



RESEARCH PAPER

On Job Stress and School Effectiveness in Pakistan: Causes and Consequences

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ABSTRACT

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The main objective of this study was to find out the stress level on job or work place in secondary school teachers. Forty eight 48 head teachers and 114 secondary school teachers served as a sample of the study. Two questionnaires "teachers' job related stress scale (TJRSS)" and "School effectiveness scale (SES)" were developed to collect data from the sample of the study. The mean Combine on the Teachers' Job Related Stress Scale (TJRSS) was found 3.70 that showed moderate level of job stress in secondary school teachers. The mean combine of the school effectiveness scale (SES) was found 2.57 that indicated low level school effectiveness. Factors like, sluggish promotion mechanism of school teachers, autocratic attitude of school administration and appointment in remote areas were found as the causes of job stress in secondary school teachers. A negative correlation was found between Job stress and school effectiveness. The Government and school authorities are recommended to try their best to overcome the stress causing problems in order to improve the school effectiveness.

Introduction

The main aim of education is to provide information with the aim to create abilities, capacities and develop characters of people to make them the useful citizen. Teachers assume an important part in shaping the characters and developing the abilities of their students. Teachers give information to students, plan educational program, set principles and survey the students. (Gupta and Rani, 2014). But just teachers add to most extreme degree who have great capability on their training abilities and different proficiencies identified with their educating. Instructing capability is characterized as instructor's information, abilities and capacities

important to work best in showing learning measure. There are a few reasons that decline capability in teachers, these issues might be having low order over subject, deficient abilities, and absence of interest in instructing activities. Occupation stress is one of the serious issues that decline the capability and performance of school teachers that affects the school effectiveness.

Stress is described as a physical and psychological reaction to a set of circumstances that causes personal imbalance. Stress is described by Michi (2002) as a physical or mental inability to fulfill work-related obligations with available resources. Stress is described as a person's reaction to a situation or condition that is disturbing and poses a threat to one's well-being.

Work-related stress is described as frustration that arises from conflicting job demands. Any work entails some sort of tension, but the amount varies from job to job. Working hours, workload, job security, the general working conditions of organization, and departmental policy all play a role to create job stress in school teachers. Job stress is caused by a mismatch between a person's ability and the job requirements, according to Cooper & Cartwright (1994) and Kristiansen (1996). It is usually neurological in nature and causes physical and emotional exhaustion. Employment insecurity is caused by a variety of causes, including job volatility, performance evaluations, work overload, time demand, inadequate physical working environments, and financial factors.

Teaching is one of those careers that is full of tension. Hussain, Zulfqar, and Aziz (2019) conducted a study on job stress among school teachers to evaluate the effects of job stress on teachers. They found that school teachers are under a lot of stress. School teachers lose interest in their jobs as a result of job stress, which impacts their performance and contributes to school ineffectiveness. Teachers have been subjected to a great deal of tension, which has harmed their abilities and productivity (Manabete, John, Makinde, & Duwa, 2016). In today's world, teacher work stress is a big issue. According to a recent study, 64% of teachers reported high levels of job stress that is why teaching profession as well as the teacher is considered as a high-stress career across the Globe (Greenberg, Brown & Abenavoli, 2016).

The causes of job related stress in teachers are unfavorable work requirements, leadership style of principals, behavior of administration, departmental policies, frequent visits of monitoring and evaluation assistants (MEAs), misconduct of students, poor working conditions of school and financial factors. Teacher job stress results from their working as teacher that leads to unpleasant feelings such as irritation, disturbance, worry and despair (Kyriacou, 2001). There are many causes of stress for teachers; these are high job requirements, unfavorable working conditions, student misconduct, slow promotion, conflicts regarding their role and responsibilities in school (Hanif, 2004).

According to numerous studies, most common causes of job stress found in teachers is the excessive work overload mostly other than the academic activities. Typically, the student-to-teacher ratio is very high and does not meet the department's standards. Over the course of teaching students, teachers are subjected to a great deal of tension. In developed countries, the student-to-teacher ratio is extremely high, and teachers are expected to work with large groups of students (Ali, Ishtiaq, & Ahmed, 2013).

