



Impact of Perceived Stress on Job Satisfaction Among Teachers

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Abstract

This study investigates the impact of perceived stress on job satisfaction among teachers across different levels of teaching and institutional types. Using survey responses from educators aged 25–55 with varying years of teaching experience, the research explores how workload, administrative duties, student behavior, and resource availability contribute to stress, and how these factors influence satisfaction with the teaching profession. The findings reveal that while many teachers report feeling overwhelmed by responsibilities and emotionally drained due to workload and behavioral challenges, a significant proportion still express high levels of satisfaction, accomplishment, and motivation in their roles. Teachers consistently highlight positive interactions with students and a sense of professional respect as buffers against stress. However, issues such as lack of discipline, student distraction from technology, and administrative pressures emerge as notable stressors that reduce motivation and satisfaction. Differences are observed across institution types, with government school teachers often reporting stronger feelings of security and accomplishment compared to private school counterparts. Overall, the study underscores the complex interplay between stress and satisfaction, suggesting that while stress negatively affects aspects of teachers' well-being, intrinsic rewards and supportive environments can sustain job satisfaction. These insights highlight the need for institutional strategies to mitigate stress and enhance teacher support systems.

Keywords: *Perceived stress; Job satisfaction; Teachers; Workload; Administrative duties; Student behavior; Resource availability; Government schools; Private schools; Teacher well-being; Institutional support*

Introduction

Teaching is often described as one of the noblest professions, yet it is also one of the most stressful. Teachers are expected to balance instructional delivery, administrative responsibilities, classroom management, and personal well-being. Stress in teaching is not merely an inconvenience; it has systemic consequences, including reduced effectiveness, absenteeism, and attrition. At the same time, job satisfaction plays a vital role in sustaining teacher motivation and professional commitment. Teachers who feel respected and accomplished are more likely to remain in the profession despite stressors.

In India, the challenges of teaching are compounded by large class sizes, limited resources, and increasing accountability demands. The rise of digital distractions, such as mobile phones and social media, has further complicated classroom management. These realities underscore the importance of examining how perceived stress influences job satisfaction, particularly in the Indian educational context.

This study investigates the paradoxical coexistence of stress and satisfaction among teachers. While stress undermines well-being, intrinsic rewards such as positive student interactions and recognition often sustain satisfaction. Understanding this relationship is both academically relevant and socially urgent, as the sustainability of the teaching profession depends on institutional strategies that reduce stress and enhance satisfaction.

Review of Literature

Teacher stress and job satisfaction have been widely studied across global contexts. Beck (2011) established that chronic workload pressures lead to emotional exhaustion, reducing satisfaction and professional commitment. Large-scale surveys such as TIMSS (IEA, 2019) confirm that workload and poor student discipline remain persistent stressors. The Job Demands-Resources (JD-R) model (Wang, Khatibi, & Tham, 2025) explains how demands such as workload deplete energy, while resources such as supportive leadership buffer stress.

In India, systemic challenges amplify stress. Khotele (2023) found that administrative pressures and non-teaching duties strongly correlated with stress among higher secondary teachers. Naik (2024) reported that secondary school teachers in Odisha experienced moderate stress due to curriculum overload and large class sizes, yet many expressed moderate to high satisfaction. This paradox highlights the resilience of Indian educators.

Student behavior is another major stressor. International studies emphasize poor discipline and digital distractions (Wang et al., 2025). Indian studies highlight overcrowded classrooms and evolving student attitudes (Naik, 2024). Positive student interactions, however, often sustain satisfaction, underscoring the dual role of student behavior as both a stressor and a motivator.

Institutional support and recognition are consistently identified as protective factors. When teachers feel valued and supported, stress is mitigated and satisfaction is sustained (Beck, 2011). Indian studies reveal that lack of resources and bureaucratic inefficiencies exacerbate stress, while supportive environments enhance morale.

