



Work Stresses Effect on Job Satisfaction of English Language Teachers

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Abstract

This study was conducted to investigate the impact of professional stress on job satisfaction among Palestinian English language teachers. Using a descriptive-analytical approach, data was collected from (65) teachers through a validated questionnaire. The results showed that professional stress significantly affects job satisfaction, with excessive workloads, insufficient vacation time, and overcrowded workplaces identified as key stressors. No significant differences were found in stress levels or job satisfaction based on gender, school type, or years of experience. The study concludes with recommendations to improve teachers' work conditions, such as enhancing vacation policies, increasing salaries, and reducing unnecessary tasks.

Keywords: Work Stresses, Job Satisfaction, English Language, Teachers

Introduction

Interest in the pressures of the teaching profession has increased; because when the teacher is exposed to pressure within the school environment (Soberova, 2024) ^[21], this affects the spirit of the educational process, and despite that, the teaching profession is one of the noblest professions throughout the ages (Maharani & Tamara, 2024) ^[13].

if we take into account the great work that the teacher does in the service of science and society, as it is one of the most important basic pillars of the educational process (Malinka *et al*, 2023) ^[14], and without it the learner suffers a lot, and encounters difficulties in order to obtain what he needs from experiences, knowledge, and sciences, as it is the one who awakens their feelings, revives their minds, and elevates their awareness (Vltmer *et al*, 2024) ^[23].

It is also the main axis in the educational process, and its professional compatibility is very necessary to carry out its tasks in the best and most effective way (Firat, 2023) ^[7], and if one of the components of its professional compatibility is disturbed, then it is exposed to feeling unable to work, and not doing it in a satisfactory manner (Manninen *et al*, 2024) ^[15].

Likewise, his lack of compatibility at work is linked to his feeling of threat, which leads to a defect in his professional compatibility (Wang *et al*, 2023) ^[24], as satisfaction with the profession is determined by the compatibility between both the work values and the work output that he performs (Luongo *et al*, 2023) ^[12].

In fact, education has become a complex technical profession that requires high levels of competencies, skills, and continuity in its development (Manninen, *et al*, 2024) ^[15].

Therefore, it is full of many burdens, demands, and responsibilities, including: studying the educational objectives of the study units that he teaches and fixing them in the preparation notebook (Wu, 2022) ^[25], getting acquainted with the content of the textbook and the teacher's guide, preparing annual, monthly, and semester plans for the topics of the study units that he teaches (Selvarajan, 2022) ^[20], and fixing them in his special record for that, preparing educational tools, getting acquainted with the academic, social, and economic levels of the students, knowing their behavioral problems, preparing the daily preparation notebook according to the teaching plan for the study units (Sakti, *et al*, 2024) ^[18].

Conducting monthly, semester, and annual evaluation tests and monitoring grades, effective participation in the committees and councils that formed in the school (Kubiszyn & Borich, 2024) ^[10], cooperating with school administration and teachers in working to organize work, activating the educational process through general daily supervision of School, daily shift, etc (Aziiz & Susanti, 2024) ^[3].

Theoretical framework of the study:

First: Professional pressures

"Maharani, & Tamara" emphasized that pressures represent a type of interaction between stimulus and response by defining pressures as "one of the environmental factors that require the individual to evaluate the relationship between the demands imposed by a situation and his ability to meet them, and then choose one of the coping methods that enables him to manage the perceived relationship between him and the environment around him" (Sakti *et al.*, 2024) ^[18].

"Aziiz & Susanti" Reconsidered that stress is "the experiences that occur during the interaction between the individual and his environment, and it is represented by a group of psychological and physiological responses, high or low arousal.

"Manninen and others" considered stress to be "the experiences that occur during the interaction between the individual and his environment, and they are represented by a set of psychological and physiological responses of high or low arousal.

Considering the theoretical approaches that dealt with the sources of professional stress, it can be said that they are divided into two sections:

The first sees that the main source of stress lays in the job requirements themselves and emphasizes the stressful effect of these organizational requirements in provoking responses to control and confront those (Scott *et al.*, 2024) ^[19].

The second focuses on the participation of work conditions and personal factors in causing temporary or chronic reactions (Dechent *et al.*, 2024) ^[5], and thus jobs differ in their requirements and the opportunities for achievement they produce (Dechent *et al.*, 2024) ^[5], and individuals also differ in their abilities and needs, so what constitutes stress for one individual may be a form of desirable challenge for another (Messineo & Tosto, 2024) ^[16].

