



RESEARCH PAPER

Effects of External Sources of Stress on School Head Teachers and their Management Practices

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PAPER INFO ABSTRACT

Received:
February 03, 2021

Accepted:
March 15, 2021

Online:
March 30, 2021

Keywords:
Management,
Performance,
School Heads,
Stress Factor,
Stress Level,

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This study is an attempt to find out the coping strategies of stress for female school head teachers. This study was carried out to examine the effects of external sources of stress on school head teachers and their management practices in district Faisalabad. There were 236 public sector secondary schools in District Faisalabad. 30 schools were randomly selected as sampled institutions. There were 120 respondents for the study from different selected schools. These respondents included 30 head teachers, 90 teachers from 30 schools. Questionnaire was used as research tool to collect data. Research tool was validated by the expert opinion and reliability of the research tool was recognized at .843 Cronbach Alpha through pilot testing. Descriptive statistics (Mean (X) and Standard Deviation (SD) was used to have the general look of viewpoints of respondents while inferential statistics (ANOVA) and regression was used to test the hypotheses regarding the difference in the opinion of groups. It was found the most of the head's teachers have stress due to school administration, parents and community pressure as well as students' low achievements.

Introduction

Education is Stress is part of our daily lives in the changing environment in all over the world. When a person is affected by any environment and reacts on it in any way by biological, psychological and socially, that person is affected by the stress (Schuler, 1980). Nonspecific response of the body to any demand is called stress (Fink, G. 2009). Stress in the teaching profession has also become a focus for teacher unions as this factor is seriously affecting the performance of school staff. Stress has become a serious issue as school principals has to cope with frequent changes in school management in recent years (Alizon, 2010). Kimanz, (2014) dictated different determiners of stress and satisfaction levels of principals, reasons of their

stress and also described the strategies to tackle with this issue. It was found that stress comes as a result of physical and emotional reactions. It can either be positive or negative. From physics and engineering Hans Selye in the 1950 derived the word "stress" and said that stress is the combination of number of actions that happens in any body, physical or psychological body of a person. Stress is defined as a condition of the body due to external forces or pressures may be negative/unpleasant (distress) or can either be positive (stress).

Sources of Stress

According to Igharo, (2013) Sources of stressors are shown in the figure 1.

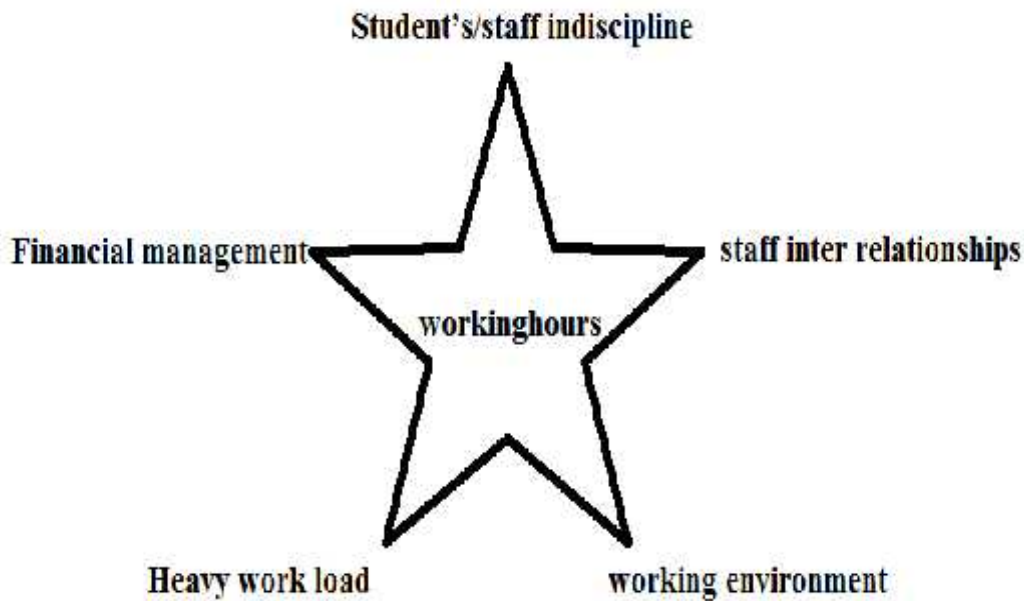


Fig 1

According to Hussein, (2008) people reacted on stress in a diverse means. Some managed stress in good way other belongings and suffering fewer of the effects of stress. All types of stress damage health and have an impact on the organization or institution. Physical and mental illness cause to be the teacher unfit for routine work and combine both to lessen the satisfaction obtained from work and reduce job performance and productivity levels. Stress always reflected in the workplace in a number of ways (Johnson, et.al. 2005). Occupational related stress is pain and perceived at a personal level and activate by events or situations that are too powerful and frequent in nature and tends to beat a person's coping capabilities and leading to poor job performance.

