

IMPACT OF JOB STRESS ON TEACHER'S PERFORMANCE: A CASE STUDY OF GOVT. PRIMARY SCHOOLS IN LODHRAN DISTRICT

¹Ahmad Ali, ²Dr. Khalil Ahmad, ³Dr. Jam Muhammad Zafar, ⁴Muhammad Anwar Farooq

ABSTRACT:

The study was conducted to inquire the impact of job stress on teacher's performance. One hundred primary school teachers were indiscriminately selected. Two research questions and four hypotheses were formulated to investigate the issues. A corroborated Instrument was constituted to the contributors. The survey method was utilized and collected data were analyzed by chi square-test. The results exposed that greater number of primary school teachers were strained on the job which had negative influences on their performance. According to the results, deficiency of job contentment, hindrance in payment of salary and insufficient facilities, were key causes of stress amongst them. It was also judged that job stress had negative impressions on their performance. Besides this, democratic style of headship was more contented than an autocratic style. There was a substantial variance as female teachers were more gratified with their work than males. Age, class level, marital status and qualification had no significant effect on job performance. The investigator suggested the need for government to increase teachers' salary and provide sufficient facilities.

Keywords: Job stress, teacher's performance, Lodhran, primary schools, teachers

1. Introduction:

The objective of training in Pakistan is to train the students with new implied expertise, cultures, attitudes, competencies and advanced methods of resolving ordinary troubles in lifestyles. To reap exceptional training for justifiable improvement, the instructor as the essential instiller of knowledge ought to be nicely glad, inspired and match with the task for tremendous performance.

Job stress denotes the negative responses such as frustration, anxiety and anger experienced by a teacher. This stress is affecting his/her emotional, physical and developmental performance due to new alarming facets.

Teacher's performance desires the efficiency on the basis of students' performance, syllabus coverage, professionalism and classroom supervision. Teaching is marked as dynamic and noteworthy profession of the whole world because all the occupations take their roots and nourishment from this occupation.

Job stress is measured to be one of the principal works related with health problems because in emerging countries like Pakistan it had become the greatest cause of stress. Teacher's stress is a much spoken of phenomena, yet there is a small number of coherence between various professional groups that stress is a real miracle with a range of fundamental factors including individual weakness and systematic encouragements. Job depends greatly on one's circumstantial experience, environmental condition and temperament.

¹Lecturer Govt. Degree College Mailsi, District, Vehari and Ph.D. Scholar, The Islamia University of Bahawalpur, Bahawalpur

²Assistant Professor, Department of Humanities and Social Sciences, Khwaja Fareed University of Engineering & Information Technology, Rahim Yar Khan

³Assistant Professor, Department of Humanities and Social Sciences, Khwaja Fareed University of Engineering & Information Technology, Rahim Yar Khan

⁴Lecturer, Department of Humanities and Social Sciences, Khwaja Fareed University of Engineering & Information Technology, Rahim Yar Khan.

It may be seen as having two scales. First, there is empirical characteristic that leads to psychological shape of body system where individuals may have a hostile sensitivity. Second, there is physiological feature which can be supposed as in frightening situation the body reacted with a “fight or flight” condition. As a result, teachers develop several signs of stress that can harm their performance. Stress is positive if it empowers a person to excel in a given condition. It is negative if there is extreme quantity of stress that cause to decrease individual’s performance.

2. Statement of the Problem:

Previous researches specify that instructors, in ordinary situations, are under work-associated strain consequently now not to acquire the predicted performance leading to ineffective training. Many researchers admit that job dissatisfaction as a result of a couple of elements (stressors) ends in teachers’ pressure. Unfortunately, previous studies also asserted that job stress creates physical, psychological problems or behavioral problems which lead to poor performance. Arising from the foregoing, this research work has examined the *“Impact of job stress on teacher’s Performance: A Case Study of Govt. Primary schools in Lodhran District.*

3. Purpose of the Study:

The main purpose of this study sought to:-

- Collect information associated with the impact of job stress on teacher’s enactment in the light of previous studies.
- To launch the outcome of family-related strain on teacher’s performance.
- To institute the upshot of economic-related stress.
- To find out the involvement of cognitive aspects which causes stress among teachers
- To define the extent to which inherent factors cause pressure among teachers.