Second: Job Satisfaction:

It is "a positive or pleasant emotional state resulting from the individual's view of his work or job. Job satisfaction is linked to many factors, such as the rank, working hours, promotion opportunities, and relationships with colleagues and superiors, etc (Soeprapto *et al.*, 2024) ^[22].

It is also defined as "the individual's positive feelings towards the organization in which he works or the various aspects of the profession he practices, such as colleagues, wages, and working conditions (Cubelo *et al.*, 2024) ^[4].

It is "the individual's feelings towards his job, which result from what the job offers him and what he expects to get from the job (Hassard *et al.*, 2018) ^[9].

Theories of work-related stress can be divided into early stimulus models, first response models, and contemporary psychological models (Al-refaei *et al.*, 2024) ^[2]

Some researcher believes that the most influential theory on scientific studies regarding occupational stress is the work demands/control model of "Kersak", since the conditions in

which demands and control interact are more complex than what was proposed by Kersak himself (Hadi *et al.*, 2024) ^[8]. Furthermore, job satisfaction is highly subjective, exhibiting substantial differences among employees based on their individual values, expectations, and assessments of fairness and managerial assistance. Certain individuals may experience contentment in their present position and compensation (Loo *et al.*, 2024) ^[11].

Job dissatisfaction has negative effects on organizations, which appear through absence, malingering, injuries, complaints, strikes, indifference, low productivity, loss of competencies and lack of desire for development and innovation (Rajak *et al.*, 2024) ^[17].

Gaps in the Literature

Although a considerable body of literature has examined the relationship between work stress and job satisfaction, several research gaps remain. First, most studies have addressed teachers in general or professionals in other fields such as healthcare and business, while little attention has been given specifically to English language teachers. Second, the majority of existing research has been conducted in foreign contexts, leaving a lack of evidence from Palestine and the Arab region, where educational, cultural, and socio-political conditions may influence both stress and job satisfaction differently.

Third, previous studies have often focused only on the direct relationship between stress and job satisfaction, without exploring broader implications such as teacher burnout, instructional quality, or turnover intentions. Fourth, demographic and contextual factors such as gender, years of experience, type of school (public vs. private), and location have not been sufficiently examined in relation to English teachers' work stress and satisfaction.

Moreover, most existing research has relied heavily on traditional quantitative surveys, with limited use of qualitative approaches or mixed-method designs that could provide deeper insights. Finally, the impact of emerging educational changes, including digital learning environments, hybrid teaching models, and socio-economic or political challenges, has not been thoroughly investigated in relation to English language teachers' workplace stress and job satisfaction.

The Originality of the Present Study

The originality of the present study lies in its focus on English language teachers, a group that has received limited attention in the existing literature compared to other teaching disciplines. Unlike most prior research conducted in international contexts, this study is situated in Palestine, providing insights that reflect the unique cultural, educational, and socio-political environment of the region.

Furthermore, the study goes beyond examining the direct relationship between work stress and job satisfaction by considering demographic and contextual factors (e.g., gender, years of experience, and type of school) that may shape teachers' experiences. The originality also stems from employing a research design that highlights teachers' voices within the contemporary challenges of digital learning integration and socio-economic pressures, which remain underexplored in the field.

By addressing these gaps, the present study contributes new empirical evidence that enhances the understanding of how

work stress affects the professional well-being of English language teachers, and it offers practical implications for policymakers and educational institutions in Palestine and similar contexts.

Aim of the study

The purpose of the study is Examine Work stresses effect on job satisfaction of English language teachers, to acknowledge if there are statistical differences due to Gender, Scientific qualification, Nature of school, Years of Experience.

Research Question

The Main Question: what is Work stresses effect on job satisfaction of English language teachers?

Based on the main question the following sub-question formed:

Is there a difference in Work stresses effect on job satisfaction of English language teachers due to Gender, Scientific qualification, Nature of school, Years of Experience?

Study Hypothesis:

1. There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to gender.
2. There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to scientific qualification.
3. There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to Nature of school.
4. There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to Years of Experience.

