers' job satisfaction in Imo State
2. There is no significant relationship between lack of resources and teachers' job satisfaction in Imo State
3. There is no significant relationship between large classroom management and teachers' job satisfaction in Imo State

Methodology

The relationship between stress and teacher job performance is a crucial aspect of understanding the dynamics within educational settings. The correlation design was used for this study and the population consists of 3105 three thousand hundred five respondents who were gotten in public senior secondary schools in Owerri, Imo state. The sample size was 353 and a simple random sampling technique was employed. The instrument used for data collection was a twenty-item structured questionnaire on a 4-point Likert type developed and validated by experts in measurement and evaluation. The questionnaire was "Stress and Teacher Job Satisfaction in Imo State (STJSI). The instrument was validated and Cronbach alpha was used to determine the instrument's reliability index, which yielded 0.87. Three research questions and three hypotheses were used for the study. A Pearson product-moment correlation was used to answer the research questions and hypothesis.

Results

Table 1: Pearson Product Moment correlation coefficient Analysis of workload and teachers' job satisfaction

		Work load	Job Satisfaction
Work load	Pearson Correlation	1	-0.67
	Sig (2-tailed)		.000
	N	353	353
Job Satisfaction	Pearson Correlation	- 0.67	1
	Sig (2 tailed)	0.00	
	N	353	353

Correlation is significant at the 0.01 level (2-tailed).

The result shows there is a high negative correlation between workload and job satisfaction ($r=-0.67$) and the relationship is significant ($p=0.00$). The result means that as scores on workload increase, there is a corresponding decrease in job satisfaction. Since the associated p-value was less than 0.05, it therefore suggests that there is a significant relationship between workload and teachers' job satisfaction in Owerri Municipal in Imo State. The null hypothesis was therefore rejected.

Table 2: Pearson product-moment correlation coefficient analysis of lack of resources and teachers' job satisfaction

		Lack of resources	Job Satisfaction
Lack of resources	Pearson correlation	1	-0.628
	Sig (2-tailed)		.000
	N	353	353
Job Satisfaction	Pearson correlation	-0.628	1
	Sig (2 tailed)	.000	
	N	353	353

Correlation is significant at the 0.01 level (2-tailed)

The result shows there is a high negative correlation between lack of resources and job satisfaction ($r-0.63$) and the relationship is significant ($p=0.00$). The result means that as scores on lack of resources increase, there is a corresponding decrease in job satisfaction. Since the associated p-value was lesser than 0.05, it, therefore, suggests that there is a significant relationship between lack of resources and teachers' job satisfaction in Imo State. The null hypothesis was therefore rejected.

Research Question Three: What is the extent of the relationship between large classroom management and teachers' job satisfaction in Imo State?

Hypothesis Three: There is no significant relationship between large classroom management and teachers' job satisfaction in Imo State.

Table 3: Pearson Product moment correlation coefficient Analysis of large classroom management and teachers' job satisfaction.

		Classroom Management	Job satisfaction
Classroom Management	Pearson correlation	1	- 0.528
	Sig (2-tailed)		.016
	N	353	353
Job Satisfaction	Pearson correlation	- 0.528	1
	Sig (2-tailed)	.016	
	N	353	353

The result shows there is a moderate negative correlation between classroom management and stress among teachers' job satisfaction ($r = -0.53$) and the relationship is significant ($p = 0.16$). The result means that as scores on large classroom management increase, there is a corresponding decrease in teacher job satisfaction. Since the associated p -value was higher than 0.05, it, therefore, suggests that there is no significant relationship between large classroom management and teachers' job satisfaction in Imo State. The null hypothesis was therefore accepted.

Discussion

Relationship between Workload and Teachers Job Satisfaction

The findings of the study revealed that high workloads, including excessive planning, grading, and administrative tasks can contribute to heightened stress levels among educators. This, in turn, can impact job satisfaction negatively, leading to burnout and decreased motivation. This finding is in support of Skaalvik and Skaalvik (2017) who examined the impact of workload on teacher job satisfaction and found a negative relationship between workload and job satisfaction. They also found that a high workload not only increases stress but also diminishes overall job satisfaction, as indicated by decreased motivation, engagement, and feelings of accomplishment.

Relationship between lack of resources and Teachers Job satisfaction

The findings of the study revealed that the absence of essential resources can hinder effective teaching practices, increase workload, and create a sense of frustration and helplessness among educators. The finding is in agreement with Anderson et al. (2014) who highlight that inadequate resources, such as outdated teaching materials, limited access to technology, and insufficient support staff, contribute significantly to stress among teachers. Furthermore, Johnson and Birkeland (2003) and Li et al. (2019) demonstrated a negative correlation between a lack of resources and teacher job satisfaction. When teachers perceive a lack of resources, they may feel less supported and effective in their roles, leading to decreased job satisfaction, lower morale, and an increased likelihood of burnout.

Relationship between Classroom Management and Large Teachers Job Satisfaction

The findings of the study revealed that strategies aimed at supporting teachers in developing effective classroom management skills, providing ongoing training and support, and fostering a positive school climate are essential for promoting teacher well-being and job satisfaction. Classroom management not only impacts teacher well-being but also influences student outcomes. The findings are in line with (Klassen et al., 2012) who state that classroom management involves creating and maintaining an environment conducive to learning, which can be challenging and stressful for teachers, particularly those facing large class sizes or students with diverse needs. However, the findings support Wong and Watkins (2001) and Reinke et al. (2011) who demonstrate a significant correlation between classroom management issues and decreased job satisfaction among teachers. Therefore teachers who struggle with classroom management may experience feelings of frustration, Exhaustion, and diminished sense of efficacy, leading to lower overall job satisfaction and potentially contributing to burnout.

Conclusion

The relationship between stress and teacher job satisfaction is often inversely proportional. High levels of stress can lead to decreased job satisfaction among teachers, as it can affect their overall well-being, job performance, and morale. This, in turn, can lead to teacher burnout, high turnover rates, and a negative school culture. Conversely, lower stress levels tend to correlate with higher job satisfaction, as teachers feel more supported, engaged, and fulfilled in their roles. To address these issues, educational institutions must prioritize the well-being of their teaching staff by implementing strategies to reduce stress levels, provide adequate support systems, and foster a positive work environment. By so doing, schools can not only improve teacher job satisfaction but also enhance student learning outcomes and create a more conducive learning environment for all stakeholders involved. Finally, Schools and institutions should strive to create environments that minimize stress and promote job satisfaction among their teaching staff to enhance retention and productivity.

Recommendations

1. Encourage collaboration among teachers to share lesson plans, teaching materials, and instructional resources, reducing the burden of individual workload.
2. Advocate for increased funding for education to ensure schools have adequate resources, including updated teaching materials, technology, and support staff.
3. Schools should offer professional development workshops and training sessions focused on effective classroom management techniques, behaviour modification strategies, and co-escalation tactics.

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