

EFFECT OF STRESS ON FEMALE TEACHERS' PERFORMANCE IN PRIVATE SCHOOLS AT SECONDARY LEVEL

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ABSTRACT

Stress can be a painful condition of a person; it may be internal or external. This paper investigates and describes the effect of stress on female teacher's performance in private schools at secondary level. The objectives of the study were to identify the causes of stress and investigate the effect of stress on female teacher's performance. The study was descriptive and quantitative in nature. Research based on the survey method. Population of the study was 218 private secondary schools in city Faisalabad. Using the random sampling technique, 50 schools were selected at secondary level and 400 female teachers were included in this study. Descriptive and inferential statistics were applied on the data. It was found that the female teachers at private sector facing high level of stress. It is concluded that teachers of private secondary schools cope on their level of stress using the different stress management strategies.

Keywords: Stress, Performance, Female teachers, Private school, Secondary level.

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INTRODUCTION

Teaching is one of the world's most important and noble professions. It is a wonderful career in the sense that he or she is a "guru" a master in people's thoughts. Teachers are frequently referred as "second parents." They have a greater influence on children during their childhood than their parents. The character of the child is formed first by the parents at home and then by the teachers at school. However, there is a lot of physical and emotional anxiety with this job. Teachers want to work hard to achieve good results. Teachers are the builders of a nation and the creators of a responsible generation. They have a significant impact on human behavior. Aside from their parents, the children spend the most of their time with teachers and teachers have an impact on the child's development (Srinivasan, 2014).

Many countries around the world are experiencing a teacher shortage. This issue is becoming more prevalent as a result of teacher turnover. Many teachers leave the classroom for reasons other than retirement. Working conditions that are stressful are one of the reasons people leave the teaching profession. Indeed, recent research from various nations reveals that teaching is a highly demanding occupation and that teacher stress is a worldwide phenomenon. Teacher stress may be harmful for both teachers and educational quality. Teacher stress affected teacher self-efficacy, job happiness, and commitment levels (Skaalvik and Skaalvik, 2016).

Teacher stress can have a negative impact on both the teachers and the quality of instruction. Teaching, on the other hand, is an extremely stressful and demanding job due to the enormous obligations and the deeply deep-rooted feeling of accountability. Our work life is the most important element in our everyday life; the impacts of our professional lives have significant effects for our social lives. As a result, stress factors have a huge influence and shape our personal and professional lives in a variety of ways (Sultana *et al.*, 2012).

Stress is commonly defined as the body's non-specific response or reaction to external pressures or disturbing occurrences in the environment. It is the process by which humans perceive and respond to environmental risks and challenges. Stressors are personal and environmental situations

that generate stress. In recent years, there has been a great deal of interest in the subject of teacher stress. Several factors have been associated to teacher occupational stress. The most important of these factors are as follows: business obligations, a wide range of activities within the school environment, a lack of professional recognition, discipline issues in the classroom, bureaucracy, lack of assistance, heavy workload, and time constraints (Mearns and Chain, 2003).

Various experts have consistently recognized the necessity to investigate the factors that contribute to teacher stress. The private sector has surpassed the public sector as the second largest provider of education. People's discontent with the quality of education in government schools drove the necessity for private schools. Some private schools have been opened to give students with much-needed educational opportunities. The private sector, on the other hand, is primarily concerned with providing high-quality education. Over the previous few decades, the private sector's share of education has grown significantly. The number of schools, as well as the proportion of children enrolled in these institutions, has increased substantially (Sultana *et al.*, 2012).

In Pakistan, the private sector is playing a significant role in the promotion of education. Enrollment in the private sector is expanding because it provides a higher quality of education than the public sector. According to NEMIS data, there were 17,093 private elementary schools in the country in 2012/13. In addition, the private sector had 25,658 middle/lower secondary schools and 17,696 high schools. At the primary level, 4.8 million (34%) of children aged 5-9 are enrolled in private sector schools. Private schools are anticipated to enroll 34% of males and 33% of girls (Ailaan, 2017).

In the early 17th century, the term "stress" was re-used to denote "grief, control, discomfort, and difficulty. This term was revised in the nineteenth century and it refers to a significant influence on one's physical object or on another. It is now possible to declare that stress is a global trend and that it is the product of either a high-quality or a low-quality lifestyle experience. Stress is commonly defined as the body's non-specific response or reaction to external pressures or disturbing occurrences in the environment. It is the process by which humans perceive and respond to environmental risks and challenges. As a

result, stress is simply described as emotional disturbances or changes brought about by stressors (Yusoff, 2010).