The significance of the Study:

The importance of the study lies in the importance of the topic it addresses, as its theoretical and applied importance is as follows:

1. In terms of theoretical importance, the current study sheds light on the effect of professional pressures on job satisfaction among the English language teachers; which enhances psychological studies and research in educational psychology and teacher mental health in Palestinian society.
2. Despite the existence of studies that address work pressures and job satisfaction among the English language teacher, no studies have been conducted that address the effect of professional pressures on job satisfaction among the Palestinian teacher locally.
3. Hence, the urgent need to conduct more research and studies that address the variables of the current study, with the aim of identifying the effect of professional pressures on job satisfaction among the English language teacher.
4. As for the applied importance, the importance of the current study lies in the results that the current study may yield; it can be employed in educational psychology and teacher mental health by specialists to develop guidance programs to reduce professional pressures on English language teachers, in a way that ensures proper professional growth.

5. The results of the study may also contribute to enlightening English language teachers about their professional pressures, which may hinder their professional compatibility, which leads to searching for successful and appropriate solutions to help them reduce their impact on their professional growth.

Definition of Terms:

1. **Professional Stress:** It is a set of experiences that the teacher is exposed to while performing his profession, which lead to non-conforming professional responses, accompanied by unsatisfactory work performance (Deng *et al*, 2024) ^[6].
2. **Job Satisfaction:** The extent of teacher satisfaction with his job; as a result of his feeling of satisfaction with the various factors related to it, they are: satisfaction with salary and promotion, satisfaction with school administration, satisfaction with colleagues, satisfaction with work conditions, and satisfaction with the work environment (Acosta-González & Marcenaro-Gutiérrez, 2024) ^[1].

Methods (Design of the Study):

The current study adopted the descriptive analytical approach. After collecting the data, the researchers used the analytical-statistical method to answer the question of the study and interpreted the results.

Population and sample of the study:

Population of the study:

The population of the study consisted of all English language teachers in Palestine for the academic year 2024/2025.

Sample of the Study: From this population a (65) sample of teachers from a random cluster were chosen to respond to the questionnaire.

Table 1: Statistical description of the research sample according to demographic variables

Demographic Variables	Frequency	
Gender	Male	25
	Female	40
	Total	65
Scientific qualification	Diploma and less	19
	Bachelor's	10
	Master's	26
	PhD	10
	Total	65
Nature of school	Governmental	26
	Private	14
	UNRWA School	25
	Total	65
Years of Experience	Less than 5 Years	2
	From 5-10 Years	5
	More than 10 Years	58
	Total	65

Instruments of the Study

The researchers developed Questionnaire to examine Work stresses effect on job satisfaction of English language teachers; it consists of two sections. The first section included personal information about the respondents. The second section included (24) items, to investigate Work stresses

effect on job satisfaction of English language teachers, the researchers developed the questionnaire with 3-point Likert scales ranging from strongly agree - strongly disagree. The questionnaires distributed to (65) English language teachers.

Validity of Instruments:

To ensure that the content of the questionnaire was valid, it handed to a jury of professional doctors in the field at Palestine schools, The Panel of judges asked to evaluate the opportunities of the instrument to the whole purpose of the study. They accepted the items and the parts of the questionnaire, but they asked the researchers to follow some modifications. The researchers took these recommendations into amount before issuing the final draft of the tool, and then the instrument distributed to the subject of the study.

Reliability of Instruments:

Cronbach's Alpha Value for the questionnaire was (85.2%) which is appropriate for the purposes of the study.

Procedures of the Study:

The study carried out in the following manner:

1. The relevant literature reviewed to establish the theoretical background of the study.
2. The population identified and the samples selected on which the instruments applied.
3. The questions of the study put up, depending on previous studies.
4. The reliability and validity of the instruments approved.
5. The instrument distributed and gathered in the first semester of the scholastic year 2024-2025.
6. The data was gathered and analyzed by using SPSS program.
7. The researchers explained the information to reveal whether the outcomes agree or disagree with previous studies.

Variables of the study:

1. **Independent variables:** Gender (Female/Male), Scientific qualification (Diploma and less/Bachelor's/Master's/Ph.D), Nature of school (Governmental/Private/UNRWA), Years of Experience (Less than 5 Years /From 5-10 Years /More than 10 Years).
2. **Dependent variables:** Work stresses effect on job satisfaction of English language teachers

Data Analysis:

In order to analyze the data, the researchers used statistical Package for social science (SPSS), descriptive statistics (means, frequencies, percentage, and Std. Deviation) and inferential statistics. (Independent T-test, one-way ANOVA, LSD and Cronbach Alpha).

