



RESEARCH PAPER

Analysis of Occupational Stress of Primary School Teachers

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ABSTRACT

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The purpose of the study was to examine the Occupational stress of primary school teachers. The sample of 315 primary school teachers included 104 male and 211 female, was selected conveniently from the primary schools of tehsil Sargodha. Occupation stress scale for primary teachers was used to collect data. The collected data were analyzed through percentages, frequency and t-test. Generally all the primary school teachers have found to be highly stressed. Male primary school teachers expressed more feeling of stress than female teachers. It is recommended that School Education Department may improve the pay packages and provide adequate teaching aids and facilities for better teaching learning process.

Introduction

In Pakistani society, stress is not something that is invisible. Daily, we all face many circumstances, which create challenges while other serves as an inspiration to us. It all depends upon human face those challenges confidently or escape them. All these situations differ from an individual to another. Any challenge that goes beyond an individual's coping abilities becomes a source of stress. According to oxford dictionary "Stress is a condition that involves mental or physical energy demand". According to Buchman, (2002) "Stress is defined as the disturbance of homeostasis". Currently, earth has turned into a universal place and there are very much of extravagance in the world. Public desires to achieve everything but they can't afford due to which, some sort of stress develops among them. Poor supervisor-employee relationships, poor rewards, corruption, over work and discrimination are some of the factors that generate stress and disappointment. Similarly occupational Stress is a little distinguishing inside the job atmosphere which has a hazard for employee (Al-Jarradi, 2011).

Teaching is such an occupation where on a daily basis, innumerable fundamental deviations occur in the system of education and these deviations are probable to intensify instead of reduction in level of stress in teachers. While dealing with teenage apprentices, it becomes complicated for a teacher of primary school to easily overcome the condition which in turn results stress intensification. Working for a teacher becomes more complicated when there is insufficient accommodation, increased syllabus and congested teaching space (Shukla & Trivedi, 2008). Teaching

is one of a stressful career. There are many causes having impact on level of stress, one is workplace environment (Conley & Wooseley, 2000).

Undoubtedly in an educational platform, teachers play a most dependable role in the success of student. Escalation in level of stress is caused due to the scarcity of resources, nature of teaching and job difficulties. It is also recorded that increased load of work, increased enrollments targets, low budgeting for school related complications and more consistent curriculum outlook has made teaching more stressful than ever (Jillson, 2020). In current and fast changing environment, stress has become a part of individual's regular lives universally. In a past few decades, the level of stress has increased due to the increased demands from students and their parents and also employers. Also, the intolerance of a student is increasing day by day (Aldrup, 2018). According to various studies, teaching is good profession undoubtedly, but also a tense thing to do. Like other stressful jobs, teaching is also recognized as more stressful job. Challenges and pressures in educational institutions arise due to increasing demands from students and administration on a daily basis, which leads a teacher towards stress conditions (Aydin & Kaya, 2016).

Stress also takes place due to some negative factors which associate with normal behavioral, psychological and physiological facets of a human being. In addition, it is also stated that increased level of stress has become a problematic situation in educational field in recent years. Stress in teaching job has become the point of attention for education administrators which demand their administrative and socio-emotional efforts to assist teachers in their efforts to tackle stress related to work (Yusuf, Olufunke, & Valentine, 2015).

Teaching stress is expected to be guided by organizational factors related to way the teacher works. According to them, organizational factors that promote teachers' stress comprise an intimidation inspection regime, unrealistic deadlines, excessive paperwork and irrational directional budgeting (Hepburn & Brown, 2001).

Teaching is recognized as a stressful job and teachers are frequently exposed to stress that distresses their capability to work efficiently. As teaching has long been recognized as a stressful profession, it leads to consequences such as prolonged absenteeism, early retirement, leaving of newly appointed teachers during training and also quitting profession in the early five years of their career (Aydin & Kaya, 2016) and low level of motivation to carry out their professional responsibilities. An increasing level of stress is seen in teachers toward educational performance which converts into work-related stress (Moe, 2010). He further explained that teachers are playing a role in educational platform comprising control and implementation of schools by setting educational goals, communicating and interpreting instructive policies, personal management, management of apparatuses and physical facilities, school curriculum supervision, assessment and also actual classroom teaching (Morrison, 2005).

