

Job Stress and its impact on teachers working in private schools in Odisha

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Abstract:

In the present world scenario, along with an enormous growth in the knowledge pool, education is established as a plan of action for understanding knowledge and using it as an instrument for personal and social growth. One most serious issues in private schools is a high percentage of employee stress, particularly among teachers. Stress among teaching staff in private schools is caused by a variety of circumstances that influence employees' duties and work ethics. To study this significant aspect, 600 teachers were randomly selected from 30 private schools in Bhubaneswar. The study focussed on analyzing the factors causing job stress among private school teaching staff and its influence on performance along with the health conditions of the teaching staff. The facts were acquired from a well-framed and pre-quantified set of questions. Data analysis and interpretation were done using the methods of descriptive statistics, analysis of factor, T-test, Regression analysis, ANOVA, and SPSS 19.0. According to the descriptive statistics, Teachers had an average stress score of 74.6, with 34 being the lowest and 129 being the highest. The correlation matrix between job stress and performance concluded that the stress level is positively related to conflicting roles, pay incentives, level of efficiency (0.227), turnover intentions (0.205), promotion and opportunities, training, control in the workplace, and so on, all of which contribute to a rise in teacher stress. Hence, it suggested that school administrations must seek and consider the needs of their teaching staff.

Keywords: Job stress, Performance, Private school teachers, Odisha

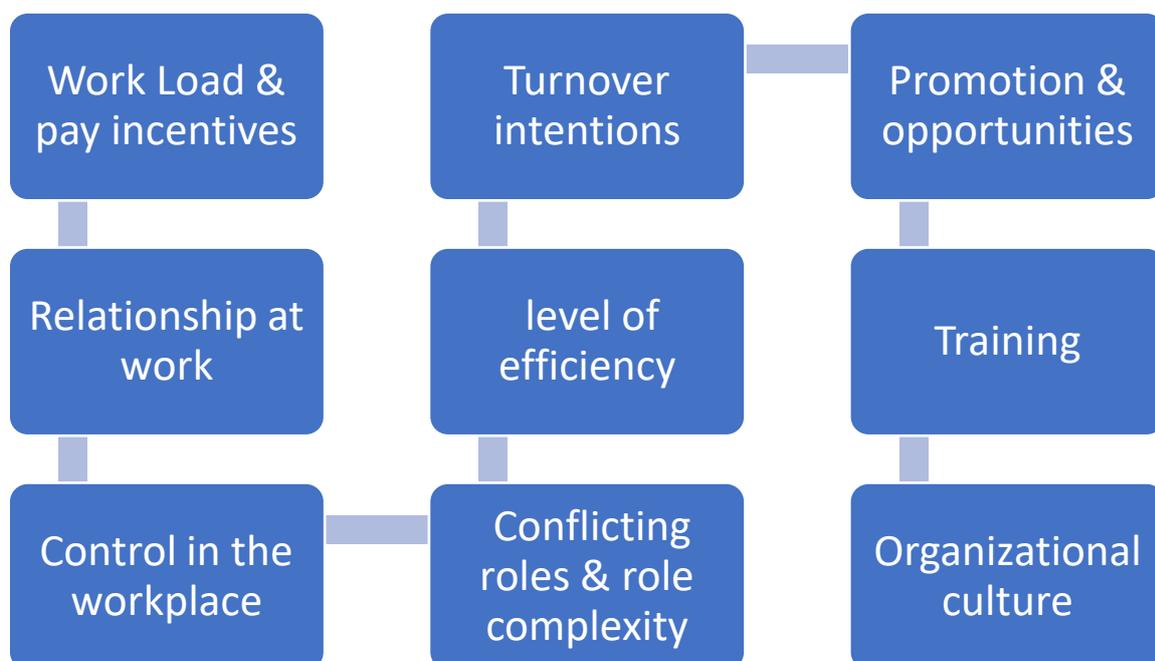
1. Introduction:

With the vast expansion of knowledge, education has been established as a platform for comprehending and applying knowledge as a tool for personal and societal advancement. One of the biggest issues in private schools is a high percentage of employee stress, particularly among teachers. Their value cannot be overstated. Teaching personnel are persons like everyone else, with a variety of needs. As a result of these demands, intentions to receive incentives and advantages that meet their requirements are critical. Stress among teaching staff in government high schools is caused by various variables that impact employees' obligations and work ethics. Employees' efforts determine an organization's

progress. The impact of job stress on teaching staff at Odisha's private Schools has numerous causes and effects on institutions and pupils. To determine the causes, we will first look at the impact of stress on organizational performance among teaching personnel. Some of the consequences are poor performance, chronic absenteeism at work, delay, and procrastination, which frequently result in many unfinished assignments, and a negative work culture.

As a consequence of work stress, many employees end up absent, making it challenging to fulfill the organization's targets, as weak coordination is a major element that contributes to the difficulties of meeting the organization's goals. Organizing all of one's key tasks at work and outside of work causes stress, burnout, and, in some cases, health problems such as depression and cardiovascular disease.

In private schools, several factors lead to workplace stress on the teachers. The most important factor leading to job stress is the work overload. Apart from teaching they are indulged in various administrative works. When it comes to adapting technology for teaching the students, the employees get pressured as they are not adequate with the use of technology due to the lack of proper training. The delayed time many times plays a very crucial role in the dissatisfaction among the teachers as they get very little personal time. Along with doing work at school, they need to carry their official work at home. Another major issue with private school teachers is the salary which affects their mental health as well. Teachers continue to be treated as individuals with strong qualifications but no official supremacy. It is apparent that teaching staff are dissatisfied with their communal standing, and such circumstances create stress for instructors who believe there aren't enough opportunities to advance their social status in their field.



Factors Causing Job Stress among Teachers

2. Literature Review:

Florence Adeoti Yusuf (2015), underwent a study on “Causes and impact of stress on teacher’s productivity expressed by primary school teachers in Nigeria”. The results showed that most primary school teaching staff were stressed about their work, which had a detrimental impact on their creativity. The poll discovered that a lack of job satisfaction and insufficient school infrastructure were major sources of stress for primary school teachers. The study also discovered that stress lowers teacher output. The study proposed that the government enhance teachers' working circumstances, create a specific wage scale for teachers, provide suitable facilities in schools, and establish a counseling center in schools to serve both instructors and pupils.

Harish K A, (2018), conducted a study “An empirical study on the stressors of teachers and its impact on occupational stress and job satisfaction of teachers in Government and private sectors”. According to the report, government teachers are significantly more satisfied than private school teachers. Male instructors are more satisfied with their jobs than female teachers. The variables perceived as concrete pleasures for male government teachers are profile and job role pliability, job safety, a handsome salary, and liberty in autonomy or decision-making in the work profile. This appears to contradict the scenario of private school instructors, who appear dissatisfied with aspects such as remuneration and decision-making. According to the survey, private school teaching staff are more sensitive and unsatisfied with their salaries than those in government schools. Surprisingly, the study claims that both private and government school teachers face unsatisfactory promotion procedures. Unbiased and fair decision-making policies in sensitive areas of concern can boost teacher satisfaction. Private institute teachers have a higher level of occupational stress than government school instructors. Female instructors experience far more occupational stress than male instructors. Private secondary school teaching staff are less satisfied with their work in comparison to government-aided secondary schools. Female secondary school instructors express much lower levels of work satisfaction than their male counterparts. A considerable negative link prevails between occupational stress and work satisfaction among the instructors of secondary school.

