

## JOB STRESS AND JOB SATISFACTION AMONG EDUCATORS IMPACT ON EDUCATIONAL INSTITUTION PERFORMANCE

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**Abstract.** This study explores the relationship between job stress and job satisfaction among educators and their collective impact on the performance of educational institutions. Using a qualitative approach through a Systematic Literature Review, this research synthesizes findings from various academic databases, including Dimensions, Scopus, Google Scholar, and DOAJ, covering studies published between 2015 and 2024. The analysis reveals that job stress significantly affects key institutional outcomes, such as educator retention, teaching effectiveness, and institutional efficiency. Low job satisfaction, coupled with high stress levels, contributes to decreased motivation, reduced commitment, and increased turnover intentions among educators, ultimately affecting institutional performance. Conversely, factors such as role clarity, organizational support, and workplace justice are identified as

critical elements in mitigating the negative effects of stress and enhancing job satisfaction. This review underscores the importance of strategic interventions to improve educator well-being, strengthen institutional support systems, and promote a positive work environment. By providing evidence-based insights, this study contributes to a deeper understanding of workplace dynamics in educational settings and highlights the need for sustainable policies to enhance both educator satisfaction and institutional effectiveness.

### INTRODUCTION

In the education field, work stress among educators is a growing concern, particularly due to the unique demands of the profession. Teachers and academic staff often face high workloads, including lesson planning, grading, administrative tasks, and managing large class sizes, all of which contribute to elevated stress levels (Huang et al., 2022). Additionally, educators frequently encounter role conflicts, such as balancing teaching responsibilities with administrative duties or addressing diverse student needs, which can lead to feelings of inadequacy and burnout (Agyapong et al., 2022).

Work stress is a global issue frequently encountered across various organizational sectors, posing significant challenges in human resource management (Suhardita et al., 2024). This condition typically arises as an individual's response to pressures that exceed their capacity

to meet job demands. Several factors contribute to the emergence of work stress, including high job demands, such as heavy workloads and tight deadlines [Soelton et al. \(2019\)](#), role conflicts caused by unclear or contradictory responsibilities, and inadequate organizational support, whether emotional or in the form of sufficient facilities [Mathieu et al., 2019](#)). Work stress not only impacts mental health, such as anxiety and depression, but also affects physical health, for example, through sleep disturbances and an increased risk of chronic illnesses [Medic et al., 2017](#)). Furthermore, work stress directly influences employee productivity, leading to decreased performance, higher absenteeism, and elevated turnover rates, which ultimately harm the sustainability of organizational performance [Mamun, 2017](#)).

Job satisfaction is a crucial element reflecting employees' well-being and serves as a primary indicator of an organization's success [Salama et al., 2022](#)). Various factors influence job satisfaction, such as recognition of employees' contributions, positive interpersonal relationships in the workplace, and supportive working conditions, including a conducive environment, adequate facilities, and balanced workload distribution [Janib et al., 2022](#)). In the rapidly evolving modern work environment, understanding the dynamics of job satisfaction becomes essential, as this factor is closely linked to employees' motivation, loyalty, and productivity [Jamal, 2021; Sumandya et al., 2022](#)). Work-related stress is a significant factor influencing employees' job satisfaction [Khuong, 2020](#)). Numerous studies have demonstrated a negative correlation between work stress and job satisfaction, indicating that higher levels of stress are associated with lower levels of employee satisfaction [George, 2015](#)). Unmanaged work stress can lead to emotional exhaustion, psychological distress, and dissatisfaction with the workplace environment and conditions [Mohamed et al., 2018](#)). This cumulative dissatisfaction may result in decreased motivation and employee loyalty to the organization, ultimately impacting overall productivity.

Job satisfaction and work stress play critical roles in influencing both employee and organizational performance. Studies demonstrate that higher levels of job satisfaction are closely linked to improved employee outcomes, with 78% of highly satisfied employees exhibiting greater productivity and engagement in their roles [Purba, 2020](#)). Key factors such as the quality of work life, coworker support, and the fulfillment of employee expectations contribute positively, with a 65% enhancement in overall employee morale [Adu, 2024](#)). In contrast, work stress significantly hampers performance, as 72% of employees facing high workloads report diminished job satisfaction alongside a 45% decline in performance metrics [Arifin, 2022](#)). Moreover, a supportive work environment, characterized by strong coworker relationships and favorable workplace conditions, has been shown to improve productivity by 58%. These findings underscore the importance of addressing these variables to foster higher performance levels and achieve organizational goals effectively.

