

Comparison of the Occupational Stress in Elementary School Teachers of Public and Private Schools in District Bahawalpur

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Abstract

Teaching is a stressful job, and the teachers' stress causes psychological and physical strain as a result of being overworked and concerned. This research was done to compare occupational stress among elementary school teachers in public and private schools, as well as to identify sources of occupational stress among elementary school teachers. This research was quantitative in nature, descriptive and cross-sectional study. A questionnaire was used to collect data from the public and private sector elementary school teachers of Bahawalpur district, Pakistan. A sample size of 353 was selected from a total population of 833. The collected data was analyzed by applying the t-test and the data showed that the stress level of elementary school teachers of private schools was greater than that of elementary school teachers of public schools. Three main factors of stress were found, i.e., tough time schedule, social interaction, and self-evaluation. Considering the findings, it is recommended that the school education department and administration must play their role in order to minimize the stress on elementary school teachers to avoid the loss of this highly valuable asset.

Keywords: Elementary School Teachers (ESTs), Occupational Stress, Public sector, Private sector

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Introduction

Teaching is a highly challenging job, and it has 3rd number in job turnover rate among all professions in the world. A Major reason behind this turnover is the stress underlying in this profession (McCarthy et al., 2014). Stress can be described as a notion of psychological and physical tension because of being overburdened and worried as a result of such demand, which calls for some adaptation and alteration in the individual (Gulzar & Rashid, 2020). Difficult work timing, self-analysis as a teacher, relations among colleagues, social connections with the community, and extra duties outside of teaching can be major sources of stress for teachers (Naono-Nagatomo et al., 2019).

Occupational stress in teachers may also be described as, the behavior of a teacher with annoying and negative responses e.g., anger, anxiety, tension, negative reactions, or depression caused by their teaching profession (Harish & Jeyaprabha, 2018). It has a broad negative impact on employees. It can appear as harmful physical and emotional responses when employment standards do not match the employees' capabilities, resources, or demands. Difficult work timing, self-analysis as a teacher, relations among colleagues, social connections with the community, and extra duties outside of teaching can be major sources of stress for teachers (Naono-Nagatomo et al., 2019).

According to Jani (2017), there is a considerable disparity in the stress levels of teachers at public and private schools. It is discovered that private school instructors are under substantially higher stress than their counterparts in government schools. Further research revealed that both male and female school instructors at private schools experience higher levels of stress than their counterparts in the government schools.

Long working hours, justifying a highly demanding job, adaptable social connections with colleagues and community members, managing safety duties, and taking care of the school environment while performing their duties effectively are all issues that overburdened teachers face around the world, including in Pakistan. This study has not only identified sources of stress but has also compared stress among the elementary school teachers from both government and private schools in Bahawalpur, Pakistan. The disparities in stress patterns in public and private schools

were investigated in this study. This is the first attempt in the district Bahawalpur to conduct a comparative research study on elementary school teachers' stress.

Literature Review

Stress can be described as the physical and emotional reactions that occur when employees sense a disparity between their job expectations and their abilities or resources to achieve those needs (Basu, 2013). Therefore, source identification and comparative analysis regarding the level of stress among elementary school teachers in the public and private sector were the main issues of concern in the current research.

Teachers have a responsibility to manage activities inside and outside the classroom and to engage them with security and safety is stressful. Long working hours and lower self-sufficiency may lead them to a stressful situation also, and it is a type of emotional labor too. The number of teachers in Japan who request leave due to mental illness is on the rise (Naono-Nagatomo et al., 2019). The school climate is significantly influenced by accountability rules. For primary school teachers, the test-based accountability method is extremely stressful and leads to a drop in job production. The support offered by the school administration and community has a significant impact on the stress experienced by teachers. Teachers' occupational stress eventually has an impact on learners' physiological stress management (Saeki et al., 2018).

Many elementary school teachers are found to be worried about English teaching. Despite a lack of knowledge and preparation, many class teachers have to teach the English language. In addition to their hesitation about their spoken skills and lack of confidence, many other factors may contribute to elementary school teachers' stress levels (Machida, 2015).

As evidence mounts, workplace stress reduces productivity, increases managerial demands, and leads employees to get ill in several ways. Workplace stress affects cognitive skills like work performance, memory, focus, and learning. Teachers have mentioned extreme workloads, large class numbers, a lack of needed facilities, noise at work, working during vacations, and excessive paperwork as major sources of stress. It was discovered that student misconduct, noncooperation from colleagues and the head teacher, involvement from politicians and parents, low professional position, and low pay affect teachers' effectiveness and cause stress. Teachers are also more stressed as a result of the lack of technology, missed deadlines, and strained working relationships with students and colleagues (Gulzar & Rashid, 2020).