Teaching is a hard job and teachers become stressed when the demands of the circumstances surpass their ability to cope with these demands. Since World War II, there has been a dramatic increase in the number of women entering the work field. As a result, more women are finding themselves in the position of having to be both employees and mothers (McCarthy, 2019).

Many women are increasingly using their right to work, something previous generations were denied. Many women work for financial reasons, as families can no longer survive on one income. Working women have highlighted concerns regarding the relative contributions of job and family to women's psychological well-being. Women were more likely than males to experience stress as a result of not having enough time to spend with their own children, caring for family and friends, or engaging in recreational activities. Furthermore, women were more likely than men to feel disorganized as a result of work and home duties. When compared with their male colleagues, women reported workload and stress as much more influential in their intention to leave the teaching profession (Ferguson *et al.*, 2017).

CAUSES OF PRIVATE SCHOOL TEACHER STRESS

As previously stated, teaching is regarded as one of the most difficult jobs in the world. Various researches are now being conducted to investigate this issue. Time-related stress has a negative impact on demanding mental tasks, especially creative activity. Time-related stress impairs our perception and focus, resulting in lower performance. Class rooms normally require structure for student attention and the most effective classrooms are those, in which the teacher can tailor the lesson to match the needs of each child. When the class size is large, the task gets tough. Because a big class size limits the teacher's ability to contact with each student personally, the teacher feels less involved and less effective. Inadequate classroom resources contribute to a teacher's experience of stress at work (Pickering, 2008). Teachers have also expressed dissatisfaction with their pay. They compare their pay to those of other professional groups, as well as their school-level job. This is a challenging scenario for the teachers. Integrating kids with a wide range of demands and challenges (intellectual, physical, emotional, and social) have significantly increased teachers' stress (Iriemi, 2010).

Before 1972, private educational institutions made up a sizable share of the whole educational system of schools and universities. The Pakistani government nationalized all private educational institutions in 1972. Private educational institutions were allowed to reopen in 1979 due to a shortage of funds for public education. Even private firms were pushed by the government to open educational institutes in remote areas. Non-Governmental Organizations could take over government schools on a contractual basis for a set amount of time.

EFFECTS OF STRESS ON TEACHER'S PERFORMANCE

Frustration is the start of a deep chronic feeling of growth and discontent. The case is about the negative implications of secondary school teachers as well as their mental and emotional state as a result of the present study's dissatisfaction (Lenka and Kant, 2012). Extreme stress can cause confusion on one's health. The ability to perform under high levels of stress may also be reduced. The negative impacts of stress can have a negative impact on one's quality of life. Despair and distress are more widespread in women than in males and despite women's lessons, it is highly likely that the depression and anxiety of the instructor estimate the population's data, which is mainly deprived. These issues provide difficulties for all teachers. There is an association between absenteeism and teacher stress. Stress is defined as an external stimulus that controls and tends to a person's psychological or physical well-being. Job discontent, absence, and stress experience have all been linked to job stress. Work is a major source of stress, and employee stress related to work can be caused by disease, profession,

job discontent, decreased productivity, and other workplace issues (Stranks, 2015).

Teacher turnover is more common in the first few years of education. Early year teachers are more likely than experienced teachers to abandon the teaching profession and the majority of new teachers depart the field during the first 5 years of their study. Teachers with <1 year of experience were more likely to abandon the profession. Social support and school arrangements are important aspects that influence new teachers' satisfaction and change. Sultana *et al.* conducted a study in Gilgit-Baltistan on the topic of the Nature and Impact of teacher Stress in the Private Schools of Gilgit-Baltistan, Pakistan which was published in the International Journal of Academic Research in Progressive Education and Development in April 2012. The study is based on an analysis of stress variables which revealed that they were intricately linked with the professional, personal, and financial elements of teacher life.

Objectives

The objectives of the study were to:

1. Identify the causes of stress that effect on female teacher's performance in private schools at Secondary level.
2. Investigate the effects of stress on female teacher's performance in private secondary schools.

