

## **Factors of Job Stress and Gender Differences in Job Stress among Teachers of Universities of Rawalpindi and Islamabad**

Farah Gul<sup>1</sup>, Dr. Muhammad Arshad Dahar<sup>2</sup>

---

### **Abstract**

The researcher intended to identify factors of job stress and then find out gender differences in job stress among university teachers working in dept. of social sciences with Rawalpindi/Islamabad universities. The researcher selected four universities and then 20 teachers from each university. Thus, total sample was 80 teachers among which 40 were male and 40 were female teachers. One questionnaire for assessing Job stress of teachers was developed by the researchers was used as an instrument of the present study. The researchers collected and analyzed data herself and it was concluded that majority of teachers were facing job stress. Reason may be in our country Pakistan teaching job has many challenges. Major factors of job stress as indicated by majority of teachers were work dilemma, status, and salary, working conditions and load, relations with in job, professional development, and professional misconceptions. It was concluded that male teachers had low job stress in comparison with female teachers whereas female teachers were high in job stress. . Social status and salary of teachers affects their job stress and results in lowering their self-esteem and motivation. Government and universities may take positive steps towards solution of this issue. Teachers can work with enthusiasm in suitable working conditions. Universities may produce environment of effective working conditions that may increase self-esteem and motivation among teachers and lessen the job stress among teachers.

**Key Words:** Job Stress, University teachers, Gender differences.

---

<sup>1</sup> M.Phil. Scholar (Education) PMAS Arid Agriculture University, Rawalpindi, Pakistan

<sup>2</sup> Assistant Professor, Department of Education, PMAS Arid Agriculture University Rawalpindi

## Introduction

It is commonly known that stress itself is not an illness but it is a condition that can give rise to a real illness. Reig et al. (2007) defined stress as “a surplus of demand made upon the potentials of the brain and physical body”. Kelly and Colquhoun, (2005) informed that individual stress is the physiological and psychological condition of a person that requires some form of adaptation or adjustment. Stress can be classified into the following types: Environmental physiological, physiological, organizational and personal.

Job stress is one of the most frequent concepts of discussion among people which persons of this era hear with increasing occurrences. Job stress has received enormous worth among researchers, particularly in social science. It has been observed that a lot of human being’s potentials are being exhausted away and reason is job stress. Job stress is one of the biggest problems in this world of globalization. Nearly every one of the employees undergoes stress in their work. The long hours work brings to stress. This stress can be reduced by social support (Roness, 2011). Harvardian scholar named Richard Elmore has mentioned the idea of school leadership, where he suggests that the school reforms are beset by the wrong perception that these schools have failed to progress and perform in the right way because administrators, students and teachers have shown lack of commitment. This problem is also causing hurdle in the progress of stakeholders’ work, but they are getting their attention to be directed towards these issues and thus, they are working in order to bring positive change within the society. Students can also make improvements in their motivations to succeed. Teachers can play their part by incorporating the improved instructional strategies that can help develop the right classroom management. The school administrators can play their role in making the positive school climate by promoting more professional staff members and encouraging the parents and community to support in helping improve the school environment. (Wilhelm et al. 2000).

Because of the underlying issues within the school environment, there are issues with respect to stress among the teachers and their professional environment. Stress in teachers is defined as “the familiarity by a teacher with frequent unpleasant, unhelpful emotions, such as fury, nervousness, tension, disturbance or gloominess, as a result of job in teaching set up” (Kyriacou, 2001). Studies have however agreed on the general negative perceptions related to the administrative support, collegiality among the members of the school, salary, student motivation, relationship between

the stakeholders, workload and the discipline which has caused the work-related stress among the teachers. It has caused emotional and physical stress among the teachers in leading their professional effectiveness (Chen, 2007). These stress factors have also been cited with the studies of excessive workloads and the increasing demands to meet the state and federal mandates. There is lack of leadership teams and the resources. Teachers are thus, unable to maintain the effective relations with the parents, students and their teachers (Brown et al., 2002). The workload is not easy to be lessened and thus the resources are also not easily and readily available in order to make the right empowerment among the teachers, there is lack of empowerment to cope with these stress levels.

According to Chan (2002), the demands which are work related have caused the pre-service teachers to have emotional and physical stress symptoms. The social support is also found to be required in order to mitigate the symptoms that have indicated that there is a need to have the importance of collegial relations for the new teachers. Jepson and Forrest (2006) has mentioned that teachers who are being characterized with strong achievement and success, have the greater level of stress. Other studies have supported the relationship between the personality traits and the teachers as being linked with class success. Research by Tomic (2002) supports that a new instructional plan is needed to add more effective outcomes the teachers' growth. They also found that the teacher who were ready to implement the new techniques, were able to have the higher degree of self-efficacy and have faced the lower levels of stress. Yoon (2002) study has mentioned that there is a relationship between teachers stress and the achievement of students. The higher stress level has been linked to the poor relationship develop with the students and has caused poor results from the students exhibiting the presence of negative behavior in themselves.