Emily Jepkoech Koros (2018), conducted a study entitled “The Impact of Occupational Stress on job satisfaction among Kenyan primary school teachers”. The study demonstrated a positive link between occupational stress and job satisfaction ($\beta = .527$, $p = .00$). The calculated model's coefficient of determination ($R^2 = .452$) demonstrated that 45.2% of occupational stress variations are related to job satisfaction among primary school teachers. Most primary school teachers are unsatisfied with their professions and, if given the opportunity, would leave to pursue new opportunities. The report recommends that the government and other educational stakeholders maintain high levels of job satisfaction for highly qualified and experienced teachers.

Jam Muhammad Zafar (2019), conducted a study on the “Impact of Job Stress on Teacher’s Performance: A Case Study of Government Primary Schools in Lodhran District”. According to the findings, a lack of job satisfaction, difficulties in paying salaries, and inadequate provisions were major sources of stress for the teachers. It further determined that work stress hurts their performance. Aside from that, a democratic form of leadership was more satisfying than an autocratic approach. There was a significant difference, with female instructors reporting higher levels of job satisfaction than male teachers. Age factor, level of class, marital status, and educational qualification had no discernible impact on work performance. The investigation proposed that the government enhance teacher wages and provide enough facilities.

Sandra Ingried Asaloei (2020), underwent a study entitled “Work-related stress and performance among primary school teachers”. Based on previously discussed statistical research, it is possible to conclude that job-related stress and the performance of primary school teaching staff in the Boven Digoel district of Indonesia are strongly unfavorably connected. It went on to say that the more teachers like their life and their work as teachers, the less stressed they are. Teachers generate higher-quality instructional work when they are under less stress.

Om Prakash Singh (2021), conducted a study on work-related stress among the teaching staff in different schools of West Bengal. He concluded that Teaching is a very stressful vocation. improved age and female sex are non-changeable stressors, however, improved salary and reduced commuting time to school can reduce stress, which is possibly changeable. A constant increase in pay and shift based on residential places might reduce stress levels. For lady instructors, a sharing hand from their partners with household tasks may make a significant change. Splitting administrative responsibilities among instructors can help to reduce administrators' stress levels.

Lucy Nyambura Waweru (2021), conducted a study on the “Relationship between workload and occupational stress among teachers in public primary schools in Kasarani, Nairobi, Kenya”. The null hypothesis tested revealed no notable connection between duty load and occupational stress among public primary school teaching staff. To confirm the hypotheses the chi-square test was employed. The findings revealed a strong association between high occupational stress and high workload ($p = 0.001$). The report recommended that primary school teachers be relieved of their high responsibilities. Counselors should collaborate with principals to develop advising and counseling programs to help teachers decrease occupational stress. This will protect instructors from emotional and cognitive injury, allowing them to work more productively.

Saba Sarwar (2022), conducted a study entitled “Effect of Stress on Female Teachers’ performance in private schools at the secondary level”. It was discovered that numerous variables created too many issues in the educating process and negatively impacted instructors' performance. According to the findings, female secondary teachers in private

schools are under a lot of stress. Teachers responded that teaching jobs are very stressful and that their task is too difficult at their schools. They complete several tasks and additional assignments assigned by the management. Teachers also mentioned that they sometimes stay for long hours at school to accomplish their tasks. It was discovered that numerous factors contribute to teacher stress, including task deadlines, time constraints, a lack of resources, insufficient compensation, school management, and student misbehavior. Teachers remarked while doing these activities that they are dissatisfied with their jobs due to the low compensation. The administration of the university failed to offer adequate instructional materials. Teachers also expect reliable and consistent behavior from management.

Emybel M. Alegre (2023), conducted a research work on “The impact of work stress on the psychological well-being of public elementary school teachers”. The findings found that teachers find their jobs relatively comfortable as a result of their pupils' behavior, allowing them to keep a good viewpoint and emphasize their teaching objectives. Furthermore, excellent working connections between instructors and administrators might assist in lowering teacher stress. The results also demonstrated a high positive association between job stress and psychological resilience among public elementary school teaching staff, which is statistically notable. However, regression analysis found that these teachers' job stress did not significantly affect their psychological well-being. As a result, the findings indicated that work stress did not predict the psychological resilience of public elementary school teaching staff.

