

**THE INVESTIGATION OF RELATIONSHIP BETWEEN JOB STRESS AND JOB  
SATISFACTION AND RESPONSIVENESS (ACCOUNTABILITY)  
OF TEACHERS IN HIGH SCHOOLS OF URMIACITY**

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**ABSTRACT**

This study examined the relationship between job stress and job satisfaction and responsiveness(accountability) of teachers in High schools of Urmia city. population of study are All high school teachers in Urmia city in the 2010-2011 school year , Which among them 259 people were selected through random sampling as a sample of research. The research method is descriptive – survey. to measure the reliability component of the responsiveness, the questionnaire (Hachvartr, 2003) was used and To measure the reliability of job satisfaction and job stress and their components, standard questionnaire (Moghimi) and To measure the reliability coefficient of the questionnaire Alpha Sort method was used :for responsiveness:70/0, job satisfaction :/ 90 and stress: 80/0 will be determined And for the analysis of data, coefficient Pearson correlation, ANOVA, one-way ANOVA, multiple regression, t independent and nonparametric chi-square test were used. the results and findings of research Analysis showed that:1-There is a significant and positive relationship between responsiveness and job satisfaction 2) There is a significant and positive relationship between job satisfaction and job stress and between the responsiveness of teachers and (job satisfaction, age and job Background) linear relationship exist, There was no relationship between responsiveness and job stress.

**KEYWORDS:** Responsiveness, Job Satisfaction, Job Stress, Public Schools

**INTRODUCTION**

Educational institution in human societies has particular importance. There are the most important factors for the social, economic and education growth in any society and the factor of organizing manpower for the development of society, is the educational system.

Teacher, as one element, in particular in the educational system is very important, and his satisfaction can be really effective in achieving the goals of the educational system (quoted Keldi and Askari, 1382). Job satisfaction in one hand, is an independent variable which influence other dependent variables such as productivity, absenteeism, mobility, and turnover behavior in the community, And on the other hand, it is the dependent variable is affected by variables such as salary and benefits, relationships with colleagues and supervisors, job security and work type (Esmaeili and Ansari, 1386). General attitude about his job is the purpose of job satisfaction Who have high levels of job satisfaction in Positive attitude towards the job or career, Someone who is not satisfied with his job (no job satisfaction) and has a negative attitude towards the job. When the talk is about the attitude of staff. Often, the goal is nothing more than job satisfaction (Robbins, translated Parsiyan and Aarabi, 1378).

Stress in our society is not something that is invisible. Person whether a child, adult, men, women, employed, unemployed everyone is facing stress in his/her own way, Today's life is full of challenges. In everyday life we come

across many situations. Some of them act as a source of inspiration for us and some causes challenges. It is the human nature to face the challenges boldly or to escape from it. All this varies from person to person. Any challenge that exceeds the coping abilities of the individual becomes stress. There is no doubt that teaching has become a more demanding and intense job. Not surprisingly, teaching has been identified as one of the professions associated with high to very high levels of occupational stress (Mondal & et al,2011).

Teacher job satisfaction has also been the subject of considerable literature (Dinham & Scott, 1996; 1998; 2000; McCormick, 1997a; 1997b; Woods & Weasmer, 2004). The relationship of job satisfaction to job stress and other factors such as responsiveness of teachers has been studied in various contexts (De Nobile, 2003; McCormick, 1997; Woods & Weasmer, 2004). Job satisfaction has been defined as the extent to which a staff member has favourable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997).

Saatchi (1372) assumes job satisfaction as the degree of a pleasure to know that employees satisfy their needs, the total amount of the positive impact that people have about their jobs, For example, when a person's job satisfaction has said, is that the person likes his job and his feelings toward it are positive (Durrani and Lavasani, 1389).

In a classic attempt to define job satisfaction is done by Robert Hapak (1935). due to the limited amount of knowledge available in this issue ,he said setting an appropriate definition is difficult. Job satisfaction is the extent to which people like their jobs It seems researchers have reached consensus that Job satisfaction is an emotional response that reflects that job (Hui and Myskl, translated by Mohammad Abbaszadeh, 1387).

