

A Study of Occupational Stress among Female Teachers at Elementary School Level

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Abstract:

Stress is a slant that is made when one reacts to particular events. It is the body's strategy for adjusting to current conditions and for wanting to meet a taxing situation with focus, quality, stamina, and inspired preparation. The major objectives of this study were to identify the occupational stress among female teachers, to identify the causes of stress among female teachers, to find out the solution of problems confronted by the working women and compare the impact of occupational stress among married and unmarried working women. The study was based on the population of female school teachers from District Bahawalpur. A group of 300 female teachers (5 teachers from each school) was taken from 60 elementary schools. The researchers used self-developed questionnaire to measure the occupational stress among working women. The reliability of the questionnaires was measured by calculating Cronbach Alpha values. The resultant calculated value was 0.968 that indicates the high reliability of the tool. That data were analyzed by using Statistical Package for Social Sciences (SPSS). The findings of the study indicate that the respondents were of the view that extra-work overload and imbalance of personal and professional work were leading factors that contributed to occupational stress. Therefore, it is suggested that familial and governmental support should be provided since it can reduce stress among working women.

Keywords: Occupational Stress, Teaching Profession, Working Women, Case Study, Elementary School

I. Introduction

The word stress involves being anxious at work. Stress has correspondingly physical and physiological ramifications for someone. It is a mental, physical or excited strain or weight or it is a circumstance or a factor that can cause constant worry. It happens when there is a screw up between the nature's working environment's demand and a man's capacity to do and finish these requests. Rarely, it contributes to physiological consequences as well as it may occur at times uproot the body's soundness and peace. Sabherwal, Ahuja, George, and Handa (2015) found significant occupational stress among teachers due to time pressures, lack of infrastructure, student indiscipline and poor salary package. It is routinely caused by a broadened workload with minute task force to go up against that extra work. On the other hand, possibly, the expanded measure of work is given to be completed in a practically unfeasible time explore. The stress known as an annoying psycho-physical condition is an average component of this propelled world where an individual fails to adjust to the weights in his/her action. It impacts the individual prosperity and working viability of the workers (Zhang, 2010).

In the current days, the calling of instructing has turned out to be all the more difficult overall, especially at the basic level where the understudies enter the phase of puberty and all things considered stressful among the instructors has been expanding quickly. Assortment of the reasons is related to an educators' word related pressure, for example, expanded into work stack, low wage, absence of gear, extensive class estimate, absence of chances for proficient upgrade, dealing with understudies' conduct and so on. Hasan (2014) found that the private primary school teachers were highly stressed as compared to primary school teachers of public school. All the more frequently it is seen that the feeling of anxiety among female educators, particularly among the married female instructors is bigger than their male partners in light of the fact that the former need to play out numerous parts both at homes and schools. At home, they need to play the part of girl in-law, spouse, mother, sister in-law and so on and in the meantime in the schools they need to assume the part of a decent instructor while teaching their understudies. Thus, it is regular that they confronted with pressure, which unfavorable influences both the instructor and the working women.

Along these lines, in such manner it is extremely basic to influence endeavors with a specific end goal to limit and keep the fundamental driver of worry among the educators of the attractive results during the time spent training. The word stress is portrayed as the status of mental marvel or disequilibrium in the individual caused by disillusionment at chances and other internal and furthermore, outside strain and weights. Teachers do not simply have the stress of overseeing such a substantial number of grouped adolescents once every day. They are in like manner blamed for educating and adornment these adolescents into productive people from society (Swanson, 2000). The rules, headings, tenets, and execution want all around instructors can have hoisted measures of weight. The action is to a great degree asking for in that it has scarcely any end (Borg, 1990).

This expansion of the antagonistic idea of this work might be because of the way that individuals never think again about their emotions in the group, yet it doesn't appear to exist, his work at any rate gives him a protected place in the truth of human culture. It is a result of the most recent decade or two from society has experienced colossal changes, work and worry of life have turned out to be more considered (Broadbridge, 1999). This premium is reflected in a progression of examinations that are progressively worried about

business related pressures, the effect of life's occasions, push causing pressure and the give up all hope of the source and execution of nervousness and what we ought to or ought to do, on needs or issues or vital issues (Kyriacou & Sutcliffe, 1978).