Kenjiro Tsubono (2023), conducted a study on “Public school teacher’s occupational stress across different school types: A nationwide survey during the prolonged covid- 19 pandemic in Japan”. The data revealed that, regardless of school type, quantitative workload and long working hours were the most relevant factors impacting teachers' stress responses. However, stress-related traits in instructors varied greatly between school types. Junior high school teachers were the most likely to identify "extra-curricular club activities" as their top stressor. Most elementary school instructors reported "dealing with difficult students" as their top source of stress. Interpersonal conflict scores were highest among special needs school teachers. Teachers' workload and stress levels increased significantly in the third year of the COVID-19 pandemic (2022) compared to the pre-pandemic year (2019) in all school types, despite minor score changes.

3. Research Gap:

The profusion of studies mentioned above indicated inconsistencies in the conclusions of work stress and its impact on teachers' performance, indicating that localized research is always needed. In light of the growing number of private schools, the researcher identified a research gap for conducting research work on the work stress of private school teaching staff in Odisha, particularly Bhubaneswar focusing on certain specific dimensions like age, gender, and income. The review studies assisted the researcher in creating her data collection instrument. The findings encouraged the researcher to identify the various sources of job

stress at private schools and investigate the impact of this stress on teachers' performance across Odisha's educational system.

4. Research Problem:

Many theories as reviewed and analyzed established the effect of work stress on the performance of teaching staff. It is reiterated that although some effects of job stress on teachers are available, the field-level scenario of work stress impact on private school teachers' performance in the state of Odisha, more particularly concerning its effect on the physical and mental health of teaching staff has been little explored. The review of literature on the impact of work stress on performance also revealed that there was inconsistency in findings. While some researchers have established a positive relationship between work stress and performance some other researchers have shown a negative correlation between the two. In this context, many researchers recommended localized research. As there is a shortage of research in the state of Odisha, particularly in the private schools of Bhubaneswar, this study has a lot of significance for research. Therefore, the below-mentioned research questions were formulated to lead the work further.

5. Research Questions:

1. What are the various reasons for job stress among the teaching staff of private schools?
2. How does job stress affect the performance and health conditions of teachers working in private schools in Odisha concerning factors like gender, age, and income?

6. Objectives of the study:

1. To compute the prevalence of work stress among the teachers in private schools of Odisha.
2. To study the effect of work stress on the performance level of teachers in private schools in Odisha.
3. To examine the effect of work stress on teaching staff's health conditions in Odisha's private schools.
4. To examine the level of work stress among teachers in private schools of Odisha about gender, age, and income.

7. Hypotheses:

- H1: There exists work stress among teachers in private schools.
- H2: Work stress affects the performance level of teachers in private schools.
- H3: Work stress hurts the health condition of teachers in private schools.

H4: There is a notable difference in work stress among the teachers in private schools concerning gender, age, and income.

8. Methodology:

This research utilizes a mixed methods research strategy to comprehensively explore the impact of work stress on the teachers of private schools in Odisha. With the combined use of qualitative and quantitative methods, the factors leading to job stress and its impact can come into a clearer focus. The population of the research included 600 teachers from 30 private schools in Bhubaneswar. Random sampling techniques were used to select the schools. The study investigated work stress and its effect on the teachers of private schools in Odisha. To accomplish the task some selected private schools of Odisha, particularly in the Bhubaneswar region were targeted. The facts were acquired from a well-framed and pre-quantified set of questions. Data analysis and interpretation were done using the methods of descriptive statistics, analysis of factor, T-test, Regression analysis, ANOVA, and SPSS 19.0.

