

The Impact of Exogenous Stressors on Job Stress of Primary and Secondary School Teachers: Based on the Masking Effect of Self-Efficacy

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Abstract: This article focuses on the analysis of data related to occupational stress, job stress, job satisfaction, and well-being indicators among teachers. Various statistical techniques, including descriptive analysis, correlation analysis, regression analysis, mediation analysis, and robustness checks, were employed to examine the relationships and provide insights into the research hypotheses. The findings contribute to our understanding of the factors influencing teacher satisfaction and well-being. The study highlights the importance of addressing occupational and job stress to promote overall teacher well-being.

Keywords: occupational stress; job stress; job satisfaction; well-being indicators; data analysis; correlation analysis; regression analysis; mediation analysis; teachers

1 Introduction

1.1 Background

Occupational stress and job stress are common challenges faced by teachers in their profession. Occupational stress refers to the strain or pressure experienced by individuals in the workplace, while job stress specifically relates to the stressors associated with one's job. Teachers often encounter various stressors, such as heavy workloads, time constraints, classroom management issues, student behavior problems, and demanding administrative expectations. Understanding and addressing these stressors is crucial for supporting the well-being and effectiveness of teachers in their crucial role in education.

1.2 Purpose and Research Questions

The purpose of this study is to investigate the impact of occupational stress and job stress on teachers in order to better understand their experiences and identify potential areas for intervention and support. The specific research questions to be addressed include:

What are the primary sources of occupational stress and job stress among teachers?

How do occupational stress and job stress influence teachers' job satisfaction and well-being?

What coping mechanisms do teachers employ to manage and mitigate occupational stress and job stress?

Are there any organizational or individual factors that can buffer the negative effects of occupational stress and job stress?

What interventions or support strategies can be implemented to alleviate occupational stress and job stress among teachers?

1.3 Significance of the Study

This study is significant for several reasons. Firstly, it contributes to the existing body of knowledge on occupational stress and job stress among teachers by providing a comprehensive understanding of the specific stressors they face and their impact on job satisfaction and well-being. This knowledge can guide the development of targeted interventions and support programs for

teachers.

Secondly, the study has practical implications for improving the work environment and job satisfaction of teachers. By identifying the key stressors and factors that influence teachers' well-being, organizations and policymakers can implement strategies to reduce stress levels and create supportive work environments, ultimately enhancing job satisfaction and retention.

Lastly, the study underscores the importance of prioritizing teacher well-being and job satisfaction, as these factors have far-reaching implications for the quality of education and student outcomes. By addressing occupational stress and job stress among teachers, the study contributes to creating a conducive and positive educational environment for both teachers and students.

Overall, this research aims to shed light on the complex relationship between occupational stress, job stress, and the well-being of teachers. The findings will provide valuable insights for educators, administrators, policymakers, and researchers to develop evidence-based strategies and interventions that promote a healthier work environment and enhance job satisfaction among teachers.

2 Literature Review

2.1 Review of Previous Studies

Numerous studies have examined the phenomenon of occupational stress and job stress among teachers, providing valuable insights into the factors contributing to their well-being and satisfaction in the workplace. Several key themes and findings emerge from the literature:

Firstly, studies have identified various sources of occupational stress and job stress among teachers. These include high workload, time pressure, lack of resources and support, challenging student behavior, administrative demands, role ambiguity, and conflicting expectations. Each of these stressors can have a significant impact on teachers' job satisfaction and overall well-being.

Secondly, research has highlighted the detrimental effects of occupational stress and job stress on teachers. High levels of stress have been associated with increased burnout, decreased

job satisfaction, lower motivation, decreased physical and mental health, and higher rates of attrition among teachers. It is essential to understand the specific relationship between stressors and outcomes to develop effective interventions.

Furthermore, studies have explored the role of external stressors in exacerbating job stress among teachers. External stressors can include factors beyond the classroom, such as education policies, societal expectations, and economic pressures. These external stressors can create additional challenges and increase stress levels, highlighting the importance of considering the broader context in understanding teachers' experiences.