The school head teacher plays an important role in improvement of schools, they are responsible to run the school accurately and smoothly. For this purpose,

they manage the school problems. Now a day, school establishment and management are a big challenge for the "School Management". Every domain of School functionality must be best, and this is an emerging requirement to survive in Education Sector. So, schools must re-think over their traditional working style and moves towards the technological solutions for excellently and powerfully handling the overall management at the school. Some commonly observed school management issues are as follow (Igharo, 2013).

1. Lack of proper communication channels.
2. Record maintenance and keeping.
3. Lack of graphical reporting systems.

Hypotheses

Keeping in view the above-mentioned objective following hypotheses were formulated.

- H₀1:** There is no significant difference between School management and school head teachers regarding level of stress.
- H₀2:** There is no significant difference between Parent's pressure and school head teacher regarding level of stress.
- H₀3:** There is no significant difference between school head teachers having different unstable government rules regarding level of stress.
- H₀4:** There is no significant difference between school head teachers having lack of professionalism regarding the level of stress.
- H₀5:** There is no significant difference between school head teachers having different Community pressure on examination system regarding the level of stress.

Material and Methods

The present study was descriptive research in nature based on survey design. Data were collected through rating scale and stress scale (DASS). For this purpose quantitative method was adopted to discover the effects of external sources of stress on school head teachers. This research was conducted in public sector female secondary schools in district Faisalabad.

Population

Population of the study included 236 public sector female secondary schools, 236 head teacher and 4540 teachers of district Faisalabad.

Sampling

Due to shortage of time and finance only 12% public sector female secondary schools of district Faisalabad were selected randomly for the collection of data. From each school, one head teacher and three teachers were randomly selected. The sample consisted of (30) thirty head teachers and (90) ninety teachers from public sector female secondary schools in district Faisalabad.

Research Instrument

- i. A questionnaire for school head teachers on the design of five-point Likert scale comprised of 16 statements about effects of external sources of stress on school head teachers and their management practices.
- ii. A stress scale Depression Anxiety Stress Scale (DASS) is used to measure the Depression Anxiety Stress level of the school heads.

Validation and Reliability of Instrument

Research instrument was validated through expert opinion. Four PhDs in education were taken as experts and the questionnaires had presented them to get their opinion on three-point rating scale. Experts rated all the statements regarding their significance. Statements had less mean value than calculated mean were deleted.

Collection of Data

Data were collected by the researcher in person.

Data Analysis

Data were analyzed through the computer software (SPSS 16.0.2). Descriptive statistic was used to analyze the data. Mean co-relation and standard deviation was found to analyze the data. ANOVA and t-test was used to see the difference among the respondents' views. Results of this study were displayed in tabulated form.

Result and Discussion

H₀₁. There is no significant difference regarding level of Stress among School management and school head teachers.

Additional Findings

- a) School management will predict level of stress in further in school head teachers.

Table 1
Model Summary of level of Stress among School management and school head teachers

Model	R	R ²	Adjusted R ²
1	.75	.57	.56

b) Predictors: (Constant), School Management, Level of Stress

Results in above table showed that school management and school head teachers predict positive relation with level of stress. Moreover, there is quite moderate positive correlation (.75), ($p < .01$) School management and school head teachers $R^2 = 57\%$ variation of positive relations with level of stress.

H₀₂. There is no significant difference regarding level of stress among parents pressure a school head teacher.

Table 2
Coefficients of among parents pressure a school head teacher and level of stress

level of stress is Dependent	Unstandardized Coefficient			
	Beta	Std. Error	T	Sig.
Constant	-.43	.27	-1.59	.11
Type of Disability	.21	.12	1.71	.09

Coefficients are also insignificant for level of stress in the parents pressure a school head teacher.

