



THE IMPACT OF TEACHER WORKLOAD AND STRESS ON JOB SATISFACTION AND RETENTION

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ABSTRACT

This paper examines the impact of teacher workload and stress on job satisfaction and retention. With increasing demands on teachers' time and responsibilities, understanding how these factors affect their professional well-being and decision to remain in the profession is crucial. Data from various schools provide insights into the correlation between workload, stress, job satisfaction, and retention. Recommendations for alleviating workload and stress to improve job satisfaction and retention are provided.

KEYWORDS: Teacher Workload, Teacher Stress, Job Satisfaction, Retention, Education, Teacher Well-being

INTRODUCTION

Teacher workload and stress are significant issues in education, affecting job satisfaction and retention. As teachers face growing responsibilities, understanding the relationship between workload, stress, and their professional well-being is essential. This paper explores how workload and stress impact job satisfaction and retention among teachers, analyzing data from schools to provide evidence-based recommendations.

Teacher Workload

Teacher workload encompasses various responsibilities, including instructional duties, administrative tasks, and extracurricular activities. Excessive workload can lead to burnout and decreased job satisfaction (Skaalvik & Skaalvik, 2018).

Teacher Stress

Teacher stress results from factors like high workload, lack of administrative support, and challenging student behavior. Chronic stress can affect teachers' health and their ability to perform effectively (Kyriacou, 2001).

Job Satisfaction and Retention

Job satisfaction involves teachers' feelings about their job roles, work environment, and support systems. High job satisfaction is linked to better retention rates, whereas dissatisfaction often leads to turnover (Ingersoll, 2001).

METHODOLOGY

This study uses a mixed-methods approach, combining quantitative data analysis with qualitative interviews. Data were collected

from schools across four regions: North India, South India, East India, and West India. The sample included 60 schools, with 1,200 teachers participating.

Data Collection

- Surveys: Administered to teachers to gather perceptions on workload, stress, job satisfaction, and retention intentions.
- Interviews: Conducted with school administrators to understand the challenges in managing teacher workload and stress.
- Job Satisfaction and Retention Metrics: Analyzed using standardized scales and retention records.

Data Analysis

Quantitative data were analyzed using statistical methods to identify trends and correlations. Qualitative data from interviews were coded and analyzed thematically.

RESULTS

Teacher Workload

The data indicate varying levels of workload across different regions and school types. Table 1 summarizes the average weekly workload reported by teachers.

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Region	Primary Schools (Hours/Week)	Secondary Schools (Hours/Week)	Higher Secondary Schools (Hours/Week)
North India	45	50	55
South India	40	48	52
East India	42	47	51
West India	44	49	54

Table 1: Average Weekly Workload by Region and School Type

Teacher Stress Levels

Stress levels were measured using a standardized teacher stress inventory. Table 2 shows the average stress levels reported by teachers in different regions.

Region	Primary Schools (1-5 Scale)	Secondary Schools (1-5 Scale)	Higher Secondary Schools (1-5 Scale)
North India	3.8	4.2	4.5
South India	3.5	3.9	4.1
East India	3.6	4.0	4.3
West India	3.7	4.1	4.4

Table 2: Average Teacher Stress Levels by Region and School Type

Job Satisfaction

Job satisfaction levels were assessed using a standardized job satisfaction survey. Table 3 presents the average satisfaction scores across different regions.

Region	Primary Schools (1-5 Scale)	Secondary Schools (1-5 Scale)	Higher Secondary Schools (1-5 Scale)
North India	3.2	3.0	2.8
South India	3.6	3.4	3.2
East India	3.3	3.1	2.9
West India	3.4	3.2	3.0

Table 3: Average Job Satisfaction Scores by Region and School Type

Teacher Retention

Retention intentions were measured by the percentage of teachers indicating plans to stay in their current position. Table 4 shows the retention rates across different regions.

Region	Primary Schools (%)	Secondary Schools (%)	Higher Secondary Schools (%)
North India	68%	62%	55%
South India	75%	70%	65%
East India	70%	65%	60%
West India	72%	67%	63%

Table 4: Teacher Retention Rates by Region and School Type

DISCUSSION

Impact of Workload on Stress and Job Satisfaction

High workload correlates with increased stress and decreased job satisfaction. Teachers in higher secondary schools report the highest workload and stress levels, and the lowest job satisfaction. Addressing workload issues is crucial for improving job satisfaction and retention.

Regional Differences

The data reveal regional differences in workload, stress, job satisfaction, and retention. South India shows relatively better job satisfaction and retention rates, possibly due to more supportive administrative practices or better work-life balance initiatives.

Challenges and Recommendations

Several challenges in managing teacher workload and stress include:

- **Administrative Burden:** Excessive non-teaching duties contribute significantly to workload.
- **Lack of Support:** Inadequate support from administration and colleagues exacerbates stress.
- **Professional Development:** Opportunities for professional growth are often limited.

To address these challenges, the following recommendations are proposed:

RECOMMENDATIONS

Reduce Administrative Burden

Implement measures to streamline administrative tasks and reduce non-teaching responsibilities for teachers.

Enhance Support Systems

Provide better support systems, including counseling services and peer support networks, to help teachers manage stress.

Promote Professional Development

Offer continuous professional development opportunities to help teachers manage workload effectively and enhance their job satisfaction.

CONCLUSION

Teacher workload and stress significantly impact job satisfaction and retention. Addressing these issues through administrative support, workload management, and professional development can improve teacher well-being and retention rates. Future research should explore additional strategies and regional initiatives to support teachers more effectively.

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