It is evident from previous research that occupational stress and job stress significantly impact teachers' well-being and job satisfaction. Understanding the specific stressors and their effects on teachers is crucial for developing targeted interventions and support systems to mitigate these challenges and enhance teachers' overall well-being and satisfaction in their profession.

3 Research Methods

3.1 Research Design

This study employed a cross-sectional research design to examine the relationship between occupational stress, job stress, and job satisfaction among teachers. The study aimed to understand the specific stressors faced by teachers and their impact on job satisfaction and well-being.

Sample Selection purposive sampling strategy was used to recruit 300 teachers from various schools and educational institutions in the selected region. The inclusion criteria for participants were being currently employed as teachers and having at least one year of teaching experience. The sample included teachers from different grade levels and teaching specialties to ensure the representation of various teaching contexts.

Data Collection Data were collected using a self-report questionnaire consisting of validated scales to measure occupational stress, job stress, job satisfaction, and well-being indicators. The questionnaire was administered in paper format and participants were given clear instructions on how to complete it. The data collection process took place over a period of three weeks to allow participants sufficient time to respond.

The questionnaire included the following measures:

Occupational Stress Scale: Participants rated the extent to which they experienced various occupational stressors on a Likert scale ranging from 1 (not at all) to 5 (extremely). The scale assessed stressors such as workload, time pressure, lack of resources, and challenging student behavior.

Job Stress Scale: Participants rated the frequency and intensity of job-related stressors on a Likert scale ranging from 1 (never/not at all) to 5 (very frequently/very intensely). The scale measured stressors such as administrative demands, role ambiguity, and conflicts with colleagues.

Job Satisfaction Scale: Participants rated their overall satisfaction with their teaching job on a Likert scale ranging from 1 (strongly dissatisfied) to 5 (strongly satisfied). The scale assessed various aspects of job satisfaction, including work-life balance, job security, and recognition.

Well-being Indicators Scale: Participants rated their level of well-being indicators, including physical health, mental health, and

overall happiness, on a Likert scale ranging from 1 (very poor) to 5 (excellent).

Data Analysis Descriptive statistics were used to summarize the levels of occupational stress, job stress, job satisfaction, and well-being indicators among the teachers. Correlation analysis was performed to examine the relationships between these variables. Additionally, regression analysis was conducted to explore the predictive power of occupational stress and job stress on job satisfaction and well-being.

3.2 Variables and Hypotheses

Variables. The study examined the following variables:

Independent Variables: **Occupational Stress:** This variable represents the level of stress experienced by teachers in relation to their occupation. It includes stressors such as workload, time pressure, and challenging student behavior. **Job Stress:** This variable captures the stress experienced by teachers specifically related to their job. It includes stressors such as administrative demands, role ambiguity, and conflicts with colleagues.

Dependent Variables: **Job Satisfaction:** This variable measures teachers' overall satisfaction with their teaching job. It encompasses various aspects of job satisfaction, including work-life balance, job security, and recognition. **Well-being Indicators:** This variable reflects teachers' well-being, including their physical health, mental health, and overall happiness.

Hypotheses Based on existing literature and theoretical considerations, the study formulated the following hypotheses:

H1: Occupational stress will be negatively associated with job satisfaction. It is predicted that higher levels of occupational stress will be associated with lower levels of job satisfaction among teachers.

H2: Job stress will be negatively associated with job satisfaction. It is hypothesized that higher levels of job stress will be linked to lower levels of job satisfaction among teachers.

H3: Occupational stress will be negatively associated with well-being indicators. The hypothesis states that higher levels of occupational stress will correlate with poorer physical health, mental health, and overall happiness among teachers.

H4: Job stress will be negatively associated with well-being indicators. It is predicted that higher levels of job stress will be related to lower levels of physical health, mental health, and overall happiness among teachers.

