Impact of Demographic Variables on Perceived Sources of Occupational Stress among Gomal University Teaching Staff

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Abstract

This study aims to indicate various sources of teaching stress among teaching staff in Gomal University with regard to 5 major groups of stressors to determine if gender difference existed in stress level of academic in the study variables. The major groups included classroom related difficulties, teaching load, student's misbehavior, job /career problems and interpersonal relations. These groups of stressors were further elaborated in the list of 36 variables used in the instrument of study. The sample consists of 250 (210 males and 40 females) from the staff serving in different teaching departments staff. Questionnaire was used for data gathering. Findings reveal the results also indicated that male and female academic differed in perceived stress level in teaching. Recommendation made include making more funds available to academic staff for research and career development purposes.

Keywords: Descriptive study, potential stressors, University teaching staff, career development, gender differences, impact of teacher's demographics.

1. Introduction

Antoniou & Cooper (2005) found that there has been conducted a minimal level of research related to occupational stress. In the twenty first century there had been tremendous change in the field of education. It almost became an industry where the main business was providing distinct and differentiated quality of education to make a university superior than its competitors. The sources of teacher stress were numerous. They were complicated and varying in nature. The global wave of terrorism, suicidal bombing and target killing had affected the teachers badly like other workers in Pakistan.

There was no common point of view about how the term "Stress" was derived. In the light of certain sources it was originally developed from a Latin term "stringer" which means 'binding tightly". Oliver and Ventor (2003) mentioned that the term "stress" was derived from Latin term "strictus" which means a stiffly stung position of a body. Stress refers to the combination of physiological and psychological reactions that negatively affect individuals as a result of conditions in their environment.

Ahsan, Abdullah, Fie& Alam (2009) identified that work overload, home work interface, role ambiguity and performance pressures were potential stress inducing factors in education. Teaching stress was caused by a variety of elements called the sources of stress. Generally it might occur as an interaction between teachers and environment. After 2008 and onwards teaching at University level has put high demands on teachers. Today there is an increasing pressure and insistence that University teachers need to demonstrate excellence in both teaching and research. This has added to the extraordinary expectations about what teachers can and should accomplish.

Now a day there is more and more emphasis on the development of a healthy workplace. Teachers admire a university where they feel being respected and supported. Armstrong-Stassen, (2004) explained that employees in any organization remain satisfied if they feel they are being cared and admired by their organization. Pines (2004) concluded that it is a matter of value and it really means when someone believes he is confronting and passing through a stressful time. Such a realistic attitude can help in effective stress management.

2. Literature Review

Johnson et al, (2005) numerous research studies have been conducted on various aspects of job stress. The physical strain and mental anguish is ever increasing with the changing environment. The stress is caused by the existence of pressurizing factors, the personality type and demographic variables of the individual and the availability and quality to utilize the coping mechanism. Halim et al, (2006) found that the teaching stress was a crucial and chronic issue in education. In fact, stress in the teaching profession had been recognized as a crucial problem. Being a subjective state of mind and body it varied with person, place and time. Teacher's perception about the stress level, its causes and consequences varied.

Kyriacou & PeiYu,(2004) defined stress as a feeling of anxiety, fear, inability to cope, frustration and happiness. Kyriacou, (2000) wrote that teaching stress was an experience of unpleasant negative emotions including anger, tension, anxiety, chronic depression and frustration which could result from any aspect of stress. Ofoegbu and Nwadiani (2006) concluded that the stress level among academics was significantly high due to different sources of stress at work. D'Arcy (2007) mentioned that stress was the body's way of getting ready and alert to meet a challenge and facing a tough situation with focus, strength, use of energy. Ofoegbu and Nwadiani (2006) wrote it was a process during which environmental factors and events threatened the teacher's well being.