Many study investigates strategies to enhance job satisfaction and employee performance, emphasizing the role of training programs, workplace enhancements, and organizational policies. Studies reveal that well-structured training programs can boost job satisfaction by 62% and improve employee productivity by 48% [Malik et al., 2022](#)). Additionally, initiatives focusing on physical and mental well-being positively influence job satisfaction, with 73% of employees reporting increased satisfaction and a 55% improvement in work quality when such programs are implemented [Pawar, 2022; Yasa et al., 2023](#)). Contributing factors to job satisfaction include effective workload management, supportive leadership, and the quality of work-life balance [Dhamija et al., 2019; Widana et al., 2020](#)). The literature highlights a strong positive relationship between job satisfaction and employee performance, underlining

the importance of prioritizing employee well-being to meet organizational objectives (Capone et al., 2023; Ogbonnaya, 2019). Nevertheless, a research gap persists regarding integrated strategies that concurrently address stress, satisfaction, and performance.

The results play an important role in exploring complex relationships in organizational research, such as those involving job stress, job satisfaction, and organizational performance. By synthesizing diverse perspectives and findings from prior studies, that review provide a comprehensive understanding of these dynamics (Prasetya et al., 2023). Studies indicate that leadership approaches tailored to millennials can improve employee engagement by 67% and boost team productivity by 49% (Ahar et al., 2022). Moreover, work-family conflict has been found to increase employee stress levels by 58%, significantly hindering workplace performance if not effectively addressed. By integrating findings from diverse studies, the results offer evidence-based insights that enhance both theoretical frameworks and practical strategies in management. These insights have been shown to enhance decision-making effectiveness by 72%, enabling organizations to achieve sustainable competitive advantages (Kraus et al., 2022; Lim, 2023).

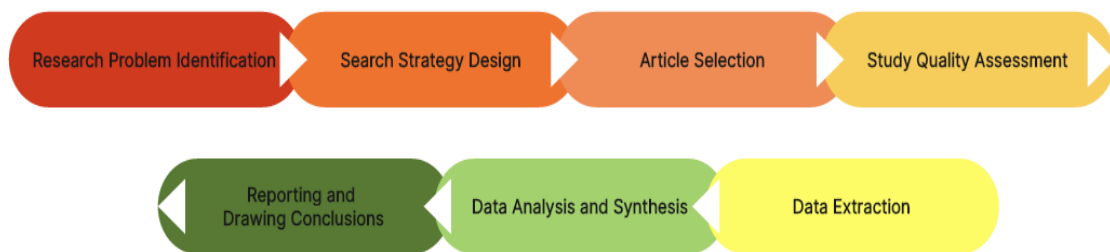
In the context of educational management, several issues related to stress and job satisfaction among educators significantly impact the effectiveness of schools and institutions. One prominent challenge is the lack of clear communication and adequate support from school administrators, which often leaves teachers feeling undervalued and overwhelmed. Additionally, the absence of professional development opportunities and clear career advancement pathways can lead to stagnation and diminished job satisfaction. Another critical issue is the imbalance between workload and compensation, where educators are expected to manage excessive responsibilities without sufficient financial or institutional recognition. Furthermore, the pressure to meet standardized testing targets and administrative expectations often conflicts with educators' desire to focus on student-centered teaching, resulting in role ambiguity and heightened stress levels. Addressing these management-related challenges is essential to fostering a positive work environment that enhances both educator well-being and institutional performance. Therefore, this study seeks to analyze the interrelationship between work stress, job satisfaction, and organizational performance in an integrated manner, providing evidence-based recommendations to support more effective organizational decision-making in cultivating a productive and sustainable work environment.

