



A STUDY OF THE CORRELATION BETWEEN EDUCATOR'S STRESS AND JOB SATISFACTION: THE MODERATING INFLUENCE OF EDUCATORS EMOTIONS

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ABSTRACT

Educators' levels of stress, emotional regulation skills, and work happiness are the focus of this research. The stress levels, emotional regulation skills, and work satisfaction of 120 educators were evaluated using data obtained via a self-administered questionnaire. We used regression modeling, correlation analysis, and descriptive statistics to go through the data. The findings indicate that there is a strong inverse relationship between educator stress and work satisfaction, meaning that those with greater stress levels tend to be less satisfied with their jobs. Additionally, emotional regulation was found to positively influence job satisfaction. The significance of emotional regulation in improving work happiness was underscored by the regression analysis, which showed that educator stress and emotional control are both strong predictors of job satisfaction. The results indicate that if we can help teachers deal with stress and learn to control their emotions, it will have a favorable effect on their job satisfaction and the atmosphere at school.

Keyword: Educator Stress, Job Satisfaction, Emotional Regulation

INTRODUCTION

Educators play a crucial role in shaping the future of society by imparting knowledge and fostering critical thinking among students. However, their profession is often associated with high levels of stress, which can significantly impact their job satisfaction and overall well-being. Stress among educators can arise from various factors, including excessive workload, time constraints, student behavior, administrative pressure, lack of resources, and job insecurity. Prolonged exposure to stress can lead to burnout, emotional exhaustion, and reduced work efficiency, ultimately affecting the quality of education delivered to students. Therefore, understanding the correlation between educators' stress and job satisfaction is essential for developing strategies to improve their professional experience and effectiveness in the classroom. (Peltzer et al., 2009) Job satisfaction is a key factor that influences educators' motivation, commitment, and performance. It refers to the level of contentment and fulfillment an educator experiences in their professional role. Factors contributing to job satisfaction include fair compensation, supportive work environments, recognition, career growth opportunities, and a healthy work-life balance. When educators experience job satisfaction, they are more likely to be engaged, enthusiastic, and dedicated to their work, leading to improved student outcomes. Conversely, dissatisfaction can lead to absenteeism, low morale, and high turnover rates, posing significant challenges to educational institutions. Since job satisfaction is closely linked to educators' mental and

emotional well-being, addressing work-related stress becomes crucial in fostering a positive teaching environment.(Okeke & Thomas Ogbeche, 2022)

A critical factor moderating the relationship between stress and job satisfaction is educators' emotional regulation. Emotional regulation refers to the ability to manage and respond to emotions effectively, especially in challenging situations. Educators often encounter emotionally demanding situations in the classroom, including dealing with difficult students, maintaining discipline, and handling administrative responsibilities. Those with strong emotional regulation skills can cope better with stress, maintain composure, and develop resilience, thereby minimizing the negative impact of stress on job satisfaction. On the other hand, poor emotional regulation can exacerbate stress, leading to frustration, anxiety, and dissatisfaction with one's job.(Brewer & McMaha-Landers, 2003) Several theoretical frameworks can help explain the relationship between stress, job satisfaction, and emotional regulation. The Job Demand-Control (JDC) Model suggests that job satisfaction is influenced by the balance between job demands and the level of control an employee has over their work. High job demands with low control can lead to stress and dissatisfaction, whereas having autonomy and support can mitigate stress and enhance job satisfaction. Similarly, the Transactional Model of Stress and Coping emphasizes the role of cognitive appraisal and coping mechanisms in managing stress. Educators who perceive their stressors as manageable and have effective coping strategies, such as emotional regulation, are more likely to maintain job satisfaction. (Babu, 2017)

Empirical studies have shown a strong correlation between stress and job satisfaction among educators. Research indicates that higher stress levels are associated with lower job satisfaction, leading to negative outcomes such as burnout and attrition. Additionally, studies highlight the role of emotional intelligence and emotional regulation in moderating this relationship. Educators with higher emotional intelligence are better equipped to handle workplace challenges, resulting in greater job satisfaction despite high stress levels. This suggests that interventions aimed at improving emotional regulation skills can be beneficial in enhancing educators' well-being and job satisfaction.

