

AN EMPIRICAL RESEARCH ON TEACHING JOB RELATED STRESS A CASE OF AZAD KASHMIR PUBLIC SCHOOL TEACHERS

*Muhammad Shabbir, Song Wei and Ren Chong

School of Public Affairs, University of Science and Technology of China, Hefei, Anhui, 230026, P.R C

*E-mail: khan786@mail.ustc.edu.cn

ABSTRACT: *This research paper aims to determine teaching job-related stress; source and level of stress among govt. primary school teachers in Pakistan administrative Kashmir, a part of former princely state of all Jammu and Kashmir called Azad Jammu & Kashmir. For this purpose a sample of 150 primary teachers was selected randomly and a questionnaire was adapted in order to accomplish the research objects through acquiring the responses from primary teachers in the sample. A profile of the participants was then developed by analyzing their responses in quantitative way by dividing source of stress in to two groups' profession internal and external source of stress. We applied a series of two logistic regressions and descriptive statics to analyze the data. The findings reveal that both , profession internal source of stress, Work load, Bad Physical Environment, Interpersonal issues, Job insecurity, Financial Reward, Organizational politics, and external source, Society expectation of high academic work, Politics, Media Criticism pressure are significant predictors of teacher stress among primary teachers in AJ&K. The AJ&K government and ministry of education required to devise teachers oriented policies to diminish the job stress among the school teachers.*

Keywords: Job Stress, Sources of stress, Primary Teachers and AJ&K

1. INTRODUCTION

The prevalence of job stress in a broad range of professions has attracted much research attention. Working in the organizations can appear to be a source of stress for the professionals. The satisfaction with occupation is essential for the professional life, and it has consequences both at the personal and organizational level [1]. Professional's people spend most of their time at work and job stress is commonly experienced and so pervasive, that it has been found to effect employees in every profession. Stress is a condition of physical and psychological mental disorder which occurs in a situation of pressure. Teacher job stress is a condition, in which teachers feel angry, nervous, aggrieved and disappointed in their professional life as a result of some facts related to their pedagogical activity. A phenomenon that is associated to work and is known as professional stress may be expressed in a different way, and have an effect on employees in the different work contexts. Teacher's profession as a component of co adjutant professions belongs to those that oblige significant requirements on the individual performing them from emotional, cognitive, social and also physical side [2]. As compare to other professions, teaching is more stressful job with lot of demands from administrators, supervisors, students and colleagues, shifting policies and low recognition [3, 4].

Although every country in the world has different educational structure, social, cultural and economical background where the teacher in employment but research in teaching profession indicates that teachers in different counties, of different grades, and over different time period have all reported moderate to high level of job stress [5]. The current research in different culture even in developed countries indicates that a lot of today's teachers are dissatisfied with their jobs and are among those professionals with the highest level of job stress [6]. In studies surveying teachers from the United Kingdom, Australia, New Zealand, and America, about one-third of all teachers interviewed reported teaching to be 'stressful' or 'extremely stressful' [7]. This has been recognized as a widespread problem in teachers and has received a great deal of research attention [8,9]. Concerning to study of Beer & Beer (1992) who investigated the depression among Los Angeles teachers by applying

depression scale the mean depression score of a sample of 75 teachers was 15.6. The CES-D score equal to 16 or greater is considered significant [10]. According to Schonfeld, (1989) this level of depression score associated with risk of depression [11].

Because of these substantial consequences of stress, the studies in different cultures have investigated the sources of stress among school teachers of different grade. Review studies have identified common sources of teaching profession stress such as, , heavy workload, low income, poorly equipped classrooms, a lack of sufficient teaching materials, lack of opportunities for promotion, work overtime, lessons interrupting the school teacher evaluation policy etc. [12,13,14, 15,16]. The experience of job stress can change the way the person feeling, thinking, and behavior; and can also brings changes in their psychosomatic, physiological and behavioral functions [17]. The professional stress among the teachers is also correlated with performance of teachers as teacher's attitude, belief, thoughts feelings, job's affairs and information are of extremely importance in considering the most valuable factors in teaching performance [18]. Teacher's job stress leads to increase amount of higher job dissatisfaction, poor performance and health problems. Stress that reduces teacher's motivation can have deleterious effects such as alienation from the workplace, absenteeism, and attrition [19] it can negatively affect teachers' physiological and psychological well-being which can adversely affect schools' effectiveness as well as students' learning is also negatively influenced by teachers' job stress [20].

