

Investigate teachers' job stressors and levels of job satisfaction in undergrad program during COVID-19

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Abstract: Stressors are dealt by any employee in every kind of job. Stressors can be of any type internal or external. Stressors always have a direct relation with the satisfaction of human labor. Teaching is one of the noble and most important occupations in world. There is a need of stress less teacher for all levels of Education from primary to highest level of education. The satisfaction of teachers in their job also holds a fair amount of value for having positive teaching styles. Moreover, if the stressors are left unchecked they can have a profound effect on teacher performance that can have negative impact on students over time. The Pandemic Covid-19 forced education to shut down their institutes across the world at a rate that no one can imagine. Distant education remains the only choice in such circumstance but it comes up with lots of challenges to face for teachers therefor, the research aimed to investigate, explore, and describe the problems that teachers faced in online teaching during the phase of Covid-19. The objectives of the study were, to identify different types of job stressors that teachers of bachelor's level faced during online classes, to investigate the level of teacher's job satisfaction with different dimensions of their job, to evaluate the suggestions of teacher in coping with job stressors to increase job satisfaction during online classes. For this purpose both qualitative and quantitative research approach was used. Population of the study was 70 teachers from Bachelors level institutes of Wah Cantt. Random sampling technique was used. Two questionnaire were used as research instrument. Five point Likert scale was used in quantitative questionnaire. The questions in questionnaires was arranged in themes job stressors, job satisfaction, and suggestions. Data were collected through virtual platform using Google form. Mean was calculated for quantitative data analysis and thematic analysis was done for qualitative data. The result indicates that as COVID-19 caused online teaching it caused more than usual job stressors which eventually affected the teacher's job satisfaction negatively. It is excessive time consuming and labor intensive as compared to physical classes. Handling students misbehavior was much difficult, payments were lessen, conducting online assessment appears as major challenge. Other challenges were mainly related to work overload, overtime, mismanagement and job insecurity. It was suggested that using A.V. aids such as videos, recorded lecture, online viva and time bound assessments would be most useful for any further pandemic situation. Zoom or goggle meet could be used for online classes and Google classroom for grading student's assessment.

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1. Introduction

Job stress can be defined as the harmful physical and emotional reactions that occur when work demands do not match the strengths, resources, or needs of the employee. Job stress will result in poor health and even injury. Workplace stress also has a negative effect on employees' mental health, with an increased risk of anxiety, fatigue, depression, and substance use disorders. Stressed-out employees are more likely to engage in unhealthy behaviors, such as smoking, alcohol and drug abuse, and poor eating habits. The stress a person may experience can lead to difficulties and long-term consequences. Stressor is

effort–reward imbalance, caused by inequalities between high effort of employees such as pressure and repetitive strain, and the perception of low financial rewards i.e. salary, social i.e. respect and esteem, and organizational i.e. job security and promotion prospects. Job insecurity is a common occupational stress disorder and is defined as the perceived threat to loss of employment and the anxiety associated with that threat (Milner, Witt, LaMontagne, & Niedhammer, 2017). Measures related to job stress include scales affecting the ambiguity, independence, boundaries, conflict between people, and workload. Ambiguity was measured with four items (Beehr, Walsh, & Taber, 1976). As stated, stress occurs when a person's personal relationships are considered to be in line with individual goals, and when someone believes he or she wants to tax or violate personal resources. Stress is the feeling of anticipation or coping with adversity in an effort related to one's purpose (Pogere, Lopez-Sangil, García-Senoran, & Gonzalez, 2019).

Teaching is a challenging career, and teachers face many challenges without managing student behavior. Teachers experience tons of stress and anxiety at all levels of education. Teacher resource sources cover three main categories and are felt at various levels by teachers around the world who are job-related pressures, student behaviors, and responses from stakeholders such as parents, administrators, and supervisory authorities. The stressors an instructor faces may be as having additional duties because of absent teachers, modifying lessons for students with special desires, maintaining classroom discipline, being held responsible for students' achievement, having too much administrative work and others. Several studies and reports have shown that teaching exceed the level of stress typically compared to other occupations, confirming the belief teaching is a stressful profession (Hakanen, Bakker, & Schaufeli, 2006). Although the sources of job stress are different for each teacher, two of the main stressors are context of work and interactions with students. Like other professionals, teachers use completely different approaches to managing job challenges and needs, especially once they have outgrown their resources (Skaalvik & Skaalvik, 2017). One of the pressures of a well-researched teacher job is a heavy workload, often used as a necessary fulfillment of non-essential and / or non-academic tasks, such as overworked paperwork, attending endless meetings, or managing work home (Chaaban & Du, 2017). However, research is scarce on the role of certain positive teacher-student interactions, in line with the building of social and emotional capacity (Jennings & Greenberg, 2009).

