

## Types of Job Stressors and Differences in Gender Among Secondary School Teachers of Samtse Dzonkhang, Bhutan.

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**ABSTRACT:** The purpose of the present study was to find and analyse the types and differences of job stressors with respect to gender among the secondary schools' teachers of Samtse Dzongkhag, Bhutan. The pressure (negative or positive) produced by anything (physical or mental) is called stressor. Stress is our reaction to the circumstance in our life that causes unsettling influences in our physical and mental working. Stressor is any occasion or circumstance in our condition that causes stress. Stressors are reaction towards the stimuli which cause stress in teachers; it can be either environmental conditions or external condition. Stressors can harm an individual physically, mentally and emotionally. To get relevant and specific information in the present study the descriptive survey method was used. With the objectives of finding out the gender difference in the Job Stressors of secondary school teachers of Bhutan and to find out the different types of job stressors among secondary school teachers of Bhutan the present study was carried out. The sample of present study consisted of 200 secondary school teachers. 200 secondary school teachers were divided into 100 male and 100 female teachers from Samtse, Dzongkhag of Bhutan. The investigator selected 200 school teachers through stratified random sampling technique. In this study, the standardized scale was administered. For collection of data the investigator used Indore Teacher's Job Stressors Scale by Rathod M.B. and Varma M. (2005). The study revealed that maximum teachers fall in the category of average level. The data indicate that various dimensions of Job Stressors are contributing towards the stress of secondary school teachers of Bhutan. In "Over Loadedness" dimension, the mean scores of male and female teachers show that it is higher than the rest of the other dimensions of job stressors. Likewise, in "Frail Interpersonal Relationship" dimension, the mean score of male and female show that it is lower than the rest of the other dimensions. Results reveal that mainly due to over loadedness maximum teachers are facing job stress. Apart from teaching, many kinds of administrative work are given to these teachers, which overburdens them, which ultimately leads to development of job stress among teachers. The hypothesis that there exists no significant difference in Job Stressors between male and female secondary school teachers of Bhutan is accepted. The results revealed that gender does not play significant role in determining job stressors among teachers.



**Keywords :** Job Stressors, Secondary School Teachers.

## INTRODUCTION

### STRESSORS

Anything that is physical or mental that gives birth to stress (negative or positive) is called a stressor. Stress is our reaction to the circumstance in our life that causes unsettling influences in our physical and mental working. Stressor is any occasion or circumstance in our condition that causes stress. Stressors are reaction towards the stimuli which cause stress in teachers; it can be either environmental conditions or external condition. Stressors can harm an individual physically, mentally and emotionally.

There are various agents that add to the stress of teachers, the work load, role conflicts, problematic students in the class, poor working environment, poor inter relationship with colleagues and superior. There are times when the teachers start feeling the impact of stressors in the form of psychosomatic symptoms like headache, muscle pain and in extreme cases tissue failure. This has direct impact on the work performance of the individual teacher. Sometimes stressors affect the mental health of the teachers, when they are challenged with the professional life and personal life, there are times when teachers can't balance it because of heavy work demands. Teachers lose focus on their work because of too much stress which will result in the poor work performance, creativity and ultimately poorer self- image.

(Fimian, 1982) states that stressors are found in various factors like interpersonal experiences in schools, social and physical events. Sad part is human body cannot differentiate between the different types of stressors, therefore mental stress cannot be separated from physical stress, just like professional stress cannot be separated from personal stress. (Wangberg, 1982). This happens because individual reacts to all these stressors significantly. Study showed that factors which caused stress in one person can bring enthusiasm in another individual. (Fimian, 1982; Forbes, 1979; and Pemy, 1982). Therefore, it is important that teachers should be aware of some of the symptoms of stress.

