

A Correlational Investigation Of Resilience And Job Stress Among Public And Private School Teachers At Secondary Level

Almas Latif¹, Dr. Riasat Ali², Dr. Saqib Shahzad³, Dr. Sajjad Hussain⁴, Muhammad Haroon Manj⁵, Sadaf Akram⁶

¹M. Phil Scholar, Department of Education Abdul Wali Khan University Mardan

²Professor of Education, Department of Education Abdul Wali Khan University Mardan

³Associate Professor Department of Education Abdul Wali Khan University Mardan

⁴Assistant Professor, Center of Education & Staff Training, University of Swat, Swat.

⁵Ph.D Scholar, Special Education, Institute of Special Education, University of Punjab

⁶M.Phil Scholar Special Education Institute of Special Education, University of the Punjab

Abstract

Job stress in the current world is enormous because of multiple factors, which include competition, extra expectations, changes in curriculum, changes in educational audits, along with domestic reasons, and all these directly contribute into the stress of teachers. Furthermore, these stresses demand for teachers' resilience abilities that enables them to cope with the changing demands or adjust with. This study investigated teachers' job stress and their resilience capacity in public and private secondary school of district Mardan. The objectives concentrated on the investigation of jobs stress level and resilience abilities of public and private secondary school teachers along with the relationship between these two study variables. Following a quantitative correlational explanatory research design a sample of 291 respondents were selected (Public = 179, Private = 112) through stratified sampling techniques. The data were collected on two questionnaires (Brief Resilience Scale and Job Stress) and were analyzed through descriptive and inferential statistic through SPSS. The results showed that private school teachers experience more job stress in term of job demands, job control, and they were as similar the public-school teachers in support and job satisfaction. Furthermore, the resilience skills of public and private school teachers were the same average level. The need of training for the professional development of teachers to meet the job demands were recommended for the authorities.

Keywords: Job Stress; Job Demand; Resilience Skills; Job Satisfaction; School Teachers

Study Background

Emotional health of professional including teachers ensure positive contributions into respective fields (Philipp, & Schüpbach, 2010). Teachers are interacting in a continuous manner with students, and they teach, guide, facilitate, and supervise their academic lives within the context of educational institutions (Pianta, Hamre, & Allen, 2012). Besides, they are also involved in different administrative, and social responsibilities, where everyday expectations and demands get changed for different reasons. Furthermore, this ever changing world demands for change in every aspect of professionals' lives, the introduction of new curriculum without proper teachers' trainings, new mechanisms of academic audits of students, teachers' performances, and of the institutes, negative competitions for high marks, low salaries, job satisfaction, low opportunities of promotions, heavy workload, additional responsibilities, social degradations, attitudinal problems of management, professional identity, and bureaucratic nature of the educational administration of public sector management side are some of the factors that reduce the productivity and increase their stress at workplace (Rock et al., 2016). As explained by DeTienne et al., (2012) job stress is an emotional state where the individuals believe below / behind the expected targets continuously, these may be due to their potentials, skills, attitude, and the availability of resources or may be the results of the interactions colleagues, heads, and other internal and external stakeholders of the school education.

Phillips defined and classified job stress as the detrimental emotional or physical response against the job requirements that is not matching with the needs, resources, and capabilities of workers due to multiple reasons. Further according to him there are five elements of job stress-nature of stressors, response of the stressed person, human psychology of individual differences, allostatic load, and balance (Travers, & Cooper, 2018). The stress-nature of stressors includes the work-related burden, roles, tasks, and interactions with other teachers and school heads. It also includes the teaching load per day, administrative responsibilities, students' homework related work are the stressors. The reaction of teachers to these stressors is a neurological response that teachers' mind generates against stressors. These reactions are of different nature, and therefore, responsible for further psychological reactions in human minds which include faint / freeze / flight or fight. The first three are psychological while the last may be even physical in nature (Ewen et al., 2021). Similarly, individual differences are also an important element of job stress, that explains the nature of stress for different individuals are not the same one stressor may not be a cause of stress for one teacher but the same may put another teacher into a highly sophisticated distress. The reason behind are the individual differences among teachers, through brought up and other associated factors (genetic + environmental) (Tafet, & Nemeroff, 2016). The allostatic load is the attention paid to the stress by the teachers, which is also different in nature, for example the psychological and emotional effect of a small or minor stress factor for a short time may lead to temperamental changes in teachers' behavior but numerous small/minor stresses or huge stress can lead to habitual changes in the behavior of teachers. Furthermore, in the last the allostatic balance explains that

how individuals recover from the stressful situations, where he/she come back to the normal emotional and psychological state of mind.