Job satisfaction features a positive impact on life satisfaction. Satisfaction of teacher with job is one of the factors that will ensure classroom performance and school productivity. Teachers will be more interested in teaching their students effectively if they are satisfied with their careers. So, job satisfaction is a very important phenomena in each sector particularly in the teaching profession. Satisfaction at work is expressed in a joyful or positive attitude as a result of job evaluation or job experience (Locke, 1976). Previous research has shown that job satisfaction is important, given its association with job performance, physical and mental condition, and job choices (Reilly, Dhingra, & Boduszek, 2014). Job satisfaction is a necessity for doing a teachers' job. Job satisfaction is a requirement for a teacher's professional performance. Job satisfaction plays a vital role in the overall commitment and productivity of a school organization. The feeling of happiness or satisfaction of teachers in an organization affects the general way they carry out their work, thus, it contributes to the success of the whole school (Baluyos, Rivera, & Baluyos, 2019).

The COVID-19 pandemic disrupted the world in ways unimaginable. Educational institutions around the world responded quickly to the epidemic by entering virtual world. In record time, students moved from physical classes that provided them with much-needed social interactions, to being seated behind a screen for hours on end. The belief in the notion of job stress and job satisfaction goes hand in hand with not creating it. The educationist and the teachers of every type, all over the world firmly believes that stressors faced by teachers have direct relation with their level of job satisfaction. In the study the Researcher investigated the level of job satisfaction in terms of different job

stressors teacher's faces while teaching undergraduate program in online classes during Covid-19. The present study sought to investigate the job stressors and the level of the job satisfaction in terms of different dimensions of job stressors of bachelor's teachers. The study also focus on evaluating teacher's suggestion on coping with job stressors to increase level of job satisfaction. The study is helpful for teachers, institute's administration and students. The research study was intended to identify different types of job stressors that teachers of bachelor's level faced during online classes, Investigate the level of teacher's job satisfaction with different dimensions of their job, evaluate the suggestions of teacher in coping with job stressors to increase job satisfaction during online classes. All these intended points led to questions such as, What are different types of teachers' job stressors at bachelor's level during online classes? What are the levels of undergraduate teachers' job satisfaction? What are suggestions of teacher in terms of coping with job stressors and increasing job satisfaction during online classes?

2. Materials and Methods

2.1 Materials

2.1.1 Job Stressors

Stress is associated with poor performance at work. Negative effects include decrease in efficiency, performance capacity and interest in performance, increased concentration of thought, lack of organizational and partner concerns, and loss of responsibility (Fairbrother & Warn, 2003). As stated, depression occurs when a person's relationship with the environment is considered to be in line with the individual's goals, and when the individual believes he or she is seeking tax or exceeding personal resources. Stress is a sense of expectation or difficulty in one's efforts related to the goal (Pogere, Lopez-Sangil, García-Senoran, & Gonzalez, 2019).

The experience of responding to stress at work is not uncommon. In a large sample study conducted on 7,099 employees from 13 different occupations, it was reported that significant statistical correlations between the number of work items and indicators of mental health, such as free floating anxiety, mental anxiety and depression (Fairbrother & Warn, 2003)

Employees under the senior teachers, followed by support staff and staff under the chief technical officer, reported greater job stress than other staff. These results suggest that lower-level workers are more stressed than high-skilled workers (Dua, 1994).

2.1.2 Job Satisfaction in Terms of Stress

Researchers have presented evidence that general stress and work-related stress contribute to poor health, poor emotional or mental health, absenteeism, poor morals, and job dissatisfaction (Dua, 1994). It is suggested that internal satisfaction in the workplace contributes significantly to changes in overall employee satisfaction over time. Thus, according to Ronen, length of service is related with job satisfaction and job dissatisfaction (Oshagbemi, 2000). Recent research has shown that the risk of emotional exhaustion, psychological complaints and job satisfaction increases with the combination of higher job demands and reduced control over determining job characteristics (Fairbrother & Warn, 2003).

Perceived stress is likely to be adjustable variable that could be commendably targeted at an individual and/or organizational level to improve teachers' work satisfaction. The results also provide a clear and important direction for future research: the qualitative exploration of the sources of teacher stress. The quality approach may allow for in-depth assessment of the risk factors that contribute to perceived stress, which may be directed at local education authorities and school decision-makers. (Reilly, Dhingra, & Boduszek, 2014).