Results and discussion:

To determine Work stresses effect on job satisfaction of English language teachers, and in order to interpret the results, the following arithmetic means and percentages were adopted:

An arithmetic means of (1.8–2.59) or (36–51.9%) indicates a low score.

The mean (2.60 – 3.39) or (52 – 67.9 %) indicates a Moderate score.

An arithmetic means of (3.40 –4.19) or (68 – 83.9%) indicates a high degree.

Results related to the first question:

What is Work stresses effect on job satisfaction of English language teachers?

To answer this question, the researchers calculated the arithmetic means and standard deviations of the study sample's estimates of Work stresses effect on job satisfaction of English language teachers for each paragraph of the tool and for the total score. Table (2) shows that

Table 2: Means, Std. Dev. and degrees of the items of the questionnaire

#	Item	Mean	Std. Dev.	Degree
12	My colleagues have the required skills that help facilitate work	4.38	0.82	High
10	I feel that I am doing more work than I can handle	4.35	0.86	High
7	I see that the level of cleanliness in the workplace is appropriate	4.35	0.86	High
5	I receive sufficient training when introducing modern technology into work	4.34	0.87	High
11	I feel that I do not get the vacations I deserve for my hard work	4.33	0.89	High
9	I have a good relationship with my colleagues	4.32	0.92	High
8	The workplace has general safety standards and tools	4.30	0.94	High
16	I get additional rewards when I do extra work	4.15	1.12	High
21	I see the administrative services provided as satisfactory	4.14	1.13	High
6	I suffer from overcrowding at work due to poor design	4.12	1.13	High
20	I feel job security within my work, which increases my satisfaction	4.09	1.20	High
4	My colleagues have the required skills that help facilitate work	4.08	1.13	High
14	I receive moral motivation from my work supervisors on an ongoing basis	3.97	1.28	High
15	Employees get equal opportunities for promotion	3.97	1.29	High
13	Performance evaluation among employees is fair and satisfactory to all	3.93	1.32	High
17	I feel satisfied with the work I do	3.91	1.34	High

23	I feel satisfied with the vacations granted to me	3.89	1.34	High
18	I feel satisfied with the salary I get for my work	3.89	1.34	High
19	I see the income from work as commensurate with the tasks I do	3.87	1.35	High
22	I do work that I feel is unnecessary, which makes me dissatisfied	3.85	1.38	High
24	I feel satisfied with the retirement system at work	3.84	1.37	High
1	I have a good relationship with my colleagues	3.81	1.40	High
2	I feel that I am doing more work than I can handle	3.41	1.73	High
3	I feel that I do not get the vacations I deserve for my hard work	3.25	1.64	Moderate
	Total	4.02	0.25	High