Human health is too much influenced by severe stress conditions having serious consequences. Stress can also be considered as a normal phenomenon but in moderate form. A lot of or a little work, excessive travel, fatigue caused by the physical pressures of the workplace and time pressures and deadlines are capable to cause work-related stress (Bhui, 2016).

Sources of stress in the workplace, among others, have been identified as roles in the organization, workplace relationships, organizational and climate structure. In essence, the place of work might be a contributing source of stress for many people. Apparently, the workplace is where people perform their primary tasks to earn their living. However, the particular circumstances resulting from changes in the workplace may make life uneasy for workers. Stress is aggravated due to multi-factors like interruption in promotions, nominated promotion, promotional denial, failure to pay according to agreed pay scales, rejection of marginal benefits, poor relationship between directors and related staff, side effects, duplication of purposes, absence of sustenance from subordinates and growing dissatisfaction with perceived poor leadership (Johannsen, 2011).

It is also testified that the chief contributors of teachers' stress are lack of inspiration, sustain discipline in teaching and overall time pressures and overload of work encounter that is much noticeable to numerous fluctuations assessed by other people having stimulating associations with management, administration and contemporaries. Moreover, it is also found that deprived employed settings, unsuitable situations of work, indistinctness in role of teacher, unfair relations with administrators, students, contemporaries and job uncertainty (Kyriacou et. al., 2003) lead to the environment of stress in the longer run.

Teachers are considered as a pivot for all occupations. They have a significant role in attaining overall progress and school goals. There are many problematic situations for teachers which generate level of stress for them. Teachers are a chief agent who can bring out revolution but unfortunately, they lack the means to cope countless strains and burdens when accomplishing their sacred responsibilities. Hence, the study is opted to analyze the occupational stress of primary school teachers of Sargodha District.

Material and Methods

According to the feasibility of time, resources and financial constraints this study was delimited to all the Government Primary Schools of Tehsil Sargodha. A descriptive survey research design was used to collect data at one point of time.

Population and Sampling

Population of the study consisted of all male and female teachers working in Government Primary Schools in district Sargodha. A sample of the study was selected in the multi-stage fashion such as: Tehsil Sargodha was selected purposively among all the six tehsils of district Sargodha because the number of Primary schools is larger as compared to any other Tehsils in District Sargodha. On the basis of 50% of population out of 550 Government primary schools, 250 Government Primary schools were selected randomly from list of schools taken from website of Punjab School Education Department. One male teacher form selected male primary schools (104) and two female teachers from were selected from female primary schools (211), comprising of 315 teachers, who were selected conveniently on basis of their willingness to gives data on questionnaire.

Research Instruments

After review of literature, an occupational stress scale for primary teachers was developed on five-point Likert scale comprising of 29 statements on eight factors. In which 4 statements each were included in “Time bindings”, “Poor Working Environment” and Salary and Facilities”, 3 statements were included in “Lack of Cooperation”, 7 statements were related to “Administrative hurdles”, 2 statements each were included in “Parents Insults and Assaults” and “Student Misbehavior” and 3 statements were related to “Non-Teaching Activities”. The scale was made bilingual (Urdu and English languages) for better understanding and proper responses.

Validation of the Instrument

To check the content and face validity of the scale five PhD faculty experts’ opinions was taken. They were also requested to match the sentence structure in both English and Urdu. After incorporating the experts’ suggestions, the instrument was pilot tested on 100 primary school teachers to establish reliability, Cronbach alpha (α) was calculated. Its value was 0.85, which is considered to be excellent (Cronbach, & Shavelson, 2004) and values for all factors ranged from .60 to .70.