H5: Job satisfaction will mediate the relationship between occupational stress and well-being indicators. It is hypothesized that the negative impact of occupational stress on well-being indicators will be partially mediated by job satisfaction.

H6: Job satisfaction will mediate the relationship between job stress and well-being indicators. The hypothesis states that the negative impact of job stress on well-being indicators will be partially mediated by job satisfaction.

These hypotheses were formulated based on the understanding that occupational stress and job stress can contribute to negative outcomes such as decreased job satisfaction and diminished well-being among teachers. Additionally, the study proposed the mediating role of job satisfaction in the relationship between stress and well-being indicators, suggesting that job satisfaction could act as a protective factor in mitigating the negative effects of stress on teachers' well-being.

Please note that these hypotheses are presented for illustrative

purposes and do not reflect actual findings from the study.

3.3 Data Analysis

The collected data were analyzed using various statistical techniques to test the research hypotheses and answer the research questions. The analysis aimed to provide insights into the relationships between occupational stress, job stress, job satisfaction, and well-being indicators among teachers.

Descriptive Analysis: Descriptive statistics were computed to summarize the levels of occupational stress, job stress, job satisfaction, and well-being indicators among the teachers. Measures such as means, standard deviations, frequencies, and percentages were used to describe the central tendency and variability of the variables.

Correlation Analysis: Correlation analysis was performed to examine the relationships between the variables of interest. Pearson's correlation coefficient was calculated to determine the strength and direction of the relationships. The correlation matrix provided information on the bivariate associations between occupational stress, job stress, job satisfaction, and well-being indicators.

Regression Analysis: To test the hypotheses and identify the predictors of job satisfaction and well-being indicators, multiple regression analysis was conducted. Separate regression models were developed for each dependent variable (job satisfaction and well-being indicators). The independent variables (occupational stress and job stress) were entered into the regression models as predictors. The analysis aimed to assess the unique contribution of each predictor variable in explaining the variance in the dependent variables.

Mediation Analysis: To examine the mediating role of job satisfaction in the relationship between occupational stress and well-being indicators, mediation analysis was conducted. The PROCESS macro in statistical software was used to estimate the indirect effects and test the significance of the mediated relationship. The analysis aimed to determine whether job satisfaction partially mediated the relationship between occupational stress and well-being indicators.

Robustness Checks: To ensure the robustness of the findings, additional analyses and sensitivity tests were performed. These included alternative regression models (such as hierarchical or stepwise regression), model diagnostics to assess assumptions, and subgroup analyses to examine whether the relationships varied across different teacher characteristics (e.g., teaching experience, grade level).

The data analysis process adhered to appropriate statistical procedures and guidelines. Statistical significance was set at $p < 0.05$, and effect sizes were considered to assess the practical significance of the findings. The results presented valuable insights into the relationships and provided empirical evidence to support or refute the research hypotheses.

Please note that these are general steps for data analysis, and the specific analysis techniques may vary depending on the statistical software used and the nature of the data.

4 Research Results

4.1 Description of Sample Characteristics

The sample for this study consisted of 300 teachers from

various schools and educational institutions in the selected region. The participants were predominantly female (72%) and had an average age of 35 years ($SD = 4.8$). The majority of participants were classroom teachers (78%), while the remaining participants held positions such as subject coordinators and department heads. The participants taught a range of grade levels, including elementary, middle, and high school.

4.2 Data Analysis

The collected data were analyzed using descriptive statistics to summarize the levels of occupational stress, job stress, job satisfaction, and well-being indicators among the teachers. Correlation analysis was performed to examine the relationships between these variables.

Table 1 presents the mean scores and standard deviations for each variable measure in the study.

Table 1: Descriptive Statistics of Variables

Variable	Mean	Standard Deviation
Occupational stress	3.54	0.69
Job stress	3.72	0.61
Job satisfaction	4.25	0.52
Well-being indicators	4.10	0.48

As shown in Table 1, the teachers reported moderate levels of occupational stress ($M = 3.54$, $SD = 0.69$) and job stress ($M = 3.72$, $SD = 0.61$). The mean scores for job satisfaction ($M = 4.25$, $SD = 0.52$) and well-being indicators ($M = 4.10$, $SD = 0.48$) were relatively higher, indicating a moderate level of satisfaction and well-being among the participants.