4. Literature Review:

Stress is a psychological reaction that definitely influences the man or woman. To Selye, strain is inner power or an outside events which alarmed to disappointed the organism equilibrium. (Selye, 1974, p. 61) While, Kyriacou argued that strain, as a reaction to bad impact which includes despair followed via pathogenic, biochemical and physiological changes, resulting from the factors of the instructor’s activity and conciliated through the notion that the demands made upon the lecturers constituted a threat to them shallowness or nicely being and with the aid of coping mechanisms operated to reduce the diagnosed chance. (Kyriacou C. , 2001, pp. 233-234)

According to Morgan, coaching is an annoying activity that needs incredibly intellectual sports. There are diverse signs and symptoms of pressure that could affect humans in the profession, those consists of reminiscence trouble, confusion, negative judgment, loss of awareness, whilst the emotional signs and symptoms may be anger, inflammation, moody, and melancholy, all of these can have bad adverse results on the teachers’ functionality. (Morgan, 2000, p. 144)

The level of stress which teachers revel in is undoubtedly related to the degree which he/she perceives as a lack of manage over a doubtlessly threatening scenario. As consistent with Kyriacou & Chien, it’s far discovered that 26 percent of the teachers mentioned that being a teacher turned into very or extraordinarily demanding. (Chien, 2004, pp. 98-99) Similarly, Kyriacou defines that higher levels of dissatisfaction with

work and occupational stress have been associated with teacher performance, absenteeism and leaving the job. (Kyriacou P. , 2005, p. 651)

Within the perspective of job strain, teacher has absolutely turn out to be a topic of predominant subject for educationists and coverage makers in Pakistan. A few research on diverse facets of instructor strain have previously been conducted in Pakistan and other countries.

Ritu Lehal (2007) analyzed the organizational role stress and job satisfaction among executives in Punjab. The study contains two imperative variables first one is organizational role stress and second is job gratification (IS). It consists of the whole Punjab and 200 Men and Women from both private and public sector. In another study, Kalkoli Sen deals with the relationship between job satisfaction and stress among managers and teachers. Data were gathered from 34 managers and 31 teachers. The results exposed that there was no significant difference in job satisfaction and job stress between leadership and teachers.

Singh and Sadhana Singh in their work studied the role of life happenings stress and work culture on job contentment. The statistical tools employed were standard deviation, mean and t-test. The outcomes of study specify that job positive was absolutely correlated with contentment.

According to researcher, not a single research has been constituted to measure the impact of job stress on teacher's performance at primary school level. So, this field deserves an in-intensity study and is vital to apprehend the job pressure and its causes to manipulate the negative results being communicated to our subsequent generation. Resultantly, this observe has been planned to discover and measure job strain and its effects on trainer's overall performance.

5. Research Questions:

Following two research questions have been elevated to guide the study:

- What are the reasons of stress among teachers as stated by Govt. School teachers?
- What are the impacts of Stress on teachers' performance as expressed by Govt. School teachers?

6. Hypotheses:

Following four hypotheses have been stated and tested:

- No significant difference is found in the expression of Govt. school teachers on the impact of stress on teacher's performance on the basis of gender.
- Significant difference is not found in the expression of Govt. school teachers on the impact of stress on teacher's performance on the basis of age.
- A significant difference is found in the expression of Govt. school teachers on the impact of stress on teacher's performance on the basis of gender.
- A significant difference exists in the expression of Govt. school teachers on the impact of stress on teacher's performance on the basis of age.

7. Research Design/ Methodology:

The descriptive survey technique was changed into applied to assemble statistics from a representative institution. It was based totally on pattern and inferences has been drawn approximately the view of the whole population. The researcher used questionnaire to decide the perspectives of the respondents.

• Population:

The target population for this study is Govt. School teachers in Lodhran District.

- **Sample and Sampling Technique:**

Government Schools were randomly selected for this study and Cluster random sampling used in picking 100 school teachers from the 15 Government Primary Schools in District Lodhran.