A study concluded by Wang et al., (2020) on university teachers' job stress, burn out and organizational commitment. The results revealed that teachers at university level have low job stress as their job responsibility is determined and no extra demands are made by the university administration. Furthermore, another study conducted by Nart, and Batur (2014) on family work conflicts and job stress concluded that there are negative effects of family related conflicts on the job stress of teachers which negatively affected their work performances. Furthermore, another study conducted by Khan, Yusoff, and Azam (2014) on the investigation of factors affecting the job stress of university teachers in Pakistan. The study concluded that Pakistan faculty members in universities have high level of job stress, performance appraisal, lack of professional trainings, constraints of resources, rapid changes in policy matters and job insecurity are the top stressors among university faculty members. According to Febriantina, and Aliyyah (2020) also concluded that apart from other factors school culture is one of the major factors that lead to job stress among teachers at school level. From the perspective of elementary school teachers, the study of Yunarti et al., (2020) concluded that teachers have low level of job stress and therefore, they have high job satisfaction, the study also concluded that there is no significant effect of job stress on the performance of teachers at elementary school level.

Apart from these mixed results about teachers' job stress to manage the job stress number of skills, potentials are required for teachers that could help them to cope with effectively. One among those potential is resilience skill which make a significant difference among individuals. This quality of human beings makes them different from each other, as one individual may easily come out of stressful situation as compared to another who remain for a long time and negatively affect the person emotionally and psychologically. According to Badu et al., (2020) resilience has always been defined in conceptual and theoretical approaches. Being an adoptive and dynamic concept, it is incremental and productive in coping with transformative and developmental parameters of individuals. It has conceived as the ability of a person to bounce back, overcome, or compete the adversity of emotional exhaustion, stress, and burnout feelings through adjustment and adaptation for maintaining good health. Furthermore, it was also defined by Scoloveno (2016) as the ability of a person, family, or group in the successful control of the adversity of psychological, sociological, and cultural adversity. There are five principles of resilience- gratitude, compassion, acceptance, meaning and forgiveness which enables the individuals to be capable of facing stabilizing the adversity and severity of challenging situations including, long illness, attacks, loss of beloveds. Furthermore, by following these principles the qualities like adoptability, flexibility and perseverance can easily be developed which are the foundation for developing resilience among individuals, groups, and families.

There are several studies that has affirmed the effectiveness resilience for many adversities including man-made and natural disasters post effects on human beings (Van Der Feltz-Cornelis, et al., 2020; Havnen et al., 2020). Furthermore, the study of Doney (2013)revealed that resilience

skills are important for countering negative effects of stress on the psychological and physical health of professionals. It was also observed that the interactions of stressors and protective factors are positive in resilience process, as it stimulates the responsive behavior against the negative effects of the stress at workplace. Similarly, Fawehinmi, and Yusliza (2021) viewed that resilience is the most suitable predictor for the control of workplace stress even during covid-19. The heads of the institutions were also suggested to provide maximum time for their employees to spend time with their families. These results enable the researcher to infer that resilience skill are required for teachers as teaching profession is a stressful profession. Therefore, this study intended to investigate the job stress of teachers and resilience as coping strategy to adopt, adjust, and perseverance at school level.

Study Objectives

This research paper focused the following research objectives.

1. To compare the job stress of public and private secondary school teachers
2. To compare the job resilience skills of public and private secondary school teachers
3. To measure the correlation between job stress and resilience skills of public and private secondary school teachers

Research Hypotheses

Based on the research objectives, the following null hypotheses were formulated.

1. There is no significant difference in the job stress level of public and private secondary school teachers
2. There is no significant difference in resilience skills of public and private secondary school teachers
3. There is no significant correlation between the job stress and resilience skills of public and private secondary school teachers

Research Methodology

The nature of this study was quantitative because the selected research topic can be comprehensively measured through survey method for which descriptive nature of the study was adopted. Furthermore, the study followed a correlational research design from quantitative approach of research where the researcher could collect extensive data about the problem in-hand and generalize the findings to the population for policy provisions from the relevant stakeholders.

The population of this study were all secondary school teachers of public and private schools in District Mardan and through simple random sampling techniques a sample of 291 respondents constituted the sample group for this study. The respondents of pilot testing were not included in the study sample, who were 36 in number.