Stress is a term described by brain science, during the 1930s, which has turned out to be better known in the later decades. It alludes to the results of a body (human or creature) disappointment for an enthusiastic or physical risk; genuine or show. The side effects of stress are normally announced by the police and epinephrine as here and now protection from uneasiness and exhaustion, and in addition touchiness, muscle pressure, absence of fixation, and different physiological responses, for example, migraine and heart musicality. Stress is an inclination when we react to particular occasions. The method for adolescence, eye to eye, prepared to center, quality, perseverance and courteousness to adapt to the troublesome circumstance (Quick & Quick, 1984). It is a typical component in our lives, particularly as the pace of improvement increments. Work is a typical term which is connected to a wide range of occupation. It is an essential condition for a great many people and is a critical part of the environment for human survival. It is additionally a noteworthy component for the improvement of the person and the economy of the country. Numerous grownups spend half of their life in business related exercises. It is normal to encounter business related weight on pressure or strain in the body or the brain if there is no discharge or outlet for the twisted up emotions. An expression push breakdown everything has an unmistakable place in the psyches of millions. It is a noiseless executioner in the advanced age. The word stress is characterized by the Oxford Dictionary as a situation, including requests on physical or mental vitality. In medicinal speech stress is characterized as an annoyance of the body's homeostasis. Outrageous pressure conditions are inconvenient to human wellbeing. Be that as it may, with some restraint push is ordinary and as a rule, demonstrates helpful (Blix, Cruise, Mitchell, & Blix, 1994).

Occupational stress and teacher are gradually normal attendance relative to advanced words that are relatively complex and advanced in the pressure of call currency weights. A significant source of teacher dissatisfaction is the result of helpless school social needs and the industry's solution to the problem of instructors. The coach of his justice department should know the development of this land. Teachers feel uneasy about worrying about parental care. Language-related implementation is a prerequisite for the healthy development of teacher identity. Trainers have a weak position in imports. The school teacher requested not enough payment. The importance of salaries or a factor is clearly prominent in one word. The overall pressure associated with framework's work leads to the stress (Kortum, Leka, & Cox (2010).

Occupational pressure can be caused by excessive or even too little work, time weight and due dates, exhaustion from physical strains of work place, extreme voyaging, extend periods of time, coping with changes in work. The pressure is probably going to happen for constituting a danger to the person. A danger can cause a strain due to what it connotes to the individual. As word related pressure takes toll on the body and psyche, an assortment of indications can come about. Working in associations gives people life supporting wage as well as applies its own weights on them. This can at last have negative outcomes, both for accomplishing the objectives of the association and addressing the necessities of the people working in them (Geetika, 2006).

In this way, the workplace is a wellspring of social and mental pressure, which affect the prosperity of the representatives. Worry all in all and word related worry specifically is widespread and much of the time impairing human marvel. Stress emerging at work has an unfavorable impact on the conduct of individuals, which eventually brings about individual and hierarchical wastefulness. The pressure can be portrayed as a condition where occupation related elements connect with the laborer to change, disturb and/or improve) his or her mental or physiological condition, so the individual's brain and additionally body are compelled to veer off from its typical method for working (Selye, 1936).

Educating has been distinguished as a standout amongst the most upsetting callings today. The explanations behind that are very like other distressing occupations on the planet. In an overview evaluating the feelings of anxiety of different occupations by, turns out the best. The report, the scale of occupational stress, assist examination of the effect of statistic factors and sort of employment, distributed in 2000, found that 41.5% of instructors detailed themselves 'very pushed', while 58.5% came into a 'low pressure's classification, while 36% of educators felt the impacts of pressure all or more often than not. This is in reality a disturbing state and obviously likewise the most compelling motivation for teachers stopping at a high rate or looking for proficient help to battle back pressure. The figures from the instructor's help line indicate distinctive reasons that reason misery to educators, stress, tension and discouragement (27%), conflict with directors or partners (14%), pressure of workload and extreme changes (9%), loss of certainty and execution tension (9%), relationship, conjugal and family issues (5%). This demonstrates the most astounding rate with work related pressures that can wreck an expert educator while releasing his obligations (Pugliesi, 1999). Overall, these studies reveal heavy teacher well-being influences and they remain focused on the entire production line of appealing capabilities. With a community that is fully inclusive, the masters are at risk of fulfilling a greater number of psychological problems and subordinate jobs. McCarthy, Lambert, Crowe, & McCarthy (2010) pointed out that as many as 33% of teachers think their work is very unpleasant. Obviously, teachers observe various forms of stress.

