

Leading Stress Factors among School Teachers (An empirical Study of Pakistani school teachers)

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This study is designed to investigate the teacher's stress level and its relation with different factors to school climate and conditions such as working environment, work load, students' behavior, and administrative assignments. The data were gathered by using a structured questionnaire. After analyzing the data through different parametric tests, it was concluded that poor or inadequate working conditions, too many students in one class room, insufficient teaching material and Job Security are creating much stress among secondary school teachers. And there is found that village teachers are comparatively more stressful than city school teachers. In comparison between Public and Private school teachers, it is found that public school teachers are more stressful. It can be recommended that Government authorities and NGOs should first improve the working environment of the schools especially in Public sector specially cleanliness, lighting, orderliness can contribute better and this can create positive environment and thus increasing the efficiency of the teachers.

Keywords: Teacher's stress level, School climate, Work conditions, parametric tests, Job security, Secondary school teachers.

1. Introduction

It is acknowledged that stress became a general element of everyday life. And work overload, an autocratic boss, computer problem, time/schedule deadlines, downsizing, poorly design jobs, material disharmony, financial crisis and teaching and delivering the knowledge to the young minds etc have stress for the individuals who are involved.

In now-a-days society where industrialization and technology became part of everyday life, teachers face higher stress too. But it is acknowledged fact that society has put a very crucial responsibility on the shoulders of the teachers as considering them the entity who have to shape the students in such a way that they would be able to deal with the new challenges of the modern world. Therefore, teachers can be considered as much stressed people. In this way teachers' stress one can elaborate as the exposure which a teacher gets, from unlikable and negative sort of emotions like; frustration, anger, depression, anxiety, and nervousness can be consequential from perspective of the assigned activity/job (Kyriacou, 2000). According to Child (2004), the introduction of so many innovations into school life, such as the national curriculum, more detailed and time consuming methods of assessment, more administration and committee meetings within the school, fewer sanctions which teachers can apply for misbehavior, changing attitudes of children to school work etc. have conspired to increase the tension in teaching.

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Therefore, stress among teachers is due to many factors and such factors are known as stressors. This study is focused to determine its relationship with school climate in public and private sector. According to Smith, Ewing and Cornu (2003), teachers and students work best in a comfortable inviting environment. At the beginning of the year the teacher may organize the room to create such an environment using bright colors, displays, posters etc. Then as the year progresses, opportunities are provided for children to offer suggestions for room changes. It is done because class room environment is an essential component of school climate. The school climate is influenced by the physical attributes of the school, and administrative policies of the school. Things such as appropriate lighting, cleanliness, orderliness and displays of students work contribute to the positive atmosphere. In order to design the study of climate relationship with the creation of stress among teacher, the climate is taken under four subscales. These four subscales are; work load, work environment, administration and student behavior.

Pakistani economy is at present facing difficult state of affairs which is created by all the important political and socio-economic, and out of these, the most significant and significant factor is no education/lack of education. The Government of Pakistan has so far introduced many policies to move on the education sector, but they all proved not successful to come up to the required level of achievement. The policies were not able to solve the troubles at gross root level. According to World Bank report 2007, adult literacy rate of Pakistan is 50% in 2005 in comparison with 91% of Sri Lanka. Pakistani secondary school teacher is denied from proper facilities on job place. Lower income, lack of admiration, poor school climate etc and on the other hand some external resources like current socio-political and economic situation become the cause of negative stress on them which ultimately led to substandard delivering of knowledge. Therefore, in order to lay down the strong foundations of the nation, with respect to knowledge, it is very important to find out the level of stress among the teachers at school, so that one can progress the overall situation in the education sector, which can play gigantic role in the process of economic development.

1.1 Contribution to the Body of Knowledge

The study is significant as the result of this study would be an additional contribution to the already existing knowledge that had been developed by other researchers for teachers stress level and its relationship with the school climate. It can also lead to the positive school climate, which can enhance the educational process and will be proved fruitful for both teachers and students. The study will also provide information that would add to the understanding of the psychological aspect of stress and likewise school climate. The research study is being valuable for educational administrators to develop positive school climate in order to reduce stress level among teachers and ultimately having the high quality output. It may play its optimistic role in order to develop the better job design especially in present circumstances in which teachers are recruited on contract basis, which raises many question about job future in the minds of teachers. This study may also contribute towards developing and improved version of educational policy which may reduce the stress level among secondary school teacher.