9. Data Analysis:

9.1: Descriptive statistics regarding the prevalence of work stress among the teachers of private schools in Odisha

Total Score of Stress level suffered by teachers (Mean \pm SD)

Stress level	Score	Frequency	Percentage
No Stress	0 – 33	0	0.0
Mild Stress	34 – 66	219	36.5
Moderately	67 – 99	336	56.0
Normal Stress	100 – 132	45	7.5
Severe Stress	133 – 165	0	0.0
Median (Min. – Max.)		73.0(34.0 – 129.0)	
Mean \pm SD		74.6 \pm 16.9	

Source: Self prepared questionnaires

This table displays the stress levels of the study's teachers (n-600). According to the study, not a single instructor was completely stress-free. 219 instructors (36.5%) reported experiencing mild stress. Whereas a considerable percentage of teachers, 336 (56%) experienced moderate stress. Even 45 (7.5%) instructors experienced work-related normal stress and severe stress. Teachers had an average stress score of 74.6, with 34 being the lowest and 129 being the highest.

9.2: Descriptive statistics of job stress regarding the impact on performance level among the teachers of private schools in Odisha

Correlation of stress level with its various factors on performance level

	Stress Level	Role Conflict	Pay rewards	Performance level	Turnover intention	Organization culture	Relations at Work	Advancement Opportunities	Training	Control at work
Stress Level	-	0.088*	0.061	0.227*	0.205*	-0.071	0.136**	0.144*	0.069	0.018
Role Conflict		-	0.400*	0.314*	0.362*	0.152*	0.193**	0.327*	0.188*	-0.076
Pay rewards			-	0.341*	0.389*	0.216*	0.301*	0.327*	0.093*	0.032
Performance level				-	0.510*	0.022	-0.250*	0.372**	0.165*	-0.053
Turnover intention					-	0.004	0.281*	0.389*	0.175*	0.009
Organization culture						-	-0.055	-0.035	-0.058	-0.010
Relations at Work							-	0.443**	0.128**	0.137**
Advancement Opportunities								-	0.187*	0.195*
Training									-	-0.183**
Control at work										-

*Correlation is significant at the 0.05 level (2-tailed). Source: **Self prepared questionnaires**

This correlation matrix depicts the relationship between stress levels and the numerous contributing elements to stress. The stress level is positively related to role conflicts, pay rewards, performance level (0.227), turnover intents (0.205), advancement and opportunities, training, control at work, and so on, all of which contribute to a rise in teacher stress. Based on the findings, the hypothesis proposed that job stress hurts the performance of private school teachers in Odisha.

9.3: Descriptive statistics of job stress regarding negative impact on health conditions among teaching staff in private schools of Odisha

Correlation of stress level with its impact on the physical and mental health condition of teachers

	Physical Health	Mental Health	Stress level
Physical Health	-	0.518**	0.358**
Mental Health		-	0.291**
Stress level			-

Source: **Self prepared questionnaires** **.Correlation is significant at the 0.01 level (2-tailed).

The correlation matrix shown above can be used to measure the impact of stress on physical and mental health. The positive and highly significant link ($p < 0.01$) indicates that when stress levels rise, physical and mental health issues become more prevalent. It concluded that job stress harmed the health of teaching personnel in Odisha's private schools. This means that as stress levels rise, teachers' mental and physical health suffers.

9.4: Descriptive statistics of attitude regarding stress levels among teachers of private schools in Odisha concerning age, gender, and income.

