

Relationship Between Job Stress and Motivation Level Among Faculty Members

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Abstract

In the process of education, teacher plays a very important role. It is hard to achieve teaching objectives if teacher is not motivated to perform his duties. If teacher is motivated, then he will deliver knowledge with his full passion and zeal. The aim of study was to examine the relationship between job stress and motivational level of secondary school teachers. A sample of two hundred and fifty teachers was randomly selected from public and private sector schools of district Lahore. The study was correlational and assessment made through survey design (by means of questionnaire) and Likert scale. Collected data were statistically analyzed by applying correlation, descriptive analysis and inferential statistics. Results showed there was a strong relationship between job stress and teachers motivation. There was no significant difference in opinions of male and female teachers regarding job stress. Results of one way ANOVA represented a significant difference in mean scores of stress of teachers by school's as well as on qualification basis. Mentoring Program may be held in all educational institutes that provide guidance, and mentoring to the teachers how is facing stress in their work.

Keywords: Education, motivation, job stress, teachers, and mentoring programs.

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1. Introduction

School education has the fundamental and very important role in providing education and personality development of the students. That is why school teachers are said to be the nation builders. They have the heavy duty of nurturing the student minds and making them useful for the country. Formal education is very important for the sustainable development of the country. Education permits individuals to develop within their community and it also allows individuals to flourish. As a result countries get developed and compete on the global economic scale. Education also plays a crucial role in enhancing fundamental mental capabilities. That is why an expansion in the field of education allows more opportunities to be generated. Education is also an instrument for the reduction of population growth, decreased maternal mortality, increment in the agricultural production, generation of skilled man power and giving a civilized and modern way of government in the form of democracy (Alam, 2011).

In the process of education, teacher plays a very important role. It is hard to achieve teaching objectives if teacher is not motivated to perform his duties. If teacher is motivated, then he will deliver knowledge with his full passion and zeal. If he is not motivated enough to perform his duties, then he will not consider the broader objectives of this job for which he has been appointed (Rubina & Hanif, 2004).

The important factor through which state of motivation of teacher is related is the level of stress that is faced by him during his duties. Teacher may be stressful due to many reasons such as environment of institution, his salary expectations, long hour duty, student behavior, managerial issues and lack of teaching resources are some key factors which leaves teacher stressful at workplace. Stressful condition draws motivation from them and results in their decreased performance. According to Dunham teaching profession exerts pressure on the teacher and each teacher reacts in a different way using a variety of adaptive resources to cope with that situation (Van Zyl, 2002). Sometimes teaching stress causes many teachers to leave their profession in their initial years. That creates a gap in the student learning process (Williams & Gersh, 2004).

Motivation for job is one of the key areas which is being explored by the social scientists. Employees nowadays face lot of stress in their jobs because they are required to perform many kinds of task at the same time. In this way their level of stress is increased, and job performance is decreased. Teachers are reported who has the highest level of stress in comparison with to the other professionals (Galand, Lecocq, & Philippot, 2007).

Teaching is a challenging task as this profession has become stressful. Stress element in teaching profession has become rife worldwide. Teachers stress is thought to be checked in association between teachers and the environment in which they must perform their tasks. Stress can be managed if the teacher is motivated. Motivation is an important thing to understand and manage. In this way it can be understood the behavior of employees in a specific situation. It is the ability that results in the performance of employees for a certain action. It also gives strength to work properly and as a results organization's effectiveness and competences can be increased.

Researchers tried to give the distinction between the stressors of both types like positive and negative. There

is term used called Eustress for the stress having positive effects on person's personality and which is beneficial for him. There are few examples like getting of an award in front of a large crowd and winning a tricky match. They described that this type of stress is necessary for personal growth and recommended to manage it and it should not be skipped. It is the stress which has negative consequence. It is composed of no of elements like working in extreme pressure, perverse demand on awkward times, and unhappy news. This type of stress results in depression of the person (Marino, Lopez, Bolano, & Pol, 2008).