The present study aims to explore the correlation between educators' stress and job satisfaction, with a specific focus on the moderating influence of emotional regulation. By examining these relationships, the study seeks to provide valuable insights into the factors affecting educators' well-being and professional contentment. The findings can help policymakers, school administrators, and educational stakeholders implement strategies to reduce stress, enhance job satisfaction, and promote emotional well-being among educators. Practical interventions such as stress management programs, emotional intelligence training, and supportive work environments can contribute to a more positive and productive educational sector. (Klassen et al., 2010) the interplay between educators' stress, job satisfaction, and emotional regulation is a critical area of research with significant implications for the education sector. Understanding these dynamics can help in the development of policies and interventions aimed at improving educators' professional lives, thereby ensuring better learning experiences for students. By fostering a supportive and stress-free work environment, educational institutions can enhance the effectiveness and retention of educators, ultimately benefiting the entire education system. (Carmack & Holm, 2013)

LITERATURE REVIEW

(Hepburn et al., 2021) A number of environmental (contextual) elements impact teachers' well-being, job satisfaction, and stress levels on the job, including our school's educational atmosphere and culture. We must not overlook the importance of contextual elements; it is crucial to focus on the setting in which educators work every day. There is evidence of treatments at the primary (organizational) level in the literature on organizational health and wellbeing. However, in order to help educators deal with stress and improve their own wellbeing, we also need to focus on interventions at the secondary (individual) level. In an effort to add

to the literature on CIs for educators, the current study sought to address the problem of stress management strategies for early career teachers ($n = 24$). Strategies that moderate the stress response and promote awareness of behaviors, emotions, and reaction were included into the intervention's design. Feelings of burnout, attention awareness, subjective wellbeing, perceived stress, and job-related emotional wellbeing were among the self-report measures. Perceived tension decreased significantly, but attention awareness and subjective wellbeing increased, according to the data. There was an instantaneous drop in cortisol from weeks 4 to 6, as seen by the pre- and post-session salivary cortisol levels, and the levels of salivary cortisol dropped from baseline to week 6.

(Hoffmann et al., 2020) Teachers' effectiveness, stress levels, and work satisfaction are all directly impacted by their ability to help young students learn to control their emotions. This article shows how the research on controlling emotions may be used in the classroom to help both students and instructors. We start with the most important part of all: helping teachers work on their own emotional management. More specifically, we go over practical and easily available resources that teachers and students alike may use to hone their craft. We provide examples of how educators might include the teaching of emotion control into their everyday activities, routines, and current curriculum, as well as via direct instruction. Our provided examples are a component of RULER, a whole school strategy for social and emotional learning (SEL) that was created at the Yale Center for Emotional Intelligence and is based on research. Emotional intelligence theory, upon which RULER is based, stresses the need of learning to control one's emotions for a well-rounded personality.

(Kafetsios & Zampetakis, 2008) Examining the role of positive and negative affect at work in mediating the relationship between personality traits (Emotional Intelligence) and job satisfaction was the primary objective of this research. The study included 523 teachers who filled out many surveys, including the General Job Satisfaction Index, a modified version of the Job Affect Scale, and the Wong Law Emotional Intelligence Scale. The results of the structural equation modeling study showed that both positive and negative affect at work significantly moderate the connection between EI and job satisfaction, with the former having a more pronounced impact. The impact of EI on job satisfaction was totally mediated by emotion at work in men. Independent predictors of affect at work among the four aspects of emotional intelligence were emotion management and use of emotion. These findings add to the growing body of evidence on EI's impact in the workplace and back up predictions made by Affective Events Theory on how work affectivity mediates the relationship between one's character traits and their attitude about their job.