Fred Lutanz, assumed job satisfaction as a positive emotional state resulting from the appraisal of one's job or job experience. He added that job satisfaction is a result of their perception of what is important to employees and their job is provided (Nhryr et al, 1389). Job satisfaction is one of the positive outcomes of responsiveness in organizations (Sorenson, 2009). Stress is a, physical, mental and chemical response about events in the body that cause fear, excitement, nervously, when he will be angry (Hashem Zadeh et al, 1379).

Stress is a general term for all forms of human life are feeling the pressure to over come it (Haghighi, 1380).

Occupational stress, also known as job stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001). Occupational stress is an individual experience, depending on the traits of individuals, in that not all people react to events the same way (Manthei & Gilmore, 1996, McKenna, 1987). According to a substantial body of literature, teaching can be a very stressful occupation and teacher stress appears to have increased in recent decades (Bernard, 1990; Chaplain, 1995; Kyriacou, 2001; Laughlin, 1984; Manthei & Gilmore, 1996; Munt, 2004; Otto, 1986; Punch & Tuetteman, 1996).

Continuous exposure to stressful situations seriously depletes teacher's emotional and physical resources, thus leaving an individual unable to cope successfully with further stress (Barmby, 2006; McLeskey et al., 2004). In teaching profession, distress has been linked to dissatisfaction with job and to negative affective and professional consequences. (Ruma et al., 2010; Eichinger, 2000). Factors like excessive work, lack of administrative and parental support, inadequate salaries, disciplinary problems, lack of students' interest, overcrowded classrooms, and public criticism of teachers and their work (Rice and Goessling, 2005; Ruma et al., 2010). According to Alkhrisha (2002), major sources of stress of Jordanian teachers are workload, low salary, lack of self -esteem, lack of in-service training opportunities, and lack of access to new information and knowledge. Also, this study discovered that demographic variables are the major predicted

variables of teacher distress. In addition, some demographic variables, such as age, marital status, experience and sex, were found to be related to burnout (Harris et al., 2008). Responsibility in teaching is represented in particular ways by the responsiveness of teachers to individual students. Such a conception of responsibility is subtler than the characterization of responsibility that is associated with contemporary policy initiatives. The conception of responsible teaching that I will try to describe is considerably more nuanced than the one embraced by many of those outside of the profession and even by some within it. Responsibility in teaching may be more appropriately represented by the particular interactions between teachers and students than by the results of standardized test scores.

Responsibility in teaching, therefore, can be associated with the particular ways in which teachers interact on a daily basis with their students—interactions that can foster dispositions for learning that serve students throughout their lives. Dispositions for learning can enable students to live full lives in a multitude of ways that sustain their capacity to become proficient, avid readers; capable, meticulous mathematicians; keen observers of scientific phenomena; and well-informed citizens. Responsibility is associated more closely with the how of teaching rather than what is taught. Responsibility may be actualized in every individual encounter between a teacher and a student—in the way a teacher responds in a certain moment to a particular student. In addition to having the desire to be responsive to students, teachers also must have the capacity. This capacity is tethered to the skill of interpreting what needs to be done in a certain situation. The ability to be responsive springs in part from personal dispositions that motivate a person to grasp another's condition. Moral desire, what Blum (1987, 310) referred to as the "altruistic motive toward others," as well as acting upon that desire by coming to know the other's condition, are what might be called interdependent variables in the enactment of responsiveness. Responsiveness in teaching is much more closely associated with the moral and ethical realms of teaching than it is with notions of effective teaching. Responsiveness in teaching is difficult to quantify, but its qualitative implications are significant—both inside classrooms and beyond them. Students come to school with a wide variety of individual capacities, interests, and special circumstances, each at a different point of instructional need. Our sensibilities tell us, therefore, that the outcomes of schooling will be different—not necessarily better or worse—for every student. It is the responsibility of teachers to make sure that these differences do not result in some students having less of an opportunity to live well. Rather, through responsiveness to every student, teachers can nurture the unique personal qualities students possess and help move them toward deeper understandings of both the world around them and the universe within them (Sherman, 2004).