- **Instrument:**

The instrument is an investigator-constructed questionnaire. This questionnaire contained 15 items designed to trace the expression of Govt. school teachers on the impacts of job stress on their performance. The questionnaire has been divided into 2 sections. Section A needs the respondents' contextual statistics of age, gender, qualification and marital popularity. Section B consisted of 15 items, on effects of job strain on teacher's performance. Respondents are required to specify their desire on a three-factor Likert scale, viz: *Agreed, Disagreed and Don't Know*.

- **8. Validity of the Instrument:**

The validity of the assessing tool was checked by giving to a panel of three Educationist. They made alterations with some proposals which took into consideration in constructing the final draft of the questionnaire.

- **9. Reliability of the Instrument:**

Reliability of the device turned into hooked up by means of using test and re-test technique before it turned into adopted. The units of scores were interrelated using Pearson Correlation Co-efficient.

- **10. Data collection:**

A questionnaire was constituted for the teachers of Govt. Primary Schools in Lodhran District. The questions inquired in the questionnaire were linked with awareness about the impact of job stress. The record was collected against each category i.e. age and gender wise.

- **11. Data Analysis and Discussion:**

In this research, both inferential statistical and descriptive analyses were utilized. Though, this is frequency counts, so percentages and Chi square-test tools were used to analyze the collected data. The questions were associated with the impact of job stress on teacher's performance. This test was applied on all collected data to find the significant differences w.r.t. each category. It has also been built a bar chart to analyze who has better awareness and who pays better respect. The collected data was manipulated manually. Chi test was used to match the scores which can be gathered by the following formula.

For this, each inferential statistical and descriptive analyses were hired. Though, this is frequency counts, so %ages and Chi square-test device had been used to research the collected information. The questions requested in the questionnaire have been associated with the impact of activity pressure on teacher's overall performance. This test was carried out on accumulated information to discover the significant differences w.r.t. every class. It has additionally been constructed a bar chart to research who has better focus and pays higher respect. The collected information turned into manipulated manually. This test was used to shape the rankings of questionnaire and required formula is as under.

$$\chi^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

f_o is observed frequency while f_e is denoted the expected frequency. Researcher set a null and alternative hypothesis for each category and group and, after getting the calculated value, it was harmonized with chi-square tabulated value at definite degree

of freedom (i.e. $df = (\text{row}-1) (\text{column} - 1)$) at 5% level of significance. If the intended value falls in critical region i.e. larger than tabulated value then researcher rejects his null hypothesis and vice versa.

fo is determined frequency even as fe is expressed the expected frequency. Researcher set a null and alternative hypothesis for each category and institution and then it was harmonized with chi-square tabulated cost at exact degree of freedom (i.e. $df = (\text{row}-1) (\text{column} - 1)$) at 5% level of significance. If the supposed value falls in vital place i.e. larger than tabulated price then researcher rejects null hypothesis and vice versa.

11.1. Table for Sample size of the study

Tehsil	Gender		
	Male	Female	Total
Lodhran	20	20	40
Kahror Pacca	15	15	30
Dunyapur	15	15	30
Grand Total			100

Following are the frequencies that are recovered from the respondent’s responded questionnaires.

11.2: Table for Observed frequency about impact of Job stress w.r.t. gender

	Agreed	Disagreed	Don’t Know	Total
Male	387	186	45	618
Female	709	114	59	882
Total	1096	300	104	1500

11.3: Table for Expected frequency about impact of Job stress w.r.t. gender

	Agreed	Disagreed	Don’t Know	Total
Male	451.552	123.6	42.848	618
Female	644.448	176.4	61.152	882
Total	1096	300	104	1500

