

Article

Relationship Between Job Satisfaction & Job Stress Amongst Teachers & Managers

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This study examines the relationship between Job Stress and Job Satisfaction amongst teachers and managers. Data was collected from 31 teachers and 34 managers in the NCR region. Results show no significant differences in Job Stress and Job Satisfaction of teachers and managers. However teachers experience low job Satisfaction and they face Job Stress while in case of managers the two do not seem to associate.

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Introduction

The term “Job Satisfaction” was first described by Hoppock (1935) who observed that Job satisfaction is a combination of psychological, physiological and environmental circumstances that cause a person to say “I am satisfied with my job”. While there have many debates on the concept of Job Satisfaction, in most studies it is described as how people feel about their jobs and its different aspects. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs (Spector 1997). However a more direct description is provided by Saiyadain (2007) who defines Job Satisfaction as the end state of feeling, the feeling that is experienced after a task is accomplished. This feeling could be negative or positive depending on the outcome of the task undertaken.

Stress is derived from the Latin word “Stringere” which means to draw tight. Stress is a dynamic condition in which an individual is confronted with an opportunity, demand or resource related to what the individual desires and for which the outcome is perceived to be

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both uncertain and important (Cooper et. al. 2002). Stress has been a focus of study in medical science where it has been defined as a perturbation of the body's homeostasis. This demand on mind-body occurs when it tries to cope with incessant changes in life. In the organizational context, stress has been found to be experienced by employees during job insecurity, performance expectations, technology changes, and personal and family problems. A more generalized description is provided by Caplan et. al. (1975) who suggest that stress is any characteristic of the job environment. There have been many studies on the relationship between job stress and job satisfaction and these studies generally indicate that job stress and satisfaction are inversely related (Sullivan & Bhagat 1992). Stress is believed to cause depression, irritation, anxiety, fatigue and thus lower self esteem and reduce job satisfaction. (Manivannan et. al. 2007). Job satisfaction or job dissatisfaction is often included in stress research as a consequence of stress and a negative relationship between stress and job satisfaction is frequently reported.

Stress & Job Satisfaction

The relationship between stress and job satisfaction has been studied in a variety of professions. A study by Chung

and Fong (1990) on general medical practitioners in Hongkong found that though the medical practitioners' job is considered as hard work, majority of the practitioners were generally satisfied with their work. In another study on military pilots, Ahmadi and Alireza (2006) found that during peace times in Iran, 13.5 % pilots out of 89 military pilots studied experienced high stress. Yet in another study on role stress of scientists and defence personnel in the Antarctic expedition by Roy and Deb (1999), role stress was found to be correlated with job related tension and alienation. In the expedition, both scientists and defence personnel had to play roles that were not in conformity with their occupation. The observation suggested that both the groups would perceive some difficulty in integrating the different roles assigned to them while they were in Antarctica.

There have been other studies on different professionals on their experiences of job satisfaction and role stress. For example Soleiman et.al. (2007) studied organizational role stress among medical school faculty members in Iran and found that role stress was experienced comparatively in higher degree among faculty members.

Chandraiah et. al. (2003) studied the effect of occupational stress on job satisfaction among 105 managers of different age groups and found a positive relationship between role stress and Job satisfaction amongst older managers. Richardson and Burke (1991) studied occupational stress and job satisfaction

among physicians. Major sources of stress as indicated were time pressures on the job, and major sources of satisfaction were relationships with patients and colleagues. Correlations indicate that for both female and male physicians, high levels of occupational stress was associated with less satisfaction with medical practice and more negative attitudes about the medicare system and health care in general, and high job satisfaction was related to fewer specific work stressors and more positive attitudes about health care. Similarly in another study, Healy and McKay (1999) found that amongst nurses higher levels of reported nursing stress were associated with lower levels of job satisfaction.

Once again, among the medical professionals, Pestonjee and Mishra (1999) examined role stress and job satisfaction amongst junior and senior doctors and found that job satisfaction variables correlated negatively with all the dimensions of role stress in the case of both the groups. As far as teaching profession is concerned, Singh (2007) studied the effects of stress on job satisfaction and work values among female teachers of secondary schools and found that stressed and dissatisfied teachers had less attachment with their institution and less dedication to their profession. In the US context, Langford (1987) examined the relationship between stress and job satisfaction amongst boarding academy teachers and found that stress was a significant determinant of teacher job satisfaction.

Similar findings on primary head teachers are reported by Chaplain (2001).

Literature on the relationship between stress and satisfaction across a variety of professions shows an inverse relationship between them.