Teachers experience job stress as a result of the management or leadership style of their principals/headmasters. Teachers' job stress is caused by the principal's authoritarian leadership (Azizi, 2010). Principals/Headmasters ignore the realities on the ground and the capabilities of teachers, instead focusing on the achievement of targets/objectives that cause conflict among teachers. Teachers are pressured as a result of the mental torture performed by institute heads. Higher-ups' interactions with teachers are a source of work tension. Students can misbehave with their teachers, harming them and adding to teacher job stress. For teachers, student misbehavior is a significant source of anxiety (Ross, Little, & Kienhuis, 2008).

Schools are the foundations of a country's growth. Teachers are regarded as reform agents who contribute significantly to their country's growth and progress. Teachers would be able to do well in their roles if they are motivated and enthusiastic about their work. School efficacy and effectiveness is linked to optimism and interest in work. Workplace stress has become a worldwide issue; however, the reasons and prevalence of workplace stress differ based on where you live (Bhagat, Steverson, & Segovis, 2007). According to (Chuadhry & Niazi, 2017 and Quraishi, 2017), several surveys have concluded that teachers at all stages have experienced job stress in Pakistan.

Hypotheses

Ho1: There is no significant difference between the opinion of rural and urban Secondary School Teachers on job stress.

Ho2: No significant difference exists between the opinion of rural and urban Head Teachers about school effectiveness.

Material and Methods

The causes of on job stress in secondary school teachers and its consequences on the school effectiveness were investigated using a descriptive testing approach. The secondary school teachers working in government secondary and higher secondary schools in Tehsil Kot Chutta and Dera Ghazi Khan made up the study's population. The study was confined to the boy's secondary and higher secondary schools. The total number of male secondary and higher secondary schools in tehsil Kot Chutta and Dera Ghazi Khan are 48. All the head teachers and all the secondary school teachers were included in the population.

In the described population institutes, there were 48 head teachers and 228 SSTs. The census sampling process was used to include all 48 head teachers in the study. To obtain a sample from SSTs, the survey sampling procedure was used. Krejcie & Morgan's research advisory table was used to determine the appropriate sample size. The sufficient sample size on 228 SSTs becomes 144 teachers as per research advisory table. Therefore the sufficient sample size chosen for this study were 192 respondents including teachers and headmasters.

Two questionnaires on five point Likert scales were created and used to assess job-related stress in school teachers as well as to find out the school effectiveness. The teachers job related stress scale (JRSS) was used to assess job-related stress in school teachers. The school effectiveness scale (SES) was provided to secondary and higher secondary school principals to assess the school effectiveness. To determine the validity of the instruments, expert opinion was sought about the content and face validity of the tool and several modifications to the questionnaires were made.

Results and Discussion

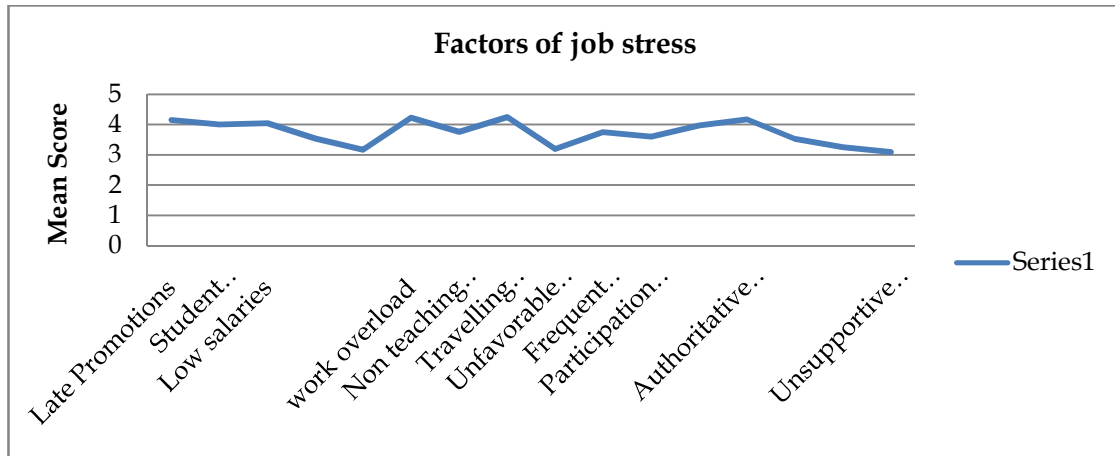
The following levels of job related stress were determined for this study on the basis of mean score and mean score combined. The mean score 3.00 showed the level of agreement or acceptance level with the comment. School teachers' job-related stress was not caused by a factor with a mean score of less than 3.00. With a mean score of more than 3.00, the factor was responsible for job-related stress in school teachers. The collected data were analyzed by mean, standard deviation and Z test statistics by using SPSS Version 21 and manually. The mean score was computed and was given the following weight age:

1.5-1.99	No job stress
2.00-2.49	No job stress
2.5-2.99	No job stress
3.00-3.49	Low job stress
3.50-3.99	Moderate job stress
4.00-4.49	High job stress
4.50-5.00	Very high job stress

Table 1
Factors causing job stress in secondary school teachers

Sr No.	Factors	Mean
1	Late Promotions	4.15
2	Student discipline problems	4
3	Low salaries	4.05
4	Conflicts with parents	3.54
5	Students high failure rate	3.16
6	work overload	4.23
7	Non teaching assignments	3.76
8	Travelling long distance for school	4.25
9	Unfavorable working conditions for teaching	3.19
10	Frequent changes in educational policies	3.75
11	Participation in school activities outside of normal working hours	3.6
12	Lack of Physical and Instructional Facilities	3.97
13	Authoritative attitude of School administration	4.18
14	Mismanagement from head teachers	3.53
15	Unjustified Criticism by the head teachers	3.25
16	Unsupportive feedback from colleagues	3.09

This table shows that the statement; Late Promotions, problems to discipline the students in the class room, Poor working conditions in school, traveling a long distance, non academic duties, without adequate resources to carry out and work over load were in high level of acceptance and were found responsible for high level of job stress in school teachers. The mean score of other statements showed moderate and low level of job stress in school teachers. The combine mean value of (TJRSS) Teachers Job Related Stress Scale was 3.70 showing moderate level of job stress in school teachers.



Ho1: No significant difference exists between the opinion of rural and urban SSTs about job stress.

Table 2
Z-test for SSTs (rural areas) and SSTs (urban areas)

Groups	Statistics			
	N	X(Mean)	SD	Z
Rural	78	67.85	6.56	2.29
Urban	66	61.56	4.17	

This table indicates that measured value of Z-test is 2.29 that is higher than tabulated value 1.96. So, the null hypothesis is rejected that shows there is slight difference between the opinion of urban and rural secondary school teachers about job stress.

Table 3
School effectiveness of teachers having job stress

Sr #	Factors	Mean
1	Teachers' regularity	2.56
2	Teachers' punctuality	2.78
3	Regularity in planning and delivering lecture	2.50
4	Ready to take responsibility	2.43
5	Ability to take decision	2.40
6	Devotion to duty and work	2.78
7	Command on subject	2.67
8	Class results	2.50
9	Discipline in class room and in teacher	2.45
10	Respect for seniors	2.78
11	Cooperative with students and colleagues	2.56
12	Politeness	2.52