The previous studies mainly focused to source of stress within the profession (Internal Source) but teachers also feel the stress from some factors related to outside of profession mainly by social and political factors. Our study sets both source of stress within the profession (Internal sources) and job stress from outside of profession (External) which mainly concern to social and political factors. Primary education is fundamental stage provide a pillar for further high education [21]. So for it is very important that primary teachers should be satisfied with respect to all aspects of job matter for sound education because health of schools depends upon the job satisfaction of teachers and it has been a significant concern

to researchers and educationists in recent years [22]. The performance of schools will never improve unless teachers are taken into account in all of job affairs –dimensions [23].

1.2. TEACHING JOB STRESS, AJ&K CONTEXT

This article focused on Azad Jammu& Kashmir AJ&K (Free Kashmir), consists of an arc- shaped stretch of remote territory, lies west of the Indian-occupied state of Kashmir and in the North-east of Pakistan has an area of 5,134 mi² (13,297 km²), about 4.5 million population having a self-governing system under control of Pakistan. The State has a parliamentary form of Government having its own elected president, prime minister, legislature, high court, and official flag. Kashmir has very significant geographical distribution among mountainous ranges with valleys and stretches of plains. It comprises foothills of the Himalayas rising to Jamgarh Peak (4, 734 m) with the Northwestern reaches of the Pir Panjal Range (3,753 m) to the South. This area lies between 300 and 350 North latitude and has subtropical highland climate with 150 cm average rainfall. The area is full of natural beauty with wide, thick and deep forest, speedy flowing rivers and winding streams. The major rivers are, Neelum, Jehlum and Poonch [24].

AJ&K is considered to be an underdeveloped state with low income where public education is a big sector. Although major portion 28 percent of the budget of the territory is being spend on education but still it is not sufficient to provide the adequate physical environment for provision of quality education. With context of primary education sector in AJK, the state department of education school consists of 4202 government primary schools with 9589 available primary teachers and 41% schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls [25]. In Pakistan administrative Kashmir, the quality of teaching in public sector schools has been questioned and criticized from time to time by the concerned constituencies [26]. On other hand the AJ&K teacher’s organization were disagreed with government policies, teacher’s wages, benefits and working conditions. Created to cover the expected stresses in primary school teachers in a particular context of Pakistan administrative Kashmir, situations demand to explore teachers stress who working under the worse condition and poor infrastructure. Since a better performance of teachers can only be expected if they are satisfied with their jobs [27, 28]. The current study is very scar in Pakistan Administrative Kashmir since I could not find any study with particular context.

1.3. STATEMENT OF PROBLEM

Occupational stress among professionals has been examined in many different fields, however in Pakistan administrative Kashmir this subject particularly on education sector

especially in primary teaching profession is given less focus even no one explored this area before therefore our study is designed to investigate the work stress among primary school teachers & its relationship to various factors.

1.4. OBJECTIVES OF THE STUDY

Our study object is to examine Teaching profession related stress among Primary teachers in Pakistan Administrative Kashmir. We intend to achieve following objectives through our study:

- To identify the source of stress among primary teachers in AJ&K
- To examine stress and its relationship to various factors of job stress including Internal and external i.e. Working environment, Administrative, Economic social and political factor
- This research paper is set to endow with significant guidelines to concerned people with the purpose to get better the performance of teachers.

2. RESEARCH METHODOLOGY

This study aims to examine occupational stress among Primary Teacher in Pakistan Administrative Kashmir. For this purpose we select three divisions of AJ&K, 50 primary teachers from each division. Total 150 primary teachers from all over AJ&K were selected as a sample for this study. We applied survey method to collect data by constructing questionnaire contained 11 items related to selected variable of this study. The instrument was tested and scale showed reliability and validity as alpha score 0.762 which indicates that instrument was significant to our study objectives. We applied descriptive statistic and a series of two binary logistic regressions to find the relationship between overall job stress and predictors.