Two questionnaires were used for data collected through Brief Job Stress Questionnaire (BJSQ) developed and used by Kawada, and Otsuka (2011) comprised of 15 items. The job demands related items responses were scored on 4-options from Agreed = 4 to Disagreed = 1, and job satisfaction, support, and control related items responses were scored on a 4-options scale from from Agreed = 1 to disagreed = 4. Furthermore, to measure the resilience skills of teachers the Brief Resilience Scale (BRS) of Smith et al., (2008) which was comprised of six items and was designed on a 5-option Likert scale. Both these questionnaires were pilot test with the aim to measure the contextual compatibility and estimating the reliability co-efficient on 36 respondents from the population who were not the part of the sample group of this study. The Cronbach alpha value of Brief Job Stress Questionnaire was $\alpha = .814$ and no changes were made as the items were easy to understand. Similarly, the Cronbach alpha value of the Brief Resilience Scale was $\alpha = .847$, and therefore, no changes were made in BRS too.

The collected data were analyzed through mean scores, standard deviation, independent sample t-test and Pearson correlation, as the objectives were to compare, measure the differences and correlation between the job stress and resilience skills of teachers working in public and private secondary schools of District Mardan.

Results and Discussions

In BJSR the six items of job demand have reverse scoring that is agreed = 1, to disagreed = 4, similarly, in BRS items 2, 4, and 6 have reverse scoring for the response of study sample. Both these items were reverse scoring while putting the data into SPSS software.

Table 1 Demographic information of respondents

Sector	Percentages %	Academic Qualification	Percentages	Professional Qualification	Percentages %
Public	61.5	BA/BSc	39.2	Nil	13.1
Private	38.5	MA/MSc	54.6	CT	14.1
		MPhil	4.5	B. Ed	39.2
		PhD	1.7	M.Ed	33.6

The demographic information of sector-wise, academic, and professional qualifications-wise were presented where majority 61.5% of the study participants were working in public sector secondary schools as compared to 38.5% private sector teachers. Similarly, 54% of the respondents have the academic qualifications of MA/MSc as compared to other academic qualifications. Furthermore, 39.2% of the respondents were having the B.Ed professional degree as compared to CT, and M.Ed and 13.1% were teachers having no professional qualifications which have explained the different aspect of the background information of the study participants.

Table 2 Job Stress of Public and Private Secondary Schools' Teachers

Constructs	Sector	Mean	SD	MD	T value	Sig Value
Job Demand	Public	13.2	.9735	-1.5	-3.1223	.027
	Private	14.7	1.326			
Job Control	Public	12.5	1.128	1.6	5.50898	.015
	Private	10.9	1.891			
Support	Public	14.1	.9891	3.8	11.49769	.003
	Private	10.3	1.892			
Satisfaction	Public	13.9	1.096	4.65	4.53826	.022
	Private	9.25	.9391			

Table 2 explains the nature of teachers' job stress and differences between the job stress of public and private secondary school teachers. On all four components of job stress both private and public-school teachers were found at average level stress at their workplace. These cumulative mean scores and standard deviations provide baseline for measure the differences between these two groups. Private school teachers mean score for job demands was higher than public schools (14.7 / 13.2) the t value -3.1223 was significant at .027. On the other hand, on job control, support and job satisfaction the public sector teachers were found more satisfied as compared to the private sector teachers (t value 5.508, 11.497, 4.5386, significant at .015, .003, and .022 respectively. These results reflected that all teachers have job stress, but the job stress of private secondary school teacher is higher than the public-school teachers. The null hypothesis formulated in the start was rejected because there is a significant difference in the job stress of public and private secondary schools' teachers.

These results were in like the results of Febriantina, and Aliyyah (2020) that teaching is a stressful job and teachers mostly face job stress continuously. Furthermore, according to the study results of Yunarti et al., (2020) teachers as compared to other professions are less stressful.

Table 3 Resilience Skills of Public and Private Secondary Schools' Teachers

Statements	Sector	Mean	SD	MD	T value	Sig Value
I tend to bounce back quickly after hard times	Public	3.7	.8735	.01	0.1013	.617
	Private	3.69	.7261			
I have a hard time making it through stressful events (R)	Public	2.14	.9128	-.94	3.751	.031
	Private	3.08	.8171			
It does not take me long to recover from a stressful event	Public	3.8	.9891	.07	1.314	.061
	Private	3.73	.8813			
It is hard for me to snap back when something bad happens (R)	Public	2.41	1.022	-.01	0.1314	.465
	Private	2.42	1.071			
I usually come through difficult times with little trouble	Public	3.21	.9231	1.18	13.977	.000
	Private	2.03	1.093			