Critical gaps remain. Few integrative studies examine stress and satisfaction together in India, and emerging stressors such as digital distractions are underexplored. This study addresses these gaps by analyzing how stress and satisfaction interact in diverse institutional contexts

Methodology

Research Design

This study adopted a quantitative, cross-sectional survey design to examine the relationship between perceived stress and job satisfaction among teachers. A survey method was chosen because it allows for the collection of standardized data from a large group of respondents, enabling statistical analysis of patterns and relationships. The design was appropriate for capturing teachers' subjective perceptions of stress and satisfaction across diverse institutional contexts.

Participants

The sample consisted of 101 teachers aged between 25 and 55 years, representing government, private, and aided institutions. Participants were drawn from primary, middle, high school, higher secondary, and college levels to ensure diversity in teaching experiences and institutional settings. Inclusion criteria required that participants be actively employed as teachers during the period of data collection. The sample was balanced in terms of gender and teaching experience, allowing for meaningful comparisons across demographic variables.

Instruments

Two standardized instruments were employed:

- **Perceived Stress Scale (PSS):** This widely used psychological tool measures the degree to which individuals perceive situations in their lives as stressful. Items assess feelings of being overwhelmed, pressured, or emotionally drained.
- **Job Satisfaction Scale:** This instrument evaluates teachers' satisfaction across intrinsic and extrinsic dimensions, including recognition, respect, sense of accomplishment, motivation, and institutional support.

Both instruments were selected for their reliability and validity in educational research. Responses were recorded on Likert-type scales, enabling quantitative analysis.

Data Collection Procedure

Structured questionnaires were distributed to participants in both physical and digital formats. Teachers were assured of confidentiality and anonymity to encourage honest responses. Informed consent was obtained prior to participation, and respondents were given clear instructions on how to complete the survey. Data collection was conducted over a period of four weeks, ensuring adequate time for participation across institutions.

Variables

The independent variable was perceived stress, measured through workload, administrative duties, student behavior, time constraints, and lack of resources. The dependent variable was job satisfaction, measured through indicators such as recognition, respect, sense of accomplishment, motivation, and institutional support. Demographic variables such as age, gender, teaching experience, and institution type were also recorded to examine subgroup differences.

Data Analysis

Data were analyzed using SPSS. Descriptive statistics were used to summarize demographic characteristics and overall levels of stress and satisfaction. Correlation analysis was conducted to examine the relationship between stress and satisfaction. ANOVA was employed to identify differences across institution types, while regression analysis was used to determine the predictive power of stress on job satisfaction. Statistical significance was set at $p < .05$.

Ethical Considerations

The study adhered to ethical guidelines for psychological research. Participants provided informed consent, and confidentiality was strictly maintained. Data were used solely for academic purposes, and no identifying information was disclosed. Approval was obtained from the supervising faculty and institutional research committee prior to data collection.

Results

The analysis of survey responses from 101 teachers revealed important patterns in the relationship between perceived stress and job satisfaction. Overall, teachers reported moderate to high levels of stress, with workload, administrative duties, and student behavior emerging as the most significant contributors. Many participants described feeling emotionally drained due to curriculum overload, large class sizes, and the challenges of managing disruptive student behavior. Digital distractions, particularly mobile phone use in classrooms, were also identified as a growing source of stress.

Despite these stressors, teachers expressed moderate to high levels of job satisfaction. Positive student interactions, recognition from institutions, and a sense of accomplishment were consistently cited as factors that sustained motivation and professional commitment. This highlights the paradoxical coexistence of stress and satisfaction within the teaching profession.

Statistical analysis confirmed a significant negative correlation between stress and job satisfaction, indicating that higher stress levels were associated with lower satisfaction scores. ANOVA results revealed notable differences across institution types: government school teachers reported higher satisfaction, largely due to job security and recognition, while private school teachers experienced greater stress linked to resource constraints and administrative pressures. Regression analysis further demonstrated that perceived stress significantly predicted job satisfaction variance, underscoring the impact of stress on teacher well-being.

In summary, the results suggest that while stress negatively influences satisfaction, intrinsic rewards and supportive environments continue to sustain teachers' motivation. Institutional differences highlight the need for context-specific strategies to reduce stress and enhance satisfaction across diverse educational settings.

