



## The Effect of Administrative Support on Teacher Stress and Job Satisfaction

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### ABSTRACT

This study examines how administrative support affects teacher stress and job satisfaction amid rising teacher stress and dissatisfaction. Using the Perceived Organizational Support (POS) Scale, the Stress Scale from the DASS, and the Minnesota Satisfaction Questionnaire (MSQ), the study measured participants' perceptions of support, stress levels, and job satisfaction. The results show a very weak, almost negative correlation (-0.037) between administrative support and teacher stress, and a moderate positive correlation (0.302) between administrative support and job satisfaction. The findings suggest that teacher stress comes from various factors, highlighting the need for administrators to create supportive environments. Recommendations include strengthening administrative support, promoting career development, and offering stress-management programs

## **INTRODUCTION**

Teacher stress is common in education, impacting well-being, job satisfaction, and performance (Agyapong et al., 2023). High demands, such as administrative tasks and challenging classrooms, contribute to stress, affecting teachers' health and the school environment (Woods et al., 2023). Schools must provide better support to help teachers manage workloads and maintain productivity. Job satisfaction is also crucial; teachers with control over decisions and resources are more likely to stay satisfied and grow professionally. Balancing workload across teaching, administration, and extracurricular activities can promote satisfaction (Fernández-Batanero et al., 2021). Offering platforms for teachers to share experiences and receive feedback boosts morale and motivation. While stress and satisfaction may not always be directly linked, understanding their connection helps in managing them (Halkos & Bousinakis, 2010). A supportive environment enhances job satisfaction, improving teacher effectiveness and school climate (Hoy & Miskel, 2001). Teacher well-being is key to educational quality, but large classes, heavy workloads, and external pressures can harm health and performance (Kyriacou, 2001). Job satisfaction keeps teachers motivated and engaged. When supported, teachers build positive relationships with students, contributing to a healthy school environment. Research shows that administrative support, resources, and professional development reduce stress. Schools with strong leadership and a positive culture see higher job satisfaction, lower turnover, and better outcomes.

Teacher stress is a major issue, leading to burnout, poor performance, and low job satisfaction. It stems from heavy workloads, challenging student behaviors, and lack of resources (Kyriacou, 2001). Job satisfaction is linked to stress levels, as stressed teachers often report dissatisfaction (Halkos & Bousinakis, 2010). Administrative support is crucial in reducing stress and improving satisfaction, as strong leadership provides resources, support, and development opportunities, enhancing teacher well-being (Tschannen-Moran & Hoy, 2001; Leithwood et al., 2004). Understanding how administrative support impacts teachers is key to creating a supportive environment for both teachers and students.

Teacher stress is a prevalent issue that can lead to burnout, absenteeism, and even attrition from the profession. The role of school administrators in mitigating teacher stress cannot be overstated. Effective administrative support encompasses several key elements, including ensuring manageable workloads, fostering a positive school culture, providing social and emotional support, and offering continuous professional development opportunities. Research suggests that such support mechanisms significantly reduce stress levels among teachers and create a more sustainable teaching environment (Donald & Siu, 2001). When school leaders prioritize teacher well-being by addressing work-related stressors, teachers are more likely to experience increased job satisfaction and professional fulfillment (Lasseter, 2013).

A positive school culture, fostered by strong leadership, also plays a crucial role in reducing stress. When teachers feel heard, valued, and supported in their professional roles, they are better equipped to handle challenges and

maintain high levels of motivation. In contrast, a lack of administrative support can lead to heightened stress, dissatisfaction, and, ultimately, higher attrition rates. Therefore, investing in comprehensive administrative support structures is essential for ensuring teacher well-being and long-term retention in the profession.

### **The Effect of Administrative Support on Teacher Stress**

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### **The Effect of Administrative Support on Teacher Job Satisfaction**

Job satisfaction among teachers is a critical factor influencing their effectiveness, commitment, and overall performance. Research consistently demonstrates that administrative support is a key determinant of teacher job satisfaction (Rhoades & Eisenberger, 2002; Emhan, Kula, & Töngür, 2013). When teachers receive adequate support from administrators, they feel valued and motivated, which directly impacts their engagement in the classroom and their willingness to contribute to school improvement initiatives.