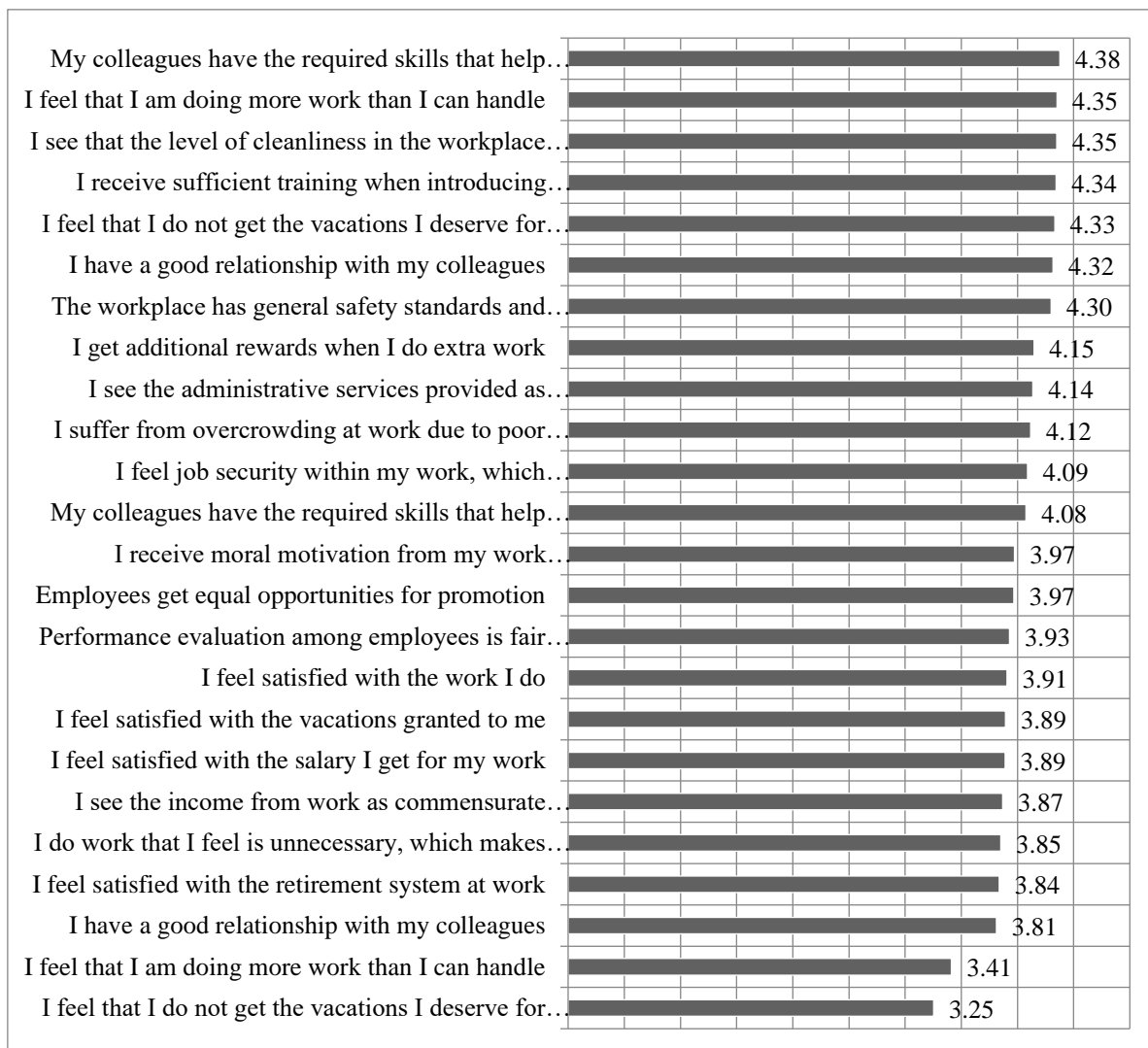


Fig 1: Descriptive Statistics Mean

Results in table (2) and Figure (1) show that Work stresses effect on job satisfaction of English language teachers was High, with a mean of (4.02) over/out of (5),

Results related to the second question:

Is there a difference in Work stresses effect on job satisfaction of English language teachers due Gender, Scientific qualification, Nature of school, Years of Experience?

To answer this question, the researchers investigated the following hypothesis:

Results related to the first Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$)

of Work stresses effect on job satisfaction of English language teachers due to gender.

To test this hypothesis, the researchers used independent t-test as table (3) shows: The results of independent t-test for the differences in participant’s responses related to Work stresses effect on job satisfaction of English language teachers due to gender.

Table 3: Results of the independent t-test for gender variable.

Gender	Mean	Std. Dev.	Std. Error Mean	Sig.
male	2.75	0.37	-3.092	0.06
female	2.91	0.44		

The results in table (3) show that the level of significance for the differences in participant's responses related to Work stresses effect on job satisfaction of English language teachers due to gender is (0.06) this means that there are no statistically significant differences at ($\alpha < 0.05$). Thus, the hypothesis is accepted.

Results related to the second Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to scientific qualification.

To test this hypothesis, the researchers used one-way ANOVA- test, table (4) shows: The results of one-way ANOVA- test for the differences in participant's responses related to Work stresses effect on job satisfaction of English language teachers due to scientific qualification.

Table 4: Results of ANOVA- test for scientific qualification variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.341	2	1.670	9.621	0.89
Within Groups	51.561	297	.1740		
Total	54.902	299			

The results in this table (4) show that the level of significance for the differences in the participant's responses related to Work stresses effect on job satisfaction of English language teachers due to scientific qualification is (0.89) this means that there are no statistically significance differences at ($\alpha < 0.05$). Thus, the hypothesis accepted.

Results related to the third Hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due Nature of school.

To test this hypothesis, the researchers used one-way ANOVA- test, table (5) shows: The results of one-way ANOVA- test for the differences in participant's responses related to Work stresses effect on job satisfaction of English language teachers due to Nature of school.

Table 5: Results of the independent t-test for Nature of school variable.