The main objective related to the paper is to measure the level of stress among the teachers of school. The objective is further divided into sub objectives as to;

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- To recognize the secondary school teacher stress level.
- To build a comparison between city/village, male/female, public/private, school teachers with respect to stress level.
- To find the most common and dominant stressors among secondary school teachers.
- To recommend some corrective measures to pull the degree of stress down up to the positive stress level among secondary school teachers.

So the research paper is organized in the form that first of all the researchers went through the secondary data as literature review and other reports on stress management specifically related to teachers, then the target population was selected through which the relevant sample was selected. Then main variables were selected which cause stress among teachers. This lead to spell out the ways to conduct this study where the data were collected from the target population and the respondents responses were put into excel sheet and SPSS to conduct the study.

2. Review of Related Literature

The study is essentially projected to find out stress level of secondary teachers of private and public school and to find out its relationship with school climate. The derivation of the term 'stress' is having the origin in words in Latin language called 'strictus' which means strict and 'stringere' which means to draw tight. But now days, it became part of daily conversation and communication. As a social scientist named 'Selye' who is considered a great researcher related to the biological aspects, causes and effects of stress. He also elaborated that it is the pace with which one lives in any moment. He argues that anything pleasing or horrible which enhances intensity of the life creates a temporary enhance stress (1974, p.2). He further went on saying that everybody possess the stress and everyone talks about it because everyone faces it and yet very few people try to go on finding what actually stress is (p.25).

Hiebert bring into consideration the three models of stress which are depicted like this: the environmental model which is also called stimulus event, the person's response and the third aspect is the interface amid the surroundings and the human being. Blasé (1986) favors the model posting which very closely depicts stress.

A social scientist called Lazarus, in 1966, said that the significant aspect to reply or respond a stress can be the person's evaluation and of the stressors and the way in which one responses to that. He further says that it is set of emotional states happening in reaction to the requirements from within or outside an organization (Greenberg and Baron, 2005). Then it is also elaborated that conditions also have impact on the stress level of the employees. So it was considered as a vibrant condition in which an employee face a chance, any constraint or requirement related to what one wishes and for which the result is perceived to be both uncertain and important (Robbins, 2003).

Stress is not necessarily bad in itself. Although stress is typically discussed in a negative context but it also has a positive value. It is an opportunity when it offers potential gains (Robbins, 2003). Robert et al (2004) introduced a new term as "Eustress". Elaborating further, this can be defined as "Stress that is positive or produces a positive outcome is called Eustress". Others explained stressors as

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environmental factors as they say that stressors are environmental factors that create stress. So these are a precondition to experiencing the stress response (Kreitner & Kinicki, 2004). It is considered that there can be as four understood most important types of stressors which include; Individual level Stressors, Group level Stressors, Organizational level Stressors, Extra organizational level Stressors (Kreitner & Kinicki 2004). The impact or the influence of stress is many and different. Some effects are positive such as self motivation and stimulation to satisfy individual goals and objectives. Nevertheless, some stress consequences are disruptive, counterproductive and even potentially dangerous (Ivanevich and Knopaska and Matreson 2005).

All over the country, people/employees are now working much longer hours in organizations and businesses than ever but there is no job security. And it is known that nature of doing job is altering, the demands are shifting a, the requirements from the employers are also changing as the market and the fields are becoming more and more competitive. In this way the jobs are becoming more complex and unpredictable which are creating more stress. The environment is changing rapidly. And getting more experience related to the working conditions full of stress and environment can create bad impact on the physical self/body (stress). And this sort of stress can create a lot of physical problems including as little as the common cold to as huge as cancer (Lower & Northcott, 1987; Cooper & Travers, 1996; Eysenke, 1996; Farazher, 1996).