The results show that difference regarding level of stress among parents pressure a school head teacher, there is insignificant difference between levels of stress among parents pressure a school head teacher.

H₀₃. There is no significant difference regarding level of stress among school head teachers having different Unstable Government rules.

Table 3
ANOVA of level of stress among school head teachers having different Unstable Government rules

Model	Some of Square	Df	Mean Square	F	Sig.
Regression	28.543	1	1.273	2.005	.000
Residual	70.45	118	.635		
Total	99.000	119			

This ANOVA model reveals no logic between predictors and dependent variables in the study.

The results show that difference regarding levels of stress among school head teachers having different Unstable Government rules, there is insignificant

difference between levels of stress among school head teachers having different Unstable Government rules.

H₀₄. There is no significant difference among stress level of school head teachers having lack of professionalism.

Table 4
ANOVA of level of stress among school head teachers having lack of professionalism

Model	Some of Square	Df	Mean Square	F	Sig.
Regression	13.97	1	1.270	1.354	.006
Residual	86.03	118	.660		
Total	99.00	119			

This ANOVA model reveals no logic between predictors and dependent variables in the study.

The results show that difference regarding levels of stress school head teachers having lack of professionalism; there is insignificant difference between levels of stress school head teachers having lack of professionalism.

H₀₅. There is no significant difference among stress level of school head teachers having different Community pressure on examination system.

Table 5
ANOVA of level of stress among school head teachers having different Community pressure on examination system

Model	Some of Square	Df	Mean Square	F	Sig.
Regression	9.27	1	1.273	1.104	.164
Residual	76.76	118	1.685		
Total	99.00	119			

Note: This ANOVA model reveal no logic between predictors and dependent variables in the study.

The results show that difference regarding levels of stress school head teachers having different Community pressure on examination system, there is insignificant difference between levels of stress school head teachers having different Community pressure on examination system.

Table 6
Measure the Level of Stress through DASS Scale

Sr. No	Total Respondents	Normal	Mild	Moderate	Severe	Extremely Severe
Depression	30	2	25	3	0	0
Anxiety	30	0	10	20	0	0

Stress	30	0	0	12	18	0
Total	30	2%	35%	35%	18%	0

Table no 6 shows that 2% School Heads feel Normal,25% feel Mild,3%feel Moderate,0% feels Severe and 0% feel Extreme Severe Depression during school hours.

Table no 6 shows that 0%school heads feel Normal, 10% feel Mild, 20%feel Moderate, 0% feels Severe and 0% feels Extreme Severe Anxiety during school hours.

Table no 6 shows that 0%school heads feel Normal, 0% feels Mild, 12%feel Moderate, 18% feel Severe and 0% feels.

Findings

- Values of Cronbach alpha of effects of external source of stress on school head teachers and their management practices is. 843.The huge majority of teachers were female in this study. The majority of teachers were master's degree holding.Mostof teachers were belongs to public sector. The majority of teachers were belonging to rural areas.
- There is in significant difference regarding level of Stress among school management and school head teachers. Beta value show (.044) strong relationship. There is in significant difference regarding level of Stress among school staff and school head teachers. Beta value show (-.140) negative relationship. There is in significant difference regarding level of Stress among school staff and school head teachers. Beta value show (-.016) negative relationship.
- There is insignificant difference between levels of stress among parents pressure a school head teacher. There is in significant difference regarding level of Stress among school head teachers having different Unstable Government rules. Beta value show (-.093) negative relationship. There is in significant difference regarding level of Stress among incompetent school administration and management. Beta value show (.008) positive relationship.
- There is in significant difference regarding level of Stress among school head teachers having lack of planning of co-curricular activities in school programmes. Beta value show (-.139) negative relationship. There is insignificant difference regarding level of Stress of school head teachers having lack of professionalism. Beta value show (-.216) negative relationship. There is insignificant difference regarding level of school head teachers having different Community pressure on examination system. Beta value show (-.142) negative relationship. There is insignificant difference regarding level of stress school head teachers having lack of personal development. Beta value show (-.178) negative relationship.