It is due to the incapability of any worker to perform in any dynamic working situations. The problems which are work related are due to this occupational stress. If we can overcome this occupational stress, then we can improve the productivity of any organization. The size of class, conditions involved in classroom and the academic burden of teachers is few factors which are responsible for the productivity of teachers Rocca & Kostanski, 2001). It is the area which has been the key focus of many educationists, researchers, psychiatrists and managers.

Kokkinos (2007) evaluated that occupation of teaching is considered to be stressful in respect of many reasons. Chronic work load causes burnout that is a negative response. This study was designed to determine the connection between burnout, personal qualities and teacher's stress. This study also tells about the contribution of said variables on three particulars of burnout: emotional prostration, dissociative disorders and less personal exploitation. A sample of four hundred and forty seven (447) school teachers was set out. Results revealed that burnout correlated with teaching stress. Out of all dimension's neuroticism was found to be a common predictor although it had a different direction in personal attainment. Management of student misbehavior and time restrictions were the prediction of dimensional burnout. In conclusion, when to study burnout circumstances teacher's personal capabilities and teaching stress should be taken in to account. For the reduction of burnout in teachers different parameters should be noticed at the time of designing and implementation of involvement programs.

Salehi, Taghavi, and Yunus (2015) attempted a study to evaluate student teacher relationship and teaching satisfaction. Study consisted of both quantitative and qualitative research methods in which interview protocols and questionnaire were made practical. For the quantitative analysis of data, a formalized questionnaire was dispensed comprised of three hundred and forty (340) teacher's sample. Both types of data were analyzed and results between teaching efficacy and student's motivation and their beliefs revealed ($t > 2.56$, $P < 0.001$) positive significant relationships. Furthermore, job satisfaction on teacher level was high although financial matters were not satisfied.

Tran and Le (2015) identified that how different school environment factors affects teaching efficiency, teacher stress and their job satisfaction. It was also investigated that if job satisfaction is affected by teaching efficiency and teaching efficiency is impact by teacher stress. Experimental study comprised of 387 participants. School environment factors which had most strong and powerful impact on variable consequences are mission consensus, principal leadership, professional interest, student support and affiliation. Out of these, teaching effectiveness sense had positive relation to job satisfaction.

Chandrasekar (2011) determined that the working place affects teacher's disposition, output and performance of job duty both in positive and negative way. In a case, when employees does not like the working environment then they are de-motivated and their job performance is badly affected. Job satisfaction cannot be gained at optimum level if working time is poorly managed, unsuitability of duties, less appreciation and poor decision making chances. Khan, Farooqi, Khalil, and Faisal (2016) conducted a study for measuring the techniques of time management and their performance in classroom. Time management is very important aspect because by managing this factor teaching stress can be minimized. Teaching time was managed through a special Time management scale on one hundred (100) secondary school teachers. Value of Chronbach alpha 0.72 made sure by opinion of expert. Researchers administered the instrument and four hundred and twenty (420) teachers were selected randomly. Relationship between time management teaching scheme and teaching performance in classroom were found to be positive. Due to effective management of timing scheme planning of lesson proven to be very effective.

Eyal and Roth (2011) proposed a study theme for investigating correlation between teachers motivation and leadership education. Two fundamental aspects were anchored regarding motivation and leadership: theory of self-determination and leadership full range model. The core of the hypothesis were that among teachers autonomous motivation would be predicted by transformational leadership, on the other hand transactional leadership leads to predict controlled type of motivation. Variables were assessed through questionnaires approach by 122 teaching personalities. On the basis of structure equation modeling, results demonstrated that leadership qualities of school principals can play a significant role for the wellbeing and motivation of teachers.

Amalu and Uch (2014) studied the influence of motivational stress on secondary school teachers' professional capabilities. Two types of questionnaire via Motivation Inventory (MOI) and Professional Effectiveness Questionnaire (PEQ) were followed for data collection. MOI composed of Likert-type scale twenty one items with four alternative responses like stressful, less stressful, very stressful and not stressful. PEQ composed of Likert-type scale twenty eight items also with four alternative responses like effective, less effective, very effective and ineffective and has given in less presentation, classroom management, use of instructional aids, learning

motivation, students evaluation, professional qualities and supervision of co-curricular activities. Both instrumental studies had significance reliability index of 0.81 and 0.87. From these findings it was evaluated that teachers ought to overlook stressful conditions by using self-assessment techniques like self-talk that may elicit coping behavior.