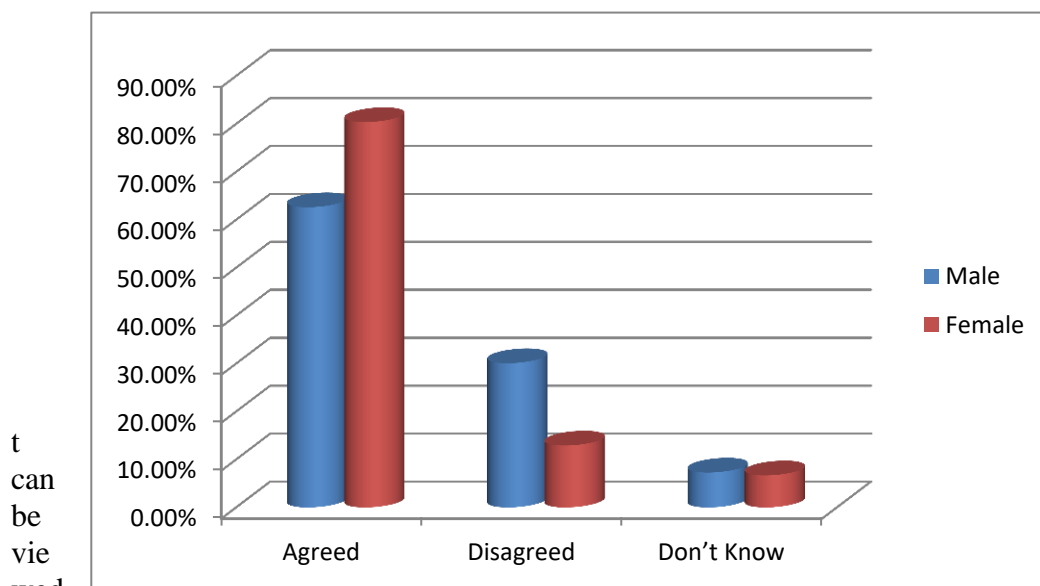
In below table, researcher is going to manipulate acquired data for Pearson Chi-Square test.

11.4: Chi- square table w.r.t Gender.

f_0	f_e	$f_0 - f_e$	$(f_0 - f_e)^2$	$(f_0 - f_e)^2 / f_e$
387	451.552	-64.552	4167	9.228
186	123.6	62.4	3893.8	31.503
45	42.848	2.152	4.6311	0.108
709	644.448	64.552	4167	6.466
114	176.4	-62.4	3893.8	22.073
59	61.152	-2.152	4.6311	0.076
$= \sum \frac{(f_0 - f_e)^2}{f_e}$				69.454

Calculated value is 69.454 whilst the tabulated value at 5% level of significance and 2 degree of freedom is 5.991. Though calculated value exist in critical zone (i.e. $69.454 > 5.991$) so, researcher has rejected null hypothesis and concluded that a significant difference has been found w.r.t Gender.

11.5. Graph and its interpretation for Difference of Awareness w.r.t Gender



that 80.39% female are agreed with job stress and its impact on performance while 62.62% male teachers are agreed with this situation. So, female teachers are 17.77%

more aware of the impact of job stress and pay 0.59% more importance as they selected don't know 0.59% less than male. Female teachers are considerably under the higher level of job stress as compared to mal. Comparing the scores of both groups and as per the standards of the scale, it replicates that male teachers are in the group of average stressed teachers as related to female teachers. On the other hand, the female teachers are in the category of high job stressed teachers.

It can be interpreted that male teachers experience low stress than female primary school teachers. Many underlying reasons exist here. The higher level of occupational stress may be due to multiple roles and responsibilities that females have to perform at home and workplace. Secondly, females are more stress prone as compared to males. Males generally have to perform their occupational duties only. They can easily manage and devote time for job and consequently feel comparatively low stress from occupation in comparison to females.

Here the hypothesis affirming that a difference occurs between the two genders on the origin of job stress stands accepted. This result of the study is conforming the outcomes of the studies completed by Smith, Dey and Thompson, Kaur, Jangaiah and Sabu who originated that females are more sensitive and under greater level of stress as paralleled to male. This findings are also in line with the researches by E.M. O'Laughlin and L.G. Bischoff, Antoniou, T. Shashirekha and S.K. Chengti who traced that a significant difference was found between female and male teachers. The female teachers revealed upper level of job stress than males. R. Chopra and Gartia, Cooper and M. Kelly also determined in their particular studies that woman teachers experienced bigger level of work correlated with stress as compared to male the teachers.