Responsiveness, as well as a potential pathogen caused the workplace stress, with negative implications for teachers to demonstrate. With stress, decreased job satisfaction (stress) is a normal consequence of it. If increasing responsibility as a stressor for individuals to serve cause to be taken, with an impact on the job satisfaction of people expected (Frink & Hall, 2008). Responsiveness for the effective operation of any organization is effective and it is the main base of institutional knowledge. Objective and formal responsiveness mechanisms, including laws, regulations, and performance evaluation system, This relationship suggests that the traditional assumption was that the implementation of such a mechanism, strictly formal is understood by everyone equally, and that the implementation of such responsiveness mechanisms to ensure that this assumption appears less important in real-world enterprise (Amitter and Ferris, 2004). This awareness led to the view "cognitive phenomenon" is the answer. Under this view, responsiveness is conceptualized as a state of mind rather than an objective reality. Phenomenological approach emphasizes the subjective nature of the self and is responding. And respond to external conditions is partly based on the perception that while people may see it differently in terms of objective perception and experience (Frink and Klymusky, 2004). What is perhaps surprising, given that the principles of individual responsiveness in organizations is limited, Because the common functions of any social

Responsiveness. responsible system is able to control and shape the polling mechanism to behave in predetermined ways to achieve the goals and effectiveness of the organization that are defined (Hall, 2009). We also using Frink and Klymsky (1998) and Ttlak (1992) view ,suggest that the impact of positive and negative responses to, Desirable and undesirable consequences, we will review, One of the positive outcomes of job satisfaction in organizations is responsiveness. For example, a high level of responsiveness that can lead to high anxiety (Hall & frink, 2008). It has been clearly of interest to theorists and researchers in the fields of organizational theory, is a complex issue of responsiveness in organizations.

Nowadays, a growing interest in the literature of business due to the positive effects (satisfaction) and negative (stress) response has been found. Although the need for responsiveness, but research confirmed what the perception of positive and negative responses are effective. Some literature addressing the importance of the three variables, job satisfaction and job stress and responsiveness. Research to assess the potential impact on the concepts of deep professional (teacher) and it is important consequences (Brooks, 2009). responsiveness is not only inevitable, but also to ensure positive outcomes for organizations and their employees is essential. The system is expected to meet the clear expectations regarding behavioral expectations and work requirements.

In addition, because the ability to complete specific tasks successfully by use of appropriate behaviors to respect and approval may be obtained by means of an assessment of the need for responsiveness, it is likely that positive effects on psychological states of employees. It is Important to maintain the social systems of responsiveness that have been known. Scholars have recognized the importance of resposiveness. For at least two decades, corporate professionals to meet enterprise-level efforts to regulate employee behavior have studied. This course have not studied the psychological mechanisms in this position. in available literature, there is no single definition of responsiveness.

The majority of scientists and researchers shared it is indicative of a relationship. Markers of different sizes and types of bilateral relations assumed responsiveness of political responsiveness and, ethical, legal responsibility, public responsiveness. Is a natural response as a relationship between two or more factors to consider (Cut and Mary, 2000).

Responsiveness requires clear assignment of responsibility for that action (Hood, 1999). It is the moral responsibility and moral accountability factor in the interaction between the process and the structure of government, governance and reporting and auditing process and respond to stakeholders and the public (Cohen and Aymik, 1993). Another view among many scholars is that, in addition to the moral aspects, is the legal aspects of the concept of responsiveness. in Most of the existing literature on responsiveness, ethical and legal aspects are considered in relation to responsiveness.

An agent (a person, an organization) that can identify you are held responsible for what they promise to do something or have and legal and ethical obligation to fulfill its promises to the best and fullest way possible (Jnsvn, 2000). Other scholars have intellectual vision, it takes the "Sharpness" and "reporting " has been viewed. In other words, the answer is based on the transparency of it. It is commonly thought that the answer as synonymous with responsiveness. That is not necessarily a complaint or question to be answered (Fox and Brown, 1998).