Stress was associated with a lack of clarity in the workplace, disruption of daily routine, disruption of personal life, but no discomfort due to physical environment, or psychological aspects of leadership, interaction and social climate were associated with stress or absence in it. Satisfaction with work was influenced by a supportive work environment, a sense of belonging to the group, and a lack of feeling that personal life was being disrupted (Fairbrother & Warn, 2003).

2.1.3 Teachers Job Stressors

Teacher work stress can be defined as negative and unpleasant emotions, such as anxiety, frustration, anger, tension and / or frustration that teachers experience, resulting in any part of their job as a teacher. The sources of the job stress for other teachers may be different from what one teacher experiences. However, the two main sources of teacher stress are context of work and communication with students (Kyriacou, 2001).

The most reconnoitered stress of teacher's job is workload or overwork. In a qualitative study, it was concluded that teachers' burden included excessive paperwork, meeting attendance, carrying homework, or continuing to work all weekend and so on. Ongoing educational reforms imposed by government officials also require teachers to work harder (Chaaban & Du, 2017). Workload is often associated with role conflicts, occurring simultaneously of two or more sets of objectives, so that compliance with one prevents the achievement of the other. Teachers' work overload implies that there is a lot of work to be done, while the time is running out (Ballet, Kelchtermans, & Loughran, 2006).

Other work pressures are related to teacher-student interaction. Some of these relationships are the obvious cause of stress, such as disruptive classroom behavior, behavioral problems or student conflicts, and were positively associated with fatigue. Healthy personal relationships with their students give teachers internal rewards, give meaning to their work, and are often cited as one of the most important reasons to stay in the field. (Pogere, Lopez-Sangil, García-Senoran, & Gonzalez, 2019) The need to find interventions to reduce stress and fatigue may be to identify key contributing factors. The same can be said when you enter and use the benefits of eustress. Pettigrew and Wolf's comment also does not recognize the importance of individual differences in teacher development (Pettegrew & Wolf, 1982).

Teachers' social and emotional skills. Social teachers are sensitive to cultures, understand different perspectives and situations, and take this into account in their interactions with students. (Jennings & Greenberg, 2009). Emotional teachers recognize and understand students' feelings as the basis for building strong and supportive relationships with them. Likewise, teachers' practical knowledge is seen as understanding students and their characteristics, such as their home environment or their problems. (Rytivaara & Frelin, 2017).

Empathy at a workplace can be seen as an attitude with certain awareness, emotions, and behaviors that focus on attention, anxiety and deep-rooted support, especially when one seems to be suffering or in need. (Eldor & Shoshani, 2016). The most widespread measure of teacher pressure has been self-report questions. To assess teacher stress, the Inventory of Occupational Stressors for Secondary Education Teachers was used. (López, Bolaño, Mariño, & Pol, 2010).

2.1.4 Teachers Job Satisfaction

Teaching self-efficacy has also been found to be related to job satisfaction, teachers are more likely to be satisfied with their work when they feel confident in doing their major job-related tasks or in achieving their work-related goals. In addition, improving teacher performance and self-esteem has a positive effect on reducing stress (Vaezi & Fallah, 2011). There is a lack of constancy in relation to the association between personal characteristics and job satisfaction. Thus, self-esteem was combined with self-esteem, perceived pressure,

and teacher characteristics in order to examine decisions about the satisfaction of an Irish primary school teachers' career (Reilly, Dhingra, & Boduszek, 2014).

For teachers in particular, job satisfaction is influenced by key factors that facilitate student achievement and self-development, external aspects of school leadership and climate, as well as social factors of change and educational change, thus making learning job satisfaction more difficult (Dinham & Scott, 2000). Therefore, researchers disagree about how to measure job satisfaction, and this concept has been researched as both a general sense of job satisfaction and teacher-size scenarios (Moe, Pazzaglia, & Ronconi, 2010).

Numerous researches concluded that job satisfaction has a positive effect on the individual and the school. Teachers who achieve high levels of job satisfaction are enthused, determined and determined to keep up the work notwithstanding the demands of the job (Tait, 2008). They are able to focus their courtesy on student development and personal development, leading to improved teacher productivity and improved educational outcomes (Chaaban & Du, 2017). At the organizational level, job satisfaction leads to better relationships between partners and improved collaboration with management (Amorim Neto, Rodrigues, & Panzer, 2017).

In contrast, emerging teachers who are at risk of resignation show strong dissatisfaction with their work environment, frustration with interpersonal relationships, and dissatisfaction with administrative assistance (Gaikhorst, Beishuizen, Korstjens, & Volman, 2014). Dissatisfied teachers become frustrated and, as a result, lose the ability to motivate their students and take care of their various needs. In addition, dissatisfied teachers tend to have higher levels of stress and fatigue, as well as lower levels of combined beliefs and self-efficacy (Chaaban & Du, 2017).