However, the outcomes of the S. Pandey, P. Annaraja and N.M. Joseph, Ranu and P. Goel's researches are divergent to the results of present analysis. They originated that significant difference between female and male teachers is was not found on the basis of job stress. Both female and male teachers have equal level of stress. Job stress is not a discriminating factor between female and male teachers. The job stress on female teachers is a solemn conclusion which requires instant concerns. Majority of the teachers are females in Pakistan because they prefer the teaching occupation. The job stress disturbs their effectiveness and performance. The struggles must be done to lessen job stress on female teachers.

11.6: Table for Observed frequency w.r.t Age

	Agreed	Disagreed	Don't Know	Total
18-30	16	3	2	21
31-42	638	220	144	1002
43-55	265	80	34	379

Above 55	76	17	5	98
Total	995	320	185	1500

11.7: Table for Expected frequency w.r.t. Age

	Agreed	Disagreed	Don't Know	Total
18-30	13.93	4.48	2.59	21
31-42	664.66	213.76	123.58	1002
43-55	251.40	80.85	46.74	379
Above 55	65.01	20.91	12.09	98
Total	995.00	320.00	185.00	1500

In table below, researcher has manipulated the achieved data for Chi-Square test.

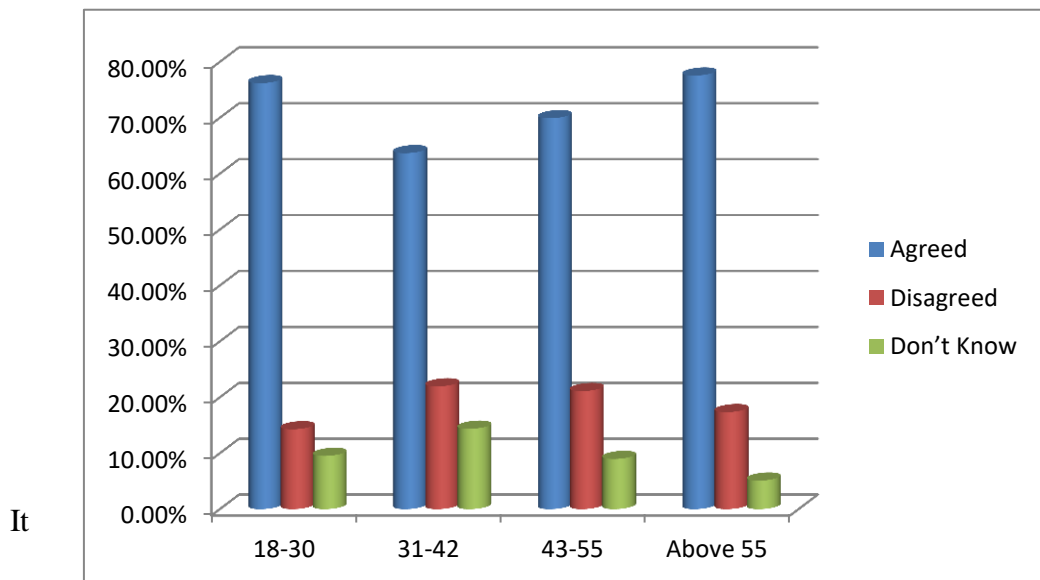
11.8: Table for Chi-square test w.r.t Age

f_0	f_e	$f_0 - f_e$	$(f_0 - f_e)^2$	$(f_0 - f_e)^2 / f_e$
16.00	13.93	2.07	4.28	0.31
3.00	4.48	-1.48	2.19	0.49
2.00	2.59	-0.59	0.35	0.13
638.00	664.66	-26.66	710.76	1.07
220.00	213.76	6.24	38.94	0.18

144.00	123.58	20.42	416.98	3.37
265.00	251.40	13.60	184.87	0.74
80.00	80.85	-0.85	0.73	0.01
34.00	46.74	-12.74	162.39	3.47
76.00	65.01	10.99	120.85	1.86
17.00	20.91	-3.91	15.26	0.73
5.00	12.09	-7.09	50.22	4.16
$= \sum \frac{(f_o - f_e)^2}{f_e}$				16.52

The designed value of this test is 16.52 whilst, at 5% level of significance and 6 degree of freedom, the tabulated value is 12.592. Thus calculated value has dangerous zone (i.e. 16.52 > 12.59) so, researcher has rejected null hypothesis and decided that a significant difference exists w.r.t Age.