Among the various professions, instructing is considered as one of the most taxing professions. Most of the time teachers face burnouts because of chronic work stress. Burnout is the result of heavy work load that teachers carry with many conflicting roles. There are many studies

which have been carried out on burnout; however, very minimal study has been carried out with teachers' sample. There are many factors which cause stress on teachers and they are called stressors. Various studies have revealed that organizational stressors are many like frequent change in working condition, administrative problems, innovation, career hurdles, over work load, work culture, poorly disciplined students, pay amenities, lack of communication, absence of the support from the top management are some of the causes of stress. Numbers of causes of stress are discovered by the researchers.

### **Organizational Stressors**

Organizational stressors are the elements which have correlation to the organization and are the reason of stress for the employees. When the workers are affected by these stressors their working style is affected leading to lower efficiency. The result of stressors can be both negative as well as positive. Kyriacou (2001) found various causes of stress among the teachers like workload and time demand, relationship with colleagues, being evaluated by supervisors and students, changes taking place frequently in working environment, pressure from management and administration, maintaining control; self-respect and position; role conflicts and the poor working condition.

### **WORK LOAD**

Manjula (2007) conducted investigation to find out the personality elements causing stress on teachers. The result showed that teachers were exhausted because of rigid working hours with undisciplined children over whom teacher lost the control. Nayak (2008) also concluded from the study that teachers were stressed because of the work load with reference to coaching classes. Sudalaiyandi et al. (2011) found out the effect of workload on job fulfillment of private designing school instructors in Tirunelveli. Study revealed large number teachers were not satisfied with the remaining task at hand and particularly on additional coaching classes given by the universities

### **Change in the Teaching Environment**

It is nature's phenomena that with passage of time everything changes, it inevitable as world itself is changing with every passing second. The study carried out by Cohen (1991) stated that the stress has its base on the change and when massive change take place it causes distress in the mindsets of teachers. The teachers who are mentally strong also are disturbed when the

environment is changed frequently as it causes disequilibrium within the organization. (Hayward 1994). Potgieter (1996) supported this through the study which confirmed that the stress level of teachers increased with changes in the working environment. Smit (2000) concluded that prolonged change and modifying change were the important factor causing stress in Education system of South Africa. Teachers teaching in the elementary schools of Taiwan declared teaching environment was stressful because Government frequently kept on changing the educational policy. (Kyriacou and Chien)

Borg, Riding and Falzon (1991) carried out study on word related stress and its factors between Maltese grade teachers, and ecological elements, for example, learners' misconduct, non-accessibility of professional thankfulness, poor relational connections and absence of time/assets altogether became reason for the teachers worries and stress. Perie and Baker (1997) recognized the working environment components having connection to educators' fulfillment, to be specific help from organization and bosses, students' conduct in the school condition, undertakings with guardians, and instructor power. They think that positive working environment had positive impact on instructors' fulfillment and showed the presence of depressing relationship between occupation fulfillment and stress. Less fulfilled educators focused on additional in their activity (Chaplain, 1995).

Rastogiand Kashyap (2003) found that employment pressure and work change amid working ladies with sample comprising of 150 medical attendants, representatives, and educators. It was found medical caretakers more worried than representatives and educators. This is a direct result of medical attendants worked in cruel workplace. The low pressure seen gather is educators and that is a direct result of their best workplace relative to opposite groups. Zembylas (2004) uncovered the remittances, duration of work and the occasions identified with the training profession assumed the key factor in the determination of showing occupation for Cyprus - Cypriot instructor.

Ololube (2005) conducted investigation with teachers from Rivers State, Nigeria to determine the level of interrelationship among educators' job fulfillment, inspiration and their encouraging execution. The finding showed the prevalence of dissatisfaction among teachers pertaining to the working atmosphere in the professions like education approaches, administration, different remittances and compensation, money related and non-monetary advantages. The activity fulfillment of Cambodian grade teachers was unmistakably connected with benefits and the pay level. Notwithstanding, it is additionally related to non-monetary

advantages, for example, proficient development, important designation and support in administration (Lee 2006).