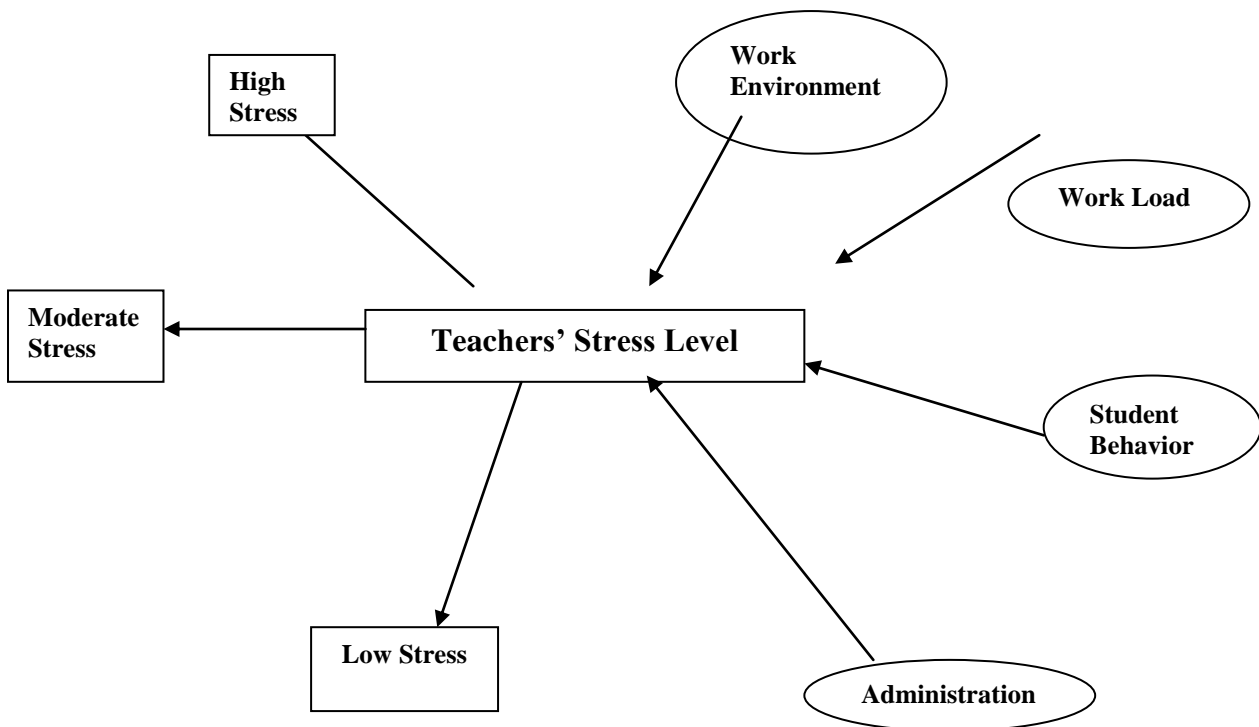
It is known that stress, predominantly at the workplace, which creates a lot of problem in the circulatory system and thus can add to heart problems including attack or worse (Philips, 1982; Rice, 1992; Rest, 1996; Cartwrite & Cooper, 1997). So it happens that when normally a person deals with a situation or faces some circumstances, his/her body return back with some effect and influence.

So happens is that neither fight nor flight. And the stress related to teacher has been an issue for years (Kyriacous & Sutcliffe, 1976; Kelly and Berthelsen, 1995). Like Selye (1974), Hiebert (1985) and Blasé (1986), Kryiacous and |Sutcliffe (1978) favor a physiological (interactive) model where the person and the situation, requiring adjustment to push the relationship to the path of harmony. This model is dynamic and it depicts a very open image about how stress affects an individual' body and how an ordinary person can understand it. It happens that sometimes teachers may think and feel not able to meet the requirements and thus get a fear of failure or such demands at variance with his/her higher order needs (needs for self actualization). So it is observed that so many studies were done but none has discussed as all the independent factors creating impact on the teachers' stress level. Secondly, no study described the stress concerns in Pakistanis situation so this is the first study dealing such issues together and in Pakistani perspective.

3. Theoretical Framework

The following conceptual model is constructed to explain the theoretical framework of current study. After the in-depth literature review and the satiated discussion, four comprehensive dimensions have been developed i.e. work environment, work load, student behavior and Administrative work which may lead a teacher to low, moderate or high stress (Distress) levels.

Figure 1: Theoretical framework



Hypothesis/research question is as;

Among many factor, some leading factors like; Work environment, work load, student behavior and administration increase teachers' stress level.

This hypothesis/research questions are the base of the study for which the researchers first culled out the relevant literature and then practically tested it through research tool (questionnaire).