11.9: Graph and interpretation for Difference of Awareness w.r.t Age



It

has

been observed that 77.55% of above 55 age group, 76.19% from 18-30 age group, 63.67% from 31-42 age group and 69.92% from 43-55 age group are agreed and more aware of impact of job stress on performance. It also viewed that 14.29% of 18-30 age group, 21.96% from 31-42 age, 21.11% from 43-55 age group and 17.35% from above 55 age group disagreed with this factor. Similarly, above 55 age group has paid more attention on this awareness than the other groups.

12. FINDINGS AND CONCLUSIONS

From above research, the following conclusions are drawn.

- As per norms of the scale, total cluster of school teachers came under group of average stressed.
- On the basis of job stress, it had been initiated that a significant difference has been found between female and male school teachers. Female teachers were relatively under higher level of stress than male.
- A significant difference has been existed among diverse age group. It is specified that age level diverge significantly on the base of working circumstances.
- A significant difference has also been traced between female and male primary school teachers on the basis of adjustment. Adjustment of woman school teachers was moderately less than male teachers.
- Working situations were negatively and expressively associated with job stress of total school teachers.
- Motivation was destructively and considerably connected to job-related stress among female and male school teachers. A significant and negative connection occurred between adjustment and motivation of school teachers.

13. VERIFICATION OF HYPOTHESES

On the basis of discussion of results, the verification of the hypotheses was made as under.

- From the findings of the study, it has been revealed that government primary school teachers were lying under higher level of job stress. With the findings, the first hypothesis "There is no significant difference of Govt. primary school teachers on the impact of job stress on teacher's performance on gender basis" is rejected.
- There was not found any kind of significant difference between teachers w.r.t age. Hence second hypothesis is also rejected.
- Similarly on the basis of gender, it was found that a significant difference w.r.t the impact of stress on their performance exist. Thus third hypothesis is accepted.
- On the basis of age, a significant difference exists between teachers w.r.t the impact of stress on teacher's performance. So, it is also accepted.

14. RECOMMENDATIONS

The present study is a struggle to know job stress on primary school teachers with reference to their age and gender. The outcomes of the study have a number of

noteworthy educational suggestions that may be beneficial for school authorities, policy makers, teachers and students also. Job stress is an predictable phenomenon. No doubt, teaching is extremely stressful. If teacher's stress is left unsettled, it will have considerable harmful influences on teacher's mental and physical health. It will accelerate turnover rate and worsen problem of teacher deficiency. The whole educational system will be reduced and inadequacy will followed. In view of all the conceivable hostile impact of teacher stress, positive measures must be undertaken to lessen teacher's stress in order to improve their passion of teaching. From the consequences of the study, a few recommendations are elevated for policy makers, school authorities and teachers.

- The discoveries of the research demonstrate that government primary school teachers retain upper level of job stress. Thus solemn struggles must be made for decreasing stress among teachers by establishing workshops on stress. Job stress hinders teacher's competence to work that can be revealed through student's performance. It is proposed that teachers should attempt to manage the circumstances so that stress could not badly disturb the students.
- The school authority must have more communications with teachers and generate more chances for infrastructures among staff members. This can be completed by establishing casual social congregations and several types of extra-curricular events for teachers to encourage reciprocal understanding among teachers. The heads of institute should vigorously participate in these activities. They should also try to establish a supportive and pleasant relationship with the staff.
- Primary school teachers are victim of more stress in the present research. It is advised that they can be provided extra knowledge of efficiently dealing with students. Further more, unfilled posts of teaching should be filled with sound capable persons to lessen extra assignment imposed upon teachers. They should be granted inducements and supplementary stipends to inspire them.
- It is also obvious from the study that government Primary schools have average and poor conditions. Working environments of schools should be enhanced by giving essential facilities like proper student-teacher ration, well constructed buildings and furnished laboratories. It is also suggested that teacher-class proportion should be enlarged to lessen the workload. This may certainly decrease job stress and make teachers inspired.
- Special consideration should be paid at primary teacher's pays because a vast discrimination exist between primary and primary teachers on the basis of salaries. Growing pays will raise primary teacher's determination to teach. They should granted equal pay for equivalent educations.
- Struggles must be done to know that primary teachers have the chance to achieve their needs in autonomy, self-actualization and reverence in order to escape the sense of strain. The school authority should assist the teachers to grow their potential in teaching by permitting them a greater degree of freedom and flexibility in teaching and decision making. It is also proposed to increase the well-being remunerations and upgrading the communal position of teachers.
- Stress upsets the proficiency of primary school teachers. It is a need of time to give appropriate favorable atmosphere and support them to sustain their stress at their