Mean differences of various components related to stress level with their coping strategy among teachers concerning ages

Components	21 – 30 years (n-209)		31 – 40 years (n-338)		41 – 50 years (n-53)		F	p-value
	Mean	SD	Mean	SD	Mean	SD		

Stress Level Score	75.1	17.5	73.9	16.6	76.4	16.4	0.645	0.525 ^{NS}
Physical Health	24.4	7.0	23.0	6.7	24.2	7.0	2.770	0.063 ^{NS}
Mental health	26.0	7.5	25.1	7.6	24.6	6.3	1.244	0.289 ^{NS}
Coping strategies	27.8	7.3	28.3	6.7	28.6	7.0	0.393	0.675 ^{NS}

Source: Self-prepared questionnaires NS: No significant

When respondents were analyzed based on age, the ANOVA test revealed no significant ($p > 0.05$) mean differences in stress level, physical health, mental health, and coping techniques. The mean stress level score is 75.1 for the group (21-30 years) with a 17.5 standard deviation, 73.9 for the group (31-40 years) with a 16.6 standard deviation, and 76.4 for the group (41-50 years). The f-value is 0.645, and the p-value is 0.525, which is not statistically significant. Hence, the hypothesis is rejected.

The mean difference of various components related to stress level with their coping strategy among teachers concerning Gender

Components	Male (n-307)			Female (n-293)			t-value	p-value
	Mea n	SD	Std. error of mean	Mea n	SD	Std. error of mean		
Stress Level Score	74.1	17.0	1.0	75.0	16.9	1.0	-0.663	0.508 ^{NS}
Physical Health	23.2	6.9	0.4	24.0	6.9	0.4	-1.473	0.141 ^{NS}
Mental health	25.3	7.2	0.4	25.4	7.8	0.5	-0.256	0.798 ^{NS}
Coping strategies	28.0	6.6	0.4	28.3	7.2	0.4	-0.671	0.503 ^{NS}

Source: Self-prepared questionnaires NS: No significant

According to the student t-test, female teachers are more stressed than their male counterparts, but not significantly so ($p > 0.05$, df-508). Even their physical and mental health, as well as the coping mechanisms they use when stressed, are statistically insignificant. It means that the mean stress level for men is 74.1 with a 17.0 standard deviation, while for women it is 75.0 with a 16.9 standard deviation. The t statistic value is -0.663, which is

more than 0.05. The P-value (0.508) is not significant at the 0.05 threshold of significance. This implies that the difference in mean scores by gender is not significant, and hence the hypothesis is rejected.

The mean difference of various components related to stress level with their coping strategy among teachers concerning income

Stress Level Score	10,000 – 25,001		25,001 – 50,000		Above 50,000		F	p-value
	25,000 (n-222)		50,000 (n-331)		(n-47)			
	Mean	SD	Mean	SD	Mean	SD		
Stress Level Score	73.5	16.5	74.6	17.1	79.6	16.9	2.526	0.081 ^{NS}
Physical Health	23.8	7.0	23.5	6.9	23.2	6.4	0.174	0.840 ^{NS}
Mental health	25.1	7.5	25.6	7.6	24.4	6.4	0.760	0.468 ^{NS}
Coping strategies	27.5	6.9	28.3	6.7	30.1	8.6	2.971	0.052 ^{NS}

Source: Self-prepared questionnaires NS: No significant

The respondents' income had no significant effect on their stress level ($p > 0.05$), with an increasing trend in income. Furthermore, the physical health, mental health, and coping techniques scores were all statistically insignificant.

10. Findings & discussions:

10.1 Different causes of job stress among teaching staff

The study looked into the sources of job stress among teaching personnel at private schools in Odisha State. In other words, it identifies the various sources of stress using self-prepared questionnaires with sixty-five statements divided into nine variables: relationship at work, control at work, turnover intentions, performance level, advancement and opportunities, training, organizational culture, workload and pay rewards, role conflict, and ambiguity. Workplace relationships are the leading cause of stress, with a mean of 27.7 and a standard deviation of 3.3. The final source of stress among teaching staff was role conflict and ambiguity, with a mean of 7.8 and a standard deviation of 1.9.