Viseu, Jesus, Rus, Canavarro, and Pereira (2016) stated that in education motivation of teacher plays a vital role because student motivation is affected by it. Reviews of previous studies about teacher motivation have aimed on indicators of psychopathology and variables of individual. However, to understand the impact of variables of organization on teacher motivation is also very important because these highlight that teacher is a part of school. This study indicated that culture organization was nearly all studied variable interrelated with teacher's motivation.

2. Significance of Study

Secondary school teachers not only impart knowledge in students, but they give them vision so that they get a proper direction for future. That's why their role is very important. Their mental wellness is crucial to perform their duties actively and devotedly. In this regard their job stress and motivation are very important factors. It is helpful if we can understand their relation. Because more the teacher is motivated more passionately he will perform the job. Current study is about the teacher job stress and their motivation level. Teachers stress has attained a great interest for thinkers in education field. Academic interest in this field is also expanding and influencing other fields. These studies are not only helping to sort out current education problems but also paving a way for future to cope these stress related issues in changing educational environments. Faculty which is motivated helps to achieve institutional as well as broader goals for society. Job stress is a hindrance in the good performance of faculty.

3. Research Objectives

The following were objectives of the study:

1. Explore relationship between job stress and motivational level among secondary schools teachers.
2. Examine the differences in respondents' perceptions about job stress and motivation level in terms of their demographic variables (gender, school, age, and qualification).

4. Research Methodology

Keeping in view the study objectives, present study adopts descriptive techniques for exploring teacher stress and their motivational level and for the identification of respondent's attitudes and their related opinions. In education, diverse techniques are used for descriptive research which includes surveys, case studies, developmental research, ethnography, evaluation, comparative and action research. Sample comprises of some selected members from population. Population of the study included male and female teachers. In case of schools, total one hundred and thirty-three public while one hundred and seventeen private schools were randomly selected from the district of Lahore, the Punjab province. In convenience sampling, selection of subjects is based on proximity and accessibility to the researcher. It's quite easy to recruit for the selection of samples for the study purpose and researcher had not to select sample as representatives of entire population. Although it's ideal to test the entire population for more significance but in most cases, it seems impossible to include every individual. Convenience method of sampling is used due to the reason that it is least expensive design, least time-consuming, for administration as well as for getting the requisite respondents. Variables of the study were measured by the Likert scale. In social sciences and educational research Likert scale is used as fundamental psychometric tool. Likewise, a lot of controversies and debates are also subjected to this scale for analysis Joshi, Kale, Chandel, and Pal (2015). This scale consists of 34 items to be respond on a five-point scale for teacher stress and their motivational level. Questionnaire was formulated for the assessment of respondents. A pilot testing was carried out using random sample of two hundred teachers of public and private sector. This scale was made standardized for running pilot study of teachers by the investigator. The assessment of reliability and validity of the scale was made by the Cronbach alpha and was found to be 0.827. The data were collected from two hundred and fifty public and private secondary school teachers. Instructions were given clearly for filling of responses to the items in the tool. After the data collection data was analyzed through statistical package. The two statistical techniques were applied for the analysis of data. Descriptive statistics (mean and standard deviation and inferential statistics (Pearson r , Independent sample t test, and ANOVA).

5. Data Analysis

The detail of data analysis is given below.

Table 1 *Demographic File of Research Respondents*

| Variables | | Frequency | Percent |
|---------------|---------|-----------|---------|
| Gender | Male | 72 | 28.8 |
| | Female | 178 | 71.2 |
| | Total | 250 | 100.0 |
| School | Public | 130 | 52.0 |
| | Private | 120 | 48.0 |
| | Total | 250 | 100.0 |
| Age | 30,35 | 122 | 48.8 |
| | 36,40 | 78 | 31.2 |
| | 41,45 | 50 | 20.0 |
| | Total | 250 | 100.0 |
| Qualification | BS | 72 | 28.8 |
| | MA | 104 | 41.6 |
| | M. Ed | 28 | 11.2 |
| | M. Phil | 46 | 18.4 |
| | Total | 250 | 100.0 |