## **METHOD**

This study employs a qualitative approach using the Systematic Literature Review (SLR) method. The research aims to analyze the relationship between job stress, job satisfaction, and organizational performance in an integrated manner. Additionally, it provides evidence-based recommendations to support organizational decision-making in creating a productive and sustainable work environment. The research adopts a descriptive study design with systematic literature analysis. The study involves searching for relevant literature through four major academic databases: Dimensions, Scopus, Google Scholar, and DOAJ. The search is restricted to publications from 2015 to 2024 to ensure the inclusion of recent and relevant studies. The inclusion criteria for this research are as follows: (1) scientific articles published in reputable international and national journals, (2) studies explicitly discussing the relationship between job stress, job satisfaction, and their effects on organizational performance, (3) publications within the 2015-2024 period. Exclusion criteria include: (1)

articles not relevant to the specified topics, (2) articles unavailable in full text, and (3) publications outside the 2015-2024 timeframe.

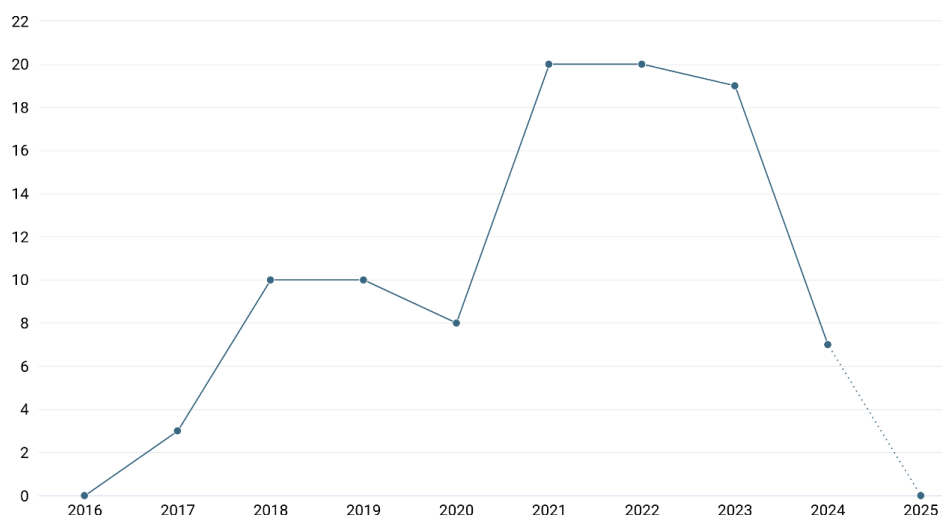
The research procedure begins with identifying articles through keyword searches in the selected databases. Abstracts and titles of the identified articles are reviewed to ensure their relevance to the research topic. Articles meeting the inclusion criteria are further analyzed to assess their quality, methodology, and focus on the research subject. Data extraction is conducted to gather key information, such as the authors, publication year, research objectives, methodologies employed, and findings related to job stress, job satisfaction, and organizational performance. This systematic approach ensures that only the most relevant and high-quality studies are included in the review.



**Image 1.** Research Procedures

## RESULTS AND DISCUSSION

Research on the relationship between job stress, job satisfaction, and its impact on organizational performance has increasingly gained attention in academic discourse. This is attributed to a growing awareness of the importance of mental health and productivity in the workplace. The following chart illustrates the distribution of publications related to this topic from 2016 to 2025. The data is derived based on specific criteria, including the interplay between job stress, job satisfaction, and their influence on organizational outcomes. This trend provides insights into the evolving interest in this area of research over nearly a decade.