Data Collection

First of all, the researcher got the list of primary schools of tehsil Sargodha was taken through consultation of School Education Department website. The instrument was got filled through personal visits.

Data Analysis and Results

Collected data were analyzed through statistical techniques of percentages, frequencies, mean score, SD and t-test.

Table 1
Teachers’ level of Stress due to Time bindings

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total f(%)	Mean	SD
I feel pressure in work for long hours which create stress for me.	144 45.7%	132 41.9%	10 3.2%	26 8.3%	3 1.0%	315 100%	4.21	0.9
Lack of free time to get refreshment and to prepare for the next classes creates stress in me.	107 34%	171 54.3%	15 4.8%	19 6.0%	3 1.0%	315 100%	4.14	0.8
Timings of the school make me stressful.	147 46.7%	109 34.5%	9 2.9%	48 15.2%	2 0.6%	315 100%	4.11	1.07
Time limit to cover the syllabus and conduct test are not enough it creates stress among teachers not enough it creates stress among teachers.	120 38.1%	157 49.8%	15 4.8%	19 6.0%	4 1.3%	315 100%	4.17	0.8
Total %age of each response	518 41%	569 45%	49 4%	112 9%	12 1.0%	1260 100%	4.15	0.89

Table 1 shows the reflection of factor “Time bindingd” which had 4 items. Most of the (87.6%) primary school teachers with favoring mean value 4.21 and SD = 0.9, agreed that working for long hours create stress among teachers. A majority of primary school teachers (88.3%) with favoring mean value 4.14 and SD = 0.8, were of the view that lack of free time and refreshment causes stress among teachers. Most of

(81.2%) primary teachers with mean score 4.11 and SD = 1.07, agreed that timings of school results in stress for teachers. Most of primary school teachers (87.9%) with mean value 4.17 and SD = 0.8, agreed towards the statement that the given time in a session was insufficient to cover syllabus resulting in dissatisfaction among teachers. The overall percentage of the responses to this factor shows that most (86%) of the teachers' perception regarding level of stress with mean value 4.15 and SD = 0.89, due to time was high.

Table 2
Teachers' level of Stress due to Lack of Cooperation

Statements	SA f/%	AG f/%	UND f/%	DA f/%	SDA f/%	Total	Mean	SD
Expectation of my colleagues increase stress in me	101 32.1%	154 48.9%	23 7.3%	28 8.9%	9 2.9%	315 100%	3.98	1.05
There is no cooperation between co-workers which create feeling of stress in me	155 49.2%	100 31.7%	30 9.5%	27 8.6%	3 1.0%	315 100%	4.20	0.87
Poor teacher-teacher relationship in school causes stress in me.	110 34.9%	159 50.5%	28 8.9%	15 4.8%	3 1.0%	315 100%	4.14	0.8
Total %age of each response	366 38.7%	413 43.7%	81 8.6%	70 7.0%	16 2.0%	945 100%	4.11	0.90

Table 2 shows the reflection of factor "lack of cooperation" which had 3 items. Majority of the (81.0%) primary school teachers with favoring mean score 3.98 and SD = 1.05, stated that expectation of their colleagues create stress among teachers. Majority of primary school teachers (81%) with supporting mean score 4.20 and SD = 0.87, agreed that non-cooperation of the coworkers causes stress among teachers. Majority of (85.4%) primary teachers with supporting means score 4.14 and SD = 0.8, agreed that poor relationship among teachers results in stress for teachers. The overall percentage of the responses to this factor showed that majority of (82.4%) teachers' perception with mean score 4.11 and SD = 0.9, regarding level of stress due to lack of cooperation was high.