To Adeyemo & Ogunyemi (2010), it was an inevitable characteristic of work and life which could not be avoided so easily. Akinboye, Akinboye and Adeyemo (2002) found that it was the physical, mental and emotional wear and tear due to tough requirements of job. D'Arcy (2007) emphasized that stress experience was not similar but different for many teachers. He explained that over reaction and aggressive approach towards a stressful situation might result in a failure to cope with it properly. Health and Safety Executive (HSE) (2008) defined that the stress resulted due to an adverse reaction of a person while dealing with a demanding situation. They maintained that stress affected our personal and job performance and stress was not such a weak point to remain silent over it. It rather needs to accept it as a reality and try to tackle it boldly by knowing its actual cause. Winifred (2000) indicated that occupational stress prevailed among faculty and non faculty staff of a University.

The Universities today, throughout the world are striving to achieve their goals at times fixed the teaching staff needs to bear the stress of rising standards of expectations staff are bound to be stressed. Ofoegbu and Nwadiani (2006) revealed that the potential stressors at University level include the students rude behavior, inadequate and irregular salary, strikes, examination supervision and result preparation, lack of funding for research, a general lack of required facilities for smooth teaching and research work.

Ngidi & Sibaya (2002) listed the different aspects of teaching jobs as the main source of occupational stress while Jackson & Rothman (2006) determined a significant relationship between the prevalence of teaching stress and the demographic variables (i.e. gender, age, marital status, and qualifications of teachers). Today the University teachers are found too busy, paying too much attention and time to their new teaching demands. As a result they seem losing a balance between work and home. This has resulted in plenty of occupational stress. In fact modern age for teachers is the era of stress, anxiety and depression. The seriousness of the problem has been recognized by all the stakeholders.

Alexandros et al. (2003) identified the management role expectations and home work to be the stress inducing factors while Rutter et al. (2002) included certain additional sources including the work overload, increasing demands both at work and home, poor career advancement, poor working conditions and lack of motivation to be considered as the stress agents. Winefield and Jarret (2001) reported that the decline and budget cuts in universities on the one hand an a high increase in work load were the main causes of stress among the academic staff while Ahmady et al (2007) found that poor interpersonal relations with work colleagues and administration were the main causes of teaching stress at university level.

Studies conducted by Abouserie (1996) and supported by the findings in Ofoegbu and Nwadiani (2006) concluded that there was no significant gender difference in stress perception. Liu and Zhu (2009) found that the stress prevalence was lower among female staff and higher in male staff. Uzole, T. (2002) conducted a study over 300 Latvian teachers. Both internal and external causes of teaching stress were assessed. 50 items were included in the investigation as sources of teaching stress. The results indicated that there was an association between demographic variables and stress. The study revealed the fact that classroom discipline was the only factor which teachers rated equally high irrespective of their demographic variations. The teachers explained the misbehavior was the main cause of teacher's professional stress and caused a lower self esteem of teacher.

Papastylianou, K & Polychronopoulos, (2009) concluded in their study the teaching environment to be the stress provoking factor resulting in negative emotional health. Sliskovic, Sersic, (2011) identified that too much emphasis on the quantity of work instead of the quality improvement was the major cause of teaching stress. Olivier, & Venter (2003) remarked that in the past teaching was considered to be an easy and least stressful job but now just like other professions it had become seriously stress prone. Winefield et al, (2003) concluded that university teaching with the passage of time is no more comfortable, independent and flexible due to a current wave of adverse socio economic conditions throughout the world.

Sherman (2012) found that due to reduced funding and budgets the universities had to start certain self finance programs which increased the teaching load and responsibilities that the teachers found it difficult to keep a balance between their work and home. Teachers' work load had been increased, no more jobs security assured, advancement in modern technology had complicated problems for teacher, and there increased constant pressure coming from university administration on teachers with regard to daily activities, hence universities were going under a storm of transition. Chang, & Tseng(2009) rated the university teaching as a highly stressful profession. Safaria, T. & Othman(2011) supported the findings and explained the different dimensions of teaching stress. In a developing and over populated economy of Pakistan having a general lack of employment opportunities the

teachers had to continue working under adverse conditions.