Skaalvik and Skaalvik (2009) investigated the relationship among instructors' impression of environment of the school, educator exhaustion and educator work fulfillment among the Norwegian educators from primary and center school. Study revealed that the occupation fulfillment was decidedly connected with emotional exhaustion and decreased individual accomplishment. Emotional exhaustion was corresponded to time weight while depersonalization and decreased individual achievement associated to instructors' relations with guardians (2004)

### **Organizational Issues**

King and Peart (1992) discovered in their study that the instructors experienced less pressure when the administration stretches out helps everyone in appropriate time and carry out remedial arrangements during important and essential circumstances. Vance et al. (1989) also recognized these factors in his study. Ferreira (1994) concluded in his study that teachers were affected by organizational stress. Additionally, it was also discovered that managerial obligations were another big factor amid numbers of variables adding contribution on educator's stress.

Mbokodi (1995) demonstrated the important part of load of the work at hand is authoritative obligations as it were. Extraordinary and pointless printed material is inefficient. It has diminished the instructing period of the instructors; it is the most essential obligation of an educator. It affects to instructors' main job and tarnished as assistants. Vandoan (1999) assessed root cause and side effects of stress among the school teachers of open grade schools' teachers and Genessee County Catholic schools, Data was collected from the teachers of catholic schools and government funded schools. It was found that state funded teachers perceived the authoritative help, key demeanor of the schools and the assortment of students going to the schools are the explanations behind their stress.

### **STUDENTS BEHAVIOUR**

Claplain (1995) investigated the reasons for pressure and occupation fulfillment between elementary teachers in Eastern and Northern England locales. Reasons recognized were three: proficient nerves, learner behavior and approach, and proficient assignments as reasons for

stress. The most grounded relationships were found among proficient anxiety and occupation strain.

Kasyoki (1997) investigated to find out the cause of stress in teachers of South Dakota, with 200 samples. Study showed that there prevailed some differences in this two-school set up school of special students and ordinary education. But learner's aggressive actions are considerable in these two education systems

Wilkinson (1988) investigated the reasons of stress on high school teachers. Investigation showed that students with lack of motivation and teenage students caused stress on high school teachers. The tendency of teachers to become unenthusiastic and develop negative attitude towards the learners were the response to the stress stated by Pierce and Molley (1990)

### **COMPLEX INTERPERSONAL RELATIONSHIP**

Dick and Wagner (2001) conducted the study to find the causes of stress for teachers in Germany. The result showed that German school teachers found assignment overload as the source of stress. Smith and Bourke (2002) carried out study among Australian school teachers on job-related stress and job satisfaction, the result showed that the conflicts within the staff and staff tensions were key factor for teacher's stress. Merike and Emer (2011) found that educators' anxiety was negatively associated with kind of relationship teachers had with peer workers. Healthy interpersonal relationship within staff reduced the stressed among teachers.

### **AGE OF TEACHERS**

Sarros (1988) confirmed that stress was the impact of age and experience. It was proved that teachers who worked for more than 16 years or more significantly showed vulnerable towards stress than those teachers who had experience of less than 16 years and more than 10 years. Rastogi and Kashyap (2003) did examine on job related pressure and work modification among working ladies. Test was 150 attendants, assistants, and instructors. Study demonstrated that the developed and experienced workers managed worry with development and kept up congruity in the association. Manjula C (2007) contemplated on distinguishing proof of elements causing stress among instructors and the study revealed that educators falling in the group of more than forty years and group underneath thirty years experienced abnormal condition of stress.

## **GENDER**

Jangaiah (2005) investigated on job stress among school teacher and tried to discovered major dissimilarity in job satisfaction of teachers with respect to genders. From the study it was revealed that male teachers were less satisfied than the female teachers. Kaur (2008) concluded from the study that female senior secondary school teachers were more stressed than the male teachers. This study supported by the study conducted by Merike and Emer (2011) who found out that in the job satisfaction level female better than male teachers.

Muto, et al. (2007) Investigated on job stressors and employment stress among teachers occupied with nursing movement. A cross-sectional examination configuration was utilized to assess on test of 1,161 teachers from 19 prefectural schools for disabled youngsters in Shizuoka Prefecture, Japan. Result demonstrated that teachers occupied with nursing duty had an altogether larger amount of job stressors for physical work load at hand and occupation control contrasted and those not occupied with nursing activity.