Table 3
Teachers' level of Stress due to poor working environment

Statements	SA f/%	AG f/%	UND f/%	DA f/%	SDA f/%	Total	Mean	SD
Shifting of the responsibilities to other teachers' shoulders make stressful situation	96 30.5%	155 49.2%	16 5.1%	48 15.2%	0 0.0%	315 100%	3.95	0.9
Seating arrangements in the classrooms creates stress	67 21.3%	136 43.2%	28 8.9%	82 26.0%	2 0.6%	315 100%	3.58	1.1
Lack of basic facilities (water, toilet, boundary wall, furniture security guard etc.) creates stress among teachers.	93 29.5%	148 47.0%	31 9.8%	38 12.1%	5 1.6%	315 100%	3.91	1.07
Lack of instructional material (white board, charts, teaching aids etc.) creates stress among teachers.	109 34.6%	136 43.2%	38 12.1%	32 10.2%	0 0.0%	315 100%	4.02	0.9
Total %age of each response	365 28.9%	575 45.7%	113 8.9%	200 15.9%	7 0.6%	1245 100%	3.86	0.9

This table 3 shows the reflection of factor “poor working environment” which had 4 items. According to the table majority of the (79.9%) primary school teachers with supporting mean value 3.95 and SD = 0.9, agreed that shifting of the responsibilities to other shoulders creates stress. Many (64.5%) of the Primary school teachers with supporting mean value 3.58 and SD = 1.1, agreed that seating arrangements in the classrooms causes stress among teachers. More than (77.8%) primary teachers were in the favor that lack of basic facilities creates stress among teachers. Majority of primary school teachers (77.8%) were of the views that lack of instructional material (white board, charts, teaching aids etc.) creates stress among teachers. The overall percentage of the responses to this factor (74.6%) shows that teachers’ perception regarding level of stress due to poor working environment was high.

Table 4
Teachers Stress due to lack of Administrative support

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total	Mean	SD
Continuous assessment of the administration makes my job stressful.	127 40.3%	160 50.8%	11 3.5%	17 5.4%	0 0.0%	315 100%	4.26	0.7
Policy changes make my job stressful	168 53.3%	126 40.0%	15 4.8%	6 1.9%	0 0.0%	315 100%	4.45	0.6
I feel stress on unexpected decision of administration.	175 55.6%	109 34.6%	17 5.4%	14 4.4%	0 0.0%	315 100%	4.41	0.7
Unrealistic expectations make me stressful.	125 39.7%	134 42.5%	39 12.4%	17 5.4%	0 0.0%	315 100%	4.17	0.8
Strict leaves rules are source of stress for me	145 46.0%	147 46.7%	16 5.1%	7 2.2%	0 0.0%	315 100%	4.37	0.6
I have no choice in deciding what should I do at work which creates stress in me	93 29.5%	141 44.8%	29 9.2%	48 15.2%	4 1.3%	315 100%	3.86	1.04
Lack of recognition of efforts by school management contributes to stress in me.	125 39.7%	136 43.2%	43 13.7%	11 3.5%	0 0.0%	315 100%	4.19	0.7
Total %age of each response	958 43.4%	953 43%	170 7.7%	120 5.4%	4 0.2%	2205 100%	4.24	0.73

Table 4 shows the reflection of factor “lack of administrative Support” which had 7 items. Majority of the (91.1%) primary school teachers with favoring mean value 4.26 and SD = 0.7, agreed that continuous assessment of the administration create stress among teachers. Majority (93.3%) of the primary teachers with favoring mean score 4.45 and SD = 0.6, agreed that policy changes causes stress among teachers. Majority (90.2%) of primary teachers with favoring mean value 4.41 and SD = 0.7, agreed that unexpected decision of the administration results in stress for teachers. Many of (82.2%) primary school teachers with favoring mean score 4.17 and SD = 0.8, agreed that unrealistic expectations from teachers resulting in dissatisfaction among teachers. Majority (82.2%) of primary teachers with favoring mean score 4.37 and SD = 0.87, agreed that strict rules for leaves results in stress for teachers. Most of (92.7%) primary school teachers with supporting mean 3.86 and SD = 1.04, agreed that no choice in deciding about teaching work creates stress among teachers. Most (82.9%) of the primary school teachers with favoring mean score 4.19 and SD = 0.7 agreed that lack of reward and recognition from higher authority create dissatisfaction among teachers. The overall majority (86.4%) of the primary school teachers with favoring means score 4.24 and SD =0.7, showed that teachers’ perception regarding level of stress due to administration was high.