- Is there recognizable teachers' stress level among secondary school teacher?
- Is there any difference between city/village, male/female, public/private, school teachers with respect to stress level?
- What are the most common and dominant stressors among secondary school teachers?
- What can be some corrective measures to pull the degree of stress down up to the positive stress level among secondary school teachers?

4. Methodology

A survey instrument was designed after finding out the stress factors which affect the behavior of secondary school teacher, consisting of four factors, i.e. work load, Work Environment, Students Behavior, and Administration.

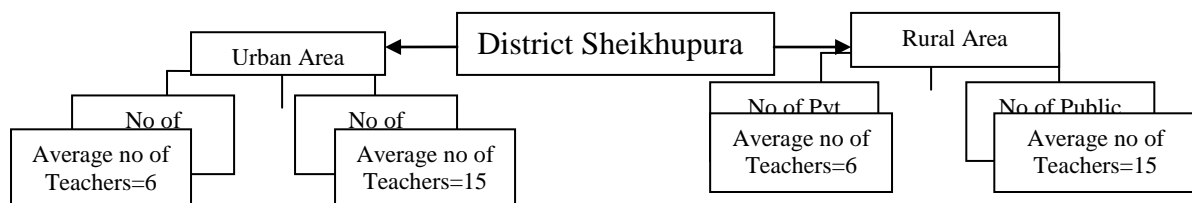
The target population for this study consists of all private and public school of District Sheikhpura. The study period of this research is recent because it focused on the recent and current scenario of 2009/20. The reason and justification of selecting this year for study is that during this time span, a lot of competent teachers were leaving schools and going for academy level teaching where they were finding better

environment. So the turnover in schools was high due to many reasons which created a lot of problems for school administrators and managers. So it was found necessary to search for those reasons to overcome this problem. And before planning the current study a survey had been conducted in 2008-9, which reported that there are approximately 25 schools in the urban area, and approximately 30 schools in the rural area in which each public school on average has 15 teachers and private school has 6 teachers. The figure-2 demonstrates the population size of secondary school teachers at District Sheikhupura. Sample of 100 teachers out of the whole population was selected for the study. This sample size was 100 teachers because it was sufficiently representing the target population of sheikhupura teachers of 25 schools in the urban area as well as 30 schools in the rural area.

4.1 Research Method and Its Justification

To conduct this type of study, it was the need of the time to utilize simple and easy method so the researchers observed the impact of various factors which create teachers' stress or increase that. In this way, the inductive approach was used and later on through questionnaire, it was tested so deductive approach was also used. This research method justified the rationale behind the study. So, each question is evaluated minutely to check each element' effect.

Figure 2: Urban and rural area in District Sheikhupura



In order to collect the data, the questionnaire method was used. In this way, an instrument (a structured questionnaire) was developed, covering the maximum possible stress factors, in the light of literature review and in accordance with the current Pakistani school system. It covers four dimensions (i.e. Work Environment, Work Load, Students Behavior, and Administration). Each dimension has various items which lead to the main research objective. The content validity and the internal consistency of that instrument were checked with pilot testing of the instruments. This questionnaire was sent to the teachers in March, 2010 and the researchers started getting feedback after few weeks. The whole data gathering process was completed in August-2010.

The justification if selecting this time period is that during this time, a lot students enrolled and reforms were made in the District Shaikhupura and overall the region. On the other hand, some contract / ad hock teachers left schools and migrated to cities for other private jobs including academies and tuition centers. So this was turbulent period which needed to be studies to find out the real causes and factors which create stress among teachers.

So through data analysis, it was found that there are lot many factors which create stress among teachers and among those stressors, the dominant were work Environment, work Load, students behavior and administration.

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Table 1: Demographic

Gender	F	%	Class Size	F	%	Income Level	F	%
Male	45	54	Less than 20	7	8	Less Than 6000	15	18
Female	39	46	21-40	40	48	6001-12000	29	35
Total	84	100	41-60	29	35	12001-18000	26	31
Age	F	%	Above 60	8	10	Above 18000	14	17
Less than 30	28	33	Total	84	100	Total	84	100
31-40	30	36	Education Level	F	%	T. Experience	F	%
41-50	22	26	Less than Bachelor	14	17	Less than 1 Year	3	4
Above 50	4	5	Masters	56	67	One-Five	38	45
Total	84	100	Professionals	14	17	Six-Ten	21	25
School Kind	F	%	Total	84	100	Above 10	22	26
Pub	44	52				Total	84	100
Pvt.	40	48						
Total	84	100						