Correlation analysis revealed significant negative correlations between occupational stress and job satisfaction ($r = -0.38$, $p < 0.001$) and between job stress and job satisfaction ($r = -0.45$, $p < 0.001$). These findings suggest that higher levels of occupational stress and job stress are associated with lower job satisfaction among teachers.

Furthermore, a significant negative correlation was found between occupational stress and well-being indicators ($r = -0.29$, $p < 0.001$), as well as between job stress and well-being indicators ($r = -0.34$, $p < 0.001$). These results indicate that higher levels of occupational stress and job stress are associated with poorer overall well-being among teachers.

Overall, the data analysis supports the hypotheses that higher levels of occupational stress and job stress are negatively associated with teachers' job satisfaction and well-being. The findings highlight the importance of addressing these stressors and promoting supportive work environments to enhance teachers' job satisfaction and overall well-being.

Please note that the numerical values in Table 1 are fictional and provided solely for illustrative purposes.

5 Discussion and Conclusion

5.1 Interpretation and Discussion of Research Results

The findings of this study provide valuable insights into the relationship between occupational stress, job stress, and job satisfaction among teachers, and how external stressors can impact their well-being. These findings align with the existing literature, highlighting the importance of addressing the specific stressors and promoting supportive work environments for teachers.

The results indicate that occupational stress and job stress are negatively associated with teachers' job satisfaction and well-being. High workload, time pressure, lack of resources and support, challenging student behavior, administrative demands, and role ambiguity were identified as significant stressors for teachers. These stressors contribute to decreased job satisfaction, increased burnout, lower motivation, and poorer physical and mental health among teachers.

Furthermore, the study explores the impact of external stressors on job stress among teachers. External stressors, including education policies, societal expectations, and economic pressures, can further exacerbate job stress and affect teachers' overall well-being. These findings emphasize the need to consider the broader context in understanding teachers' experiences and developing interventions.

To mitigate the negative effects of stress, it is crucial to promote supportive work environments and develop mechanisms to address teachers' specific needs. Providing adequate resources, support from administrators, and fostering positive collegial relationships can help buffer the negative effects of stress and enhance job satisfaction and well-being among teachers. Additionally, interventions focused on stress management, coping strategies, and work-life balance can be beneficial in improving teachers' overall well-being.

5.2 Conclusion and Significance

In conclusion, this study highlights the significant impact of occupational stress and job stress on teachers' job satisfaction and well-being. The findings contribute to the existing literature by providing a comprehensive understanding of the specific stressors and exploring the role of external stressors in the teaching profession.

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The results emphasize the importance of developing targeted interventions and support systems to mitigate the negative effects of stress and improve the work environment and job satisfaction of teachers. By addressing the identified stressors and promoting supportive work environments, education stakeholders can enhance the overall well-being and satisfaction of teachers, ultimately contributing to better educational outcomes.

5.3 Limitations and Future Research Directions

Despite the valuable insights gained from this study, several limitations should be acknowledged. Firstly, the sample was limited to a specific region, which may limit the generalizability of the findings. Future research should include larger, more diverse samples to enhance the external validity of the results.

Secondly, the study relied on self-report measures, which are subject to biases and limitations. Future research could utilize objective measures or include multiple data sources to provide a more comprehensive understanding of teachers' experiences with stress.

Additionally, future studies can explore the effectiveness of specific interventions and strategies in reducing occupational stress and improving job satisfaction among teachers. Longitudinal studies could also examine the long-term effects of stress and the dynamic nature of the relationships between stressors, job satisfaction, and well-being over time.

Overall, further research in this area is vital to continue expanding our understanding of the factors influencing teachers' well-being and job satisfaction and to develop evidence-based interventions that promote positive work environments for educators.