I tend to take a long time to get over setbacks in my life (R)	Public	3.12	.7881	.21	1.792	.187
	Private	2.91	1.789			

Table 3 explains the resilience skills of teachers working public and private secondary schools. The mean scores on coping with hard time was similar of both groups (3.7 and 3.69) and therefore, the t value 0.1013 was not significant, show no differences between public and private school teachers. Both the groups were agreed that they have gone through hard time which made them stressed but the nature of that hard time of private sector teachers is higher than the public teachers as shown by the mean score and t value (2.14 and 3.08, t value 3.751 which was significant at .031). But the positive thing was that both the groups were agreed that they have recovered from those stressful situations within short span of time, and there was no difference between private and public-school teachers on this component of resilience as reflected by the mean score and t value (3.8 and 3.73 t value was 1.314 which was no significant at .061). These results were also like the results of item no four.

Furthermore, the public sector schoolteachers agreed that they usually go through little trouble during hardships, however, the response of private school teachers showed that they face more difficulties in hardship, and therefore, the difference between them were significant as revealed by the mean scores, and t value (3.21 and 2.03 respectively along with t value of 13.977 which was significant at .000. However, the results for the reverse item on taking long to overcome the setbacks, both the groups showed similar response and there was no significant difference between the public and private school teachers reflected by the mean scores and t value (3.12 and 2.91 along with 1.792 which was not significant at .187). Overall, these results showed that both public and private school teachers have average level resilience skills that enable them to cope with their work stress. Based on the above results the null hypothesis was rejected because there was a difference between the level of the resilience skills of public and private secondary school teachers.

These results were in accordance with the results of Van Der Feltz-Cornelis, et al., (2020)Havnen et al., (2020) who concluded that the most effective tool to cope with the job stress resilience skills are significant which enable the stressed person from the deteriorated situation whether physical or psychological in nature.

Table 4 Relationship of Job Stress and their Resilience skill of Public School Teachers

Variables	Mean Scores	S.D	r value	Sig Value
Job Stress	53.7	4.186	.471	.000
Resilience skills	18.38	5.508		

Table 4 explains relationship of job stress and resilience skills of public-school teachers. The cumulative mean score of job stress is 53.7 with SD 4.186 and resilience skills cumulative mean score is 18.38 with SD 5.508 showed that teachers have average level job stress, and they have

average level resilience. Therefore, there is positive correlation between the job stress and teachers' resilience skills at public secondary school level. These results were same as the results of the study of Fawehinmi, and Yuzliza (2021) who viewed that resilience is the most suitable predictor for the control of workplace.

Table 5 Relationship of Job Stress and their Resilience skill of Private School Teachers

Variables	Mean Scores	S.D	r value	Sig Value
Job Stress	45.15	6.0481	.239	.0391
Resilience skills	17.86	6.3775		

Table 4 explains relationship of job stress and resilience skills of private-school teachers. The cumulative mean score of job stress is 45.15 with SD 6.0481 and resilience skills cumulative mean score is 17.86 with SD 6.3775 showed that teachers have average level job stress, and they have average level resilience. Therefore, there is positive correlation between the job stress and teachers' resilience skills at private secondary school level. Furthermore, the hypothesis formulated in the start of the study that there is no significant relationship between job stress and resilience skills of teachers were rejected as explained by the above table 4 and 5 results.

Conclusions

Based on the analysis, results, and discussions it was concluded that teachers working in public and private sector school do experience job stress due to multiple factors, including job demands, control, support, and satisfaction. The level of their stress is average level, and they feel it controllable within their workplace.

Furthermore, it was also concluded that teachers at public secondary schools have higher resilience skills as compared to the private sector teachers. Furthermore, they have more opportunity to utilize the resilience skills for handling the stressful situation at job place. However, both public and private sector teachers' resilience skills need further nourishment to enable them for dealing the uncertain situations in the form of Covid-19/pandemics, job demands, and expectations.

The study also concluded that there was no significant difference between the teachers of public and private sector schools in the resilience skills, however, the private sector schoolteachers experience more stress at workplace as compared to public sector teachers. Therefore, positive correlations between job stress, and resilience skills of both public and private secondary teachers were found.

Recommendations

This study recommends that teachers may be give more in-service training for the professional development to effectively meet the job demands, provide them the required, physical, moral, and administrative support from the concerned stakeholders.

Furthermore, resilience skill is crucial in today's life, therefore, it is imperative to provide ample opportunities of trainings to teachers on resilience, emotional intelligence, and financial support.