## RESEARCH HYPOTHESIS

- There is a significant relationship between job satisfaction and perceptual responsiveness
- There is a significant relationship between teacher stress and perceptual responsiveness.
- There is a significant relationship between job satisfaction and job stress among teachers.
- Responsiveness of teachers depends on job satisfaction, their age and job experience.

## METHOD

### Selection of Subjects

The subjects of the study comprised of all high school teachers in Urmia city in the 2010-2011 school year , Which among them 259 people were selected through random sampling as a sample of research.

### Tools & Data Collection

The research method is descriptive – survey. Tools were made by reviewing the literature, consultation with experts & modifying the standard questionnaire (Lester, 1987; McCormick, 1997). to measure the reliability component of the responsiveness, the questionnaire (Hachvartr, 2003) was used and to measure the reliability of job satisfaction and job stress and their components, standard questionnaire (Moghimi) was used, and To measure the reliability coefficient of the questionnaire Alpha Sort method was used :for responsiveness:70/0, job satisfaction :/ 90 and stress: 80/0 will be determined And

### Statistic

Data from acceptable returned questionnaires were entered into an SPSS (Statistical Package for Social Science; version 17) database. for the analysis of data, coefficient Pearson correlation, ANOVA, one-way ANOVA, multiple regression, t independent and nonparametric chi-square test were employed to identify and compare relationships among the variables.

## RESULTS

It was found from the study that, **Inferential analysis:** in Order to construct validity, data were derived from factor analysis of this scale in the sample. Confirmatory factor analysis of principal components analysis method was used to analyze the adequacy of the sample. Bartlett's test of sphericity also equal to 5/88, which is significant at a high level. Kolmogorov-Smirnov test of normality of the data distribution was used in order to ensure the implementation of the Pearson correlation coefficient.

**Table 1: Descriptive Statistical Mean and Standard Deviation Scores of Variables**

Variables	Frequency	Minimum	Maximum	Mean	Standard Deviation
Responsiveness	259	11	28	18.7175	3.29385
Job Satisfaction	259	35	135	88.7299	16.75255
Job Stress	259	19	68	38.7264	7.60119
Age	249	26	60	39.8996	5.75665
Job Experience	252	4	30	17.3849	5.81989

**Table 2: The Pearson Correlation between Perceptual Responsiveness and Job Satisfaction**

Perceptual responsiveness	variable	Job Satisfaction
	Pearson correlation	/204
	p-value	/001
	n	259

To test the first hypothesis, and calculate the correlation between job satisfaction and the Perceptual responsiveness, because two-variables are quantitative, correlation coefficient was used. According to Table (2) p-value is

equal to 0/001 and it is less than 0/05. So we can say with 99% confidence that the null hypothesis is rejected and the result is, a significant positive relationship between job satisfaction and perceptual responsiveness exists.

**Table 3: The Pearson Correlation between Perceptual Responsiveness and Stress**

Perceptual Responsiveness	variable	Stress
	Pearson correlation	/038
	p-value	0/54
	n	259

According to Table (3) p-value is equal to 0/54 and it is more than 0/05, Therefore, the null hypothesis of no significant relationship between the stress and Perceptual responsiveness is accepted.

**Table 4: The Pearson Correlation between Job Stress and Job Satisfaction Variables**

Job Satisfaction	variable	Stress
	Pearson correlation	-.398
	p-value	/000
	n	259

According to Table (4) p-value is equal to 0/000 and it is less than 0/05 , So we can say with 99% confidence that the null hypothesis is rejected and the result is: a significant relationship between job satisfaction and job stress exists.

**Table 5: Multiple Regression to Predict the Response of Job Satisfaction**

Sig.	F	Sum of Squares	df	Mean Square		Model
		113	1	113		Job satisfaction
0/000	10/7	2529	242	10/5	Residual	
		2642	243		total	

According to Table (5), ANOVA test is used for linearity assessment, Standard and nonstandard independent variables coefficients are significant. There is a linear relationship between two variables that were discussed. P-values are Much less significant than 0.05,so the relationship between variables is confirmed. So the null hypothesis is rejected with 99 percent,And we can say, There is a linear relationship between the variables. So we can make use of multiple regression. According to the above table for the predicted response of multi-variable correlation with job satisfaction, The coefficient of determination is equal to 4 percent of the independent variable can indicate response rates in this study that was predicted, And other changes to variables that are not considered in this review. The ANOVA table shows that the value obtained is significant because the equation is linear regression.