Supportive leadership practices such as providing constructive feedback, recognizing teacher contributions, and fostering professional growth significantly enhance job satisfaction. Moreover, a school environment where teachers feel a sense of belonging and professional respect further strengthens their commitment to their roles (Özbek & Kosa, 2009; Ingersoll, 2001; Şahin, 2013). Conversely, the absence of administrative support can result in dissatisfaction, disengagement, and increased teacher turnover. Schools that prioritize teacher support not only benefit from higher levels of teacher satisfaction but also experience improved student outcomes, as motivated teachers are more likely to deliver high-quality instruction.

## **Research Objectives**

This study seeks to examine the impact of administrative support on teacher stress and job satisfaction. The research objectives are: a) To identify the effect of administrative support on teacher stress; b) To examine the impact of administrative support on teacher job satisfaction. These objectives aim to provide insights into the relationship between administrative support and teacher experiences, offering practical recommendations for school leaders and policymakers.

## **Significance of the Study**

The significance of this study extends beyond individual teacher experiences, as it has broader implications for school leadership, educational policy, and student outcomes. Understanding the relationship between administrative support, teacher stress, and job satisfaction can inform leadership practices that foster a more supportive and sustainable teaching environment. By identifying effective strategies for reducing teacher stress and enhancing job satisfaction, this research can guide school administrators in implementing policies that improve teacher retention and overall school performance.

Furthermore, this study contributes to the growing body of literature on educational leadership and teacher well-being. The findings will serve as a valuable resource for future research on leadership approaches aimed at promoting teacher satisfaction and reducing stress. By highlighting the importance of administrative support, this research underscores the need for school leaders to prioritize teacher well-being as a fundamental aspect of educational success.

## **LITERATURE REVIEW**

Teaching stress arises from heavy workloads, lack of resources, and inadequate support, which negatively affect teachers' well-being and job satisfaction (Friedman, 2020; Madigan & Kim, 2021). Emotional and practical support from administration helps alleviate stress and prevent burnout (Johnson et al., 2018; Coulter, 2020).

Teacher stress in Malaysia is a growing concern (Zarin et al., 2021). Heavy workloads, disruptive student behavior, overcrowded classrooms, and long hours contribute to teacher fatigue and stress (Pau et al., 2022; Abu & Aziz, 2010; Ferguson et al., 2017). Teachers often rely more on peer support than on help from superiors to manage stress. Social support is key to protecting teachers from stress (Ferguson et al., 2017; Ong & bin Sulaiman Khan, 2022).

Job satisfaction is essential for managing stress and building resilience. Teachers feel more satisfied when they have autonomy in decision-making and feel valued by administrators who offer support and fair compensation (Carroll et al., 2023). Support from experienced colleagues, especially for new teachers, is crucial. Effective administrators help recruit and retain talented educators.

Job satisfaction is an important area in organizational research (Collie & Martin, 2022), influenced by workplace climate, which reflects employees' perceptions of key factors (Klassen et al., 2020). To improve satisfaction, headteachers should recognize diversity, listen to all voices, and encourage open

discussions. Preventing isolation and seeking feedback from quieter staff is also important.

Administrative support is crucial for teacher job satisfaction through positive interactions (Collie & Martin, 2022). Superintendents who build strong relationships help reduce stress by managing workloads, tracking progress, and setting goals. Principals who care about teachers' well-being ease stress and enhance satisfaction (Klassen et al., 2020).

Effective leadership reduces teacher stress, boosts confidence, and improves school initiatives, which lowers turnover (Thapa et al., 2020). Although teacher stress and burnout are often discussed, the role of administrative support in job satisfaction is less explored. Research on how administrative support affects teacher outcomes is limited, highlighting the need for more studies to improve leadership and guide policy (Day & Qing, 2023).

## **METHODOLOGY**

This study investigates the relationship between administrative support, teacher stress, and job satisfaction through a quantitative survey design. Statistical analysis will be used to identify trends and correlations between the key variables.

The target population consists of primary and secondary school teachers in Malaysia. A combination of random and snowball sampling was used to approach a total of 33 participants. Data was collected via Google Forms for time efficiency and to accommodate participants' schedules. Initial contact was made through WhatsApp, and those who agreed to participate were sent a link to the survey. They were also encouraged to share the survey link within their professional networks.

A sample size of 33 will be selected, though 29 is the required minimum, to account for potential non-responses or incomplete data. GPower software was used to calculate the required sample size for a small group. The Power ( $1-\beta$ ) error probability was set to 0.80 to minimize the risk of Type II errors and to detect a large effect ( $r = 0.5$ ) for  $p$  H1, testing the significant relationship of variables. A two-tailed test was chosen since the study is non-directional hypothesis, whether is positive or negative as follows: a) Effect of Administrative Support on Teacher Stress; b) Effect of Administrative Support on Teacher Job Satisfaction.