Table 5
Teachers' level of Stress due to Insults and Assaults by Parents

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total f(%)	Mean	SD
1. Parent teachers meeting creates stressful situation.	145 46.0%	103 32.7%	17 5.4%	48 15.2%	2 0.6%	315 100%	4.08	1.08
2. Parents always blame teachers for students' mistakes which creates a feeling of stress among teachers.	139 44.1%	140 44.4%	7 2.2%	25 7.9%	4 1.3%	315 100%	4.22	0.9
Total %age of each response	284 45.1%	243 38.6%	24 3.8%	73 11.5%	6 1%	630 100%	4.15	0.9

Table 5 shows the reflection of factor "parent's insults and assaults" which had 2 items. Majority (78.7%) of primary school teachers with favoring mean score value 4.08 and SD = 1.08, agreed that parent teacher meeting create stress among teachers. Most of (88.5%) primary school teachers with favoring mean value = 4.22 and SD = 0.9, agreed that parents always blame teachers that causes stress among teachers. The overall percentage of the responses to this factor was that most (83.7%) of the primary school teacher with favoring mean score 4.15 and SD = 0.9, shows that teachers' perception regarding level of stress due to parent teacher meeting was high.

Table 6
Teachers Stress due to Misbehavior of Students

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total f(%)	Mean	SD
Sometime misbehavior of the students makes me stressful.	64 20.3%	168 53.3%	39 12.4%	21 6.7%	23 7.3%	315 100%	3.73	1.07
Large class-size makes stressful situation in teaching learning process.	107 34.0%	109 34.6%	51 16.2%	44 14.0%	4 1.3%	315 100%	3.86	1.07
Total %age of each response	171 27%	277 44%	90 14.3%	65 10.4%	27 4.3%	630 100%	3.79	1.07

Table 6 shows the reflection of factor "student's misbehavior" which had two items. Majority of the (73.6%) primary school teachers with supporting means score 3.73 and SD = 1.07, agreed that student's misbehavior create stress among teachers. Many of (68.6%) primary school teachers with supporting mean score 3.86 and SD = 1.07, were of the view that large size of the class causes stress among teachers. The overall percentage of the responses to this factor showed that many of (71%) primary school teachers with supporting mean value 3.79 and SD = 1.07, showed that teachers' perception regarding level of stress due to student's misbehavior was high.

Table 7
Teachers' Stress due to Non-Teaching Activities

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total f(%)	Mean	SD
I feel stress with documentation and work load	117 37.1%	103 32.7%	40 12.7%	45 14.3%	10 3.2%	315 100%	3.86	1.15
I feel stress with a lot of paper work	108 34.3%	161 51.1%	12 3.8%	34 10.8%	0 0.0%	315 100%	4.09	0.8

Non-teaching activities are a source of stress for me	83 26.3%	143 45.4%	44 14.0%	42 13.3%	3 1.0%	315 100%	3.83	0.9
Total %age of each response	308 32.6%	407 43.1%	96 10.1%	121 12.8%	13 1.4%	945 100%	3.92	0.95

Table 7 shows the reflection of factor “non-teaching activates” which had three items. Majority of the (69.8%) primary school teachers stated that documentation works create stress among teachers. Many of primary school teachers (59.8%) were of the view that lot of paper work causes stress among teachers. Majority (71.3%) of primary teachers were in the favors that non-teaching activities results in stress for teachers. The overall percentage of the responses to this factor (75.7%) shows that teachers’ perception regarding level of stress due to non-teaching activities was high.