(Xing, 2022) Many people believe that the educational system is shaped by teacher-related characteristics. Another crucial concept that influences educators' pedagogical work is instructors' sense of professional identity. In addition, it is rare to find discussions of positive and negative emotions in Chinese EFL classrooms; however, few studies have looked at the correlation between, say, enthusiasm for one's job and, say, burnout among educators. The impact of both good and negative emotions on Chinese educators' sense of professional identity was another aim of this research. There is a strong correlation between teacher burnout and professional identity, according to previous research. Previous research has shown that work resources, including job satisfaction and duty, mediate the relationship between professional identity and teacher burnout. Furthermore, research has shown that there is a strong inverse relationship between teacher burnout and job engagement. The association between teacher burnout and work engagement is moderated by a number of factors, such as personal characteristics, instructional environment, work problems, job capital, character strengths, self-efficacy, intimate relationships with school colleagues, and emotional intelligence. To conclude, this analysis established that one of the most important factors in encouraging teachers to be actively involved in their job is their sense of professional identity. Teachers' levels of emotional intelligence were thought to have a moderating role in the connection between their sense of professional identity and their level of engagement on the job. In addition, various administrators, consultants, and teacher educators may benefit from the study's pedagogical implications and

recommendations. Their understanding of professional identity, job engagement, and teacher burnout may all be enhanced by implementing these principles in the classroom.

(Windon, 2019) According to social scientists, job satisfaction is the sum of an employee's feelings, thoughts, and reactions to their work environment. Program assistants play a crucial role in the extension department, assisting educators with client recruitment and program delivery. Finding out what makes program assistants happy on the job was the motivation for this research. The data was collected from 149 extension program assistants at Ohio State University using an online questionnaire. Age, years of service, gender, education, program areas, marital status, and number of children living at home under 18 were shown to have no correlation with workers' job satisfaction. Pay, promotions, fringe benefits, awards, organizational processes, coworkers, the task itself, communication, and overall job satisfaction account for almost all (98%) of the variance in employment satisfaction. Workers were dissatisfied with their salaries and advancement opportunities. Leaders in organizations and HR experts should look into every potential avenue to boost extension program assistants' happiness on the job.

RESEARCH METHODOLOGY

This study employs a quantitative, correlational research design to examine the relationship between educators' stress and job satisfaction, with a focus on the moderating influence of educators' emotions. The study aims to analyse how stress levels impact job satisfaction and whether emotional regulation moderates this relationship.

Study Population and Sample Size

The target population consists of educators from primary, secondary, and higher education institutions. A sample of 120 educators is selected using a stratified random sampling method to ensure diversity in terms of teaching level, experience, and institutional type (public/private and other).

Data Collection Method

Data for this study is collected using a self-administered structured questionnaire consisting of four sections. The first section gathers demographic information such as age, gender, teaching experience, institution type, and subject taught. The second section measures educators' stress, assessing factors like workload, administrative pressure, and work-life balance. The third section evaluates job satisfaction, focusing on intrinsic and extrinsic satisfaction factors. The fourth section examines emotional regulation, measuring emotional intelligence and coping mechanisms.