Ranking	Sources of stress	Mean	Standard Deviation	No. items of

1	Relationship at work	27.7	3.3	8
2	Control at work	24.0	2.6	8
3	Turnover intentions	23.5	5.3	12
4	Performance level	22.5	5.8	11
5	Advancement and opportunities	16.2	2.9	7
6	Training	14.1	1.8	5
7	Organizational culture	13.7	1.9	5
8	Workload and pay rewards	9.8	2.7	5
9	Role conflict and role ambiguity	7.8	1.9	4
Total: Nine Variables		159.3	13.6	65

Source: Self prepared questionnaires

10.2 Existence of job stress levels among teaching staff in private schools

According to the study, not a single instructor was completely stress-free. Mild stress was observed to affect 219 (36.5%) of the teaching staff. Whereas a considerable proportion of teachers, 336 (56%) reported moderate stress. However, 45 (7.5%) instructors experienced work-related normal stress. The study revealed no evidence of significant stress. The mean stress score reached by instructors was 74.6, with a standard deviation of 16.9. The concept that teaching personnel in private universities experience job stress is acknowledged. As a result, teaching personnel in Odisha's private schools experience employment stress.

10.3 Impact of job stress on the performance level of private school teachers

According to the findings of this study, job stress hurts the performance of teachers in private schools in Odisha. A correlation matrix was employed to measure the impact. The results showed a correlation matrix based on stress scores on several components such as performance level, turnover intention, and so on. The significance level of performance was (p-0.227), indicating significance. This suggests that stress hurts the performance of teachers in private schools. 54% of respondents agreed that 'much work made them fatigued too early in the day' and 52% said that 'they encountered a difficulty of punctuality in responding to

their job duties' 53% agreed that "they sometimes transfer aggression on the students," while 50% said "they tend to forget the sequence of their presentation in the class."

10.4 Impact of job stress on the health conditions of teachers of private schools in Odisha

A correlation matrix was used to measure the influence of stress levels on both physical and mental health. A positive and significant connection ($p < 0.01$) was found. The findings revealed that as stress levels rise, physical and mental health issues become more prevalent. This means that as the level of stress increases, teachers' mental and physical health suffers. Teachers often have mental health issues such as anxiety, low self-esteem, poor communication skills, memory issues, and mood swings due to stress. On the physical side, the majority of them identified headaches as the issue, which can lead to further issues like Sleeplessness or inability to sleep and absenteeism, Symptoms include physical weakness and stomach ache, Reduced morale, and unhappiness, Lowered self-esteem, High mistake rate and lack of passion, Reduced memory, Symptoms include eating disorders, hair loss, and tension headaches, Rapid heartbeat, Risks include high blood pressure and other health issues.

10.5 Level of job stress among private school teachers concerning gender, age, and income

The current study found that male instructors had a mean stress level of 74.1 with a standard deviation of 17.0, whereas females had a mean of 75.0 with a standard deviation of 16.9. The t-statistic (-0.663) was larger than 0.05. The P-value (0.508) indicates no significance at the 0.05 level. This demonstrated that the difference in mean scores by gender is not significant, and hence the hypothesis is rejected. Male and female teachers experience equal levels of stress. Age and income were similar.

11. Conclusion:

Needless to say, when a system fails, stress is inevitably felt across the system. Stress is negatively impacting the consonance of the instructors and management staff relationships. The prevalence of this stress is causing people to lose faith in the educational profession. Although stress is normal, it can lead to sadness and negativity if not managed appropriately. One of the primary issues that teaching personnel experience in private schools, particularly in Odisha, is increased stress, which hurts their performance. The needs of teachers, like those of any other employee, must not be ignored by the school administration. Organizations must seek and consider the needs of their teaching staff, and they should also provide prizes and advantages to boost worker motivation. Stress between instructors in private institutions is caused by a variety of factors that influence their duties and performance.

Workplace relationships are the leading factors of stress, with a mean value of 27.7 and a standard deviation value of 3.3. Further, it was established that most instructors suffered from

continual anxieties, low self-esteem, poor communication skills, memory problems, and moodiness as a result of stress-related mental health issues. On the physical side, the majority of them identified headaches as their number one complaint.

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