3. EMPIRICAL ANALYSES OF RESULTS

Table 1. Reliability analysis of job stress

Variable	No. of items	Cronbach Alpha
Job Stress	11	.762

Source: Researcher’s calculations

3.1 Reliability Analysis of Job Stress

Reliability analysis illustrates the consistency among the constructed number of items to accumulate the authentic results. The above table indicates the number of items of job stress. The total number of items of job stress was 11 which were related to sources of teacher stress within, and outside of teaching profession stress. The result shows that overall cronbach alpha of job stress number of items was 0 .762 which indicates that there were good consistency level among job stress related items which were highly consistent with each others.

Table 2. Binary Logistic Model of Source of Stress Within Profession (Internal Stress)

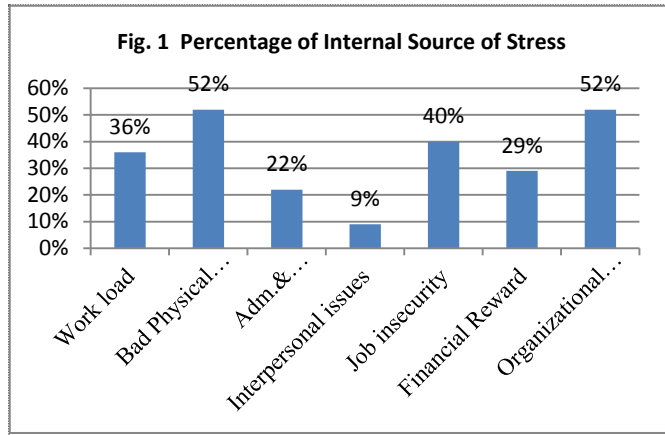
Source of Stress	B	S.E.	Wald	df	Sig.	Exp(B)
Work load	.923	.389	5.627	1	.018	2.516
Bad Physical Environment	.849	.385	4.864	1	.027	2.337
Adm.& Management Issues	2.178	.528	17.037	1	.000	.113
Interpersonal issues	.502	.299	2.823	1	.093	1.652
Job insecurity	1.396	.349	16.026	1	.000	.248
Financial Reward	-1.472	.364	16.401	1	.000	.229
Organizational Politics	1.633	.416	15.422	1	.000	5.120

Source: Researcher’s calculations

Table 3. Percentage of Source of stress within profession

Source of stress	Percentage
Work load	36%
Bad Physical Environment	52%
Adm.& Management Issues	22 %
Interpersonal issues	9 %
Job insecurity	40%
Financial Reward	29 %
Organizational Politics	52%

Source: Researcher’s calculations



3.2 Source of Stress within Profession

The first logistic model was applied to predict whether sources of stress within the profession affect on the overall stress of teacher or not. Seven independent variables work load, bad physical environment, management issues, interpersonal issues, job insecurity, financial reward and organizational politics were taken for analysis. The overall chi-square test ($\chi^2=45.369$, $df= 6$, $p=.00$) for this model is statistically significant at $\alpha=0. 05$ which indicates that there exists association among the described categories of seven variables that cause the stress. The Hosmer and Lemeshow test was insignificant ($\chi^2= 30.774$, $df= 8$, $P= .066$) at $\alpha=0. 05$ which indicate the good fitness of model seeing as the data did not considerably deviate from the model. The result of Cox and Snell test which indicating the variance of explained variables equaled $R^2 = .261\%$ whereas Nagelkerke R^2 explained $.391\%$ variance. Thus the 80.0 percent of the all stress in this sample were classified correctly. In the expressions of variables, the six variable out of seven were statically significant i.e. work load, bad physical environment, management issues, job insecurity, financial reward and organizational politics, which indicate that these variables were significant source of stress among primary teachers. By looking at Table 3 which indicates that 36% teachers feel stress by work load , 52% by bad physical

environment, 22 % by management issue, 9 % by interpersonal issue, 40% by job insecurity, 29% by lower salary and 52% by organizational politics.