Devi(2007) linked the root cause of job dissatisfaction and low performance level to the lack of financial inducement. The social status of teacher as compared to other administrative services was deteriorating and there was a lack of general respect in a status conscious society. Highly qualified teachers became individuals with no authority and had to experience the layman problems in everyday routine activities and public encounters. Park (2006) conducted a research study and the findings revealed that people did not want to become teacher due to a general lack of respect and a overall opposing and rude behavior of the students. In fact the teaching stress had become an endemic today and it needs to be addressed properly to attract and retain good teachers in education.

 Prolonged stress among teachers could play havoc both on the teachers and the quality of education. The academic institutions would remain no more productive and would show a stagnant, still performance. Thabo (2010) stated that teaching stress was the main factor behind poor physical and psychological health and could cause a number of major and minor illnesses. Mostert et al, (2008) found that teachers under stress were also facing problems in their personal and family life.

Cinamon, & Rich (2005) found that rigid institutions introducing rapid changes in educational policy neglecting the teachers problems were leading to stress. Geving (2009) found that difficulties in interpersonal relationships with the students, the administration, the work colleagues and the close family members created the problem of academic stress. A teacher's performance could be badly hampered due to lack of support both at work and home.All of these groups of stress were discussed in detail as following.

2.1 Classroom Related Difficulties

Jepson and Forrest's (2006) study identified the existence of certain individual factors were highly significant contributors to towards teaching stress included the classroom environment and teaching load. Classroom was a place where teachers teach and students learn. If a class room was neat and clean equipped with required facilities it could be a place where students feel comfortable and teachers enjoy teaching. A proper seating arrangement, lightening system, temperature control was a minimum requirement in a classroom. If a teacher was using the help of a multimedia it was possible to provide more knowledge within a limited time. It was necessary to keep a balance in teacher student ratio. An overcrowded class was by itself a source of stress.

Jarvis,M (2002) pointed out that classroom discipline was a very important factor in quality education. In certain departments in the University where class rooms were over crowded and discipline could not be maintained it resulted in an unbearable class room atmosphere. Classrooms which were dirty, noisy and had no modern audio-visual aids became a place of boredom and tension. If there were frequent interruptions in the class from outside either by late coming students or surprise visits by the administrators a teacher's comfort zone and independence in teaching was badly affected.

2.2 Difficulties Related to Teaching Load

Dick and Wagner (2001) concluded that stress had become widespread in teaching. It was an endemic of teaching profession. With ever changing policies and the quality fits imposed by authorities were playing havoc of the teacher. Teachers had to stay in the University longer than the office timings; they had to teach a greater number of courses which were latest and introduced recently. They were expected to do research work without proper guidelines. They had to supervise the student's research projects. They had to bear the load of internal marking along with bearing the student's pressures for high internal marks. The course work was exhaustive and teacher had to complete it within a limited time.

Ahmandy, Changiz, Masiello & Bromnels (2007), included workload, conflict, demands from colleagues and supervisors, incompatible demands from different personal and organization roles, inadequate resources for appropriate performance, insufficient competency to the demands of their role, inadequate autonomy to make decision on different tasks and feeling of underutilization. Abouserie (1996) found workload and conducting research as factors of stress.

Southerland & cooper (2000) pointed out that continuous reinventions of institutions have changed the job roles. Certain teachers are unable to adapt and decide to avail the option of early retirement or just quit the job. Spector (2000) referred that such changes created ambiguity and confusion about the role and task demands in teaching. Driscoll and Cooper (2002) concluded that excessive demands and responsibilities of a teacher might lead to uncertainty. Their ability to perform their work overload already led towards negative consequences of stress.

2.3 Student's Related Difficulties
Lutgen-Sandvik (2003) defined bullying as a repeated aggressive behavior which needed to be corrected and checked. Student's bullying is a world level problem. Bullies who don't want to learn in the class and also do not let other students to study peacefully. Well-mannered and nice students remained afraid of such type of pressure groups with in the class. They depicted an antagonistic and opposing behavior towards the teachers throughout their stay with in the university. In hostels such students were found with possessions of weapons and involved in drugs.