Above Table shows demographic of the respondents. There were 45 male respondents and 39 respondents were females. 28 respondents have age less than 30 ranges between 31 to 40 falls for 30 respondents, 22 respondents fall in range 41-50 finally 4 respondents have age above 50. As for as teaching experience of the respondents is concern 3 respondents have less than 1 year experience 38 have one to five (1-5) years experience, 21 falls in six to ten (6-10) years above 10 years experience, covered by 22 respondents. 7 respondents have less than 20 students, class size 21-40 range whose frequency is 40. 29 falls in range of 41-60 students, 8 falls in above 60. 44 schools are taken from Public Sector while 40 schools are taken Private Sector. 16.7% are less than up to bachelor, 66.7% are master degree holders and 16.7% have professional degree. 15 respondents have less than 6000 income, 29 have 6001-12000, 26 have 12001-18000 and finally 14 respondents have greater than 18000.

Table 2

One-Sample Test					
Test Value = 3					
Factors	t	Sig. (2-tailed)	Mean Diff.	95% Con. Int. Diff.	
				Lower	Upper
Work Environment					
1	2.538	0.013	0.34524	0.0747	0.6158
2	2.487	0.015	0.30952	0.062	0.557
3	-2.611	0.011	-0.30952	-0.5453	-0.0738
4	-0.803	0.424	-0.10714	-0.3724	0.1581
5	3.938	0	0.54762	0.271	0.8242
6	-2.763	0.007	-0.32143	-0.5528	-0.0901
7	2.204	0.03	0.36905	0.0359	0.7022

Table 3

One-Sample Test					
Test Value = 3					
Factors	t	Sig. (2-tailed)	Mean Diff.	95% Con. Int. Diff.	
				Lower	Upper
Work Load					
1	4.502	0	0.61905	0.3456	0.8925
2	1.524	0.131	0.19048	-0.0582	0.4391
3	-1.54	0.127	-0.16667	-0.3819	0.0486
4	-1.329	0.188	-0.16667	-0.4161	0.0828
5	1.054	0.295	0.13095	-0.1161	0.378
6	1.371	0.174	0.17857	-0.0805	0.4377
7	1.706	0.092	0.19048	-0.0316	0.4126
8	0.761	0.449	0.09524	-0.1537	0.3442

Table 4

One-Sample Test					
Test Value = 3					
Factors	t	Sig. (2-tailed)	Mean Diff.	95% Con. Int. Diff.	
				Lower	Upper
Student Behavior					
1	2.331	0.022	0.34524	0.0506	0.6399
2	1.496	0.138	0.20238	-0.0667	0.4714
3	5.301	0	0.58333	0.3645	0.8022
4	1.811	0.074	0.22619	-0.0222	0.4745
5	3.679	0	0.5119	0.2352	0.7887

Table 5

One-Sample Test					
Test Value = 3					
Factor s	t	Sig. (2-tailed)	Mean Diff.	95% Con. Int. Diff.	
				Lower	Upper
Administration					
1	1.673	0.098	0.25	-0.0473	0.5473
2	5.816	0	0.72619	0.4778	0.9745
3	0.912	0.364	0.11905	-0.1406	0.3787
4	-0.46	0.647	-0.05952	-0.3169	0.1978
5	0.553	0.582	0.08333	-0.2165	0.3831
6	3.719	0	0.57143	0.2658	0.877

In above tables we can make out 1st (poor working conditions), 2nd (too many pupils in one class room), 5th (not enough teaching resources) and 7th (job security) items in workload are significantly greater than the test value i.e. 3 and remaining 3rd (competition between classes / colleagues) 4th (subjects taught do not match the expectation or the self ability) and 6th (as experienced by student teachers, colleagues or the parents) items have less than 3 mean.

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It is clearly shown in the above tables that public attitude as well as the misinterpretation of the workload, additional administrative work, too many subjects matter to teach, meeting the deadlines, copy checking and record keeping has mean values greater than 3. On the other hand, giving instructions to students who participate in national or local competition and other sundry class responsibilities (e.g. collecting money for lunch / tuition fee etc), items received mean less than 3. The entire factor (pupils who lack motivation, communication to and from parents, pupil's misbehavior pupil's poor attitudes toward classroom tasks and lack of required knowledge) received mean which is greater than 3 which is our testing value. Management style of the school principal, changeable education policy of the government and tangible incentives for successful teaching are not easily available, short break time and shortage of teaching staff have mean value greater than 3.