Table 2 *Relationship between Job Stress and Motivation level of Teachers*

| Variables | | 1 | 2 |
|------------|---------------------|--------|--------|
| Job Stress | Pearson Correlation | 1 | .624** |
| | Sig. (2-tailed) | | .000 |
| | N | 250 | 250 |
| Motivation | Pearson Correlation | .624** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 250 | 250 |

Table shows the results of Pearson r test which was performed to identify the relationship between Stress and Motivation. The r - value shows that there was a significant correlation $r = .624^{**}$ at $p = .000$. Moreover, it is concluded that there was a strong positive relationship between stress and teachers motivation.

Table 3 *Independent sample t-test to Check Gender Difference between Male and Female Teachers Regarding their Job Stress and Motivation Level*

| Variables | Gender | N | Mean | SD | t | df | Sig. |
|------------|--------|-----|---------|---------|-------|-----|------|
| Job Stress | Male | 72 | 40.4722 | 7.78582 | .139 | 248 | .889 |
| | Female | 178 | 40.3202 | 7.82028 | | | |
| Motivation | Male | 72 | 38.3194 | 8.29190 | 1.962 | 248 | .051 |
| | Female | 178 | 36.0955 | 8.04485 | | | |

Table shows that an independent sample t-test was applied to compare the Stress and teacher's motivation scores for males and females. There was no significant difference in Stress scores for males ($M = 40.4722$, $SD = 7.78582$) and females, $M = 40.3202$, $SD = 7.82028$; $t (.139) = 248$, $p = .889$. Table shows that an independent sample t-test was applied to compare the Motivation scores for males and females. There was no significant difference in Motivation scores for males ($M = 38.3194$, $SD = 8.29190$) and females, $M = 36.0955$, $SD = 8.04485$; $t (1.962) = 248$, $p = .051$. It is concluded that there was no significant difference between male and female teachers regarding job stress and motivation.

Table 4 *Independent sample t-test to Check Difference between Public and Private Schools Teachers Regarding their Job Stress and Motivation Level*

| Variables | School | N | Mean | SD | t | df | Sig. |
|------------|---------|-----|---------|---------|-------|---------|------|
| Job Stress | Public | 130 | 42.3462 | 8.49506 | 4.382 | 237.540 | .000 |
| | Private | 120 | 38.2167 | 6.32214 | | | |
| Motivation | Public | 130 | 38.0769 | 8.67735 | 2.757 | 246.093 | .006 |
| | Private | 120 | 35.2833 | 7.32807 | | | |

Table shows that an independent sample t-test was applied to compare the stress and teacher's motivation scores for public and private schools teachers. There was no significant difference in Stress scores for public ($M = 42.3462$, $SD = 8.49506$) and private, $M = 38.2167$, $SD = 6.32214$; $t (4.382) = 237.540$, $p = .000$. Table shows that an independent sample t-test was applied to compare the Motivation scores for males and females. There was no significant difference in Motivation scores for public ($M = 38.0769$, $SD = 8.67735$) and private, $M = 35.2833$, $SD = 7.32807$; $t (2.757) = 246.093$, $p = .006$. It is concluded that there was significant difference between public and

private school teachers regarding job stress and motivation.

Table 5 *One-way ANOVA to Check Difference in Mean Scores of Teacher Regarding their Job Stress and Motivation Level in Terms of Age*

| Variables | | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----------------|-----|-------------|-------|------|
| Job Stress | Between Groups | 41.475 | 2 | 20.738 | .339 | .712 |
| | Within Groups | 15088.401 | 247 | 61.087 | | |
| | Total | 15129.876 | 249 | | | |
| Motivation | Between Groups | 266.974 | 2 | 133.487 | 2.020 | .135 |
| | Within Groups | 16323.602 | 247 | 66.087 | | |
| | Total | 16590.576 | 249 | | | |

Table represent that one-way ANOVA was applied to know the difference in mean scores of Stress and teachers Motivation on the basis of their age. Result show that there was no difference in mean scores of Stress on the basis of their age $F(81.825) = .339$ at $p = .712$. There was no significant difference in mean scores of stress on teachers on the basis of their age. Table represent that one-way ANOVA was applied to know the difference in mean scores of teachers' Motivation on the basis of their age. Result show that there was no difference in mean scores of Stress of teachers by school's $F(199.574) = 2.193$ at $p = .089$. It is concluded that there was no difference in teachers' perceptions of Stress and teacher's motivation based on age.