2.2 Methods

2.2.1 Research Design

In this study we used both mixed methods.

2.2.2 Population and Sampling Technique

The Population comprises of both male and female teachers from 4 different institutes. The number of female teachers was 39 and of males was 31 that made the overall population of the study 70 from Bachelors level institutes of Wah Cantt. Sample was selected from Bachelor's level institutes of Wah Cant using random sampling technique according to (Gay, 2000) 59 teachers were selected out of total population.

2.2.3 Instrumentation

The researcher used questionnaires to evaluate the level of job satisfaction of teachers and how different job stressors effects the teachers' job satisfaction. The questionnaire was also used to evaluate teachers' personal point of views and suggestions over coping with those stressors to increase satisfaction. Two types of questionnaires were used to collect data from teachers. The questionnaires contained both closed and open ended statements.

2.2.4 Data Collection and Data Analysis

Data collection was done by virtual means. Descriptive and inferential statistics were used. For quantitative data mean was used and thematic analysis was used for qualitative data.

3. Results

3.1. Quantitative Data Analysis

3.1.1. Job Stressors

Table 1. Job Stressors

Sr.	Statement	Agree	Neutral	Disagree
01	Do you face the stress of job insecurity?	0.895	0.105	–
02	Is mismanagement a cause of stress for you?	0.632	12	0.159
03	Do you face the stress of work load?	0.684	0.070	14
04	Is class strength a cause of stress for you?	0.421	10	23
05	Do you face the stress of low salary?	0.561	17	0.140
06	Are you allowed to pick your time table or make changes in it?	0.544	21	0.088
07	Is internet issue a cause of stress for you?	0.825	02	0.140
08	Do you face the stress of students' misbehavior?	0.509	–	28
09	Is cheating a cause of stress for you?	0.842	–	0.159
10	Do you face the stress of demanding parents?	0.438	0.140	24
11	Does your institute provide training courses? (if yes then skip to no. 13)	14	14	0.509
12	Is absence of training a cause of stress for you?	24	0.053	0.526
13	Do you face the stress of assessment and evaluation process during online classes?	0.824	0.123	0.053
14	Are you allotted subjects according to your studies?	0.544	16	10
15	Do you face the stress of teaching subjects not of your qualification?	0.070	22	0.544

Mean value 0.898 shows that majority teachers face the stressor of job insecurity during COVID-19. Mean value 0.627 shows that majority teachers agree that mismanagement is a cause of stress for them during COVID-19. Mean value 0.678 shows that majority teachers face the stress of work load during COVID-19. Mean value of 0.424 shows that majority teachers agree that class strength is a cause of stress for them during online classes. Mean value of 0.559 shows that majority teachers face the stress of low salary during COVID-19. Mean value of 0.542 shows that majority teachers are allowed to pick their time table or make changes in them during online classes. Mean value of 0.831 shows that majority teachers agreed with internet issue being a cause of stress for during COVID-19. Mean value of 0.508 shows that majority teachers do face the stress of students' misbehavior during online classes. Mean value of 0.847 shows that majority teachers agree that cheating is a cause of stress for then during online classes. Mean value of 0.441 shows that majority teachers face the stress of demanding parents during COVID-19. Mean value of 0.508 shows that majority of teachers disagrees that there institute provides training courses for online classes. Mean value of 0.525 shows that majority teachers disagree with having absence of training a cause of stress for them during online classes. Mean value of 0.831 shows that majority teachers

face the stress of assessment and evaluation process during online classes. Mean value of 0.542 shows that majority teachers are allotted subjects according to their studies. Mean value of 0.542 shows that majority teachers do not face the stress of teaching subjects not of their qualification.

3.1.2. Job Satisfaction

Table 2. Job Satisfaction

Sr.	Statement	Agree	Neutral	Disagree
01	Are you satisfied with the management of your institute?	0.150	10	0.438
02	Are you satisfied with the internet connectivity during COVID-19?	0.088	0.088	0.824
03	Are you satisfied with you class strengths during online classes?	19	0.159	0.509
04	Are you satisfied with you salary during COVID-19?	0.123	16	0.596
05	Are you satisfied with your time table allotted to you during online classes?	0.456	22	0.140
06	Are you satisfied with students' behavior during online classes?	22	12	0.404
07	Are you satisfied with the increase in cheating during online classes?	0.140	–	0.859
08	Are you satisfied with parent's involvement during online classes?	16	0.123	0.596
09	Are you satisfied with training programs arranged by your institute?	11	17	0.509
10	Are you satisfied with your subjects you teach?	0.561-32	17	0.140
11	Are you satisfied with assessment and evaluation process during online classes?	0.053	0.123	0.825
12	Are you satisfied with your job?	14	0.140	0.614