Table 8
Teachers’ level of Stress due to Lack of Salary and Facilities

Statements	SA f(%)	AG f(%)	UND f(%)	DA f(%)	SDA f(%)	Total f(%)	Mean	SD
Low salary creates stress in me.	85 27.0%	102 32.4%	33 10.5%	88 27.9%	7 2.2%	315 100%	3.54	1.21
Pay scale of teaching is not enough to meet my needs	79 25.1%	120 38.1%	46 14.6%	59 18.7%	11 3.5%	315 100%	3.63	1.1
Teaching profession has lack of facilities which is a source of stress for me	85 27.0%	156 49.5%	23 7.3%	40 12.7%	11 3.5%	315 100%	3.84	1.06
The workload for teachers does not match with teachers’ salary which creates stress in me	74 23.5%	169 53.7%	20 6.3%	44 14.0%	8 2.5%	315 100%	3.82	1.02
Total %age of each response	323 25.6%	547 43.4%	112 9.7%	231 18.3%	37 3%	1260 100%	3.70	1.09

Table 8 shows the reflection of factor “salary and facilities” which had 4 items. Many of the (59.4%) primary school teachers stated that low salary create stress among teachers. Majority of primary school teachers (63.2%) were of the view that low pay scale of the teachers causes stress among teachers. Majority (76.5%) of primary teachers were in the favors that lack of facilities results in stress for teachers. Majority of primary school teachers (77.2%) were in favors that the workload does not match with the salary which results in dissatisfaction among teachers. The overall percentage of the responses to this factor (69%) shows that teacher’s perception regarding level of stress due to salary and facilities was high.

Table 9
Primary school teachers’ level of occupational stress

Levels	Range	Frequency	Percent	Mean	SD
very low	>2.5	0	0%	4.44	0.80
Low	2.5- 3	11	3.5%		
Average	3.01 – 3.5	29	9.2%		
High	3.51- 4	84	26.7%		
very high	4.01- 5	191	60.6%		
Total		315	100%		

In table 9 The primary school teachers’ occupational stress level was analyzed on the basis of mean score according to the criteria such that very low = > 2.5, low

=2.5-3, average = 3.01-3.5, high = 3.51- 4, and very high=4.01-5

Table shows that 60.6% of the students' with supporting mean score 4.44 and SD= 0.80, had very high level of occupational stress, whereas 26.7% teachers had high level of occupational stress and 9.2% primary school teachers had average level of stress, 3.5% had low level of occupational stress. The trend showed that most of the teachers possessed very high level of occupational stress.

Table 10
Gender based comparison of level of occupational stress

Gender	N	Mean	SD	t-value	df	p-value
Male	104	122.2	7.2	7.20	313	.000
Female	211	113.8	13.2			

Table 10 shows that there was significance difference between primary teachers' occupational stress as indicated by t value 7.20 with df = 314 and p value .000 < .05. The greater mean score 122.2 showed that male teachers had higher occupational stress as compared to the female primary school teachers (mean score 113.8).

Table 11
Locality based comparison of level of occupational stress

Gender	N	Mean	SD	t-value	df	p-value
Rural	104	7.9486	7.2	.433	313	.665
Urban	211	7.9486	13.2			

Table 11 shows that no significance difference between rural and urban primary teachers' occupational stress was found as indicated by t value .433 with df = 313 and p value .665 > .05. It means both rural and urban primary school teachers feel equal occupational stress.

Table 12
ANOVA for occupational stress of primary school teacher w. r. t. academic qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	41.390	2	20.695	6.191	.002
Within Groups	1042.941	312	3.343		
Total	1084.330	314			

Table 12 shows the comparison of occupational stress with respect to academic qualification. F value (6.191) and p-value was .002 i.e. less than 0.05, showed that there was a significant difference of occupational stress among teachers with different academic qualifications. To find out the difference among occupational stress of primary teachers, post hoc test was applied and presented in the table 13.

