

Relationship Between Perceived Stress, Coping Strategies and Job Satisfaction of High School Teachers

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Abstract

The purpose of this study was to investigate the relationship between perceived stress, coping strategies and job satisfaction of high school teachers. A total number of 400 high school teachers from twenty schools in Yangon City Development Area and Naypyitaw Union Territory participated. Quantitative approach was applied in this study. In general, it can be said that high school teachers who participated in the study showed moderately perceived stress and it could be interpreted that most of the teachers participated in this study, had an average job satisfaction level. Moreover, significant correlations between teaching experience, perceived stress and job satisfaction were also found. The results of regression analysis pointed out that 13.7% of the variance in job satisfaction can be explained from perceived stress, coping strategies.

Key words: Perceived stress, coping strategies, job satisfaction.

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