METHODS

The present study was quantitative in nature. Descriptive research design was used to investigate the phenomena of stress of female teachers. Moreover, it was investigated through survey method. The focus of this study was on identifying the causes of stress and their effects on female teacher's performance in private secondary schools. The sample was selected using random sampling technique. Population of the study was 218 private secondary schools worked in city Faisalabad. Researcher selected the randomly 50 schools from 218. Total 400 teachers were selected from 2180 teachers as a sample. Eight female teachers were randomly selected from each school. Quantitative questionnaire was used to collect the data. It was based on five-point Likert scale, Strongly agree=5, Agree=4, Don't Know=3, Disagree=2, and Strongly Disagree=1.

Table 1 describes that there was a positive correlation between the level of stress and causes of stress among private secondary school teachers except then the level of stress and relationship with colleagues. Moreover, there was a statistical significance (0.000) difference between the causes of stress and teachers performance. Hence, it is concluded that the job stress in private institutes badly effect on female teachers performance at secondary level.

REGRESSION ANALYSIS

Table 2 indicated that there was a positive correlation (0.735), $R^2=54\%$ variation of positive relation with causes of stress and female teachers performance.

DISCUSSION

Nowadays, teaching becomes an extremely stressful profession. Due to these causes of stress, a teacher faces physical, emotional, or mental stress. Job insecurity also influences on their performance. With the fear of termination teachers not teach with devotion and their performance became weak day by day. They work not well according to the requirement. Teachers stated that sometimes they became aggressive with their students and decide to resign from the job. They said that due to the multiple tasks in school, they feel physical or mental stress. Hence, it was concluded that there were so many causes that create too much problems in teaching learning process and badly effect on teachers performance.

Results show that the female teachers of private schools at secondary level face a very high level of stress. There were five questions designed

Table 1: Correlation between the cause of stress and female teacher's performance

Variables	Correlation	Sig
Level of stress – task stress	0.622**	0.000
Level of stress – time stress	0.500**	0.000
Level of stress – large class size	0.524**	0.000
Level of stress – lack of resources	0.553**	0.000
Level of stress – relationship with colleagues	0.088	0.079
Level of stress – inadequate salary	0.442**	0.000
Level of stress – disruptive students	0.491**	0.000
Level of stress – task deadline	0.428**	0.000
Level of stress – school management and administration	0.542**	0.000
Level of stress – role conflict	0.506**	0.000
Level of stress – working conditions	0.555**	0.000
Total	0.735**	0.000

Table 2: Model summary of causes and effect of stress on teacher's performance

Model	Predictors	Causes of stress		
		R	R ²	Adjusted R ²
1	Task stress	0.622	0.387	0.385
2	Time stress	0.500	0.250	0.248
3	Large class size	0.524	0.275	0.273
4	Lack of resources	0.553	0.305	0.304
5	Relationship with colleagues	0.088	0.008	0.005
6	Inadequate salaries	0.442	0.195	0.193
7	Disruptive students	0.491	0.241	0.239
8	Task deadline	0.428	0.183	0.181
9	School management and administration	0.542	0.294	0.292
10	Role conflict	0.506	0.256	0.254
11	Working conditions	0.555	0.308	0.306
	Total	0.735	0.540	0.539

to measure the level of stress among teachers. Teachers answered that teaching is a stressful profession and their work is too much hard in their schools. They perform multiple task and extra duties given by management. Teachers also reported that sometime they work for long hours in school.

It was founded that there were many causes that enhance the teacher stress such as task deadline, time pressure, lack of resources, insufficient salaries, school management, and students misbehavior. Throughout performing these duties teachers also complained that due to poor salary package, they are not devoted with their jobs. Administration of the institution did not provide proper resources for teaching. Teachers also want the reliable and consistent behavior from management.

RECOMMENDATIONS

The study was conducted in Faisalabad city only. The results of the study were generalized only for Faisalabad city. From this study, the following recommendations are suggested.

1. Innovative researchers may conduct this study on other area or sector of education in Punjab, Pakistan.
2. School administration should provide the flexible mechanism for their teachers; therefore, they will work willingly without any stress.
3. School management must arrange orientation session for the teachers about stress management strategies
4. It is need to prepare a job structure for private school teachers for the job security.
5. Educational policy of private schools should be made for benefit of teachers and students rather than business development.
6. Professional development programs conducted to guide the teachers to cope with their professional stress.

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