

Job Stress and Job Satisfaction of In-Service Teachers

Tin Zar Aung¹, Khin Nyunt Nyunt Saw² and Su Mon Oo³

Abstract

Modern lifestyle is accompanied by a great amount of stress, and nowadays in many societies, individuals with a job find the workplace to be more stressful than it used to be. This study aimed to investigate the relationship between job stress and job satisfaction of in-service teachers from basic education. The design of this study was cross sectional in nature and a quantitative approach was used. A total of 408 in-service teachers participated in this study. Teacher Job Stress Scale (Hendres et al., 2014) and Teacher Job Satisfaction Scale (Pepe et al., 2017) were used as the instruments for this study. The results revealed that in-service teachers in this study had a moderate level of stress concerning their jobs. The mean score of satisfaction with coworkers was the highest, followed by satisfaction with students and that of satisfaction with parents was the lowest. Thus, it was found that the in-service teachers in this study find the most fulfillment in their relationships and interactions with their colleagues, followed by their experiences with students, and perhaps face more challenges or less satisfaction when dealing with parents. Concerning gender, gender differences were found in the job stress of in-service teachers. Female teachers experienced higher job stress than male teachers. However, no gender differences were found in the job satisfaction of teachers. Regarding marital status and teaching experience, there was no significant difference in job stress and job satisfaction of in-service teachers. Furthermore, Pearson's product-moment correlation results showed that job stress was negatively and significantly correlated with job satisfaction. The more teachers experience job stress, the less satisfaction they are in their job. Again, the results of regression analysis revealed that job stress made a significant predictive contribution to job satisfaction of in-service teachers from basic education in Myanmar.

Keywords: job stress, job satisfaction, in-service teachers

1. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education
2. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education
3. Lecturer, Dr., Department of Educational Psychology, Yangon University of Education