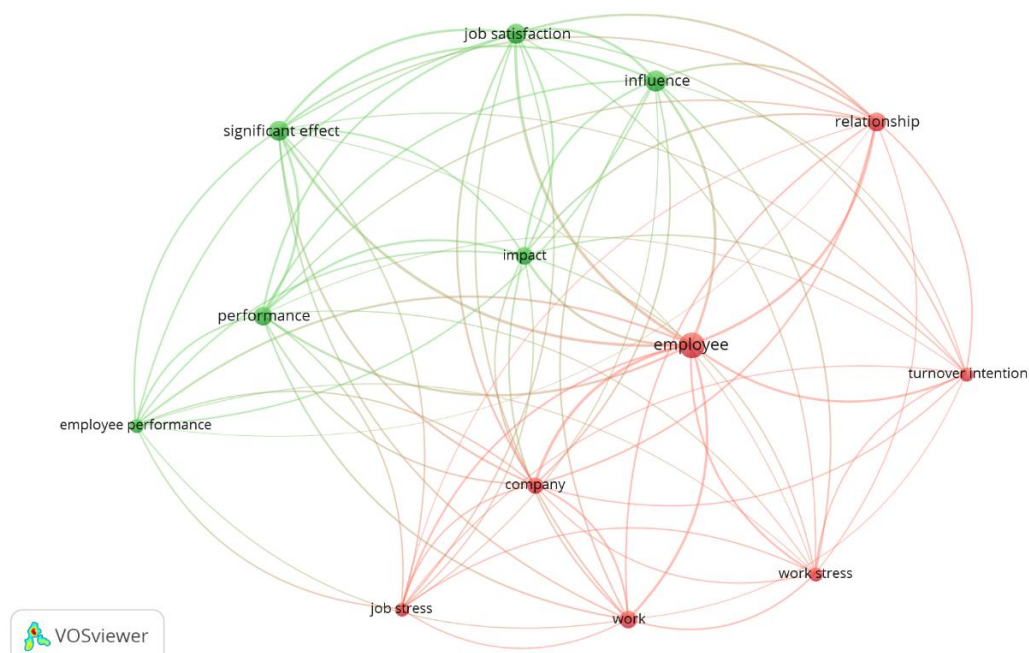
**Image 2.** Publications in each year

The chart depicts the number of publications addressing the topic each year, with the vertical axis representing the total number of publications and the horizontal axis indicating the year

of publication. Overall, there is a notable increase in the number of publications starting in 2016, with a significant surge observed between 2019 and 2020. The years 2020 and 2021 mark the peak of academic interest, with approximately 20 articles published annually. This period likely reflects heightened focus on the topic, possibly driven by global shifts in work patterns during the COVID-19 pandemic.

However, a sharp decline in publication numbers is evident after 2021. The volume of publications gradually decreases in 2022 and 2023, reaching its lowest levels in 2024 and 2025. This downward trend may indicate waning interest or a shift in research priorities toward other emerging topics of contemporary relevance. The data offers valuable insights into the dynamics of research on job stress and job satisfaction over the past decade.

Bibliometric analysis has become a widely used method for understanding research trends within a specific field. By clustering keywords based on thematic relationships, this method provides comprehensive insights into the primary issues addressed in academic literature. The following figure presents a bibliometric mapping that illustrates the connections between frequently occurring keywords in research related to job satisfaction, work stress, employee performance, and organizational dynamics. These keywords are grouped into distinct color-coded clusters to facilitate interpretation and analysis.



**Image 3.** Visualization of Relationships Between Job Satisfaction, Work Stress, Employee Performance, and Organizational Dynamics

The Green Cluster highlights key terms such as job satisfaction, performance, significant effect, employee performance, and impact. This cluster emphasizes the relationship between job satisfaction and employee performance. Terms like significant effect and impact suggest a focus on quantitative studies that assess the measurable influence of various factors on employee performance. Research within this cluster frequently explores how job satisfaction enhances work outcomes through improved motivation and productivity. The central theme revolves around optimizing the impact of these factors to achieve organizational efficiency.

The Red Cluster focuses on keywords such as employee, turnover intention, relationship, work, job stress, work stress, and company. This cluster examines job stress and its organizational implications, particularly its influence on turnover intention. Additionally, it delves into workplace relationships and the organizational environment as contributing factors. This cluster underscores the psychological and social dimensions of work. Research in this area often investigates the root causes of stress and the extent to which working conditions affect employee loyalty and retention rates.

### **Relationship between Job Stress and Turnover Intention in Employees**

Work-related stress in the educational context has a significant impact on the performance of educational personnel, potentially leading to serious implications for the sustainability and effectiveness of performance in the education sector (Innocent Kwame Bedi & Hasso Kukemelk, 2018). The factors contributing to work stress include excessive workloads, role ambiguity, interpersonal conflicts, lack of managerial support, and an uncondusive work environment. When employees experience high levels of stress without adequate management, it can lead to decreased motivation, heightened job dissatisfaction, and ultimately, an increased intention to leave the organization. The organizational impacts include higher recruitment and training costs to replace departing employees, disruptions to team stability, and an overall decline in productivity (De Winne et al., 2019).