## CONCLUSIONS

Pearson's test results indicate a positive and significant relationship between the responsiveness variable and teachers' job satisfaction, It can be said thatthere is a direct linear relationship,and it is confirm Researchs (1999), Fandt (1991), Frink and Ferris (1999). Hall et als (2003) Psychological and behavioral research conducted between responsiveness and consequences. The research shows that psychological and behavioral consequences of a significant relationship between responsiveness and type, The employees were responsible to their supervisors,they are likely to yield greater care and greater satisfaction with them. Also Sorenson s(2009) research on the subject, examining the relationship between job satisfaction and the responsibilities of the nurse clinics, The results showed that there is a relationship between

responsiveness and job satisfaction. There is no significant relationship between teachers' stress response and can say that milistin sstudy (1983) is consistent with the hypothesis. Lyndvist (2003) Research as a \ "checked autonomy, responsibility and accountability in the Italian system \ " carried out And suggested that a dual meet at the school, causing stress and lack of responsibility on the net balance between the principal and the school teachers.

There is a significant negative relationship between job satisfaction and job stress, We can say that Salvik Research (2009) and Klasn and Foster (2010) is consistent with the hypothesis. Sarvestani and shojaie and Shafiee (1387) also study entitled \ "strategies to deal with the relationship between job stress and job satisfaction consultants of city schools \ " were performed and the results achieved:

There was a significant relationship between coping strategies and stress 2. Between cognitive strategies to deal with it and there was a positive relationship between job satisfaction 3. Between job satisfaction was significantly and negatively associated with stress. And Yazdi and Sharifiyan (1380) also study a "checked and stress factors in Fire and Safety Services, Tehran " and results achieved: Between individual job satisfaction and job stress was a significant, negative correlation with the skills, attitudes, social support, and social support of colleagues, superiors, had a significant positive relationship.

Responsibility, teachers' job satisfaction, and their job stress depend on age and experience According to information obtained from the analysis of the data, The linear relationship between the variables is confirmed. So the null hypothesis is rejected with 99 percent Among the variables (job satisfaction, age and occupation) and a linear relationship exists. One could say that research Vasfiyan and colleagues (1382) are consistent with the hypothesis. And Nourbakhsh (1382) also study a 'Job Satisfaction of Physical Education Teachers in Ahwaz city", the results indicate that there was a significant correlation between health and Job satisfaction and dissatisfaction among the motivational factors. The findings of this study showed that motivational factors, health factors and job satisfaction were significant with sex and the stimulating effect of years of education, age, profession and job dissatisfaction were significant. Also, Damirtash s (2010) study entitled, "The primary school teachers' job satisfaction levels" , and the results showed that job satisfaction levels are very high, The difference in the average age is significant.

## **SUGGESTIONS**

Responsiveness and job satisfaction,are important factors in the effectiveness of the educational system, Job satisfaction is the result of internal factors and individual characteristics in an emotional fit with jobs and employment conditions. Job satisfaction as a pleasurable emotional state resulting from the evaluation of their career and job related characteristics and its dimensions can be identified. School teachers responsive for their performance in their care and greater job satisfaction showed, It is therefore proposed to achieve the objectives and educational policy should be implemented to strengthen teachers' job satisfaction.

Decrease stress , increase work efficiency and productivity of teachers. The results suggest that the educational measures are to minimize stress on the learning environment provided. To enhance the effectiveness and quality of education and to increase performance and satisfaction, is important something for teachers. The impact of job experience and age of teachers in schools has a significant relationship with job dissatisfaction. This means that the older teachers are expected to teach and undertake less energy and motivation and job satisfaction of their show .Therefore it is suggested that the educational system in order to enhance the quality of teaching should attract a younger workforce.

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