II. Material and Method

A. Purpose of the Study

The major objective of the study was to identify occupational stress among female teachers at the elementary school level in Pakistan. The study also focused to find out the occupational stress among married and unmarried female teachers.

B. Methodology

The purpose of the study was to identify occupational stress among working women in the teaching profession at the elementary school level. The study was descriptive and a questionnaire was used to collect the data. All elementary school teachers of district Bahawalpur were the population of the study. The researchers selected 60 elementary schools and 5 teachers from each school selected by using simple randomly sampling technique method. Total 300 elementary school teachers were included in the study. The calculated value (0.968) of the reliability by using Cronbach Alpha indicates high reliability of the scale.

III. Results and Discussion

Stress is a common feature of our lives, especially in the case of the rise in the growth rate. Work is a general term applied to various occupations, a prerequisite for most people, and an important part of the human living environment. It is natural to experience stress in the body.

Table 1: Occupational stress among working women

Sr #	Statement	SDA/DA		SA/A		M
		F	%	F	%	
1	Teaching profession occupies an important place in a society.	48	30.8	128	47.5	3.35
2	Teaching as a profession is progressive.	56	23.1	178	57.9	3.47
3	Teaching nowadays is more stressful than ever.	58	32.9	125	46.9	3.26
4	Teachers have the highest levels of work-related stress compared to people in other professions.	70	35.5	109	43.6	3.13
5	The responsibilities of a teacher have been multiplied in the present day school system.	62	12.9	119	66.5	3.75
6	Occupational satisfaction is a necessary condition for healthy growth of a teacher's personality.	33	6.9	193	81.9	4.18
7	Teacher at present has a vulnerable position.	38	28.7	152	52.5	3.35
8	Burnout is one of the major reasons that forces teachers to leave the teaching profession.	58	12.1	166	76.3	4.04
9	The staff is always consulted about change at work.	63	34	156	53.3	3.21
10	Imbalance between work and family life proliferates the stress.	41	29.4	166	55.4	3.36
11	Teacher encounters threats by the stakeholders.	53	31.9	164	55	3.37
12	Teachers feel the lack of flexibility in times of need.	34	26.3	136	49.2	3.37
13	Female teachers are also stressed by social and economic issues.	42	8.7	125	67.7	3.83
14	Narrow mindedness of people exits towards female teachers.	45	26	178	58	3.49
15	Female teachers are worried about managing family and school simultaneously.	65	23.3	153	52.7	3.42
16	Teachers face many difficulties in the teaching profession.	101	62.8	85	17.7	2.31
17	More work load and less time to contribute to increase occupational stress.	87	39	147	43.8	3.14
18	Female teachers stationed out of city are unable to meet the standards of academic performance.	288	60	157	32.8	2.65
19	Attitude of administration towards teachers adds to work related stress.	195	61.5	53	31.1	2.61
20	Lack of modern teaching techniques and tools also impart work related stress to teachers.	58	32.9	125	46.9	3.26
Accumulative mean		3.38				

The summary of responses for the two set of questionnaires regarding occupational stress among working women and occupational stress in teaching profession are recorded in Table 1 and Table 2 respectively. A pictorial representation of the agreement/disagreement %age responses from the two set of surveys discussed before is also shown in Figure 1 and 2. The results indicate that teachers are knowledge giver. They are meticulous about how we see it as an intermediary or knowledge management, through the perception of hostility, and threatened by physical abuse sometimes working in a continuous society. At the same time continuing fears and threats from any behavior of the

self and the student's own responsibility. This alone can be enough for an anxious person, but in the teacher's case it is also multiplied by other factors. The accumulative average score (3.78) indicates high occupational stress among working women.