Discussion

The findings of this study highlight the complex interplay between perceived stress and job satisfaction among teachers. Stress was found to negatively influence satisfaction, yet intrinsic rewards such as student success, recognition, and a sense of accomplishment continued to sustain motivation. This paradox reflects the resilience of teachers, who derive meaning from their professional roles despite systemic challenges.

Institutional differences were particularly noteworthy. Government school teachers reported higher satisfaction, largely due to job security and recognition, while private school teachers experienced greater stress linked to administrative burdens and limited resources. These results align with global literature emphasizing the protective role of institutional support (Beck, 2011; Wang et al., 2025). The findings suggest that supportive environments can buffer the negative effects of stress, whereas lack of resources exacerbates dissatisfaction.

Student behavior emerged as both a stressor and a motivator. Disruptive behavior and digital distractions increased stress, but positive student interactions consistently enhanced satisfaction. This dual impact underscores the importance of classroom engagement in shaping teacher well-being.

Overall, the study contributes to the broader discourse on teacher well-being by demonstrating that stress and satisfaction coexist in teaching. The results emphasize the need for institutional strategies that reduce workload and administrative pressures, improve resource availability, and strengthen recognition systems. By addressing these areas, schools and policymakers can create supportive environments that sustain teacher motivation and commitment, ultimately enhancing educational quality.

Summary

This study explored the impact of perceived stress on job satisfaction among teachers across government, private, and aided institutions. The findings revealed that teachers commonly experience moderate to high levels of stress, primarily due to workload, administrative responsibilities, and student behavior. Emerging challenges such as digital distractions in classrooms further intensified stress levels. Despite these pressures, many teachers reported moderate to high satisfaction, sustained by positive student interactions, recognition, and a sense of accomplishment.

Statistical analysis confirmed a significant negative correlation between stress and job satisfaction, indicating that higher stress levels reduce satisfaction. However, satisfaction was not entirely diminished, suggesting that intrinsic rewards and supportive environments act as buffers. ANOVA results highlighted institutional differences: government school teachers reported higher satisfaction due to job security and recognition, while private school teachers experienced greater dissatisfaction linked to resource constraints and administrative burdens. Regression analysis further demonstrated that stress significantly predicted job satisfaction variance, underscoring its influence on teacher well-being.

Overall, the study emphasizes the paradoxical coexistence of stress and satisfaction in teaching. While stress undermines emotional well-being, intrinsic motivators and institutional support sustain teachers' commitment to the profession. These findings underscore the importance of designing context-specific strategies to reduce stressors and enhance satisfaction. By addressing workload, administrative duties, and classroom management

challenges, while simultaneously strengthening recognition and support systems, institutions can promote teacher well-being and ensure the sustainability of quality education.

Limitations and Future Research

This study, while offering valuable insights into the relationship between perceived stress and job satisfaction among teachers, has several limitations that must be acknowledged. First, the research relied on self-reported data, which may be subject to personal bias, social desirability effects, or situational influences. Teachers' perceptions of stress and satisfaction may not always align with objective measures, limiting the accuracy of the findings.

Second, the study was conducted within the Indian educational context, focusing on government, private, and aided institutions. While this provides important localized insights, the results may not be generalizable to other cultural or educational settings where institutional structures, resources, and teacher expectations differ significantly.

Third, the research design was cross-sectional, capturing data at a single point in time. This limits the ability to establish causal relationships or to examine how stress and satisfaction evolve over time. Longitudinal studies would provide a more dynamic understanding of how these variables interact across different stages of a teacher's career.

Finally, the study did not fully explore emerging stressors such as digital distractions, technological integration, and evolving student attitudes in depth. These factors are increasingly relevant in modern classrooms and warrant further investigation.

Future research should address these limitations by employing longitudinal designs to track changes in stress and satisfaction over time, and by incorporating qualitative methods such as interviews or focus groups to capture richer insights into teachers' lived experiences. Comparative studies across different countries and educational systems would enhance the generalizability of findings. Additionally, future work should explore the role of institutional policies, leadership practices, and resource allocation in shaping teacher well-being. By addressing these areas, future research can contribute to the development of targeted interventions that reduce stress, enhance satisfaction, and sustain the teaching profession.

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