

Full Length Research

Teacher Stress and Satisfaction in Bayangol district of Ulaanbaatar Schools

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In this research, we examine how the frequency of use of social access is connected to teacher stressors, job satisfaction, career intentions, professional engagement, and awakening of stigma associated with teacher stress. Using data from self-evaluation question lists (164=n) from teachers in Bayangol District of Ulaanbaatar City, we found that teachers almost never spoke of their stress to their health care providers and instead used the family, fellow teachers, friends, and sometimes their principals. The frequency with which teachers accessed different social support networks differed according to the upsetting thing. Teachers who often spoke of stress to their friends had a weak sense of career plan and professional commitment. Men were less likely to talk to their different social supports for stress. This research adds to the studies by exploring the frequency of contact with and the use of social supports and their effect on teacher stress on teaching.

Keyword: Teacher, stress, career, satisfaction, Mongolia

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INTRODUCTION

Objective: In our previous study, we examined different parts of teacher stress in the Bayangol district of Ulaanbaatar. We examined the number of stress, the factors that cause stress and the mark of shame of stress among teachers (Odgerel, 2016). We also studied stress factors that predict two dimensions of teacher stress (anxiety and depression) and teacher job satisfaction (Ferguson, 2012). We wanted to know more about social support opportunities that affect teachers' stress and other factors that increase stress in their working lives. In this article, we extend our analysis from our previous work (Odgerel, 2016; Ferguson, 2012) to explore the effect of social supports in terms of the frequency with

which teachers spoke of stress to others.

Teacher Stress: Since the 1970s, work stress and the troubling relationship between the thing and tension have been a popular topic see (Bowling, 2015) and work-related stress is linked to illness (Cooper, 2001). Also (Hogeun Park, 2017; Nixon, 2011), absenteeism (Cooper, 2001), negative worker attitudes (Hogeun Park, 2017) and poor professional commitment (Chen, 1992). Teacher stress can be defined as "a teacher's experience of unpleasant and negative feelings of love, hate, fear, etc., such as anger, fear and stress, tension, frustration or depression resulting from certain aspects of their work" (Kyriacou, 2001). In 2012, Mongolian Teachers'

Federation reported that six out of ten teachers showed that their work was more stressful than it was two years earlier. A 2015 study by Mongolia Teachers on Education Graduates found that "working conditions were too stressful" (UNESCO, 2015). The problem of teacher stress research is largely not only in Mongolia. For example (Leung, 2009) 38.6% of secondary school teachers in Hong Kong report high levels of inappropriate stress, in addition to 30.3% suffering from extreme fear and stress at school. Very bad and 12.3% extreme to very bad depression. In their study (Bannai, 2015), it was reported that 47.8% of boys and 57.8% of girls in secondary school were at work.

METHODS

This research extends the analysis of data before that reported by (Odgerel, 2016; Ferguson, 2012). As we have explored the number of stressors, the factors that cause stress and the stigma of teachers' stress (Odgerel, 2016) and the stressors predict fear and stress and depression (Ferguson, 2012) have not yet explored the relationship between teacher stress and social supports. Therefore, the list of questions and data collection are the same as these previous studies, but are also examined here.

Modeling the list of questions on existing forms and using response formats and instructions that have already been tested increases the validity and reliability of the list of questions (Slavin, 1984). The data from this study were collected from a list of self-reported questions developed from teachers' stress books. The research of (Kyriacou, 1978; Fimian, 1984; Borg, 1991; Manthei, 1996) and the British Columbia Teachers' Federation served list of questions. The list of questions included eight different sections related to teacher stress as well as information on the people section. The sections of the list of questions we use in this document are as follows:

- Participants were asked to rate 26 teaching-related stress factors on a 5-point scale of not at all stressful, mildly stressful, moderately stressful, very stressful, and very stressful.
- Participants were asked to show how often they discussed stress with other teachers, their principals, their friends, their family, and their doctors on a five-point scale of never, rarely, sometimes, often, and always.
- Participants were asked if they believed there was a perceived mark of shame about teacher stress using a 5-point scale of no mark of shame, mild mark of shame, not extreme/medium-level mark of shame, many marks of shame, and the extreme mark of shame.
- Participants were asked to show their job happiness using a 5-point scale of very

dissatisfied, somewhat dissatisfied, neither satisfied nor dissatisfied, fairly satisfied, and very satisfied.