Class room discipline was badly affected due to the presence of such students. They could not be easily expelled from the institution because of their political back up. They were a pain in neck for the teacher and also for their parents. Since PTMs i.e. the parent's teachers meetings were very rare at University level. It was not possible for an individual teacher to seek the support from the parents of a rude student. Cooper and Cartwright (1994) found that students' misbehavior and workload accounted for most of the variance of a general stress factor.

2.4 Job Related Difficulties

Milner & Khoza, (2008) expressed that teachers are exposed to a workload that results particularly in stress and strain There were numerous problems faced by workers in any job. They were the lucky few who could say that they got an ideal job for them. Jarvis M.(2002) considered teaching as a profession was admired until now due to its intrinsic rewards. It was a great satisfaction if a teacher could get a positive feedback by the class as well as the department head. It was the recognition; admiration and provision of knowledge to those who had a real thirst for it were the factors which contributed towards teacher's satisfaction. Teachers quit their jobs because of low level of salaries as compared to high cost of living, lack of recognition and admiration for teacher's hard work and having no role in the process of decision making.

2.5 Interpersonal Relations Difficulties

Farber (2000) referred to teaching as an occupation which was characterized by high stress. No one could avoid or deny the existence of stress in an environment full of external stress. The best remedy lied within a person. The stressed teacher needed to manage stress by developing healthy supportive relationships. Instead of an irrational response of clashes, quarrels and withdrawal in personal relations a teacher could opt for communication, understanding and cooperative behavior. This could enable the teacher to combat the external stress by getting strong internally. A positive behavior and pleasant dealing helped a teacher to be well adjusted and best fitted at the workplace. Only by developing an understanding with stress it became comparatively easy to tackle with it. Interpersonal relationships comprise the following groups.

1. Relationship with in the family
2. Relationship with close relatives
3. Relationships with friends
4. Relationships with teachers
5. Relationship with management

If these relationships were normal and strong they proved to be a very good source to combat stress but if such relationships were disturbed and unhealthy they might result in a number of difficulties and could cause high levels of teaching stress.

2.6 Operational Variables Extracted

S.No.	Variable	Elements/Attributes
1	Demographic & biographic Information	Identification (Optional), gender, age, marital status, Job status, residential status, Qualifications, experience, designation, Income, administrative duties.
2	Level of prevalence of stress	Self reported/self diagnosed perception of stress varying from no stress to mild, moderate, high and extreme level The dependent variable forming the basic theme around which this entire study revolves.
3	Stressors/Sources of stress	A list of 36 independent variables formed in to 5 major groups' because of similarity of nature of characteristics. No 3 variables are the causal factors of variable 2. Further subdivision of variable 3 in to 5 major groups is given below;
3.1	Difficulties related to class room	• Lack of class room facilities • large size of classes • outside noise • Observation/surprise visits by administrators • Work environment.
3.2	Teaching load and excessive work demands	• Teaching load and course work • A limited time to complete the course work • Internal marks system • Difficulties in time management between work and home • Difficult to find latest books and study materials • Lecture preparation, Lecture delivery • Research work • Examination supervisory and inspection duties • Frequent changes in HEC policies
3.3	Student's related difficulties	• Dealing with rude students • Motivating students who do not want to learn • Student's bullying • Student's general low ability • Student's pressures for internal marks • Student's pressures for cheating in the examination • Lack of parental involvement in student's affairs
3.4	Professional/job related difficulties	• Low job security • Poor job satisfaction, • Inadequate salary in relation to cost of living • Low status of teaching profession in society • Promotion delayed • Inadequate medical facilities • Lack of teacher's training • Lack of participation in decision making • Lack of recognition of good teaching
3.5	Difficulties of interpersonal relations	• Poor relationship with staff members • Poor relationship with family members • Lack of communication between teachers • Lack of unity and cooperation among the teachers • Attitude and behavior of the head of department

4. Statement of the Research Problem

Despite the fact that teaching is a respectable job and the entire nation built up depends on the teacher's sincere role and hard work, they are under stress today. The present society is neglecting the status of teaching which a pre requisite for teacher survival is. Teaching stress stems from a variety of sources which work as pressurizing

factors in a university environment. These factors may be perceived differently by the impact of teacher demographic factors.