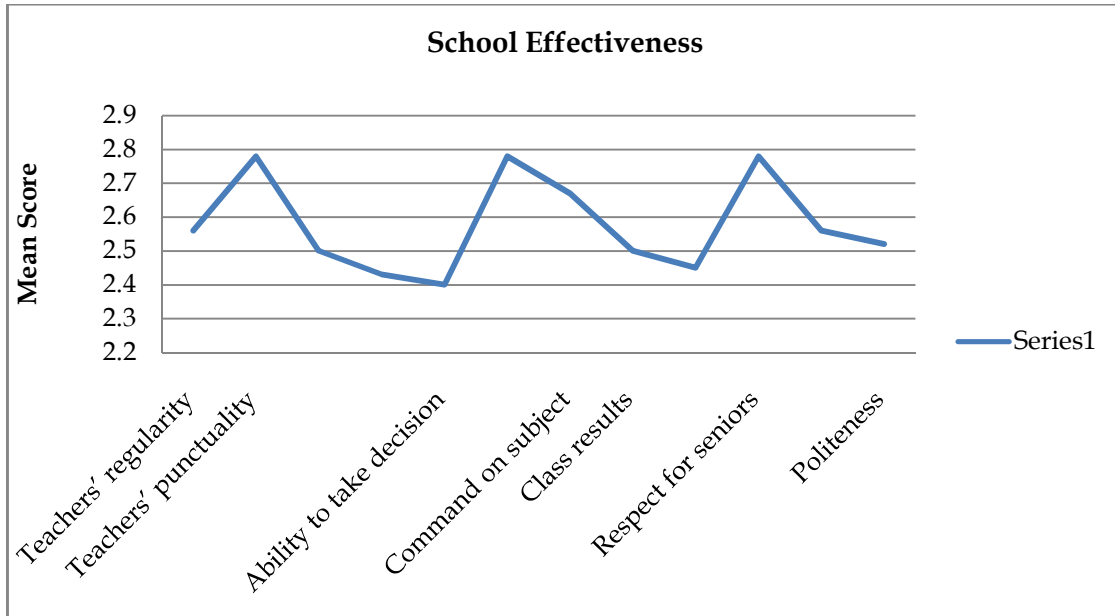
Teachers perform their duties regularly, 76% respondents opposed the statements. School teachers are punctual in their duties 75% head teachers were not agreed to the statement. 85 % of respondents opposed the statement that teachers are ready to take responsibility. Teachers have ability to take decision 65% head teachers were not agree to the statement. School teachers are devoted to their duty and work 73% head teachers disagreed to the statement.

The combined mean score of the Questionnaire that was about the school effectiveness of the secondary school teachers was 2.57 and was given the following weight age:

- 001----- 1.59 lowest School effectiveness
- 1.6----- 2.59 lower School effectiveness
- 2.6----- 2.99 low School effectiveness
- 3.00----- normal School effectiveness

- 3.1----- 3.59 high School effectiveness
- 3.6 ----- 4.0 higher School effectiveness
- 4.1 ----- 5.0 highest School effectiveness

The combined mean score of school effectiveness scale (SES) was 2.57. The value indicated that school effectiveness of school teachers was at lower level.

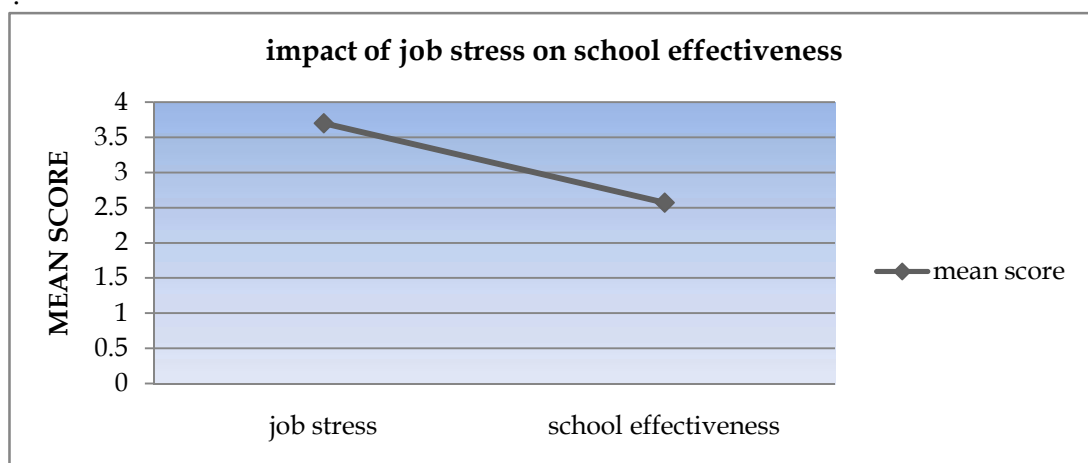


Ho2: There is no significant difference between the opinion of rural and urban Head Teachers about school effectiveness

Table 4
Z-test for HTs (rural areas) and HTs (urban areas)

Groups	Statistics			
	N	X(Mean)	SD	Z
Rural	42	28.35	5.56	2.24
Urban	06	32.69	3.34	

This table indicates that measured value of Z-test is 2.24, that is higher than tabulated value of 1.96. So, there is a slight difference between the opinion of rural and urban HTs regarding school effectiveness.