3.3 Source of Stress Outside of Profession

The second logistic regression tried to predict whether sources of stress from outside of profession affect on the overall stress of teacher or not based on three independent variables, “society expectation of high academic work”, “politics”, “media criticism” which were taken for analysis. The overall chi-square test for the logistic model was significant, ($\chi^2_3 =117.636$, $df = 3$, $p =.00$) at $\alpha = 0.05$ which indicate that there exists association based on these variables that causes the stress. The Hosmer and Lemeshow test was significant ($\chi^2_3 = 17.127$, $df = 4$, $P= .02$) at $\alpha = 0.05$ which indicate that there was significant misfit of data in the model. The result of Cox and Snell test which indicating the variance of dependant variable equaled $R^2 = .544 \%$ whereas Nagelkerke R^2 explained $.814\%$ variance. Based on these analysis 96.7.0 % of the all stress in this sample were classified correctly.

An examination of Table 4 indicates that two independent variables i.e. “society expectation of high academic work”, politics, were significant based on their job related stress outside of profession while media criticism is not significant which indicate that primary teachers do not feel any kind of stress by media pressure. However the descriptive look at Table 5 indicate that 22% teachers feel stress due to society expectation of high academic work, a big figure 74% by politicizing(political involvement in schools) and 38% by social media criticism.

DISCUSSION

This study examined the sources of stress experienced by Govt. primary teachers at Pakistan administrative Kashmir. The sources of stress have been shown to be a valid and reliable tool for measuring stress. Overall, the current analysis revealed that the primary teachers in the present sample experienced similar sources of stress as did other teachers from previous research even rather than schools teachers such as Gillespie N. A., et al., (2001),explored the work overload, job insecurity, less resources, poor management, recognitions and reward, are significant source of stress among universities staff [29].

Ten prominent source of stress (variables) were taken in this study from previous research according to AJ&K education context. We divided the variable into two groups, source of stress within teaching profession (Internal stressors) consists of seven variables and external source contain three variables. We applied two logistic models for each group of variables.

Table 4. Binary Logistic model of source of stress outside of profession, (External sources)

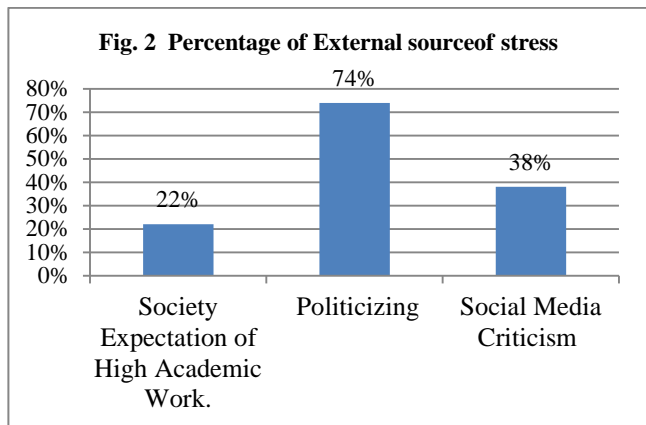
Source of Stress	B	S.E.	Wald	df	Sig.	Exp(B)
Society expectation of high academic work.	5.739	.944	36.994	1	.000	310.752
Politicizing	3.228	.984	10.752	1	.001	25.228
Media Criticism Pressure	1.388	.873	2.529	1	.112	4.007

Source: Researcher’s calculations

Table 5 Percentage of source of stress outside of profession

Source of stress	Percentage
Society Expectation of High Academic Work.	22%
Politicizing	74%
Social Media Criticism	38%

Source: Researcher's calculation



The analysis revealed that six most significant predictor of teacher stress in profession internal source of stress model, except one i.e. interpersonal issue was not turned out as significant predictors. The first variable was taken into internal source of stress was workload. Workload seems to be the most commonly reported sources of stress in various professions. Teachers become stressful when they have to do more work and some other management duties. These findings of present data are in line with existing literature. Stress due to workload already been well established in previous studies [30, 31, 32]. Regarding to our study the main grounds for work load in AJ&K is less number of teacher's positions, (shortage of staff) in primary schools. Our previous study [33] indicates that in AJ&K, 5 % and 50 %

Primary schools located in AJ&K have only 1 and 2 teachers' positions respectively in each school and if one or two teachers teach all primary classes it would be extra work burden for them.