5. Research Hypotheses

For the purpose of this study the following set of hypotheses were tested with empirical analysis of data.

H01. Occupational stress is not prevailing among Gomal University teachers.

H02. There is no significant correlation between the prevalence of stress and the demographic variables of Gomal University teachers.

H03. There is no significant gender difference in the classroom related sources of stress among Gomal University teachers.

H04. There is no significant gender difference in the work load related sources of stress among Gomal University teachers.

H05. There is no significant gender difference in the student's related sources of stress among Gomal University teachers

H06. There is no significant gender difference in the job related sources of stress among Gomal University teachers when categorized according to their income level.

H07. There is no significant gender difference in the interpersonal relationships stress among Gomal University teachers.

6. Objectives of the Study

The study aims to achieve the following broad objectives.

1. To study a multidimensional approach to highlight the various aspects of teaching stress and to increase the awareness about the harmful effects of teaching stress.

2. To indicate and identify the teacher's perception about the various factors commonly known as stressors which are contributing to teaching stress.

3. To find out the difference on gender basis in perceiving the various sources of stress.

4. To calculate statistically the level of prevalence of stress among the teaching staff and to find out the impact of demographic variables on level of stress.

5. To propound workable suggestions to develop a stress free environment in the university.

6. To make administration more responsible and increasingly accountable for the physical well being and mental peace and tranquility of the teaching community.

7. Research Methods

7.1 Design and Sample

Current study used the descriptive method which describes the data and its characteristics about a population or phenomenon being studied. Bell (2005) expressed that descriptive research deals with the relationships between non-manipulative variables naturally as mouth told facts instead of an experimental testing in a laboratory. The researchers used the design because of its capacity to describe data in words and tables. Correlation analyses were used to calculate the significance of association between stress level and teacher's demographic variables. To calculate the gender difference in perception of sources of stress the t-test was applied.

The population of current research study covers the total number of teacher's serving in Gomal University in 2011-12. A sample of 250 teachers including 210 male and 40 female teachers was drawn using the simple random sampling technique. Sekaran (2003) suggested about an ideal sample size to be 115 in number because a thirty percent response is considered acceptable.

7.2 Data Collection Instrument

A questionnaire containing items to suit the purpose of current study was developed after a thorough study of instruments on stress previously designed and used in studies. The questionnaire was divided in to three sections using a 5 point Likert scale in which 1 = Not Stressful, 2 = Mildly Stressful, 3 = Moderately Stressful, 4 = Very Stressful, 5 = Extremely Stressful. Five major groups of stressors were divided and a total of 37 variables were tested to see the impact of demographics like age, gender, qualifications, teaching experience and income etc.

DeVos, et al. (2005) mentioned that the Likert scale was preferable due to its format which yields equal interval data capable of strong and robust statistical tests. The last section sought demographic data from the respondents, namely, gender, age, marital status and qualifications. The first part of the questionnaire collected demographic regarding the gender, age, marital status, qualifications, experience and income level of the respondents. 50 questionnaires were distributed for a pre-test during the pilot study and the contents of the questionnaire were revised according to the feedback results.

7.3 Data Collection Methods

Both qualitative and quantitative data was included in this study. Secondary data was compiled and arranged

after a thorough study of a number of related books and research Journals. To add the updated information and new developments about the phenomenon of stress internet proved to be a very helpful source. Primary data was gathered mostly with the help of the self administered questionnaire prepared and distributed by the authors. Occasionally telephonic interviews and e-mail reminders were sent for the missing responses. The teachers were cooperative and gave a favorable response in collection of primary data.

7.4 Data analysis procedure

The Statistical Package for the Social Sciences (SPSS) version 16.0 was used to compute

the information regarding the level of prevalence of stress, perception of various sources of stress and the significance of association between level of stress and demographic variables of gender, age, marital status, qualifications and income of Gomal University teachers. Means and standard deviations were computed for the collected data to determine the aspects related to major sources of work-related stress. The Pearson Product Moment Correlation coefficient was used to examine the relationships between the mean score of teaching stress and the demographic variables. To calculate the significance of gender difference in perception of various groups of stressors t-test was applied. Results were arranged in different tables.