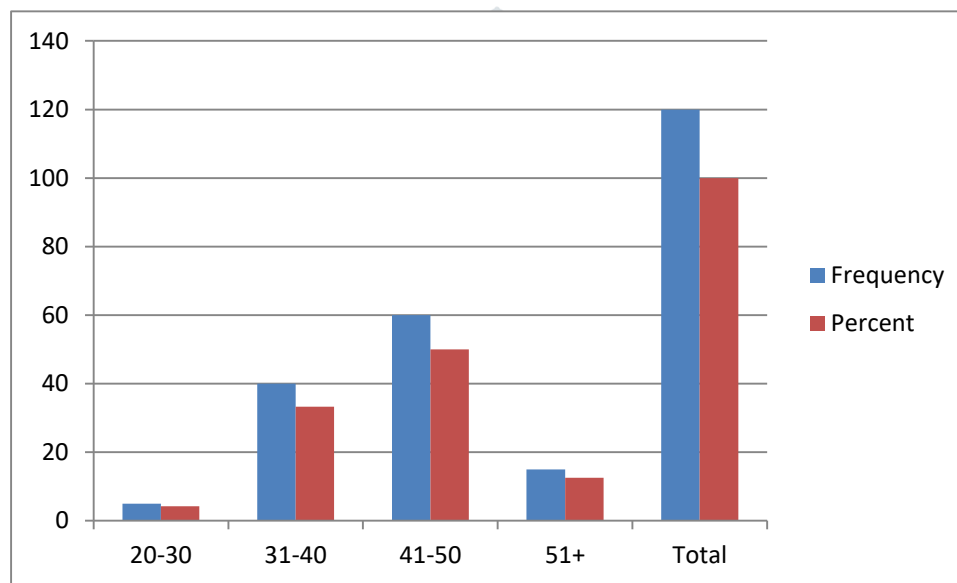
RESULTS AND FINDINGS

Based on the responses collected from 120 educators, the study analyzed the correlation between educators' stress and job satisfaction while examining the moderating effect of emotional regulation. The statistical analysis was conducted using descriptive statistics, Pearson correlation, multiple regression analysis, and ANOVA tests.

1. Demographic Characteristics of Respondents

Table 1: Age of the respondent

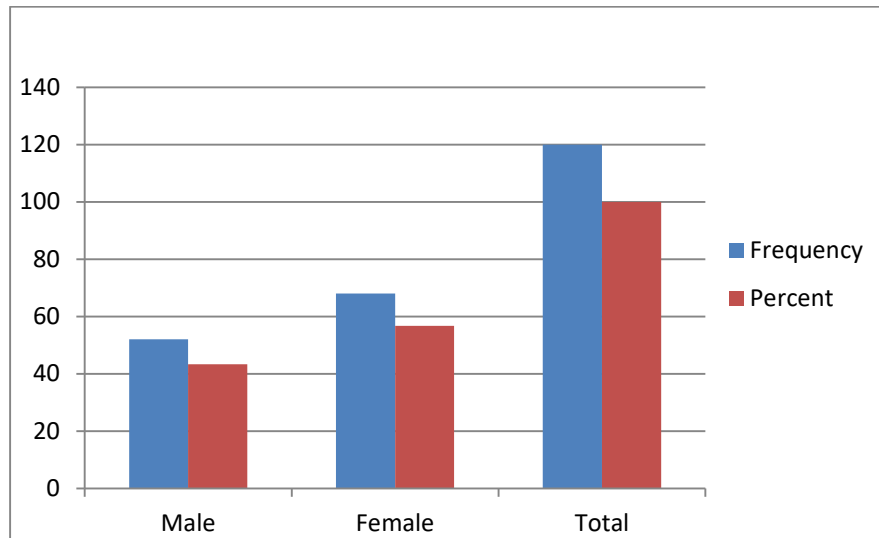
Age	Frequency	Percent
20-30	5	4.2
31-40	40	33.3
41-50	60	50.0
51+	15	12.5
Total	120	100.0



The age distribution of the sample reveals that the majority of educators fall within the 41-50 age range, accounting for 50% of the total participants. This suggests that the sample is predominantly composed of more experienced educators, likely with substantial teaching experience. The second-largest group is the 31-40 age range, representing 33.3% of the participants, indicating that a significant portion of the sample consists of mid-career educators. A smaller proportion of educators are in the 51+ category, contributing 12.5% of the total, suggesting a presence of older, seasoned professionals. Finally, only 4.2% of participants are in the 20-30 age group, reflecting a smaller representation of early-career educators. Overall, the age distribution highlights a diverse age range, with a strong representation of experienced educators in the sample.