Stress based to work also become troublesome that, it could thus avoid teachers from managing their work properly, and results in falling job effectiveness. Improved stages related to stress can cause nervousness, escaping behaviors and results into increased absenteeism. Stress associated illnesses have been declared as a major ground for the teachers to have early retirement (Halpin, 201).

The optimistic and pessimistic possessions of stress are noticeable in the connection among stress and actions for quality work. International research shows that many teachers also report a high degree of work stress. As indicated by Johnson and Birkeland, 2003, Tissington and Grow, 2007). Research also make known that teacher attrition of teachers i.e.

teacher's departures from their teaching jobs has become a worldwide problem (Jamal, 2010, Ingersoll 2001).

Motivation of teacher plays an imperative function in the endorsement of teaching and learning with quality. By and large, when teachers are motivated, they are more probably to create motivation in students to enable them as high level learners to make certain the accomplishment of educational improvements and feelings of satisfaction and fulfillment. In teaching, teacher motivation is essential to uplift the teaching learning progression as numerous teachers have lower motivated aptitude. Teachers who account low levels of motivation be likely to make out their student's motivation's levels also low (Davidson, 2007).

Job Stress has been a centre of researches in advanced countries over the years. Originally, it was visualized as a strain from the situation and environment, then as nervous tension within the person. The main accepted definition of stress in today is one of interface between the conditions and the human beings. It is the psychological and physical situations that outcomes when the possessions of the human beings are not enough to handle with the difficulty and pressures of the circumstances. Thus, stress is more expected in a number of states than others and in some individuals, it is more than others. Stress can weaken the accomplishment of aims, both for persons and for organizations. Job stress is a vital disorder and strain in physical or psychological form which is related with a work-related environment and apparent in indications such as extreme nervousness, or pressure, or cramps, headaches, or other health problems. Job stress has effect on personality, self-esteem, motivation, performance and health of teachers.

### **Objectives**

Finding of the job stress in university teachers.

To find out differences for stress between different genders among the university teachers.

### **Research Methodology**

The research was quantitative in nature. The descriptive survey research design was used for this study. The population of the study comprised of university teachers. All teachers were from the department of social sciences from the universities (private and public) in Rawalpindi and Islamabad.

The study was limited to only four universities of Rawalpindi and Islamabad: PMAS Arid Agriculture University Rawalpindi, National

University of Modern Languages Islamabad, Preston University Islamabad, and International Islamic University Islamabad. The study was delimited to only university teachers of social sciences departments. Simple Random sampling techniques was used. Sample of 80 teachers (40 male, 40 female) from the selected four universities was taken as a respondent 20 teachers from the social sciences department of each university were taken as a sample through stratified random sampling technique.

One questionnaire for assessing Job stress of teachers was developed by the researchers was and she used them as instrument of the present study. The questionnaire was administered personally by the researchers to the respondents of the study (teachers) for the data collection.

**Data Analysis and findings**

Data were analyzed through Statistical Packages for the Social Sciences (SPSS). Mean, S.D., t-test were used for analyzing data

**Table.1:** Mean and Standard Deviation Score of Job stress of all teachers

Responses of all teachers	N	Mean	Standard Deviation
	80	146.97	22.68

Table 1 indicates that Mean Score of job stress of all male and female university teachers is 146.97 and Standard Deviation Score of job stress of all male and female university teachers is 22.68.

**Table 2:** Mean and Standard Deviation Score of job stress of all male teachers.

Responses of all Male teachers	N	Mean	Standard Deviation
	40	135.73	11.85

Table 2 indicates that Mean Score of job stress of all male university teachers is 135.73 and Standard Deviation Score of job stress of all male and female university teachers is 11.85.

**Table 3:** Mean and Standard Deviation Score of job stress of all female teachers.

Responses of all Female teachers	N	Mean	Standard Deviation
	40	158.21	13.52

Table 3 indicates that Mean Score of job stress of all female university teachers is 158.21 and Standard Deviation Score of job stress of all male and female university teachers is 13.52.

**Table 4:** Major factors of job stress factors as identified by teachers

Factor of job stress	Mean	S.D.
Work Dilemma	24.495	3.135
Professional Growth	22.985	2.65
Professional Misconceptions	20.36	2.80
Working Conditions	22.635	3.41
On Job Relations	22.195	4.34
Personal Status	23.4	4.31

Table 4 indicated that major factors of job stress were work dilemma having value of mean is 24.495 and SD is 3.135, status, and salary having value of mean is 23.4 and SD is 4.31, working conditions and load having value of mean is 20.365 and SD is 2.80, relations with in job having value of mean is 22.195 and SD is 4.34, professional development having value of mean is 22.985 and SD is 2.65, and professional misconceptions having value of mean is 20.36 and SD is 2.65.