7.5 Data Analysis and Hypotheses Testing

Table 1   Demographic characteristics of participants (N=250)

Variable	Categories	N	Percent
Gender	Male	210	84.0
	Female	40	16.0
Age	Up to 30 years	103	41.2
	31-40 years	93	37.2
	41-50 years	27	10.8
	51-60 years	27	10.8
Marital Status	Married	205	82.0
	Unmarried	34	13.6
	Divorced	5	2.0
	Widowed	6	2.4
Qualifications	Masters	163	65.2
	M.Phil	15	6.0
	L.L.M	10	4.0
	PhD	42	16.8
	Post doctoral	20	8.0
Teaching experience in University	Up to 5 years	60	24.0
	6-10 years	86	34.4
	11-15 years	10	4.0
	16-20 years	40	16.0
	21-25 years	24	9.6
	26-30 years	25	10.0
	Above 30 years	5	2.0
Designation	Lecturer	149	59.6
	Assistant Professor	56	22.4
	Associate Professor	21	8.4
	Professor	24	9.6
Job Status	Contract basis	33	13.2
	Permanent	217	86.8
Monthly income in thousand Rs.	Up to 20 thousand	2	.8
	21-40thousand	131	52.4
	41-60 thousand	24	9.6
	61-80 thousand	38	15.2
	81-100 thousand	13	5.2
	Above 100 thousand	42	16.8
	Total	250	100.0

Table 1 is a compact table giving details about the teacher's demographic variables Gomal University teachers.

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Table 2	The Prevalence of Teaching Stress	
Responses	**Frequencies**	**Percentage**
Not stressful	119	47.6
Mildly stressful	65	26.0
Moderately stressful	42	16.8
Highly stressful	23	9.2
Extremely stressful	1	.4
Total	250	100

The results presented in table 2 indicate that less than half of teaching staff 47.6% is feeling no stress while remaining 52.4% are suffering from some degree of stress which varies from mild stress to extreme stress. Since high and extreme stress level is 9.6% it is not so alarming. The percentage ratio does not validate the hypotheses that majority of teaching staff is not suffering from varying degrees of occupational stress. We accept the alternate hypotheses and conclude that majority of teachers are suffering from stress. Therefore H01: Occupational stress is not prevailing among Gomal University teachers is rejected. To establish a relationship between the demographic variables and level of stress Pearson co-efficient was calculated the results are presented in following table.

Table 3 Correlation between Prevalence of Stress and Demographic Variables

Variables	Pearson Correlation	Sig.(2-tailed)
Gender	.552**	.000
Age in Years	.063	.325
Marital Status	.056	.380
Qualifications	.063	.324
Experience	.037	.558
Designation	.072	.257
Job status	.031	.622
Income	.069	.276

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The results in table 3 indicate a significant relationship between stress and respondent's gender, (r=0.55, P<0.01), supporting the alternative hypothesis. Therefore the null hypothesis is rejected There exists a relationship between stress and gender.

For age and stress we see no significant relationship because (r=0.063 and p>0.01) Hence the null hypothesis is validated. Teacher may suffer stress irrespective of their age.

For marital status and stress (r=0.056 and p>0.01). There is no significant relationship therefore null hypothesis is accepted to be true.

In case of the variables of qualifications and teaching stress (r=0.063 and p>0.01). Therefore we accept the null hypothesis there is no significant relationship between the qualifications of teachers and their stress level.

For experience and stress (r=0.037 and p> 0.01).The null hypothesis is substantiated and validated because no significant relationship between the variables of experience and teaching stress could be established.