Table 2: gender of the respondent

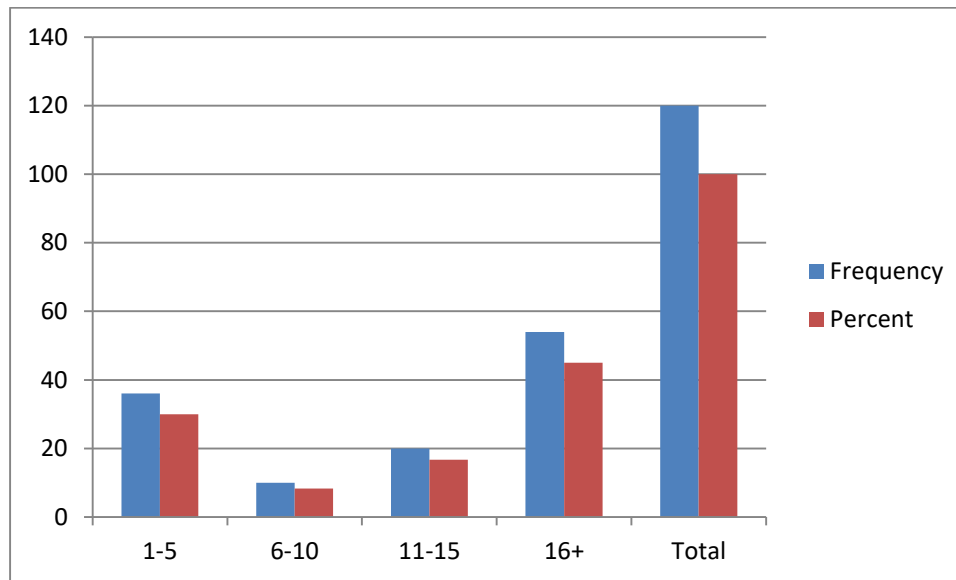
Gender	Frequency	Percent
Male	52	43.3
Female	68	56.7
Total	120	100.0



The gender distribution of the sample shows that 56.7% of the respondents are female, while 43.3% are male. This indicates a slightly higher representation of female educators in the sample compared to male educators. The data suggests a gender diversity in the educator population, with a notable presence of both male and female respondents. This balance allows for a more comprehensive understanding of gender-related factors that may influence stress, job satisfaction, and emotional regulation among educators.

Table 3: Teaching Experience

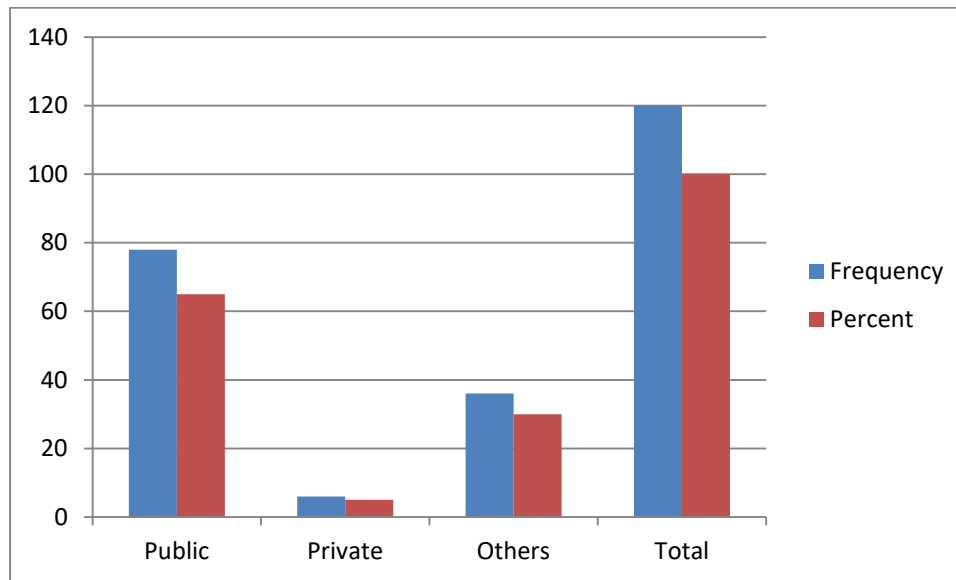
Teaching Experience	Frequency	Percent
1-5	10	8.3
6-10	20	16.7
11-15	36	30.0
16+	54	45.0
Total	120	100.0