**Table 6:** T-test: Job stress by Gender

	Mean	SD	Std error	T	P
Male teachers	135.73	12.16	2.72	7.418	0.04*
Female teachers	158.21	16.34	3.45		

p < 0.05

Table 6 indicates that there is significant difference between male and female teachers regarding job stress as the value of t (7.418) is greater than table value. It shows that female teachers have high value of job stress as compared to male teachers.

## Conclusions & Recommendations

The researcher concluded that majority of teachers were facing job stress. Reason may be in our country teaching job has many challenges. Major factors of job stress as indicated by majority of teachers were work dilemma, status, and salary, working conditions and load, relations with in job, professional development, and professional misconceptions. It was concluded that male teachers had low job stress in comparison with female teachers whereas female teachers were high in job stress.

Social status and salary of teachers affects their job stress and results in lowering their self-esteem and motivation. Government and universities may take positive steps towards solution of this issue.

Teachers can work with enthusiasm in suitable working conditions. Universities may produce environment of effective working conditions that may increase self-esteem and motivation among teachers and lessen the job stress among teachers.

## References

- Alliance for Excellent Education. (2005). *Teacher attrition: a costly loss to the Nation and the States*. Alliance for Excellent Education.
- Anhorn, R. (2008). The profession that eats its young. *Delta Kappa Gamma Bulletin*, 74(3), 15-26
- Barmby, P. (2006). Improving teacher recruitment and retention: the importance of workload and pupil behaviour. *Educational*
- Brown, M., Ralph, S., & Brember, I. (2002). Change-linked work-related stress in British teachers. *Research in Education*, 67(1), 1-12.
- Chan, D. W. (2002). Stress, self-efficacy, social support, and psychological distress among prospective Chinese teachers in Hong Kong. *Educational psychology*, 22(5), 557-569.
- Crute, S. (2004). Teacher stress. *NEA Today*, 22(4), 34-35.
- Davidson, E. (2007). The pivotal role of teacher in Tanzanian education. In *The Educational Forum* 71, ( 2, pp. 157-166.
- Evers, W. J., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. *British Journal of educational psychology*, 72(2), 227-243.
- Harris, K. R., G. K. Halpin and G. H. Halpin. 2001. Teacher characteristics and stress. *Journal of Educational Research*, 78, 346-350.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American educational research journal*, 38(3), 499-534.

- Jamal, M. 2010. Burnout among Canadian, Chinese, Malaysian and Pakistan employees: An empirical examination. *International Management Review*, 6(1), 32-42.
- Jepson, E., & Forrest, S. (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *British Journal of Educational Psychology*, 76(1), 183-197.
- Jepson, E., & Forrest, S. (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *British Journal of Educational Psychology*, 76(1), 183-197.
- Kelly, P., & Colquhoun, D. (2005). The professionalization of stress management: Health and well-being as a professional duty of care?. *Critical Public Health*, 15(2), 135-145.
- Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, 53(1), 27-35.
- Ormrod, J. E., Anderman, E. M., & Anderman, L. H. (2016). *Educational psychology: Developing learners*. Pearson.
- Plash, S., and C. Piotrowski, C. 2006. Retention issues: a study of Alabama special education teachers. *Education*, 127(1), 125-128.
- Rieg, S. A., Paquette, K. R., & Chen, Y. (2007). Coping with stress: an investigation of novice teachers' stressors in the elementary classroom. *Education*, 128(2).211-226
- Roness, D. (2011). Still motivated? The motivation for teaching during the second year in the profession. *Teaching and teacher education*, 27(3), 628-638.
- S Yoon, J. (2002). Teacher characteristics as predictors of teacher-student relationships: Stress, negative affect, and self-efficacy. *Social Behavior and Personality: an international journal*, 30(5), 485-493.
- Slavin, S. E. 2015. *Educational Psychology: Theory and Practice*. 5th ed. Allyn and Bacon Company, London, U.K. PP. 345-356.
- Smethem, L., & Adey, K. (2005). Some effects of statutory induction on the professional development of newly qualified teachers: a comparative study of pre-and post-induction experiences. *Journal of Education for Teaching*, 31(3), 187-200.
- Wilhelm, K., Dewhurst-Savellis, J., & Parker, G. (2000). Teacher stress? An analysis of why teachers leave and why they stay. *Teachers and Teaching*, 6(3), 291-304.
- Woolfolk, A. (2016). *Educational psychology: Active learning edition*. Pearson.