Table 6

Independent Samples Test Male & Female									
Factors	F	Sig.	T	df	Sig. tailed) (2-	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Work Environment									
2	15.579	0	-2.778	82	0.007	-0.66667	0.23998	Lower	Upper
								-1.14407	-0.18927
Work Load									
3	0.554	0.459	-3.442	82	0.001	-0.76923	0.22351	-1.21387	-0.32459
6	5.518	0.021	2.047	82	0.044	0.52479	0.25633	0.01486	1.03471
Student Behavior									
4.	1.638	0.204	-3.043	82	0.003	-0.7265	0.23877	-1.20149	-0.2515
Administration									
5.	1.028	0.314	-2.229	82	0.029	-0.65812	0.29527	-1.24551	-0.07073
6.	9.5	0.003	2.106	82	0.038	0.6359	0.30188	0.03537	1.23642

All items (too many pupils in one class room, competition between classes / colleagues, meeting the deadlines, pupil's poor attitudes toward classroom tasks, break time is too short, shortage of teaching staff) in tables presented, are showing that there is significance difference between the perception of stress among the male and female teachers.

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Table 7

Independent Samples Test City & Village									
Items	F	Sig.	T	Df	Sig. tailed) (2-	Mean Difference	Std. Error Difference	95% Interval Difference	Confidence of the
								Lower	Upper
Work Environment									
3	11.782	0.001	2.394	82	0.019	0.58056	0.24249	0.09818	1.06295
5.	14.013	0	-3.696	82	0	-1.0069	0.27243	-1.54884	-0.46495
7	10.485	0.002	-2.186	82	0.032	-0.75298	0.34451	-1.43831	-0.06765
Work Load									
1	5.35	0.023	-2.856	82	0.005	-0.79248	0.27748	-1.34448	-0.24048
3	9.927	0.002	-2.853	82	0.005	-0.6232	0.21844	-1.05774	-0.18866
5.	7.663	0.007	-2.098	82	0.039	-0.5373	0.25605	-1.04666	-0.02795
6	3.52	0.064	-3.206	82	0.002	-0.83323	0.25986	-1.35017	-0.31629
Student Behavior									
1	27.395	0	-3.007	82	0.003	-0.89467	0.29748	-1.48646	-0.30289
2	8.727	0.004	-2.103	82	0.039	-0.58621	0.27881	-1.14085	-0.03157
5	20.754	0	-3.479	82	0.001	-0.95611	0.27486	-1.5029	-0.40933
Administration									
2.	3.282	0.074	-2.691	82	0.009	-0.6815	0.25328	-1.18536	-0.17765
6.	13.57	0	-2.971	82	0.004	-0.91787	0.3089	-1.53238	-0.30336

Above tables are representing the situation where all the items (competition between classes / colleagues, not enough teaching resources, job security, public's attitude and misunderstanding about secondary workload, instructing pupils who take part in local or national competition, too much subject matter to teach, meeting the deadlines, pupils who lack motivation, communication to and from parents, lack of requited knowledge, changeable education policy of the government, shortage of teaching staff) are showing significant difference in the opinion about stress among city school teachers and village school teachers.

Table 8

Independent Samples Test Private & Public									
Items	F	Sig.	T	df	Sig. tailed) (2-	Mean Difference	Std. Error Difference	95% Interval Difference	Confidence of the
								Lower	Upper
Work Load									
1	0.019	0.892	2.457	82	0.016	0.65682	0.26731	0.12504	1.18859
2.	2.954	0.089	2.91	82	0.005	0.69773	0.23975	0.2208	1.17466
6	11.144	0.001	2.277	82	0.025	0.57955	0.2545	0.07326	1.08583
Administration									
2.	8.007	0.006	2.362	82	0.021	0.575	0.24339	0.09083	1.05917

According to tables, there is significance difference between the perception of stress about the difference item (public's attitude and misunderstanding about secondary

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workload, additional administrative work, meeting the deadlines, changeable education policy of the government) among school teachers belonging to public sector and private sector.