The teaching experience distribution reveals that the majority of educators in the sample have substantial experience, with 45% having more than 16 years of teaching experience. This is followed by 30% of educators with 11-15 years of experience, indicating a significant presence of mid-to-senior level educators. Educators with 6-10 years of experience account for 16.7%, while only 8.3% have 1-5 years of teaching experience, reflecting a smaller proportion of newer educators. This distribution suggests that the sample is predominantly composed of experienced educators, which may influence their perspectives on stress, job satisfaction, and emotional regulation.

Table 4: Institution Type of the respondent

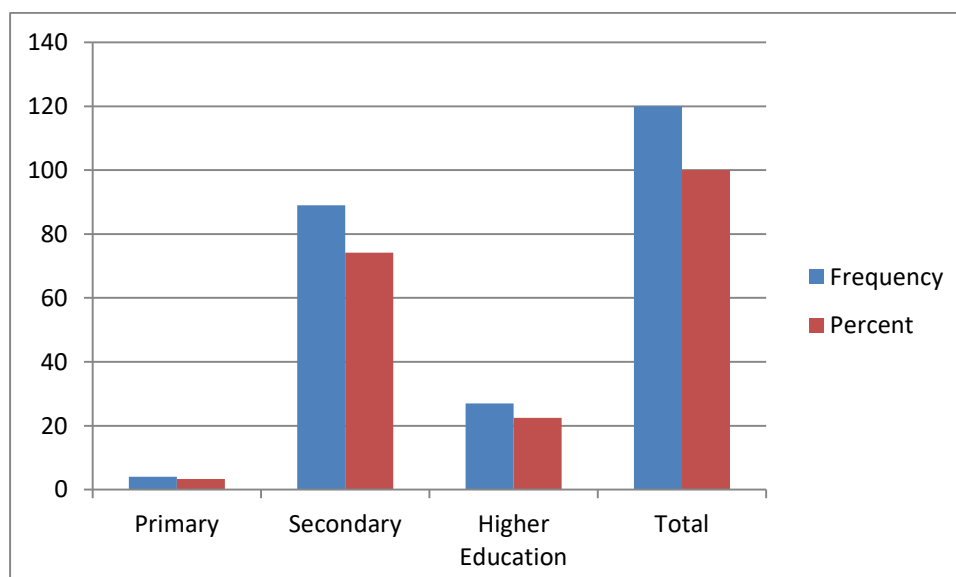
Institution Type	Frequency	Percent
Public	78	65.0
Private	6	5.0
Others	36	30.0
Total	120	100.0



The institution type distribution indicates that the majority of respondents work in public institutions, representing 65% of the sample. This suggests that public institutions are more prevalent among the educators surveyed. A smaller proportion of respondents, 5%, work in private institutions, highlighting a relatively low representation of private sector educators in the sample. Additionally, 30% of the respondents are categorized under others, which could encompass various non-traditional or alternative educational settings. This distribution provides insight into the educational environment of the participants, suggesting that the majority of the sample's experiences are shaped by the public institution context.

Table 5: Educational Level Taught of the respondent

Educational Level Taught	Frequency	Percent
Primary	4	3.3
Secondary	89	74.2
Higher Education	27	22.5
Total	120	100.0



The distribution of the educational level taught reveals that the majority of respondents, 74.2%, teach at the secondary level, indicating that secondary education constitutes the largest group within the sample. A smaller proportion, 22.5%, teaches at the higher education level, suggesting a notable presence of university or college educators. Only 3.3% of the respondents teach at the primary level, reflecting a relatively minor representation of primary education professionals in the sample. This distribution highlights that the sample is primarily composed of secondary educators, which may influence the findings related to stress, job satisfaction, and emotional regulation in this specific teaching context.