Similarly, it was also recommended the govt may give proper workload policy to both public and private sector schools for the purpose to safeguard the mental and physical health of teachers who remains for a long time for the preparation of the future nation.

References

1. Badu, E., O'Brien, A. P., Mitchell, R., Rubin, M., James, C., McNeil, K., ... & Giles, M. (2020). Workplace stress and resilience in the Australian nursing workforce: A comprehensive integrative review. *International journal of mental health nursing*, 29(1), 5-34.
2. DeTienne, K. B., Agle, B. R., Phillips, J. C., & Ingerson, M. C. (2012). The impact of moral stress compared to other stressors on employee fatigue, job satisfaction, and turnover: An empirical investigation. *Journal of Business Ethics*, 110(3), 377-391.
3. Doney, P. A. (2013). Fostering resilience: A necessary skill for teacher retention. *Journal of Science Teacher Education*, 24(4), 645-664.
4. Ewen, C., Jenkins, H., Jackson, C., Jutley-Neilson, J., & Galvin, J. (2021). Well-being, job satisfaction, stress and burnout in speech-language pathologists: A review. *International journal of speech-language pathology*, 23(2), 180-190.
5. Febriantina, S., & Aliyyah, R. R. (2020). How school culture and teacher's work stress impact on teacher's job satisfaction. *International Journal of Learning, Teaching and Educational Research*, 19(8), 409-423.
6. Havnen, A., Anyan, F., Hjemdal, O., Solem, S., GurigardRiksfjord, M., & Hagen, K. (2020). Resilience moderates negative outcome from stress during the COVID-19 pandemic: A moderated-mediation approach. *International Journal of Environmental Research and Public Health*, 17(18), 6461.
7. Kawada, T., & Otsuka, T. (2011). Relationship between job stress, occupational position and job satisfaction using a brief job stress questionnaire (BJSQ). *Work*, 40(4), 393-399.
8. Khan, A., Yusoff, R. B. M., & Azam, K. (2014). Factors of Job Stress among university teachers in Pakistan A conceptual review. *Journal of Management Info*, 2(1), 62-67.
9. Nart, S., & Batur, O. (2014). The relation between work-family conflict, job stress, organizational commitment and job performance: A study on Turkish primary teachers. *European journal of research on Education*, 2(2), 72-81.
10. Ojo, A. O., Fawehinmi, O., & Yusliza, M. Y. (2021). Examining the predictors of resilience and work engagement during the COVID-19 pandemic. *Sustainability*, 13(5), 2902.

11. Philipp, A., & Schüpbach, H. (2010). Longitudinal effects of emotional labour on emotional exhaustion and dedication of teachers. *Journal of occupational health psychology*, 15(4), 494.
12. Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In *Handbook of research on student engagement* (pp. 365-386). Springer, Boston, MA.
13. Rock, M. L., Spooner, F., Nagro, S., Vasquez, E., Dunn, C., Leko, M., ... & Jones, J. L. (2016). 21st century change drivers: Considerations for constructing transformative models of special education teacher development. *Teacher Education and Special Education*, 39(2), 98-120.
14. Smith, B. W., Dalen, J., Wiggins, K., Tooley, E., Christopher, P., & Bernard, J. (2008). The brief resilience scale: assessing the ability to bounce back. *International journal of behavioral medicine*, 15(3), 194-200.
15. Tafet, G. E., & Nemeroff, C. B. (2016). The links between stress and depression: psych neuroendocrinological, genetic, and environmental interactions. *The Journal of neuropsychiatry and clinical neurosciences*, 28(2), 77-88.
16. Travers, C. J., & Cooper, C. L. (2018). Mental health, job satisfaction and occupational stress among UK teachers. In *Managerial, Occupational and Organizational Stress Research* (pp. 291-307). Routledge.
17. Van Der Feltz-Cornelis, C. M., Varley, D., Allgar, V. L., & De Beurs, E. (2020). Workplace stress, presenteeism, absenteeism, and resilience amongst university staff and students in the COVID-19 lockdown. *Frontiers in psychiatry*, 11, 588803.
18. Wang, P., Chu, P., Wang, J., Pan, R., Sun, Y., Yan, M., ... & Zhang, D. (2020). Association between job stress and organizational commitment in three types of Chinese university teachers: mediating effects of job burnout and job satisfaction. *Frontiers in psychology*, 11, 576768.
19. Yunarti, B. S., Asaloei, S. I., Wula, P., & Werang, B. R. (2020). Stress and performance of elementary school teachers of Southern Papua: A survey approach. *Universal Journal of Educational Research*, 8(3), 924-930.