Table 6 *One-way ANOVA to Check Difference in Job Stress and Teachers Motivation on the basis of their Qualification*

| Variables | | Sum of Squares | df | Mean Square | F | Sig. |
|------------|----------------|----------------|-----|-------------|-------|------|
| Job Stress | Between Groups | 64.681 | 3 | 21.560 | .352 | .788 |
| | Within Groups | 15065.195 | 246 | 61.241 | | |
| | Total | 15129.876 | 249 | | | |
| Motivation | Between Groups | 442.262 | 3 | 147.421 | 2.246 | .084 |
| | Within Groups | 16148.314 | 246 | 65.644 | | |
| | Total | 16590.576 | 249 | | | |

Table represent that one-way ANOVA was applied to know the difference in mean scores of Stress and teachers Motivation on the basis of their qualification. Result show that there was no difference in mean scores of Stress on the basis of their qualification $F(82.801) = .352$ at $p = .788$. There was no significant difference in mean scores of stress on teachers on the basis of their qualification. Table represent that one-way ANOVA was applied to know the difference in mean scores of teachers' Motivation on the basis of their qualification. Result show that there was difference in mean scores of stress of teachers by school's $F(213.065) = 2.246$ at $p = .084$. So, there was a significant difference in mean scores of Motivation on the basis of their schools. It is concluded that there was no difference in teachers' perceptions of Stress and teacher's motivation on the basis of qualification difference.

6. Conclusion

Researchers identify the perceptions of Secondary schools teachers about their stress and motivation level. The major objective of the study was to investigate relationship between teacher stress and their motivational level. Majority teachers agreed that they have enough capabilities. According to them they feel able to concentrate on what they are doing at school. They feel capable of making decision at school. They perform their duties on time. They are satisfied with their jobs and performing well. Some teachers said that unreasonable deadlines and time pressures are often imposed on them. They have abilities to manage stress and their motivation level is high. Thus, there is strong connection between teachers stress and motivation level. It is concluded that there was no significant difference between male and female teachers regarding job stress and motivation. There was significant difference between public and private school teachers regarding job stress and motivation.

7. Recommendations

On the basis of findings of study, the following recommendations were made:

1. Mentoring Program may be held in all educational institutes that provide guidance, and mentoring to the teachers how is facing stress in their work. Common activities include mentoring from teachers in the same subject area, regular opportunities for supportive communication with administrators, seminars and workshops, time management, and team building.
2. Leadership plays a vital role in the stress management and motivation of the teachers. Leader may use the democratic style of leadership. Organization should emphasize on the positive and open climate.
3. Organization may involve teachers in decision making and give them a flexible atmosphere for their work. Where teachers have authority to take decision in their classroom.
4. There is a need for greater innovation in developing and accessing the effectiveness of policies and programs to reduce teacher stress and improve well-being. In particular, there is a need for further testing

of the efficacy of organizational strategies to improve “work processes” such as reducing excessive work demands, increasing job control, creating more collaborative leadership, and building more effective school cultures.

5. While supporting teacher mindfulness and stress management is one avenue, teacher work demands are high and have been increasing and policy and organizational level interventions need to address this issue. The impacts of teacher stress are particularly high in disadvantaged schools, making it a fundamental issue for reducing inequity in education.
6. Basic research on teacher health and wellness is needed and should include the use of objective measures of teacher’s stress and time use. In addition; there is a need to examine the consequences of teacher stress for teacher health care costs.
7. The best incentive that motivates teachers is to give them space, nurture greatness, respect them, challenge them, give them the tools to succeed and pay them what they deserve.
8. As there is strong link between the teacher’s stress and motivation level so it is important to take steps to reduce the stress in teachers so that they perform well.

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