The Bivariate Normal Model was selected for correlation, as the variables are continuous and expected to follow a normal distribution. It measures the relationship between higher/lower administrative support and teacher stress or job satisfaction.

Participants will complete structured questionnaires with Likert-type scales to assess administrative support, stress levels, and job satisfaction. This survey method allows reliable data collection at convenient times, minimizing disruption to participants.

## **RESULT AND DISCUSSION**

### **Effect of Administrative Support on Teacher Stress**

The correlation between administrative support and teacher stress was -0.037, showing a very weak and nearly negative relationship. This means administrative support does not significantly affect teacher stress levels in this study. While administrative pressure and high job demands contribute to stress, balanced administrative tasks can help, but heavy workloads and limited time remain major issues.

The results show a very small negative correlation between administrative support and teacher stress ( $r = -0.037$ ), indicating that administrative support does not significantly reduce stress levels. Teacher stress is influenced by various factors like student behavior, workload, personal pressures, and classroom dynamics, which seem to have a greater impact than support from school leadership. While studies by Jentsch et al. (2023) and Abu & Aziz (2010) emphasize the importance of clear leadership in reducing stress, this study finds that its effect is minimal. This suggests that other factors, such as individual coping strategies and support from colleagues, family, or professional networks, might play a more significant role in managing stress. Teachers with better-developed coping techniques or additional resources may handle job demands more effectively, regardless of administrative support.

### **Effect of Administrative Support on Teacher Job Satisfaction**

The correlation between administrative support and teacher job satisfaction was 0.302, indicating a moderate positive relationship. Workplace support is crucial for fostering satisfaction and a positive environment (Smith & Thomas, 2024). While administrative support is linked to higher job satisfaction, the effect is not strong enough to be statistically significant, suggesting it plays a moderate role but is not the only factor influencing job satisfaction among teachers.

A moderate positive correlation ( $r = 0.302$ ) was found between administrative support and job satisfaction, suggesting that administrative support does influence job satisfaction, though other factors are also important. Career advancement, recognition, professional development, and work-life balance contribute to a positive work environment and a sense of belonging among teachers.

While the correlation is moderate, it is significant enough to suggest that teachers who feel supported by their administration are more likely to be satisfied with their jobs. This support is crucial for teacher retention, motivation, and performance. Teachers who receive ongoing support, whether through career opportunities, recognition, or resources, are more motivated and committed. Previous studies by Smith and Thomas (2024) show that supportive management is linked to lower dissatisfaction and better performance. Continued administrative support helps teachers cope with challenges such as student behavior and heavy workloads, which positively impacts job satisfaction.

The impact of administrative support on teacher stress and job satisfaction is a significant area of research in educational leadership and teacher well-being.

This study explored the relationship between administrative support and these two variables, revealing distinct patterns. While administrative support did not show a strong correlation with reducing teacher stress, it demonstrated a moderate positive relationship with job satisfaction. These findings provide insights into the complexities of administrative influence in the teaching profession and suggest that multiple factors contribute to teacher well-being.

#### **The Effect of Administrative Support on Teacher Stress**

The findings indicate a very weak and nearly negligible negative correlation ( $r = -0.037$ ) between administrative support and teacher stress. This suggests that, in this study, administrative support did not significantly reduce stress levels among teachers. The minimal effect of administrative support on stress could be attributed to the fact that stress in the teaching profession is influenced by various external and internal factors, including student behavior, workload, personal challenges, and classroom dynamics.

Previous studies, such as those by Jentsch et al. (2023) and Abu & Aziz (2010), emphasize the importance of clear leadership in reducing teacher stress. However, the results of this study suggest that administrative support alone may not be sufficient to alleviate stress effectively. Instead, stress management may depend more on individual coping strategies, personal resilience, and alternative support systems such as peer collaboration, family encouragement, and professional networks. Teachers who possess effective coping mechanisms or external support structures may find themselves better equipped to manage job-related stress, even in the absence of strong administrative backing.

Another consideration is the nature of administrative tasks and how they are distributed. While balanced administrative responsibilities can help teachers manage their workload more efficiently, excessive administrative pressure and unrealistic job demands continue to contribute significantly to teacher stress. These findings suggest that, while administrative support is beneficial, addressing teacher stress requires a broader approach that includes workload reduction, better classroom resources, and personal well-being programs.