Mean value of 0.441 shows that majority teachers are not satisfied with the management of their institute. Mean value of 0.831 shows that majority teachers are not satisfied with the internet connectivity during COVID-19. Mean value 0.508 shows that majority teachers are not satisfied with their class strengths during online classes. Mean value of 0.593 shows that majority teachers are not satisfied with their salaries during COVID-19. Mean value of 0.458 shows that majority teachers are satisfied with the timetable allotted to them during online classes. Mean value of 0.407 shows that majority

teachers are not satisfied with students' behavior during online classes. Mean value 0.864 shows that majority teachers are unsatisfied with the increase in cheating during online classes. Mean value of 0.593 shows that majority teachers are not satisfied with parents' involvement during online classes. Mean value of 0.508 shows that majority teachers are not satisfied by training programs arranged by their institute. Mean value of 0.559 shows that majority teachers are satisfied with the subjects they teach. Mean value of 0.831 shows that majority teachers are unsatisfied with assessment and evaluation process during online classes. Mean value of 0.610 shows that majority teachers are not satisfied with their job during COVID-19.

3.2. Qualitative Data Analysis

1. Majority of the teachers said that they face different job stressors as workload, administrative problems, students basic foundation, meeting the understanding level of students disrespect to teachers, salary issues, no rewards or incentives, poor cooperation and lack of facilities, behavioral issues of students and lack of time management.
2. Majority teachers said that yes they face many stressors during covid-19 in online classes' teacher of undergraduate level that they have major stressors about assessment of the students, behavioral issues, internet issues, lack of social interaction and cannot monitor student's activities, resources availability, not habitual to take online classes and cheating in exams.
3. Majority of the respondents agreed that job satisfaction has a relationship, if the teachers have less stressors they have higher satisfaction.
4. Majority of the respondents did believe that if the institute's management system would be good or organized then definitely it will help in decreasing job stressors and increase job satisfaction level. It has a vital role on the level of teacher's job satisfaction during COVID-19 in online classes by providing all facilities, cooperating with teachers, making sure of the availability of resources, by being flexible.
5. Majority of the suggestions provided by the teachers for improving job satisfaction as an undergraduate program's teacher during COVID-19 in online classes were give more rights and commands to teacher, manage workload follow timetable, less procrastination, providing teachers with subjects of their own pace and education, Having management and administration work properly, Increase salaries, providing lab facilities and internet facilities.

4. Discussion

The findings indicated that there are a large number of stressors that teachers face during their job not only during online classes but also in general. The stressors can be of both external and internal form such as work overload, job insecurity, teachers' social status, demanding students and parents, etc. Other stressors can be of as low salary, management issues, student misbehavior, internet issues, and others. The findings have been in closely reciprocal findings in various researchers' work like (Khan, Yusoff, & Azam, 2014) and (Hakanen, Bakker, & Schaufeli, 2006).

As the education system transferred from online to being virtual it caused more than usual job stressors for teachers. Online system has its own kind of problems that become stressors for teachers such as internet issue assessment and evaluation problems, increase in cheating, along with general stressors faced by teaches but in more extreme way. Lack of social interaction among students in online classes because direct monitoring and direct interaction are not possible online classes. Teachers said that there is no lack of communication and interaction among students because they made their online classes more interactive. Lack of interaction in online classes also affect their students psychologically. The findings have been in closely reciprocal findings in various researchers' work like (Chitra, 2020), (Hong, Liu, & Zhang, 2021) and (Azmat & Ahmad, 2022)

The study also indicates that management play a vital role in teacher job stressors. The management can be said having a direct relation with teachers' job stressors and levels of job satisfaction, as management holds the authority over teachers. The findings have

been in closely reciprocal findings in various researchers' work like (Usman, Ahmed, Ahmed, & Akbar, 2011)

5. Conclusions

Following were the conclusions of the study:

- The study concluded that teacher of undergraduate program faced a lot of job stressors during COVID-19 in online classes as it was a first time experience of having a sudden shift from physical to online classes.
- Major stressors were related to internet issues, management issues, students' behavioral issues and stressors related to assessments and evaluation.
- Other stress were related to class strength, low salaries, job insecurity, lack of training for virtual classes, too much parental involvement etc.
- As the proven that job satisfaction has direct relationship with job stressors. Hence the satisfaction level of teachers went through a roller-coaster ride due the number of stressors faced.
- Management plays a vital role in increasing and decreasing of teacher's job satisfaction.

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