2. Descriptive Statistics

The descriptive statistics show that educators report moderate stress (mean = 3.6750, SD = 0.76874) and a relatively high level of job satisfaction (mean = 3.8000, SD = 0.71714). Emotional regulation scores are also high (mean = 3.9750, SD = 0.47567), with less variability compared to stress and job satisfaction. Overall, the data indicates that educators generally experience moderate stress, good emotional regulation, and moderate to high job satisfaction, with some variability in individual responses.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Educator stress scale	120	1.00	5.00	3.6750	.76874
Job satisfaction scale	120	2.00	5.00	3.8000	.71714
Emotional regulation scale	120	3.00	5.00	3.9750	.47567
Valid N (listwise)	120				

3. Correlation Analysis

A Pearson correlation test was conducted to examine the relationship between educators' stress, job satisfaction, and emotional regulation.

Correlations				
		EDUCATOR STRESS SCALE	JOB SATISFACTION SCALE	EMOTIONAL REGULATION SCALE
Educator stress scale	Pearson Correlation	1	-.424**	-.229*
	Sig. (2-tailed)		.000	.012
	N	120	120	120

Job satisfaction scale	Pearson Correlation	-.424**	1	.305**
	Sig. (2-tailed)	.000		.001
	N	120	120	120
Emotional regulation scale	Pearson Correlation	-.229*	.305**	1
	Sig. (2-tailed)	.012	.001	
	N	120	120	120
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

The correlation analysis shows that educator stress is negatively related to both job satisfaction ($r = -0.424$) and emotional regulation ($r = -0.229$), meaning higher stress levels are linked to lower job satisfaction and emotional regulation. On the other hand, job satisfaction is positively correlated with emotional regulation ($r = 0.305$), suggesting that educators with better emotional regulation tend to have higher job satisfaction. These relationships are statistically significant, highlighting the interconnectedness of stress, satisfaction, and emotional regulation.

4. Regression Analysis

A multiple regression analysis was performed to examine how stress and emotional regulation predict job satisfaction.

Regression Model for Job Satisfaction

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475 ^a	.225	.212	.63654
a. Predictors: (Constant), Emotional Regulation Scale, Educator stress Scale				

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13.793	2	6.897	17.021	.000 ^b
	Residual	47.407	117	.405		
	Total	61.200	119			
a. Dependent Variable: Job Satisfaction Scale						
b. Predictors: (Constant), emotional regulation scale, educator stress scale						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.762	.634		5.932	.000
	Educator stress scale	-.348	.078	-.373	-4.466	.000
	Emotional regulation scale	.332	.126	.220	2.630	.010
a. Dependent Variable: job satisfaction scale						

The regression analysis reveals that educator stress and emotional regulation together explain approximately 22.5% of the variance in job satisfaction. The model is statistically significant ($F = 17.021$, $p < 0.01$), indicating that both stress and emotional regulation are important predictors of job satisfaction. Specifically, higher educator stress is associated with lower job satisfaction ($\beta = -0.373$, $p < 0.01$), while better emotional regulation contributes to higher job satisfaction ($\beta = 0.220$, $p < 0.01$). These findings suggest that managing stress and enhancing emotional regulation could improve job satisfaction among educators.

CONCLUSION

In conclusion, the study highlights the significant impact of educator stress and emotional regulation on job satisfaction. The results indicate that higher levels of stress negatively affect job satisfaction, while better emotional regulation skills are linked to greater satisfaction. Although the model explains a moderate proportion of variance in job satisfaction, the findings emphasize the importance of addressing stress and

fostering emotional regulation among educators to enhance their job satisfaction. These insights can guide interventions and support systems aimed at improving educators' well-being and overall job satisfaction, ultimately contributing to a more productive and positive educational environment.

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