The review of literature on the relationship between stress and satisfaction across a variety of professions shows an inverse relationship between them. This study is an extension of literature on the relationship between role stress and job satisfaction amongst managers and teachers.

Manager vs Teacher

A manager's job can be described in terms of various roles, or organized sets of behaviours identified with a position. Mintzberg (1990) studied managers and identified that managerial work involves interpersonal, informational and decisional roles and these roles require peer relationships, carrying out negotiations, motivating subordinates, resolving conflicts, establishing information networks, making decisions with little or ambiguous information, and allocating resources. Thus a manager has to wear many hats at the same time. He is not only responsible for his own performance but as he rises in the hierarchy, for his entire team as well. Managers work in a dynamic environment and must anticipate and adapt to challenges continuously. Based

on the nature of the market, the role may demand high order of adaptability. While there is rapid career growth, good salaries and perks, and better work environment, their days are usually packed with meetings, unexpected problems and long working hours.

Asubonteng et. al. (1996) define manager as a service provider and the quality of the service could be detrimental to the stress experienced by the manager. If the service is perceived to be of a low standard, it loses customers which could be a source of role stress.

The role of a teacher is to guide on the side while students learn by way of questioning and assessing (McKenzie 1998). Oubenaissa (2006) opines that a teacher's role depends on learner's need and the society's aspirations. The teachers must understand students' needs and engage them in their learning experiences. Hence teachers have a job which requires specific skills. They need to know how to employ the most effective teaching and learning strategies to enable students to make progress, be able to assess what their students know, understand and can do, and then use this assessment to plan future teaching and learning activities. They often become effective role models for students. Teaching is known as a noble profession. It allows one's personal growth alongside without compromising on the job and seniority etc. They can acquire higher qualifications often getting sabbatical and possibly funds for the same.

Teachers, as compared to managers, are able to get holidays for different festivals and also a summer break for nearly two months.

Teachers have to follow a prescribed syllabus and a given pedagogy and the teachers are held responsible for class performance. There may not be a high scope for experimentation. Contrary to this the managers may have more flexibility in how they want to do a job. Unlike managers, promotions for teachers are based on norms which are time driven. However teachers, as compared to managers, are able to get holidays for different festivals and also a summer break for nearly two months. A teaching job, due to its shorter hours of work, also allows teachers to balance work-life better. It brings in added perks of free education for their children and transport and a sense of fulfillment to many people who take up teaching to satisfy their passion for making an improvement to the society than just a job. Teachers, unlike managers, are generally able to inspire their students; and this may extend beyond the teaching time. At the same time teachers have to teach the same subjects year after year which may bring in monotony into the job. However, teaching allows greater flexibility in terms of choosing where to teach as there is a heavy demand for teachers worldwide whereas managers may not have as much scope being inhibited by their area and sector of work. Teachers may decide to take a break from their jobs and join it later.

Managers may however lose out on opportunities if they decide to go out of mainstream.

Based on the review of literature and variations in job profiles of managers and teachers, this study examines the following hypothesis:

- There are significant differences in the Job stress and job satisfaction scores of teachers and managers.
- There is an inverse relationship between Job stress and job satisfaction for teachers.
- There is an inverse relationship between Job stress and job satisfaction for managers.

Methodology

Based on survey of the literature and an examination of some of the existing measures on stress, a 20 item questionnaire was developed for measuring stress. This was presented to nine senior faculty members and they were asked if the statements measured job stress on the face. All 20 items were found to have face validity. These items were presented to the respondents and they were asked to indicate their agreement or disagreement to these statements on a six point scale.

Job satisfaction with one facet of the job may be difficult to isolate because of the complex ways, it is inter-correlated with other facets of the job. This is further supported in a study by Wanous and Lawler (1974) who found that 23

operational definitions based on 23 facets of job satisfaction did not yield empirically comparable measures of satisfaction. Therefore, job satisfaction was directly measured to get an overall index of satisfaction. In addition some demographic details were sought.

The sample consisted of 31 teachers teaching in primary and secondary schools in the NCR region. On the other hand, 34 managers working in service sector filled out the above mentioned questionnaire.

Sample Profile

The respondents were asked to indicate their gender, age, years of education, years of experience, marital status and number of children. The comparative information on these variables is presented in Table 1.

The results in Table 1 suggest that there are more females in teaching profession as compared to managerial positions. The average age of teachers is slightly higher as compared to managers. Similarly the average years of education for teachers is slightly higher as compared to managers. However as far as their years of experience are concerned there are no significant differences which is also the case with marital status. The managers, on an average, have slightly more number of children than the teachers.