## **OBJECTIVES**

1. To find out the difference in the Job Stressors among teachers of secondary schools of Bhutan with respect to gender.
2. To find out the different types of job stressors among secondary school teachers of Bhutan.

## **HYPOTHESES**

There exists no significant difference in Job Stressors between male and female Secondary School Teachers of Bhutan.

## **RESEARCH METHODOLOGY**

In the present study descriptive survey method was used. 200 secondary school teachers were selected as sample. In this type of sampling the investigator divided the population into two groups on the basis of equalization of sample. In this study the investigator divided the sample into two groups on the basis of gender like 100 male teachers and 100 female teachers.

## DELIMITATIONS OF THE STUDY

1. The present study was delimited to teachers teaching at secondary schools in southern part of Bhutan only.
2. Data was collected from 200 teachers only.
3. Only teachers teaching at Samtse Dzonkhag district of Bhutan were included in the sample.

## Tools

To carry out any kind of a research, a researcher needs to use certain instruments to collect relevant data for the study and to explore the research fields. The selection of suitable tool is of vital importance for good quality of research. Tools are nothing but the instrument that helps the researcher to gather data. In the present study investigator used Indore Teacher's Job Stressors Scale by Rathod M.B. and Varma M. (2005) to collect the data.

## DISCUSSION OF RESULT

### Types of Job Stressors among Secondary School Teachers of Bhutan.

**Table 1.1 Data pertaining to job stressors of female and male teachers of secondary school teachers of Bhutan on different dimensions of job stressors.**

Sl No	Dimensions of Job stressors	Mean Score	
		Male	female
1	Over Loadedness	26.13	25.25
2	Role-Conflict	22.23	23.12
3	Powerlessness	20.39	21.01
4	Role-Ambiguity	24.79	24.5
5	Motivelessness	19.84	20.19
6	Frail Interpersonal Relationship	19.06	19.99



From the table 1.1 the data figure out that the average score and percentage of Job Stressors of Secondary School Teachers of Samtse district in Bhutan in different dimensions. The data indicate that various dimensions of job stressors are contributing towards the stress of secondary school teachers of Bhutan.

- In “Over Loadedness” dimension, the average scores of lad and lass teachers are 26.13 and 25.25 respectively which is higher than the rest of the other dimensions of job stressors. This indicates that both lad and lass of higher school teachers feel they are moderately overloaded in their profession.
- In “Role Conflict” dimension, the mean score of male and female teachers are 22.23 and 23.12 respectively. According to the norm, it indicates that both male and female secondary school teachers are experiencing moderate level of stress in Role Conflict. The secondary school teachers feel that they face some contradiction in the roles and responsibilities.
- In “Powerlessness” dimension, the male and female teachers scored mean score as 20.39 and 21.01 respectively. With reference to the norm, it can be stated that both male and female secondary teachers exhibit moderate level of stress in powerlessness. These points out secondary school teachers feel that they are not given authority to carry out their job, their suggestions are not acknowledged and their efforts are not recognized.
- In “Motivelessness” dimension, 19.84 and 20.19 were the mean scores scored by male and female teachers respectively which show that the male and female teachers are having moderate level of stress in Motivelessness. The secondary school teachers are not satisfied with the incentives and rewards they get for their hard work.
- "Job Ambiguity" measurement the mean score of male and female auxiliary teachers are 24.79 and 24.50 individually. By following the standard, it very well may be said that both male and female auxiliary teachers do gangs moderate dimension of worry in job equivocalness. It tends to be derived that both male and female auxiliary instructors are not clear about their job. They show some pressure because of deficient and unclear data identified with employment job.
- In “Frail Interpersonal Relationship” dimension, the mean score of male teachers and female teachers are 19.06 and 19.99 correspondingly and belongs to moderate level, it is also lower than the rest of the other dimensions. This implies that the male and

female secondary school teachers are moderately suffering from stress in frail interpersonal relationship. From this result it can be interpreted that secondary school teachers are not sharing very good interpersonal relationship among colleagues. They lack cooperation and team spirit to some extent.