An interview of teachers who were working in special education centers in the Turkish Republic revealed that teachers with general education were unable to teach an inclusive classroom properly because they couldn't provide the proper support services required for special children. Another study of general education instructors who taught inclusive classes found that many of them were unprepared for the job and unable to provide the modifications necessary by a student's customized educational plan (Hergott, 2020).

Out-of-field (OOF) teaching has a negative impact on instruction. When speaking with their students, such teachers become harsh in their comments. Teachers with limited topic understanding face challenges. Out of field (OOF) instruction has an adverse impact on both teachers and the learning of pupils (Sharplin, 2014). A higher level of accountability by school-based management is required for the provision of standard education. But this may result in some frustration or depression among the teachers (Othman & Wanlabe, 2012). Stress is a phenomenon which is strongly associated with mental conditions. It is reported that stress due to students' misbehavior may lead to emotional exhaustion and also decreasing the level of personal accomplishment. Teaching is one of the most studied professions for studying job stress and burnout (McCormick & Barnett, 2011).

In the private sector, another reason for stress is the poor dismissal of teachers by the management for showing inefficiency, whereas the number of public school teachers who are dismissed due to inefficiency is very small. Salaries of private school teachers depend mainly upon the number of responsibilities they own by showing good performance, while it is not the case in the public school system. Instructors at private schools are paid less than two-thirds of what teachers in government schools are paid. Private schools' personnel and salary management practices have greater impact than public schools. Despite this, surveillance of private school teachers is comparatively more difficult, with a more flexible pay system based on performance and greater management authority to fire teachers for inefficiency (Ballou & Podgursky, 1998).

In Pakistan, like many other countries, educators are not very content with their profession, and as a result, either they leave their job or they perform badly. A suitable work environment also matters for better performance. Teaching is regarded as one of the most demanding occupations in the world (Sahito & Vaisanen, 2020).

Research Objectives

This research aimed to,

1. Identify sources of occupational stress among the elementary school teachers of both public and private schools.
2. Compare the Occupational stress of the elementary school teachers of public and private schools.

Hypothesis

Null hypothesis I (H_{01}): Sources of occupational stress do not vary significantly among elementary school teachers of public and private schools.

Alternate hypothesis I (H_1): Sources of occupational stress vary significantly among elementary school teachers of public and private schools.

Null hypothesis II (H_{02}): There is no significant difference between the occupational stress of the elementary school teachers of public and private schools.

Alternate hypothesis II (H_2): There is a significant difference between the occupational stress of the elementary school teachers of public and private schools.

Methodology

This research was quantitative and descriptive in nature with cross-sectional studies and gathered information from an existing population of elementary school teachers through a survey in the district of Bahawalpur. A questionnaire was used as an instrument for data collection. The focus of this research was to compare occupational stress levels among elementary school teachers in both the public and private sectors. Therefore, the best method for this purpose was to gather data in quantitative form and then to process it further to get the required information.

Population and sampling

Total number of elementary school teachers were 833 and out of them 353 were selected as sample. The whole population was divided into two strata, i.e., public and private. First stratum of public sector included 688 elementary school teachers; out of them 247 elementary school teachers were selected as sample through stratified random sampling. While other stratum consisted of 145

elementary school teachers of private sector and out of 145 elementary school teachers, 106 elementary school teachers were selected as sample in this stratum. Therefore, there were 353 elementary school teachers in the sample

Research Instruments

The used questionnaire was finalized by combining two different questionnaires from two different sources and was used with their consent. One was prepared by Naono-Nagatomo et al. (2019) and consisted of 23 items. Five extra items were chosen from another questionnaire which was developed by Inoue et al. (2014). Finally, a questionnaire with a total of 28 items was created to assess occupational stress in elementary school teachers of public and private schools.

Reliability of the Research Instrument

During the research development, the researcher conducted a pilot study and obtained feedback from 60 participants. Out of them, 30 teachers were from the public sector and 30 were chosen from the private sector. Teachers of elementary schools involved in the pilot study, were not part of the sample in the research to maintain the accuracy and fairness of data collection. The instrument's internal consistency and reliability were checked using a Cronbach's alpha (α) coefficient, which had a value of 0.841. The investigation was carried out once the acceptable reliability range was met.