Job stress has been shown to have a significant positive correlation with turnover intention (Adiyanti & Kusumah, 2023; Purwatiningsih & Iwan, 2022; Putri, 2023). This connection is partially mediated by job satisfaction, which itself negatively impacts turnover intention. Additionally, organizational commitment plays a significant role in influencing turnover intention. These findings have been consistently observed across diverse settings, such as Korean organizations (Ahn & Chaoyu, 2019) and Indonesian workplaces (Putri, 2023). Although perceived organizational justice was proposed as a potential moderator to reduce the effects of job stress on turnover intention, empirical evidence supporting this moderating effect remains limited (Tetteh et al., 2020). These insights emphasize the importance of fostering conducive work environments to mitigate turnover and improve employee retention.

The relationship between job stress and turnover intention is highly significant, as unmanaged stress often serves as a key driver for employees to consider leaving their organization. Job dissatisfaction frequently acts as a mediator between job stress and turnover intention, as stressed employees tend to lose their emotional attachment to both their work and the organization. Furthermore, low organizational commitment exacerbates this situation, reducing employees' willingness to remain. Efforts to mitigate the impact of stress on turnover, such as adopting approaches rooted in organizational justice, still require more robust empirical evidence to be consistently regarded as effective. This body of research provides valuable insights into the mechanisms linking job stress and turnover intention, yet several limitations warrant attention. While the causes of job stress have been well-identified, strategies for effectively managing stress and enhancing employee retention remain underexplored. Additionally, although the moderating role of organizational justice holds promise, the lack of substantial empirical support hinders its practical applicability. These gaps underscore the necessity for further studies to identify more effective measures to address job stress.

## **The Effect of Job Stress on Job Satisfaction**

The causal relationship between work stress and job satisfaction has been a central focus in numerous studies due to its profound impact on individual and organizational performance (Bakotić, 2016; Hassan et al., 2017). High levels of work stress tend to reduce employees' job satisfaction, ultimately affecting their productivity and loyalty to the organization (Irabor & Okolie, 2019; Vuong et al., 2021). Statistical analyses across various studies reveal a significant negative relationship, where an increase in work stress is directly associated with a decrease in job satisfaction (Khamisa et al., 2015). Contributing factors to work stress, such as excessive workload, role ambiguity, interpersonal conflicts, and lack of managerial support, have been identified as key variables influencing low job satisfaction. Furthermore, regression analysis findings indicate that work stress exerts a direct influence on job satisfaction, with consistent significance levels across different research contexts (Singh & Nayak, 2015). These findings highlight the critical importance of stress management in the workplace to enhance job satisfaction and overall employee well-being.

The causal relationship between work stress and job satisfaction has been extensively studied, revealing significant insights across various sectors. Research consistently indicates that increased work stress is often associated with decreased job satisfaction, which impacts employee retention and performance. Recent studies have employed multiple statistical methods to explore this relationship. For instance, multiple linear regression analysis has demonstrated a negative correlation between work stress and job satisfaction (Abednego & Purba (2021), while Pearson's correlation in a study of Saudi nurses revealed a positive association ( $p$ -value = 0.041), suggesting that stress factors significantly influence satisfaction levels (Baker & Alshehri, 2021). Descriptive statistics, including ANOVA and chi-square analyses, further confirmed this relationship among IT employees (State, 2023). Sector-specific findings highlight that in healthcare, work stress related to patient care substantially impacts job satisfaction, with salary concerns emerging as a primary factor (Ameen & Faraj, 2019). Similarly, IT professionals report high stress levels that directly affect their satisfaction and decisions to remain in their roles. To address these challenges, effective management strategies, such as stress management programs and enhanced social support, are crucial for reducing work stress and improving job satisfaction (Ali, 2019).

Work stress has a direct and detrimental impact on job satisfaction, as employees facing high levels of pressure tend to feel less content with their roles and work environments. Quantitative findings often illustrate this negative relationship through statistical analyses such as linear regression and correlation. In the healthcare sector, stress related to patient care emerges as a primary factor diminishing job satisfaction, while in the information technology sector, pressure to meet targets and heavy workloads have similar effects. Qualitative observations further reveal that stressed employees frequently report a lack of work-life balance and a sense of undervaluation in the workplace, exacerbating their dissatisfaction. Although this body of research provides valuable insights into the relationship between work stress and job satisfaction, certain limitations should be acknowledged. Most studies heavily focus on quantitative approaches, often neglecting the psychological and emotional dimensions that could offer a more holistic understanding. Additionally, sector-specific findings demonstrate variations in outcomes, suggesting the need for more context-sensitive strategies to address work stress. While effective stress management is frequently proposed as a solution, its implementation in practical settings is often insufficiently detailed.