- The results are in accordance with an examination directed by Fimian (1986a, 1986b) expressed that teachers who got friends and supervisory help found that the receipt of companion and supervisory help as a functioning eliminator of educator stress. Smith and Bourke (2002) found that staff strains and clashes are fundamental in stress development among the educators. Merike Darmody and Emer Smyth (2011) said that educators stress is connected contrarily with interpersonal relationship of co-staff individuals. Strong and healthy interpersonal relationship can wipe out employment stress among teachers.

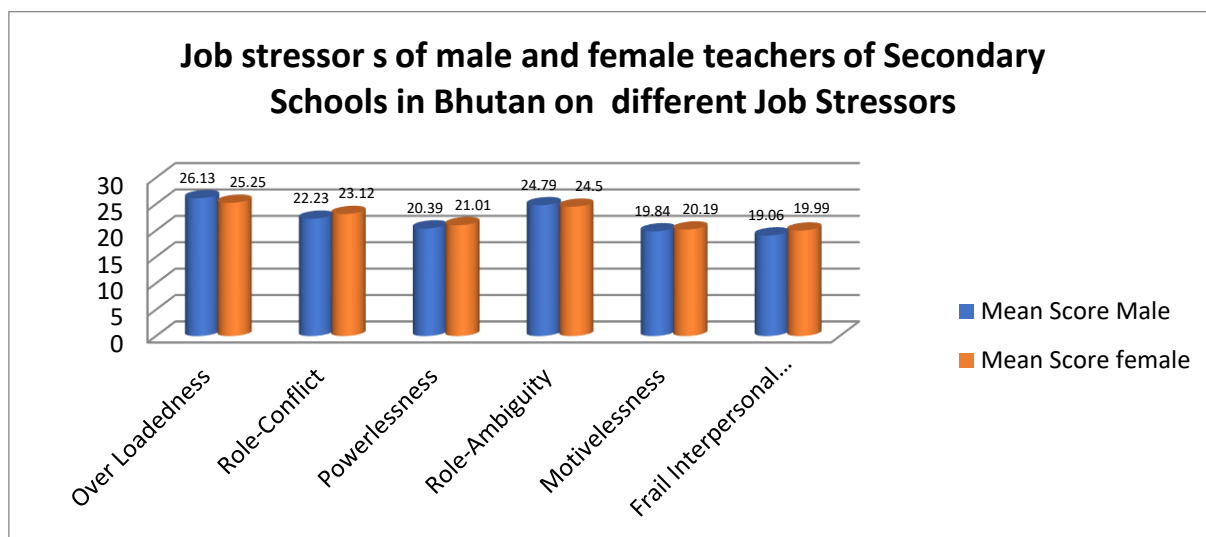
Agai– Demjaha, T., Minov, J., Stoleski, S., and Zafirova, B. (2015) affirmed that the most abnormal amounts of apparent teacher's profession related stress were brought about by changes in terms and conditions without meeting and given obligation without any right to make choices, while in the category support, the equivalent was valid for stress factors absence of resources to carry out the responsibility and restricted or no professional development activities

Okeke and Mtyuda, (2017) expressed that an absence of resources, stuffed classes and absence of order among students were root cause of disappointment and stress among instructors. Authoritative issues, absence of acknowledgment by principals and guardians for good work done likewise caused disappointment prompting stress among educators in this examination. It was additionally demonstrative that activity disappointment caused withdrawal of certain teachers with an ensuing absence of motivation on professional exercises and being negative in their activity.

Yusuf, Olufunke and Valentine (2015) found that absence of job fulfillment, lacking proper school facilities, were real reasons for stress among elementary teachers. The examination likewise uncovered that stress adversely affected teachers' productivity. The investigation prescribed the requirement for government to improve teachers' states of administration; educators special pay scale to be actualized by government; sufficient facilities ought to be given to teachers in schools; foundation of guiding and counseling unit in schools to provide

support for the teachers and learners. In the event that the inclining factors for pressure are left unattended to, resultant outcomes can adversely affect teachers' productivity.