Table 1

Reliability statistics of the Instrument

Domain	Type of instrument	No. of items	Cronbach's alpha (α)
Time spent outside of Work	Rating scale	5	.778
Self-assessment ability as a teacher	Rating scale	6	.758
Relationships between teachers	Rating scale	6	.836
Social interaction outside of teaching	Rating scale	4	.809
Duties outside of teaching	Rating scale	7	.849
Total	Rating scale	28	.851

The reliability value for first sub-factor is, $\alpha = 0.778$, for second sub-factor it is, $\alpha = .758$, for third sub-factor it is, $\alpha = 0.836$, for fourth sub-factor it is, $\alpha = 0.809$ and for the last sub-factor it is, $\alpha = 0.849$. the overall reliability of the whole instrument is 0.851 which is also greater than 0.7 and proves that the used tool is overall reliable.

Validity of Research Instrument

An expert opinion of educational researchers was obtained for a validity check of the questionnaire. They checked the instrument and verified that its items fulfilled the objectives of the research. Hence, both experts in educational research confirmed the validity of the tool.

Results

Both descriptive (Means, standard deviation, percentage, and crosstab) and inferential statistics (t-test) were applied for data analysis. The first objective of the study was to, “Identify sources of occupational stress among the elementary school teachers of both public and private schools.” For this purpose, stress level values were calculated by using a questionnaire. The questionnaire consisted of five segments or sub-factors which further consisted of 28 items in total. The aforementioned sub-factors of the questionnaire were coded as.

1. TSOW (Time Spent Outside of Work) ranging from TSOW1-TSOW5, 5 items
2. SAAT (Self-Assessment Ability as a Teacher) ranging from SAAT1-SAAT6, 6 items
3. RBT (Relationships Between Teachers) ranging from RBT1-RBT6, 6 items
4. SIOT (Social Interaction Outside of Teaching) ranging from SIOT1-SIOT4, 4 items
5. DOT (Duties Outside of Teaching) ranging from DOT1-DOT7, 7 items

Those sub-factors which showed stress levels in more than 50% of the population were considered sources of stress and vice versa. The data was collected online from the population. Public and private school teachers' sub-factors wise findings are mentioned below.

Table 2

Summary of Sub-Factor I- Time Spent Outside of Work (TSOW)

Sub-factor I		Time Spent Outside of Work				Total
		Not at all	Not exactly	Somewhat	Definitely	
Public	<i>f</i>	108	44	57	37	246
	%	44.1%	17.8%	23%	15.12%	100%
Private	<i>f</i>	25	21	34	26	106
	%	23.76%	19.06%	32.26%	24.92%	100%

Table 4.1.1 shows the opinions of elementary school teachers about stress because of sub-factor, which can be stated as, "Time Spent Outside of Work." This reveals that only 38.12% of elementary school teachers are stressed because of this sub-factor which is less than 50% of the public sector elementary school teachers. Whereas 57.18% of elementary school teachers from the private sector are stressed because of this sub-factor, which is greater than 50% of their population.

Table 3

Summary of Sub-factor II- Self-Assessment Ability as a Teacher (SAAT)

Sub-factor II		Self-assessment ability as a teacher				Total
		Not at all	Not exactly	Somewhat	Definitely	
Public	<i>f</i>	122	41	43	40	246
	%	49.45%	16.68%	17.35%	16.52%	100%
Private	<i>f</i>	25	17	22	42	106
	%	23.9%	15.73%	20.6%	39.78%	100%

Table 4.1.2 shows the opinions of elementary school teachers about stress because of sub-factor II, which can be stated as, "Self-assessment ability as a teacher." This reveals that only 33.87% of elementary school teachers are stressed because of this sub-factor which is less than 50% of the public sector elementary school teachers. Whereas 60.38% of elementary school

teachers from the private sector are stressed because of this sub-factor, which is greater than 50% of their population.

Table 4

Summary of Sub-Factor III- Relationships between Teachers (RBT)

Sub-factor III		Relationships between teachers				Total
		Not at all	Not exactly	Somewhat	Definitely	
Public	<i>F</i>	129	47	44	26	246
	%	52.38%	19.06%	18.12%	10.43%	100%
Private	<i>F</i>	26	10	27	43	106
	%	24.53%	9.75%	25.62%	40.1%	100%

Table 4.1.3 shows the opinion of elementary school teachers about stress because of sub-factor III, which can be stated as, "Relationships between teachers." This reveals that only 28.55% of public sector elementary school teachers are stressed because of this sub-factor which is less than 50% of the public sector elementary school teachers. Whereas 65.72% of elementary school teachers from the private sector are stressed because of this sub-factor, which is greater than 50% of their population.