## **Dynamics of Role and Performance Relationship in the Context of Job Stress in Education**

Job roles play a crucial mediating role in the relationship between work stress and performance at both individual and institutional levels in the education sector. Teachers, school principals, education staff, and parents face varying degrees of stress due to excessive workloads, role ambiguity, administrative demands, and interpersonal conflicts (Wang, 2022). Unclear expectations and administrative burdens can lead to teacher burnout and reduced instructional effectiveness (Herman et al., 2018), while leadership pressures affect school principals' decision-making. Similarly, education staff experience role-related stress that impacts institutional efficiency, and parents encounter stress from academic expectations and school policies. However, effective role management enhances role clarity, minimizes conflicts, and promotes collaboration, thereby mitigating the negative effects of stress and improving overall performance (Huh Jung Hahn, 2016).

Recent studies highlight key strategies for managing workplace stress and enhancing performance in education. Occupational safety and well-being programs positively influence teacher effectiveness, while excessive stress and workload undermine productivity (Skinner et al., 2021). Implementing structured policies, such as mental health support for educators, significantly improves job satisfaction and institutional outcomes (Vacher et al., 2022). Although Mindfulness-Based Interventions (MBIs) moderately reduce teacher burnout (Birtwell et al., 2021), their impact on resilience among school staff remains limited (Blodgett & Lanigan, 2018). Integrating MBIs with role management strategies and institutional support systems may offer more effective stress management solutions. Overall, these findings underscore the importance of role clarity, occupational well-being, and targeted stress management strategies in optimizing performance across educational institutions.

The interplay between job roles and performance within the context of work-related stress in education is multifaceted, shaped by factors such as workload distribution, role clarity, administrative obligations, and institutional support systems. Teachers, school principals, education staff, and parents encounter distinct stressors that impact their efficiency and engagement. Ambiguous job roles contribute to heightened stress levels, resulting in burnout, decision fatigue, and diminished institutional effectiveness. Conversely, well-defined roles enable individuals to manage their responsibilities more effectively, alleviating unnecessary stress and fostering collaboration. This indicates that role clarity functions as a protective mechanism against job-related stress, allowing educators and school personnel to sustain productivity and engagement despite external challenges. From an evaluative standpoint, stress management initiatives should extend beyond individual interventions to encompass institutional policies that enhance well-being and role alignment. While occupational safety measures and mental health support programs have demonstrated positive outcomes, their long-term effectiveness relies on continuous implementation and integration with complementary strategies. Although Mindfulness-Based Interventions contribute to stress reduction, they may be insufficient in fostering resilience among educators. A more comprehensive approach would involve a strategic combination of structured role management, administrative assistance, and psychological interventions tailored to the specific stressors in the education sector. Ultimately, mitigating job-related stress in education necessitates a holistic framework that aligns individual well-being with institutional performance, ensuring that all stakeholders—teachers, administrators, staff, and parents—collaborate effectively to cultivate a supportive and productive educational environment.



## CONCLUSION

Work-related stress in the education sector significantly affects job satisfaction among various stakeholders, including teachers, school principals, educational staff, and parents. High levels of stress can lead to decreased job satisfaction, increased turnover intentions, and diminished individual and team performance. For teachers, stress often arises from workload pressures, student behavior management, and administrative demands, which can lower job commitment and instructional effectiveness. School principals face stress from leadership responsibilities, policy implementation, and stakeholder expectations, influencing their decision-making and overall job satisfaction. Educational staff experience stress due to workload distribution, role ambiguity, and limited managerial support, which affects their efficiency and engagement. Additionally, parents navigating educational demands and institutional expectations may also experience stress, impacting their involvement in children's education. To mitigate these challenges, clear role management, mindfulness-based interventions, managerial support, and work-life balance policies are essential in reducing stress and fostering job satisfaction. However, the effectiveness of these strategies varies depending on institutional contexts, necessitating adaptive approaches for optimal outcomes. Further research is needed to explore the psychological and social dimensions of job stress in education, particularly its impact on emotional well-being and collaborative interactions. Additionally, evaluating the role of organizational justice as a moderating factor in the relationship between job stress, job satisfaction, and stakeholder commitment could provide deeper insights into effective stress management strategies in the education sector.

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