Job Satisfaction and Stress in teachers of DEIS and Non DEIS schools and between Primary and Post Primary.

Laura Conlon (1631649), Supervisor Name: (Vanessa Long)

Abstract
An investigation of differences of stress and job satisfaction in teachers of DEIS and Non DEIS schools and between primary and post primary. Results revealed that there was differences in stress in DEIS and Non DEIS schools with highest stress levels being associated with teachers in Non DEIS schools. Findings showed that Non DEIS teacher believed their class sizes too big and workloads are too high. Teachers of DEIS schools had lower levels of stress but showed high levels of discipline and classroom management problems. Post Primary had higher stress and lower levels of job satisfaction. This was again accounted to high workload and the difficulty of dealing with pupil’s rejection of authority.

Introduction
Recent research in Ireland has been developed in regards to identifying the cause of stress and job satisfaction in the teaching profession. Darmondy & Smyth (2010) a study on primary school teachers and Kerr et al.,(2011) a study on secondary school teachers both showed high levels of stress in teachers as a result of pupil behaviour, collegial relations and student/teacher relationship. Although it has been a noted limitation in international research (Klassen & Chiu, 2010) relevant research in Ireland has yet to be established determining teachers stress and job satisfaction relative to the socioeconomic designation of schools. Also as current research is specific to primary and post primary is was decided to analyse the differences in stress and job satisfaction in an attempt to investigate and compare the different teaching levels.

Method
A quantitative questionnaire was used to collect data from one hundred and thirty nine participants (N=139). Questionnaires were complied into booklets and distributed between six schools within Leinster. The questionnaires were adapted forms of already established questionnaires specifically chosen to suit the teaching profession which included Fimians Teachers Stress Inventory(1982) and Wellness Council of America(2004) which measured job satisfaction.

Results
Descriptive statistics revealed that a total of 36(54.6%) teachers in Non DEIS schools agreed and strongly agreed that classroom sizes were too big compared to 28(38.3%) teachers in DEIS schools. The overall results showed that levels of support from peers was high. The differences in stress in teachers of DEIS and Non-DEIS schools were analysed using independent t-tests showing that the difference was significant t(137) = -4.024, p<.000.

In analysis of the differences in job satisfaction and stress in teachers between levels of primary and post-primary schools independent t-test indicated that the difference was significant.

Discussion
Results showed that teachers from DEIS schools had significantly lower levels of stress than Non-DEIS schools. Non DEIS teacher believed their class sizes too big and workloads are too high. Teachers of DEIS schools had lower levels of stress but showed high levels of discipline and classroom management problems. Post Primary had higher stress and lower levels of job satisfaction. This was again accounted to high workload and the difficulty of dealing with pupil’s rejection of authority.

References