The second predictor was taken bad physical environment which has been already explored in previous studies [34]. Safe & healthiness workplace reduces the stress of teachers [35]. In AJ&K schools are deprived of proper physical facilities. Presently the AJ&K school department consists of 4202 government primary schools and 41% of them are without proper buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls [36]. AJ&K was hit by a major earthquake in 2005 which caused the loss of human lives and destruction public and private properties including state departments hospitals and educational institutions. Primary schools especially in rural area still did not rehabilitate mostly schools have worse infrastructure even few schools are shelter less and the teachers work under this bad physical environment which obviously creates stress among them.

The next source of stress was taken collegial/social interaction; relation with colleague which has been explored in previous studies [37, 38, 39]. Poor relation with colleagues also causes stress in employees whereas strong interaction

and good relation with colleagues reduce the stress in working environment. Our result reveals that this source of stress is not significant and teachers in AJ&K do not feel stress by this factor.

The next significant indicator in first model was job insecurity which has been found to be associated with an increase in job related stress as well as decreases psychological well-being and job satisfaction, and increases psychosomatic complaints and physical strains [40, 41]. A teacher desires a secure jobs and protection against threats. Our findings indicates that job insecurity is significant stressor among primary school teachers in AJ&K.

Administrative and management issues were also found to be significant source of stress among primary teachers and our result supports [42, 43], who proved through their studies that administrative issues are significant predictors of employees stress.

Another significant stressor taken in this study is financial reward which is main concern job stress. Reward is the factors which decrease stress. Our result is good agreement with existing study [44] who investigated that low salary (not equitable, considering their work) main concerned to job stress and it is second major reason to leave the teaching profession in China.

Organizational politics is also cause the stress in teachers. Politics in the organization and aggressive behavior of the employees with one another or with management is also responsible for the stress [45]. According to Hanif. R., (2004), organization politics is and grouping in the organizations are the important predictors of stress [46]. However, many research studies have not considered the organizational politics as a major factor which cause stress and can decrease the productivity level of the employees. Our result support the Owais Mufti, (2012), who proved through his study that organization politics is a factor which causes teachers stress [47].

Great attainment of the research is identification, and verification of three factors taken in second model were related to job stress but they were non academic. Non work i.e. source of stress outside of profession is as a result of stressor outside the organization and should be taken into account when trying to understand job related stress [48]. Parents and society always desire for high academic work and expect for great academic achievement of their children. This expectation put pressure on teachers and creates stress among them. More often we heard from social media, sometime the government and common people; they criticize the public sector teacher's inattention, laziness, purposeful lethargy, and lack of professional devotion, enthusiasm to work and absenteeism.

These source are external i.e. society expectation of high academic work, political pressure and social media criticism which were rarely taken in existing studies because of social and cultural difference with diverse background of education system. This result is good agreement with [49] who concluded through his study that in China's increasingly competitive environment, teachers are under enormous administrative and parental pressure to prepare their students for various exams.

With AJ&K context politics interference in educational institutions is a major issue which gives rise politics in institutions, political groups and poor relation among teachers. Mostly recruitment & selection and transfers of teachers are done on political bases as well as both local and state level schools administration is effected by politicians and cause negligence of merit. According to [50] reported that teachers in AJ&K especially new appointed are not satisfied by income, job security and highly affected by political pressure. There is negligence of merit during recruitment which has a bad effect on provision of proper education and intelligent candidates are neglected due to political bases as well as most of in service teachers feel stress of transfer on political bases.

The last factor in second model was taken media criticism. Mostly teachers in public schools are criticized by social media for their laziness, lack of disciplines and absenteeism but this factor in our study is insignificant at $\alpha = .05$ but it is significant if we consider value of $\alpha = 0.1$.

CONCLUSION AND RECOMMENDATIONS

Teachers are the primary source of knowledge for students. When teachers experience stress in the workplace they tend to decrease self-esteem and have no confident to perform the task. Therefore, it is important to minimize teachers' stress to gain teachers' motivation in order to be fully functioning in teaching and achievement. The current study provides readers significant results of research from teachers' perception. The findings revealed that, profession internal and external source of stress, such as work load, bad physical environment, job insecurity, financial reward, interference of teacher organization, and external source of stress, society expectation of high academic work, politics, and media criticism pressure are significant predictors of teacher stress among primary teachers in AJ&K. The study is important for further research to focus more on stress and teachers' performance.

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