#### **The Effect of Administrative Support on Teacher Job Satisfaction**

In contrast to its weak effect on teacher stress, administrative support exhibited a moderate positive correlation ( $r = 0.302$ ) with job satisfaction. This finding aligns with previous research indicating that workplace support contributes to a positive work environment and increased job satisfaction (Smith & Thomas, 2024). Although administrative support alone may not be the strongest determinant of teacher satisfaction, it plays a meaningful role in fostering a supportive and fulfilling professional experience.

One key reason for this relationship is the role of administrative support in creating a positive school culture. Teachers who receive consistent backing from their administration—whether through recognition, professional development opportunities, or career growth—tend to feel more valued in their roles. This support strengthens their motivation, engagement, and overall commitment to their profession. Studies by Smith and Thomas (2024) further

suggest that supportive management practices contribute to lower dissatisfaction rates and enhanced teacher performance.

Despite the moderate correlation, the study suggests that additional factors also influence job satisfaction. Career advancement, work-life balance, and professional development opportunities are among the key contributors to a teacher's sense of fulfillment. Teachers who experience job growth and acknowledgment from their superiors tend to be more satisfied, even in challenging work environments. Moreover, administrative support helps educators navigate common workplace challenges, such as managing student behavior and handling excessive workloads, thereby reinforcing job satisfaction.

### **Implications and Future Research**

These findings highlight the importance of administrative support in teacher satisfaction while suggesting that teacher stress management requires a more comprehensive approach. School administrators should recognize that while their support positively impacts job satisfaction, additional strategies—such as promoting work-life balance, reducing bureaucratic burdens, and enhancing teacher autonomy—are necessary to address stress effectively.

Future research should explore the nuanced relationship between administrative support and other teacher well-being factors. Longitudinal studies examining how administrative support influences stress and satisfaction over time could provide deeper insights. Additionally, investigating how different types of administrative support—such as mentorship, resource allocation, and emotional support—impact teacher experiences could offer practical recommendations for school leadership.

## **CONCLUSIONS AND RECOMMENDATIONS**

This study explored the relationship between administrative support, teacher stress, and job satisfaction. Teacher stress and job satisfaction significantly impact well-being, education quality, and teacher retention, making them critical areas of focus in educational research (Skaalvik & Skaalvik, 2017; Klassen & Chiu, 2019). The findings indicate that the connection between administrative support and teacher stress is weak, showing only a small negative correlation. While administrative support can provide resources and clear guidance that help alleviate some stress, other factors such as personal pressures, student behavior, and workload have a more significant influence on teacher stress levels (Coulter, 2020).

On the other hand, a moderate positive correlation was found between administrative support and job satisfaction, suggesting that administrative support plays a role in shaping teacher satisfaction, though it is not the sole determining factor. Career advancement, work-life balance, and professional development opportunities also contribute to job satisfaction. While administrative support may not eliminate stress or guarantee job satisfaction, it remains an important element in fostering teacher well-being and retention. A holistic approach that includes various forms of support, such as mentorship, recognition, and resource allocation, is necessary to effectively manage stress and enhance job satisfaction (Coulter, 2020).

One limitation of this study is its small sample size, which did not include teachers from all states in Malaysia. Consequently, the findings should be interpreted with caution when generalizing to the broader population of Malaysian teachers. A more extensive study with a diverse sample would provide a clearer and more representative understanding of how administrative support affects teacher stress and job satisfaction across different educational contexts.

To improve teacher well-being and create a more supportive school environment, several recommendations are proposed. Schools should strengthen administrative support systems by providing clear guidance, necessary resources, and professional development opportunities. Ensuring that teachers have the tools and flexibility to balance their responsibilities will help promote a healthier work-life dynamic. Additionally, encouraging career advancement and recognizing teachers' achievements can enhance job satisfaction. Implementing awards, public acknowledgments, and career progression initiatives fosters a positive environment where teachers feel valued and motivated.

Since administrative support alone did not significantly reduce stress, schools should introduce stress-management programs to equip teachers with coping strategies and improve emotional resilience. Workshops, counseling services, and peer support groups can help teachers navigate stress more effectively. By combining administrative support with stress management initiatives and recognition programs, schools can create a more sustainable and fulfilling work environment for educators.

#### **FURTHER STUDY**

This research still has limitations so further research is still needed on this topic "The Effect of Administrative Support on Teacher Stress and Job Satisfaction"

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