**Graph 1.1 Data pertaining to Job Stressors of Female and Male Teachers of Secondary School Teachers of Bhutan on different dimensions of Job Stressors.**



**Table 1.2 Showing Mean, SD, df, t-value, p-value of male and female teachers of secondary school teachers of Bhutan on Job stressors.**

Variable	Gender	N	Mean score	SD	df	t-value	p-value	Remarks
Overloadedness	male	100	26.13	6.75	198	.866	.378	Insignificant
	female	100	25.25	7.58				
Role conflict	Male	100	22.23	5.56	198	1.140	.256	Insignificant
	female	100	23.12	5.47				
Powerlessness	Male	100	20.39	4.29	198	1.012	.313	Insignificant
	female	100	21.01	4.29				
Role Ambiguity	Male	100	24.79	3.83	198	.416	.678	Insignificant
	female	100	24.50	5.82				
Motivelessness	Male	100	19.84	3.40	198	.700	.485	Insignificant
	female	100	20.19	3.66				
	Male	100	19.06	4.23	198	1.545	.124	

Frail Interpersonal Relationship	female	100	19.99	4.27				Insignificant
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The table 1.2 shows that the p-value for Overloadedness is 0.38, Role Conflict is 0.25, Powerlessness is 0.31, Role Ambiguity is 0.67, Motivelessness is 0.48, Frail Interpersonal Relationship is 0.124, all the p-values of all the dimensions of Job Stressors are greater than 0.05 which means the hypothesis there exists no significant difference in Job Stressors amongst secondary school teachers of Bhutan with respect to gender is accepted. In addition to this a close look at table 3.7 concerning difference between male and female Secondary School Teacher of Bhutan with regard to their job stressors it is clearly visible that not much difference is visible in the mean scores of male and female teachers with regard to various dimension of Job Stressors. In all the 6 dimension of Stressors a very less difference or negligible difference has been found.

## CONCLUSIONS

Conclusions are as essential as investigation. They provide a finishing touch and review to the whole of the critical work. In the present study the investigator has tried to find out the level of Professional Commitment and the difference in the Professional Commitment between male and female Secondary School Teachers of Bhutan. On the basis of analysis and interpretation of data, following conclusions are being drawn. Based on the analysis and interpretations done in the previous chapter the following conclusion was drawn out.

(1) Maximum teachers fall in the category of average level. The data indicate that various dimensions of Job Stressors are contributing towards the stress of Secondary School Teachers of Bhutan. In “Over Loadedness” dimension, the mean scores of male and female teachers show that it is higher than the rest of the other dimensions of job stressors. Likewise, in “Frail Interpersonal Relationship” dimension, the mean score of male and female show that it is lower than

(2) The hypothesis that there exists no significant difference in Job Stressors between male and female secondary school teachers of Bhutan is accepted. The results revealed that gender does not play significant role in determining job stressors among teachers.

## RECOMMENDATIONS

As per the results of the present study, it recommended that:

- 1) For school teachers in-service training should be conducted frequently for their better professional development which would enhance their coping skill in discharge of their duties.
- 2) Government should provide better conditions of services for school teachers to decrease their level of job stressors in their profession.
- 3) Schools should arrange more and more in-service courses like life skills programs which would help the teachers to overcome different job stressors.
- 4) Teachers should be given opportunity to explore their own strengths and weaknesses and initiative must be taken by the school to overcome their weaknesses.
- 5) To improve the interpersonal relationship among the teacher's team building exercises should be carried out by the school, these kinds of activities will not only reduce the job stress but will lower the level of burnout among teachers.
- 6) Periodically teacher appraisals should be carried out by the school administrators to know the levels of their job stressors ,so that timely remedial measures can be undertaken.
- 7) School administrators should work towards creating a conducive working condition in the school with collaboration with teachers.

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