Table 2: Occupational stress and teaching profession

Sr #	Statement	SDA/DA		SA/A		M
		f	%	F	%	
1	I can decide when to take a break.	65	13.5	156	74.1	4.01
2	I know how to go about getting my job done.	71	14.8	136	76.2	3.93
3	I am a subject to personal harassment in the form of unkind words or behavior.	59	12.3	135	69.8	3.87
4	I have unachievable deadlines.	70	31.1	145	45.2	3.23
5	If work gets difficult, my colleagues help me.	80	16.7	123	67.3	3.77
6	I am given supportive feedback on the work I do.	71	14.8	134	69.5	3.69
7	I have to work intensely.	55	24	108	64.2	3.56
8	I have to slow down my own work speed.	47	9.8	168	76.6	4.03
9	I am clear what my duties and responsibilities are.	48	10	186	80.4	4.11
10	I have to neglect some tasks because I have too much work to do.	47	9.8	152	73.4	3.99
11	The duties of a teacher have been multiplied in the present day school system.	71	14.8	139	70.6	3.85
12	There is friction or anger between colleagues.	64	13.4	151	73.1	4.00
13	I have a choice in deciding how I do my work.	60	12.5	124	65.5	3.71
14	I am unable to take sufficient breaks.	50	10.4	151	73.2	3.99
15	I have to work very fast.	42	8.7	183	79.8	4.04
16	I am pressurized to work for long hours.	61	12.7	142	71.2	3.90
17	I put in my all to fulfill my responsibilities.	57	11.5	147	72.3	3.97
18	I am subject to bullying at work.	55	11.4	149	72.7	3.96
19	I have unrealistic time pressures.	65	13.6	144	71.6	3.91
20	I get help and support I need from colleagues.	54	9.4	163	75.7	4.02
21	I receive the respect at work I deserve from my colleagues.	78	12.1	166	76.2	3.94
22	I have some reservations over the way I work.	72	15	340	70.8	3.86
23	My working timings are flexible.	70	31.1	145	45.2	3.23
24	My colleagues are willing to listen to my work-related problems.	80	16.7	123	67.3	3.77
25	When changes are made at work, I am clear how they will work out in practice.	71	14.8	134	69.5	3.69
26	I am supported in an emotionally demanding work.	34	26.3	136	49.2	3.37
27	My head encourages me at work.	38	28.7	152	52.5	3.35
Accumulative mean		3.78				

Figure 1 Percentage responses for the occupational stress among working women

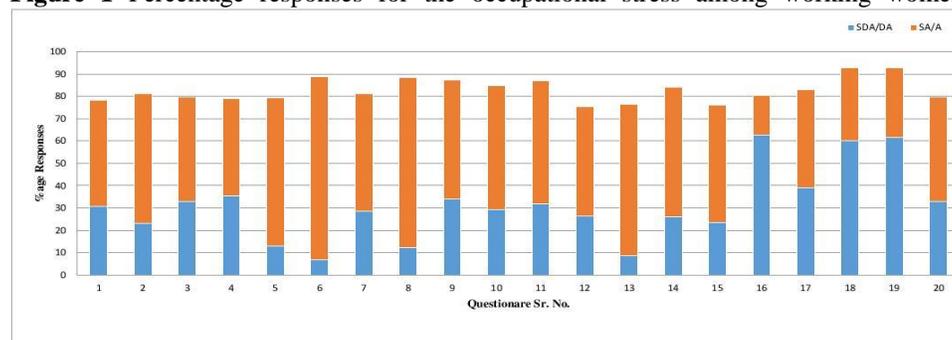
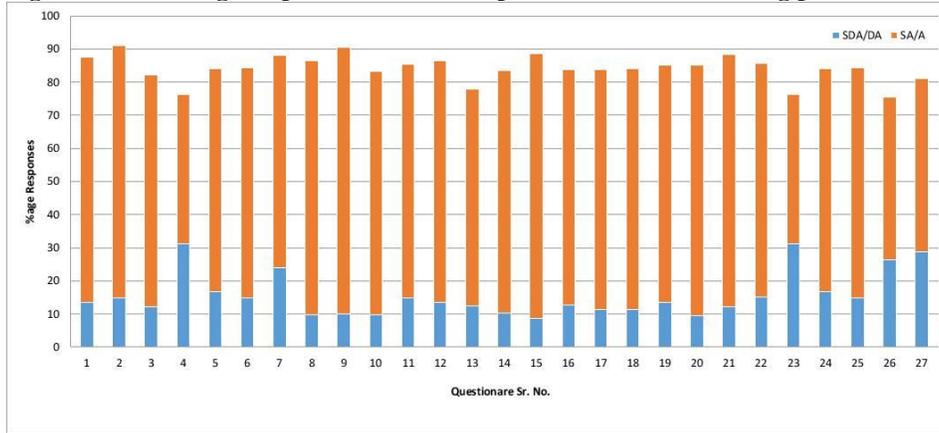