5. Results

According to Child (2004) the introduction of so many innovations into school life, such as the national curriculum, more detailed and time consuming methods of assessment, more administration and committee meetings within the school, fewer sanctions which teachers can apply for misbehavior, changing attitudes of children to school work etc. have conspired to increase the tension in teaching.

To identify factors creating stress, a survey instrument was designed under the light of the literature review. It consisted of various factors i.e. work environment, work load, student behavior and administration. Each item under each factor was heading on 5 point Likert scale. After analysis it was deduced that there was a recognizable teachers' stress level among school teachers. There were differences found in the level of stress between city/village schools teachers similar were the cases with male/female, public/private level school teachers.

It is concluded from the study that the most common factors were work environment items, poor working environment and conditions, too many pupils in one class room, not enough teaching resources and job security as their received mean values were greater than our test value (mean=3). This means that these factors are creating much stress among secondary school teachers. one –sample statistics when applied on factor 'work load', results have been found that items 'public's attitude and misunderstanding about secondary workload', 'additional administrative work.,' 'too much subject matter to teach', 'meeting the dead lines' and 'copy checking' reported greater value of mean as compare with our test value which is equal 3. As far as factor 'student behavior' is concerned items, 'pupils who lack motivation', 'pupil's misbehavior', 'lack of requited knowledge', investigated more stressful item for secondary teachers because their mean value is greater than 3 which is our test value.

For factor 'administration' point of view we found two items (changeable education policy of the government and shortage of teaching staff) which become stress item for secondary school teachers. Independence test analyzed that female teachers are more conscious about stress as compare to male teachers. Through investigation, it is reported that secondary school teachers of villages are more stressful comparing with secondary school teachers who serve in city. For some items of different factors we found village school teacher's mean value is greater than 4 which is the indication of high stressfulness because our test value is 3.

On the basis of analysis reports, it was found that the research questions were tested and found correct so various leading stress factors have found increasing teachers' stress level among school teachers which ultimately lead them to intention to turnover and thus creating great problems for school administration as well as students/learners.

When we compared public and private school teachers, we found that public school teachers were more stressful. It was reported that some items are very

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stressful for secondary school teachers who are serving in government (public) sector. For example, it is found that changeable education policy of the government, become cause of great stress because mean value of public school sector is 4 which is greater than 3 (test value). Although mean value (3.4250) of private school teacher is also greater than test value i.e. 3 but it is less than mean value of public school teacher.

So results supported the research questions and the problem rose in the beginning of the study. Through analysis it was found that the factors mentioned above should be dealt with very care to reduce the teachers' stress level. There were some limitations in order to conduct this study which include; financial resources, focusing on only on Sheikupura district and teachers. But the future study can be conducted on a wider scope and with large population. In future, this type of study can be conducted for other employees in organizations even.

6. Conclusion and Recommendations

Keeping in view the finding of this study, to advance the quality of the education, educational system should be given top priority by the authorities. Teachers are said "Builders of the Nation" so government and NGOs should improve the working environment of the schools especially in Public sector schools. Things such as appropriate lighting, cleanliness, orderliness and displays of students work contribute to the positive atmosphere and can increase the efficiency of the teachers. Another problem is, our classrooms are too small and enrolment is large so it is not possible for teacher to work properly and to give full attention to every student of the class. Government and other institutes should help to improve educational system by increasing the numbers of schools so that this problem could be solved. Teachers especially, who belong to public schools do not have enough teaching resources. It is obvious that if a teacher's job is not secure, he/she would not be in a position to perform the duty properly and effectively because he/she will be in search of new job. So government should take this seriously and contract system should be changed and improved.

People of our society are getting intent towards not giving a certain level of respect what a teacher deserves. If a question is asked to general public, "who want to be a teacher" positive answer would rarely be found. So, more respect should be given to profession of teaching and 'too much subject matter to teach' is also one of stressful items. Government should introduce the specialization in subjects at school level. For 'Copy Checking' or home work, substitute policy should be introduced.

Student Behavior' factor is also stressful factor. And it is recommended that it is also the duty of parents to concentrate on those students who lack motivation. Pupil's misbehavior should be eliminated. And at last it is also recommended that more teachers should be recruited so that problem of teaching staff shortage should be removed.

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