workplace. They should also be constructive in their trials because it will assist them in refining their purposeful abilities and decrease stress. It is also endorsed that consistent evaluation of stress should be managed for protective measures. Physiological measures such as consultation and diagnostic tests should be conducted. Besides this, the management and institution should check that support, supervision and affiliation with the teachers is appropriately taken care of and improved strongly. Most significantly, it is proposed that the heads of institute should explore the causes of stress and assess the climate of schools. They should also recommend the ways, like seminars and workshops to alleviate and handle with stress.

REFERENCES:

- Annaraja, P., & Joseph, N. M. (2007). International Relationship and Stress Coping Ability of Teacher Trainees. *Journal of Educational Research and Extension*, 44(2), 15-27.
- Antoniou, A. (2006). Gender and Age Differences in Occupational Stress and Professional Burnout between Primary and High School Teachers in Greece. *Journal of Managerial Psychology*, 21(6), 682-690.
- Chien, C. K. (2004). Teacher stress in Taiwanese primary schools. *Journal of Education Enquiry*, 5(2), 86-104.
- Chopra, R., & Garita, R. (2009). Accountability of Secondary Scholl Teachers in Relation to their Occupational Stress. *Edutracks*, 8(7), 41-43.
- Cooper, C., & Kelly, M. (2011, 07 10). *Occupational Stress in Head Teachers: A National UK study*. Retrieved from www.mendely.com/share.
- Jangaiah, C., & Sabu, S. (2005). Adjustment and Teacher's Stress. *Edutracks*, 5(1), 32-35.
- Kaur, K. (2000). Occupational Stress of High and Higher Secondary School Teachers in Relation to Mental and Coping Resources. Chandigarh: Panjab University.
- Kyriacou, C. (2001). A note on teacher stress and lack of control. *Journal of Occupation and Psychological*, 77(1), 229-243.
- Kyriacou, P. (2005). The Impact of different factors on teaching competencies at secondary level in Pakistan. *Institute of Interdisciplinary Business Research*, 3(7), 648-655.
- Morgan, G. A. (2000). *Research Method in Applied Settings: An Approach to Design and Analysis*. New York: Lawrence Erlbaum Association.
- O'Laughlin, E., & Bischoff, L. G. (2005). Balancing Parenthood and Academia: Work Family Stress as Influenced by Gender and Tenure Status. *Journal of Family Issues*, 26(1), 79-106.
- Pandey, S. (2004). Conflict Management Style and Stress among School Teachers. *New Frontiers in Education*, 34(2), 128-132.
- Ranu, S., & Goel, P. (2012). Stress among Teacher Trainees in Relation to their Home Environment. *Recent Researcher in Education and Psychology*, 17(1), 62-68.
- Selye, H. (1974). *Stress without Distress*. New York: Lippincott.
- Shashirekha, T., & Chengti, S. K. (2008). Occupational Stress in Employees. *Indian Journal of Psychometry and Education*, 39(2), 115-117.



Smith, D., & Milstein, M. N. (1995). Stress and Teachers: Old Wine in New Bottles. *Urban Education, 19*(4), 39-51.

Thompson, C., & Dey, E. L. (1998). Pushed to the Margins: Sources of Stress for African American College and University Faculty. *Journal of Higher Education, 69*(3), 324-344.