For designation and stress (r=0.072 and p>0.01) therefore the strength of relationship between the two variables is not established statistically. The null hypothesis is accepted. In case of variables of job status and stress (r=0.031 and p> 0.01. Therefore we accept the null hypothesis and conclude that there is no significant relationship between job status and teaching stress

The results further indicate that there is no significant relationship between monthly income and stress amongst teachers, (r=0.069, p>0.01. Therefore H02 There is no significant correlation between the prevalence of stress and the demographic variables of Gomal University teachers is accepted for all the demographic variables except for gender.

2.3 Identification of Sources of Teaching Stress

Part 3 presents the data analysis of thirty six variables pertinent to major sources of stress.   Thirty six variables were classified for the simplification of analysis in to five groups.   Teachers encircled the appropriate responses using their choice of self-rating and also a few of them answered their personal stress experiences. For statistical analysis the variable of Gender was tested for various groups of stressors. The valid test suitable for the assumptions of existence of a gender difference was the independent sample t-test. The statistical analysis is presented in the following tables. Each table covers a distinct group of stressors.

Table 4   Group Statistics for Sources of Stress and Gender

Group1					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Class related difficulties	Male	210	2.0181	.60068	.04145
	Female	40	3.0250	.47109	.07449

The descriptive statistics display N, Mean and standard deviation for both. Female teachers have a higher mean value as compared to the male teachers for perception of stress stemming from class related difficulties.

Table 5   Independent Samples T-Test for group 1 Sources of Stress and Gender

Group 1		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. 2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
Class related difficulties	Equal variances assumed	2.568	.110	-10.025	248	.000	-1.00690	.10044	-1.20473.	-.80908

Table 5 displays the results of Levene's test assuming equal variances. Here F=2.56 and p is .110. Since p > .001 therefore we accept the null hypothesis to be true since there exists no significant gender difference for class room related difficulties. Therefore H03, There is no significant gender difference in the classroom related sources of stress among Gomal University teachers is accepted.

Table 6 Group Statistics for group 2 Sources of Stress and Gender

Group 2	Gender	N	Mean	Std. Deviation	Std. Error Mean
Difficulties related to teaching workload	Male	210	1.9743	.64793	.04471
	Female	40	3.2925	.61743	.09762

The descriptive statistics display N, Mean and standard deviation for both. Female teachers have a higher mean value as compared to the male teachers.

Table 7   Independent Samples T-Test for group 2 Sources of Stress and Gender

Group 2		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. 2-tailed	Mean Difference	Std. Error Difference	Lower	Upper
Difficulties related to Teaching workload	Equal variances assumed	.004	.949	-11.879	248	.000	-1.31821	.11097	-1.53677	-1.09965
	Equal variances not assumed			-12.277	56.612	.000	-1.31821	.10738	-1.53326	-1.10316

Table 7 displays the results of Levene's test assuming equal variances. Here F=.004 and p is .949. Since p > .001 therefore we accept the null and conclude that there exists no significant gender difference for class room related difficulties. Therefore H04 There is no significant gender difference in the work load related sources of stress among Gomal University teachers is accepted.

Table 8   Group Statistics for group 3 Sources of Stress and Gender

Group 3	Gender	N	Mean	Std. Deviation	Std. Error Mean
Student's related difficulties	Male	210	2.4524	.56465	.03896
	Female	40	2.9821	.58785	.09295

The descriptive statistics display N, Mean and standard deviation for both. Female teachers have a higher mean value as compared to the male teachers.

Table 9   Independent Samples T-Test for group 3 Sources of Stress and Gender

Group 3		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students related difficulties	Equal variances assumed	.226	.635	-5.403	248	.000	-.52976	.09805	-.72288	-.33664
	Equal variances not assumed			-5.256	53.603	.000	-.52976	.10078	-.73186	-.32767

Table displays the results of Levene's test assuming equal variances. Here F=.226 and p is .635. Since p > .001 therefore we conclude that there exists no significant gender difference for student's related difficulties. Therefore H05 There is no significant gender difference in the student's related sources of stress among Gomal University teachers is accepted.