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.341	2	1.670	9.621	0.09
Within Groups	51.561	297	.1740		
Total	54.902	299			

The results in this table (5) show that the level of significance for the differences in the participant's responses related to Work stresses effect on job satisfaction of English language teachers due to Nature of school is (0.09) this means that there are no statistically significance differences at ($\alpha < 0.05$). Thus, the hypothesis accepted.

Results related to the fourth hypothesis:

There are no statistically significant differences at ($\alpha \leq 0.05$) of Work stresses effect on job satisfaction of English language teachers due to Years of Experience.

To test this hypothesis, the researchers used one-way ANOVA- test, table (7) shows: The results of one-way ANOVA- test for the differences in participant's responses

related to Work stresses effect on job satisfaction of English language teachers due to Years of Experience.

Table 6: Results of ANOVA- test for years of experience variable

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.341	2	1.670	9.621	0.80
Within Groups	51.561	297	.1740		
Total	54.902	299			

The results in table (6) show that the level of significance for the differences in participant's responses related to Work stresses effect on job satisfaction of English language teachers due to years of experience is (0.80) this means that there are no statistically significant differences at ($\alpha < 0.05$). Thus, the hypothesis is accepted.

Conclusion

The study results showed that Work stresses effect on job satisfaction of English language teachers was High, with a mean of (3.54) over/out of (5). The result also revealed that there were no statistically significant differences in due to gender, Nature of school, scientific qualification, and years of experience.

Dissection of the results of the study

- The researchers attributed The High Work stresses effect on job satisfaction of English language teachers to the following:
 - Excessive workloads:** Teachers often feel overburdened with tasks beyond their capacity.
 - Insufficient vacation time:** The lack of adequate breaks leads to burnout.
 - Overcrowded work environments:** Poor workplace design and high student-to-teacher ratios exacerbate stress levels.
- The researchers attributed that there are no statistically significant differences with Work stresses effect on job satisfaction of English language teachers due to gender to the following:
 - Similar workplace expectations:** Both male and female teachers are subjected to comparable teaching loads, administrative tasks, and environmental conditions.
 - Uniform policies:** Many educational institutions apply the same rules and benefits regardless of gender, minimizing disparities in stress levels and job satisfaction impacts.
- The researchers attributed that there are no statistically significant differences with Work stresses effect on job satisfaction of English language teachers due Nature of school to the following:
 - Shared stressors across school types:** Teachers in public, private, urban, or rural schools face common issues, such as curriculum demands, workload, and limited resources.
 - Homogeneous challenges in the education sector:** Systemic factors like standardized evaluations and administrative expectations do not vary widely between school types, leading to consistent stress effects.
- The researchers attributed that there are no statistically significant differences with Work stresses effect on job

satisfaction of English language teachers due to years of experience to the following:

- **Universal stress factors:** Regardless of experience, teachers encounter similar challenges, such as student behavior, administrative workload, and lack of support.
- **Accumulated resilience:** Experienced teachers might manage stress better due to familiarity with the profession, balancing out with novice teachers who might still have enthusiasm and fresh perspectives. As a result, years of experience do not create a substantial disparity in the stress-to-satisfaction relationship.

Limitations of the study:

The current study has the following limitations:

1. This population study consisted of Palestine English language teachers.
2. The study carried out in the academic year (2024-2025) at the First semester.
3. The study was limited by the concepts and definitions mentioned in it.

Recommendations:

In light of the results, the researcher recommended the following:

1. **Improve Vacation Policies:** Providing sufficient and flexible vacation time, ensuring teachers can rest and rejuvenate. This could include additional leave days during high-stress periods.
2. **Enhance Retirement Benefits:** Establishing more attractive pension plans or introduce retirement savings programs to ensure financial security for teachers after their careers.
3. **Upgrade Administrative Services:** Simplifying bureaucratic processes and improving responsiveness in administrative support to reduce frustration and time wastage for teachers.
4. **Minimize Unnecessary Work:** Conducting task audits to identify and eliminate redundant tasks. Focus on streamlining responsibilities to prioritize teaching and direct student engagement.
5. **Strengthen Job Security:** Offering permanent contracts or longer-term employment agreements to alleviate concerns about job stability, especially for teachers in probationary or part-time roles.
6. **Increase Salary Levels:** Conducting salary reviews to align pay with the workload and living costs. Offering merit-based raises or bonuses to recognize and reward high-performing teachers.

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