Correlation Coefficient

Table 5

Correlation coefficient between job stress and school effectiveness

Variables	Correlation Coefficient
Job stress	-0.91
School effectiveness	

This table shows that correlation between job stress score and school effectiveness score is -0.91. There is strong negative correlation between job stress score and school effectiveness score. The increase in job stress will decrease in school effectiveness.

Conclusion

Several factors were discovered to be responsible for causing job stress in school teachers. Teachers feel work stress as a result of late promotions. Job stress in school teachers was found to be caused by the administration's authoritative attitude. The findings of this research are consistent with the study conducted by (Alson, 2019) on "stress among public school teachers" who concluded that teachers have moderate level of job stress due to attitude of higher authorities.

Teachers who serve in rural schools must drive long distances to get to their classrooms. The amount of time spent commuting has an effect on work efficiency. Teachers who spend so much time travelling are unable to rely on their work and suffer from job stress as a result. The findings of the research are consistent with those of a Khan, (2008) conducted a study to identify challenges faced by Pakistani school teachers and students, and found that daily long-distance travel and lingering at the place of posting are both sources of job tension in teachers. For any teacher, adequate living facilities are necessary. School teachers are assigned non academic duties that they are unable to fulfill the core teaching and learning activities due to a

lack of funding that cause job stress in school teachers. Brown, Ralph, and Brember researched on "Change-linked work-related tension in British teachers," published in 2002, found that a lack of sufficient funding to carry out teaching tasks causes job stress in school teachers. Betrabet conducted a study in 2012 and found that a lack of funding for necessary and purposeful intervention for a teacher is a big major obstacle to carry out the activities. Furthermore, according to a 2007 study by the European Trade Union Committee for Education (ETUCE) Survey on Teachers' Work-Related Stress, In all 27 countries surveyed, a lack of financing to do the job is a big source of tension for both lower and upper school teachers. According to the results of a study conducted by (Kinman& Jones, 2003) on "Running up the down Escalator: Stressors and Stresses in UK Academia," dealing with student discipline problems puts a lot of pressure on teachers.

In response to the second objective of the study the school effectiveness of sampled schools was lower than normal school effectiveness due to job stress in school teachers. The results of study indicated that school teachers are not performing well due to job stress. The findings of the study are consistent with the findings of the previous research conducted by (Ali, Ishtiaqand Ahmad, 2013) on "Occupational Stress effects and Job Performance in the Teachers of Schools of Punjab (Pakistan)" who found that increase in job stress decrease the performance of school teachers. The findings of the study were contradictory to the result of research done by Hassan, Azmat, Sarwar, Adil & Gillani, (2020) on "Impact of Job Satisfaction, Job Stress and Motivation on Job Performance: A Case from Private Universities of Karachi." The researchers concluded that there was no significant relation between job stress and employee performance. The findings of the study are consistent with those of Banerjee and Mehta's (2016) study, "Determining the antecedents of job stress and their effect on job performance: A study of faculty members." The researchers concluded that increased job stress causes school teachers to delay work and thus reduces their job performance. The findings of this study are consistent with those of a study conducted by (Asaloei, Wolomasi, and Werang, 2020), which found a strong negative correlation between job stress and employee performance

Recommendations

1. School Education Department should develop and ensure the fast promotion mechanism.
2. Recruitment from within the local community should be encouraged.
3. Teachers' capacity building should be encouraged by appropriate training.
4. The school administrators should be educated by means of numerous trainings on how to cultivate a democratic management style.
5. Additional assignments based on non academic activities should not be assigned to school teachers.

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