- The majority of teachers agree with the pressure of the management for the expectations of higher result of the school. The majority of teachers agree with the unnecessary creating pressure by management in new appointment procedure in the school. The majority of teacher's undecided with the pressure of management in the admission procedure.
- The majority of teachers agree with the lack of communication among the teachers. The majority of teachers agree with the lack of communication between school head teachers and teachers. The majority of teachers agree with the lack of follow up of the responsibilities entrusted to peons in the school. The majority of teachers agree with the very low intelligence level of the students. The majority of teachers agree with the low achievement of the students in examinations. The majority of teachers agree with the low attendance of the students.

Discussion

- The paper has looked at stress as an aggravating human wonder in which the body tries to keep up harmony as it manages life challenges. The paper likewise considered stress to be the failure of a person to adapt to his or surroundings. As the Abundant writing demonstrates that teaching is not a simple job. It is an upsetting occupation (Kyriacou, 2001 & Guthrie, 2006). At the end of the day, educators' lives are frequently gravely influenced by stress which prompts to physical sick wellbeing (Mokdad, 2005). In this way, stress is the experience by anteacher of upsetting feelings, for example, pressure, disappointment, outrage and misery, bringing about diminishment of his work as a teacher (Kyriacou, 2001).
- The paper has addressed various sources of external stress on head teachers and their management practices. As demonstrated in before studies, sources of stress for the teacher can be seen from within the institution (institutional sources) and from outside the institution (outside institutional sources). can be seen from inside the establishment (institutional sources) and from outside the organization (outside institutional sources). Institutional sources of stress are less rewards, work over-burden, overpopulated understudies, tight institutional approaches, poor association with manager and partners and poor open door for vocation movement (Forlin, 2001). Outside institutional sources of stress are demanding parents, tight governmental rules regarding the education sector, ever changing educational policies and reforms, and downsizing (Kyriacou, 2001).
- From the foregoing discussions, it is clearly understood that by virtue of their profession, teachers are constantly under stress. This ultimately affects their performance. The study recognized that Because of stress which the teacher experiences however, he/she is unable to execute this assignment or role effectively. Non-significant relationships between external sources of stress

like Parent's pressure, different unstable government rules regarding level of stress, lack of professionalism and different Community pressure on examination system with head teachers' management practices and performance were found in the study. These results confirm their cohesion with previous studies into this phenomenon. As Tahir (2011) lamented when a teacher is under stress, there will be poor teaching quality, weak management, low students' satisfaction and turnover on the overall performance of the teacher.

Conclusions

- Female teachers were greater in this study. Maximum number of students belongs to urban area. The majority of teachers have M.A. education degree. There is in significant difference regarding level of Stress among school management and school head teachers. Beta value show (.044) strong relationship.
- There is in significant difference regarding level of Stress among school staff and school head teachers. Beta value show (-.140) negative relationship. There is in significant difference regarding level of Stress among school staff and school head teachers. Beta value show (-.016) negative relationship.
- There is insignificant difference between levels of stress among parents pressure a school head teacher. There is in significant difference regarding level of Stress among school head teachers having different Unstable Government rules. Beta value show (-.093) negative relationship.
- There is in significant difference regarding level of Stress among incompetent school administration and management. Beta value show (.008) positive relationship. There is in significant difference regarding level of Stress among school head teachers having lack of planning of co-curricular activities in school programmes. Beta value show (-.139) negative relationship.
- There is insignificant difference regarding level of Stress of school head teachers having lack of professionalism. Beta value show (-.216) negative relationship. There is insignificant difference regarding level of school head teachers having different Community pressure on examination system. Beta value show (-.142) negative relationship. There is insignificant difference regarding level of stress school head teachers having lack of personal development. Beta value show (-.178) negative relationship.
- The majority of teachers agree with the pressure of the management for the expectations of higher result of the school. The majority of teachers agree with the unnecessary creating pressure by management in new appointment procedure in the school. The majority of teacher's undecided with the pressure of management in the admission procedure.

Recommendations

1. Head teachers should use effective communication channels for authorities and schoolteachers to smooth environment in institutions.
2. Govt should involve community to make plans and policies for the management of female school heads.
3. Government rules and regulations must be stable and easy to applicable.
4. There should stress coping strategies workshops conduct regularly in schools for better management.
5. Head teachers should conduct regular parent teacher meeting (PTM) to know the present situation of students and teachers.

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