

# EDUCATIONAL MANAGEMENT AND THE STRESS OF THE TEACHERS

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## Abstract

*Educational Management consists of organized group of officials to make, manage and implement the rules, regulations and policies in the educational organizational structure in order to enhance the teaching and learning process. Teaching is considered as a respectable, important and prophetic profession, but in Pakistan its theoretical and practical position is unsatisfactory. Due to some internal and external factors of the management, the stress among teachers is increasing day by day which affects the efficiency and the working progress of the teachers negatively.*

*This research study is designed to collect the data from the teachers, Headmasters, District Education Officers (DEOs), Executive District Education Officer EDEO, of the District Hyderabad through Open-ended questionnaire and interviews in order to reach the conclusions about the Stress of the teachers. In this connection, 100 High School teachers, 20 Headmasters, DEOs and EDO were constituted as sample of the study. Simple random sampling technique was used to select schools as well as the respondents.*

*This study highlights the various stress factors and mitigation measures which will help in the enhancement of the policy making and implementation and the working efficiency and capability of the educational administration and management at the district level. It also suggests the methods and techniques to reduce the stress of the teachers for better performance.*

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## Introduction

The slogan of the modern time among the public and private agencies, policy makers, curriculum developers, educationalists, administrators, teachers, students and their parents in Pakistan are the quality education or the quality in education. Above all, concern officials tried to fulfil their duties and responsibilities very well according to their capacities and energies. But, there might be the improper planning which was not supposed to be made and implemented due to different reasons in the system of education in our country; or there might be the proper relationship, connection, cooperation, coordination, assessment and evaluation was not done systematically and correctly. The Bureau of Curriculum and Extension Wing, District Education Administration and Management, Board of Intermediate and Secondary Education, and the affiliated High Schools are interrelated to each other. They work together for the enhancement of the quality of education in their particular areas. But, no one is taking any particular steps for the quality and enhancement of the skills and expertise of the teachers at large. Political interference and influence, corruption, improper implementation of the policies, rules, regulation, postings of the teachers, head masters, Assistant District Education Officers, District Education Officers and Executive District Education Officers as well as the illegal demands of the Unions of Teachers and the unsuitable selection procedure of the teachers may be the main causes which create hurdles and problems in the smooth running of the quality education in Pakistan. If above all factors are true, then there is a great possibility of increase of the tension and the stress of the teachers and heads of schools and officers. The teachers play vital role in the whole system of education they make good and strong social relations among the students, parents, administration and the society. They also uplift the students from all point of views through the teachings of life, humanity, wisdom and power, social and emotional development and the fulfilment of the *Huqooq-ul Allah* and *Huqooq-ul-Ibad* and for the betterment of the people here in the world as well as life hereafter.

History highlights the importance of the teacher not only in the modern times but also in the past. All nations of the world believed and also trusted in great sacrifice, hard work, intelligence, sense of duty, trustworthy, honesty, loyalty, sincerity, leadership, punctuality, etc of their teachers. That's why they gave an honorable position to their teachers in their country as well as in their hearts. In developed countries of the world teachers are considered as the pillars and the developers of the nation. But, in our Pakistan, the teachers and the teachings are passing from the worst and the difficult period of the time. Even they have lost their proper, actual and important position due to different

factors and levels of stress among teachers, supervisors, headmasters, officers, etc.

Stress is a word derived from the Latin word *stringere*, meaning to draw tight, and was used in the eighteenth century to describe hardship and affliction, (Hinkle, 1973). Stress is a condition which creates a tension or psychological pressure upon the mind of the person/teacher. As we know very well that the tension or pressure on mind creates different hurdles, difficulties and problems in daily life, and these problems do not allow the condition of mind to work freely and independently with proper attention. Stress is also defined as an organism's total response to environmental demands or pressures, but the stress in human beings is primarily an external response that can be measured by changes in daily routines, physical functions and through the interpretation of the reactions. (Rebecca J. Frey).

### **Stress in the view of the different writers /Researchers.**

Occupational stress has been described as the experience of negative feelings, such as frustration, worry and anxiety, perceived to arise from work related factors (Kyriacou, 2001). There exists a substantial body of literature describing teaching as a stressful occupation and suggesting that the teacher's stress appears to be an increasing problem (Antonioni, Polychroni and Vlachakis, 2006; Chaplain, 1995; Guthrie, 2006; Kyriacou, 2001; Laughlin, 1984; Manthei and Gilmore, 1996; Munt, 2004; Punch and Tuetteman, 1996). While the literature concerning occupational stress in school settings has, naturally enough, focused on the teachers, there has been too little investigation of this phenomenon in non-teaching staff members.

Occupational stress has been associated with burnout, which is considered as a product of long term exposure to stress (Burke and Greenglass, 1994; Mearns and Cain, 2003). It has also been strongly associated with temporary and chronic illnesses, such as headache, hypertension, reduced immune response, stomach complaints, ulcers, depression and stroke (Ashcraft, 1992; Burke and Greenglass, 1994; Guthrie, 2006; Kahn and Byosiere, 1992; Kyriacou, 2001; Kyriacou and Sutcliffe, 1977). Occupational stress has been linked to decreased job satisfaction and job commitment, absenteeism (some of it probably due to illness), turnover and reduced performance (De Nobile and McCormick, 2007; Jepson and Forrest, 2006; Kyriacou, 2001; Chinsky, 2000; Spector, 2000).

Dr. Liza Nagel says: "What we see from research is that students sense teacher stress and react to it. Sometimes, the reaction is exactly what the

teacher does not need: acting out.” Hinkle (1973) records that ‘stress denoted ‘force, pressure, strain, or strong effort’, referring primarily to an individual, or to the individual’s organs or mental powers’. Richard S. Lazarus (1993) suggests, ‘An individual’s stress reaction ‘depends on how the person interprets or appraises (consciously or unconsciously) the significance of a harmful, threatening, or challenging event.’ Hans Selye (1956) says: ‘Mental tensions, frustrations, insecurity, aimlessness are among the most damaging stressors, and psychosomatic studies have shown how often they cause migraine headache, peptic ulcers, heart attacks, hypertension, mental disease, suicide, or just hopeless unhappiness’. Montgomery and Evans (1987) says: “Stress is the application of some force and pressure.” Freudenberger says: “Those in the helping profession of medicines, police, and teaching suffer high level of stress from constant pressures which are emotionally taxing and physically exhausting.” Quick and Quick (1979) made a careful study of Stress in organizational setting,’ the major sources of stress in organizations (organizational stressors) involve role factors, job factors, physical factors, and interpersonal factors’.

Only those nations are known as the developed nations whose teachers are free from the stress because teachers are the makers and the developers of the nations. The brilliant, trained, active, cooperative, and intelligent teachers are the symbol of success but the stress free teachers are the symbol of the development and a source of pride for the nation and the coming generations. It is a Job Stress which creates the critical conditions for the teachers and also disturbs them throughout the service and especially during working hours. Teacher is a leader who leads the whole group of students and tries to infuse the different skills and flourish the efficiencies of the students for the development of their selves and the nation.

Following are the stressors/descriptors of the study:

- Financial Factors.
- Posting and Transportation.
- Un-availability of Facilities in Schools.
- Work-Load.
- Autocratic Supervision at Schools.
- Autocratic Supervision at District Head Office.
- Political Pressures.
- Parental Pressures.
- Pressures of Domestic Life.