Figure 2: Percentage responses for the occupational stress in teaching profession



A. Comparison of occupational stress among working women and teaching profession

Independent sample T-Test was run to find out the marital status wise impact of occupational stress among married and unmarried working women. The results shown in Table 3 show that significant difference was noticed between married and unmarried female teachers ($t = 1.167, p = 0.224$).

Table 3: Comparison of the impact of occupational stress among married and unmarried working women

Factor	Marital Status	N	Mean	T	df	P-value
School Environment	Married	150	3.77	1.167	478	0.224
	Unmarried	150	3.83			
Occupational Stress	Married	150	3.48	2.362	478	0.019
	Unmarried	150	3.42			

This study was planned to explore the occupational stress among working women in the teaching profession at the elementary level. The results of the study demonstrate that the female primary teachers do not contrast fundamentally on sub-scales; namely, roll overburden, responsibility for people, strenuous working conditions and unprofitability. The female teachers vary essentially on sub-scales such as role vagueness, role conflict, unreasonable gathering and political weight, under investment, powerlessness, poor companion connections, intrinsic impoverishment and low status. The female teachers contrast altogether on feelings of anxiety. The female primary teachers have more feeling of anxiety than male teachers. The majority of the general population acknowledged that thought showing calling possesses vital place in the public eye. The teachers are required in light of the fact that they give direction, learning and right bearing to the understudy vocation. The educator is the individual who motivates and urges the understudy to make progress toward enormity, offer shape of the future and sustains their ability and potential.

Other researchers supported this research that Van Dick & Wagner (2001) in their study found similar results. However, the results of Billings and Moos (1984) are not in line with the findings of the current study.

IV. Conclusion

On the basis of data analysis the following conclusions were made. The female primary teachers do not contrast fundamentally on sub-scales such as roll over-burden, responsibility for people, strenuous working conditions and unprofitability. The female teachers vary essentially on sub-scales like role vagueness, role conflict, unreasonable gathering and political weight, under investment, powerlessness, poor companion connections, intrinsic impoverishment and low status. The female teachers contrast altogether on the general feeling of anxiety. The female primary teachers have more feeling of anxiety than male teachers. The majority of the general population acknowledged that thought showing calling possesses vital place in the public eye. The teachers are required in light of the fact that they give direction, learning and right bearing to the understudy vocation. The educator is the individual who motivates and urges the understudy to make progress toward enormity, offer shape of the future and sustains their ability and potential. A great number of respondents acknowledged teaching as a calling dynamically. Showing calling has started from the social and conservative changes that have emerged in social orders and can be depicted as an expert word related gathering in the instruction area having social, practical, logical and innovative measurements. The teachers are vital in each period of life, yet at school level instructors are extremely significant in understudy's life.

Given below are a few important recommendations and suggestions for study. The schools ought to give employer stability to the instructors. Counseling and stress administration should be begun in schools. The recruitment of all the more instructing staffs should be rationalized to lessen the workload on instructors. Government and private primary school administration should compose identity advancement courses, yoga courses and refresher courses for the educators to improve their identifying characteristics and lessening pressure. Family support should be given to the married female educators. In this regard, spouses ought to be more delicate in giving assistance to their wives in order to lessen anxiety of the educators.

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