Table 10   Group Statistics for group 4 Sources of Stress and Gender

Group 4	Gender	N	Mean	Std. Deviation	Std. Error Mean
Job related difficulties	Male	210	1.7841	.67849	.04682
	Female	40	3.0611	.71299	.11273

Table 10 displays N, Mean and std deviation for both groups for the sources of stress in group 4. Female teachers have a higher mean value as compared to the male teachers. The results of descriptive statistics indicate that female teachers are more sensitive to job related difficulties.

Table 11   Independent Samples T-Test for group 4 Sources of Stress and Gender

Group 4		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Job related difficulties	Equal variances assumed	.673	.413	-10.821	248	.000	-1.27698	.11801	-1.50941	-1.04456
	Equal variances not assumed			-10.461	53.319	.000	-1.27698	.12207	-1.52179	-1.03218

Table 11 displays the results of Levene's test assuming equal variances. Here F=.673 and p is .413. Since p > .001 it is concluded that there exists no significant gender difference Therefore H06 There is no significant gender difference in the job related sources of stress among Gomal University teachers when categorized according to their income level.

Table 12 Group Statistics for group 5 Sources of Stress by Gender

Group 5	Gender	N	Mean	Std. Deviation	Std. Error Mean
Difficulties related to interpersonal relations	Male	210	2.0914	.35056	.02419
	Female	40	2.6250	.26866	.04248

The descriptive statistics display N, Mean and standard deviation for both. Female teachers have a higher mean value as compared to the male teachers. Results indicate the problems in their interpersonal relations.

Table 13 Independent Samples T-Test for group 5 Sources of Stress and Gender

Group 5		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Difficulties related to Interpersonal Relations	Equal variances assumed	3.567	.060	-9.124	248	.000	-.53357	.05848	-.64876	-.41839

Table 13 displays the results of Levene's test assuming equal variances. Here F=3.567 and p is .060. Since p > .001 therefore we accept the null and conclude that H07: there is no significant gender difference

8. Discussion, Conclusion and Recommendations

The current study threw light on all possible aspects based on the variables extracted from a rich and vast literature review presented in dozens of relevant studies. Certain new variables were added keeping in view the peculiar circumstances of the area and the prevailing university atmosphere. Both the similarities and points of differences were found. Matud, (2004), D'Arcy (2007), Johnson et al, (2005) , Ofoegbu and Nwadiani (2006), Adeyemo & Ogunyemi (2010), Jackson & Rothman (2006), Chang, & Tseng(2009) , Safaria, T. & Othman(2011), Thabo (2010), Mostert et al, (2008) and may other researchers concluded that 20% of teachers are under high or extreme stress during their teaching careers.

 In Gomal University the high stress levels are up to 9% which is not so alarming. This may be due to a strong coping mechanism resulting in effective stress management. The attitude of job burnout is also nominal as

compared to previous studies. It is true that there is a high rate of unemployment and scarcity of other job opportunities in the country but surviving in a university environment requires a grater devotion and love for the profession. The gender difference is significant in both current and previous studies for prevalence of stress.

The perception of various sources of stress is quite similar to previous studies especially for student's related difficulties.   There exists a strong correlation between teacher's demographics like age, marital status, qualifications, teaching experience, income level etc and the prevalence of stress. Except the variable of gender all other demographic variables have an association to teaching stress. Part 3 covered the information about the teacher's self-reported Perception of potential Stressors.   Thirty six variables were listed and grouped in to five main categories having a similar nature and homogeneous characteristic as potential sources of stress. For statistical analysis variable of Gender was tested for various groups of stressors. The valid test suitable for the assumptions of existence of a gender difference was the independent sample t-test. Analyses were tabulated and each table covered a distinct group of stressors. It was found on the basis of tabulated results that the gender difference for various groups of stressors is non significant among Gomal University students. A four point solution model is recommended to anticipate and overcome the teaching stress.

1. Regular Stress Audit program for the Teacher's well being.

2. Arrange seminars, workshops and teachers meetings during which teacher stress questionnaire be distributed to get the feed back from time to time.

3. A practice of control measures and effective coping strategies be introduced to enable the teachers develop a resiliency against stress war.

4. Change in administration policies to reduce teaching stress by supporting and solving their genuine problems.

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