To measure level of Job stress, a 20 item instrument was developed. In order to arrive at a single score for each of the respondent, their responses on these 20

Table 1: Sample Profile

Variable	Teacher		Manager	
	N SD	M	N SD	M
Age	31 7.72	37.5	34 17.76	33.7
Years of education	31 7.82	17.3	34 7.84	15.5
Years of experience	31 11.50	09.9	34 10.72	10.9
No. of Children	23 0.48	01.6	23 0.82	02.3
Gender		0.30%		98.34
M			%	
F		99.70 %	%	01.76
Marital Status		19.3 %		
S			%	17.6
M		80.7%	%	82.4

items were inter-correlated suggesting thereby that majority of items significantly correlate with each other. Hence the scores on these items were added together to get a single score for Job stress which ranged between 20 and 120.

Job satisfaction was measured by 6 items. In order to arrive at a single score for each of the respondent, their responses on these 6 items were inter-correlated. The results are presented in Annexure 1. Since almost all items significantly correlate with each other, the scores on these items were added to get a single score for job satisfaction which ranged between 6 and 36.

In order to test the hypothesis that the Job stress and Job satisfaction

scores of teachers and managers are different, mean and standard deviation estimates were calculated for each of them. Table 2 presents the stress score of teachers and managers.

In order to test the first hypothesis that there is a significant difference in the Job stress level of teachers and managers, a t- test of unequal sample size was calculated. The results show that there is no significant difference in the Job stress between the teachers and the managers. ($t = 0.78; df=63$)

Table 2: Job stress

	N	M	SD
Teachers	31	56.16	9.77
Managers	34	46.91	10.16

Table 3 presents the mean and standard deviation estimates of job satisfaction for teachers and managers.

Table 3: Job satisfaction

	N	M	SD
Teachers	31	25.48	5.03
Managers	34	24.61	4.10

The results of the t-test show that there is no significant difference in the job satisfaction score of teachers and managers. ($t = 0.13; df=63$)

In order to test the hypothesis that there is an inverse relationship between Job satisfaction and stress of teachers, correlation was calculated. As far as teachers are concerned, the results of correlation suggest that the lower the Job stress, the greater the Job satisfaction ($r = -0.48; df = 30; p > .01$). This supports the hypothesis of inverse relationship between stress and Job satisfaction. As far as the managers are concerned, the results suggest no significant relationship between Job satisfaction and role stress ($r = -0.26; df = 33$). Hence the hypothesis of inverse relationship between Job satisfaction and Job stress is rejected.

Discussion

This study was conducted to examine the relationship between Job satisfaction and Job stress among managers and teachers. As detailed earlier, both managers and teachers have to deal with a number of people and their success on the job, to a large extent,

depends on how others do their own work. While there are some similarities between managers' and teachers' jobs in the sense that both managers and teachers 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 are able to mould them easily. It is possible that teachers will find it simpler to train the young minds while managers have to work with adults who have already formed their perceptions and biases. It is possible that managerial jobs are more competitive than teaching jobs.

Teaching jobs also enjoy a high social approval for women which may also explain why more women are found in teaching jobs than men.

It also seems that women take up teaching jobs more than they take up managerial jobs. This 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 which may also explain why more women are found in teaching jobs than men. However roadblocks 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 on teachers (Singh 2007, Langford 1987).

As far as teachers are concerned, the results suggest that the greater the Job satisfaction, the lower the stress. 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 could be ease of job, comfortable working environment, peer relationships and lack of internal competition. Teaching job is considered to be a noble profession as teachers are able to influence pupils and shape their lives. Teachers are also responsible for shaping the careers of their students which gives them long term satisfaction. Added to this is that the 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.

Managers 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 and authority, high salary, new challenges etc.

The results of the study show that there is a possibility of negative relationship between Job satisfaction and stress among managers. However it does not reach the critical level required

for it to be statistically significant. Perhaps the variables leading to Job satisfaction do not involve stress experienced during the job of a manager. Managers 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 and authority, high salary, new challenges etc. By the same token there might be variables in the job which may lead to high degree of Job stress independent of Job satisfaction for example, long working hours, too many 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.

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Inter item Correlation (Job satisfaction)					
	1	2	3	4	5
1	1.000	.			
2	.455**	1.000			
3	.272*	.418**	1.000		
4	.203*	.351**	.265*	1.000	
5	.094	.396**	.440**	.589**	1.000
6	.437**	.442**	.465**	.353**	.477*

* P<.05;**p<.01