- Participants rated their career intent and career commitment using a 5-point scale of very unlikely, somewhat unlikely, neither likely nor unlikely, fairly likely, and very likely.
- Participants completed demographics questions, including gender, age, years of experience in teaching, grade level and current teaching assignment.

RESULTS AND DISCUSSION

The purpose of our research was to investigate the relationships among the frequency of utilization of social supports and stress factors, the stigma of teacher stress, job satisfaction, career intent, career commitment, and demographic characteristics. We found that teachers experiencing workload stress were more likely to talk to their friends, family, and fellow teachers. Teachers enrolled in additional qualification courses through the National University of Mongolia received a list of questions.

The study sample included teachers living in the Bayangol district of Ulaanbaatar. To identify teachers in Bayangol District, participants with a postal code beginning with the letter "B" were given a list of questions. The "B" postal code area covers a large geographic area of Bayangol District includes 59 school boards and controlled groups. On the list of 266 questions that were posted, 174 lists of questions were returned, giving a response rate of 48%. For our social supports research, 164 question lists were available for the study. The teachers who responded to the survey were 25 to 64 years old, 120 (83.3%) were women and 44 (16.7%) were men. Years of teaching experience ranged from new teachers to experienced teachers with over 30 years of classroom experience. Almost the same as representation in Mongolian school systems, a higher proportion of women than men taught at lower levels (Statistics Mongolian, 2017). Men were more likely to have taught the middle and upper classes.

We used a Main Component Analysis (MCA) to reduce the 26 stressors to a smaller number of orthogonal pieces that could be included in something in a retrograde analysis. An early MCA using all 26 sources of stress in the survey, revealed that nine of the 26 sources were either interspersed with many pieces or were unrelated to any part, a result almost identical to that of (Ferguson, 2012). These nine factors were left out of the analysis of the main late papers reported in Add-on (Table 1) as is common practice.

In order to assess the relationship between stressors and social support networks, we used receding ordinal logistics to predict the regularity with which a teacher

Table 1. Principal Component Analysis Loadings for Sources of Teacher Stress

	Component 1: Workload	Component 2: Student Behaviour	Component 3: Professional Relationships	Component 4: Societal Attitude	Component 5: Employment Conditions
To do too much work	.857				
Not enough time to do the work	.796				
Lack of time for marking	.750				
Inadequate preparation time	.732				
Balancing home and school responsibilities	.732				
Increase in workload	.601				
Lack of time to assist individual students	.584				
Taking courses while working full time	.574				
Completing report cards	.496				
Class size	.495				
Split grade classrooms	.416				
Shortages of materials	.413				
Being accountable for student achievement	.391				
Extra-curricular responsibilities	.352				
Completing IEPs	.270				
Changes in the curriculum	.229				
Poorly motivated students		.830			
Students' attitudes towards work		.730			
Mixed ability of students in classroom		.661			
Individual students who continually misbehave		.594			
Impolite and disruptive behaviour of students in general		.561			
Students with difficulties at home		.249			
Relationship with principal or vice principal			.855		
Attitudes and behaviour of the principal			.846		
Lack of communication with administration			.832		
Lack of participation in decision making			.564		
Relationships with other teachers			.238		
Relationships with support staff			.156		
Undeserved criticism of teachers and schools				.711	
Lack of recognition for the contributions of teachers				.694	
Lack of respect in society for schools and teachers				.677	
Dealing with parents				.247	
Poor opportunities for promotion					.729
Inadequate salary					.676
Job security					.581
Lack of training and professional development					.510

talked about stress to each of the five social support groups: family, friends, other teachers, and their doctors, because the answers were measured in ordered categories never, rarely, sometimes, often and always.

CONCLUSIONS

In this study, show that teachers almost never spoke to their students and instead use family, friends, fellow

teachers and sometimes their principals. Teachers, however, were clearly not always comfortable talking about anything that upset their principals, especially the stress of industrial relations. The men in our study were less likely to talk to their different social supports for stress. There seems to be a mark of shame on teachers' stress because teachers who felt there was a slight mark of shame on teachers' stress were less likely to talk about stress to their colleagues. As one teacher commented in the open comments section, "Teachers are the most likely to denounce shame, often when teachers express stress, comments such as" if you cannot handle it, leave". We also found that there was a higher level of job satisfaction among teachers who spoke less often about stress with their friends and managers, and those who spoke often to their friends. These two results can show that Teachers with high job satisfaction, career intention and professional commitment are likely to use other coping mechanisms than social supports. The use of social supports may not be sufficient to combat stress and affect job satisfaction, career intention and professional commitment.

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