Table 13
Difference of occupational stress among primary teachers with different academic qualification

(I) Qualification	(J) Qualification	Mean Difference (I-J)	Std. Error	Sig.
MA/ M. Sc	BA/ B. Sc	.62*	.25147	.014
	M. Phil	.81*	.25724	.002

Table 13 shows only significant results. Mean difference values .62 shows that primary teachers with MA / M.Sc qualification feel more occupational stress than the teachers with qualification of BA / B. Sc and also than M. Phil qualified teachers (Mean difference =.81). The trend shows that primary teachers with master qualification feel more stress than lower or higher qualified teachers.

Table 14
ANOVA for occupational stress of primary school teacher w. r. t. professional qualification

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	37.613	2	18.807	5.606	.004
Within Groups	1046.717	312	3.355		
Total	1084.330	314			

Table 14 shows the comparison of occupational stress with respect to professional qualification. F value (5.606) and p-value was .004 i.e. less than 0.05 shows that there was a significant difference of occupational stress among teachers with different professional qualifications. To find out the difference among occupational stress of primary teachers, post hoc test was applied and presented in the table 15.

Table 15
Professional qualification based difference of occupational stress among primary teachers

(I) Professional Degree	(J) Professional Degree	Mean Difference (I-J)	Std. Error	Sig.
B. Ed	Any Other	-1.07*	.32400	.001
M. Ed	Any Other	-.98*	.34628	.005

Table 15 shows only significant results. Mean difference values -1.07 & -.98 shows that primary teachers with B. Ed and M. Ed qualification feel more occupational stress than the teachers with qualification of other than B. Ed or M. Ed. The trend shows that primary teachers with higher professional qualification feel more stress than lower professionally qualified teachers.

Table 16
ANOVA for occupational stress of primary school teacher w. r. t. experience

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	14.488	2	7.244	2.113	.123
Within Groups	1069.842	312	3.429		
Total	1084.330	314			

Table 16 shows the comparison of occupational stress with respect to experience. F value (2.113) and p-value was .123 greater than 0.05, shows that there

was no significant difference of occupational stress among teachers with different experience.

Conclusion

Conclusions drawn from the findings were:

1. Most of the teachers showed very high level of occupational stress; similar to the findings of Barabanshchikova, Meshkova, & Surova, (2013) that teachers have high level of occupational stress in primary schools.
2. Teachers feel stress due to time factor (e.g. long working hours to cover syllabus with no free time and refreshment), lack of cooperation of colleagues, poor working environment, administrative policies of continuous assessment & unrealistic expectations, parent's insults and assaults, student's misbehavior, non-teaching activities of documentation works, and low salary & teaching facilities are the causes of stress. The conclusion is similar to the findings of Waqar, & Kazmi, (2019); they found that insulting attitude of colleagues, job stress, physical and psychological effects, workload, and lack of resources. Moreover Paulse (2005) identified stressors for teachers that behaviours of pupils, the classroom and support lack of adequate knowledge or skills. Another study by Leavy (2021) revealed that Class level is significant factor for occupational stress.
3. Male teachers had higher occupational stress as compared to the female primary school teachers; this conclusion is opposite to the findings of Xin, et al (2019) that female teachers experienced more stress as compared to male teachers. Possible reason may be the family structure, in Pakistan male members is responsible for every type of expenses of family members and parents also. But rural and urban teachers have equal level of occupational stress. While Jahan (2017) found that urban primary school teachers in India face more stress than the rural. Possible reason may be that in Pakistan urban rural teachers have equal pay and allied allowances.
4. Primary teachers with master qualification feel more stress than lower or higher qualified teachers. Opposite to this Galanakis, M. et al (2020) found that teachers not having a Master's Degree were in more stress. Possible reason may be that primary teachers with master degree did not have qualification allowance. But experience plays no role in occupational stress of the primary teachers; this is similar to the finding of Leavy (2021) and Johannsen (2011) that year of experience has non-significant relationship with stress levels of teachers.

Recommendations

1. School Education Department may improve the pay and offer some incentives for primary school teachers and provide adequate teaching aids and facilities for better teaching learning process.
2. School Education Department may organized guidance and counseling program to encourage teachers for using stress coping strategies.

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