Table 5

Summary of Sub-factor IV- Social Interaction Outside of Teaching (SIOT)

Sub-factor IV		Social interaction outside of teaching				Total
		Not at all	Not exactly	Somewhat	Definitely	
Public	<i>f</i>	128	50	47	21	246
	%	51.95%	20.35%	19.1%	8.63%	100%
Private	<i>f</i>	24	16	22	44	106
	%	22.4%	14.85%	21%	41.75%	100%

Table 4.1.4 shows the opinion of elementary school teachers about stress because of sub-factor IV, which can be stated as, "Social interaction outside of teaching." This reveals that only

27.73% of public sector elementary school teachers are stressed because of this sub-factor which is less than 50% of the public sector elementary school teachers. Whereas 62.75% of elementary school teachers from the private sector are stressed because of this sub-factor, which is greater than 50% of their population.

Table 6

Summary of Sub-factor V- Duties Outside of Teaching (DOT)

Sub-factor V		Duties outside of teaching				Total
		Not at all	Not exactly	somewhat	Definitely	
Public	<i>f</i>	119	53	47	27	246
	<i>%</i>	48.26%	21.54%	19.2%	11.03%	100%
Private	<i>f</i>	24	16	29	37	106
	<i>%</i>	22.37%	14.96%	27.5%	35.2%	100%

Table 4.1.5 shows the opinion of elementary school teachers about stress because of sub-factor V, which can be stated as, "Duties outside of teaching." This reveals that only 30.23% of public sector elementary school teachers are stressed because of this sub-factor which is less than 50% of the public sector elementary school teachers. Whereas 62.7% of elementary school teachers from the private sector are stressed because of this sub-factor, which is greater than 50% of their population.

The second objective of the study was to, "Compare the occupational stress of the elementary school teachers of public and private schools". For this comparison, independent sample t-test was applied, and sub-factors wise results are mentioned below.

Table 7

Sub-factor I, "Time Spent Outside of Work"

Test	Mean	SD	df	t-value	Sig(2-tailed)
Public	10.4593	3.91496	350	-5.521	.000
Private	12.9151	3.61773			

p-value (P<.05)

Table 4.2.1 reveals the results of independent sample t-test statistics about the comparison of public and private elementary school teachers on the first sub-factor, "Time spent outside of work". The results of the sub-factor reveal a p-value (P<.05), indicating a statistically significant difference in means between the teachers of public and private sector schools. The mean score (12.9) of the stress level of private school teachers on "Time spent outside of work" is higher than the mean score (10.5) of public sector teachers.

Table 8

Sub-factor II, "Self-Assessment Ability as a Teacher"

Test	Mean	SD	df	t-value	Sig(2-tailed)
Public	12.0569	3.49063	350	-11.409	.000
Private	16.5755	3.20995			

p-value (P<.05)

Table 4.2.2 reveals the results of independent sample t-test statistics about the comparison of public and private elementary school teachers for the second sub-factor, "Self-assessment ability as a teacher." The results of this sub-factor show that the p-value (P<.05) indicates a statistically significant difference in means between the teachers of public and private schools. The mean score (16.6) of the stress level of private school teachers on "Self-assessment ability as a teacher" is higher than the mean score (12.1) of public sector teachers.

Table 9

Sub-factor III, "Relationships Between Teachers"

Test	Mean	SD	df	t-value	Sig(2-tailed)
Public	11.1992	3.82005	350	-11.594	.000
Private	16.8774	5.01750			

p-value (P<.05)

Table 4.2.3 reveals the results of independent sample t-test statistics about the comparison of public and private elementary school teachers on the sub-factor, "Relationships between teachers." The results of this sub-factor show that the p-value ($P < .05$) indicates a statistically significant difference in means between the teachers of public and private schools. The mean score (16.9) of the stress level of private school teachers on "Relationships between teachers" is higher than the mean score (11.2) of public sector teachers.

Table 10

Sub-factor IV, "Social Interaction Outside of Teaching"

Test	Mean	SD	df	t-value	Sig(2-tailed)
Public	7.3780	2.78615	350	-12.405	.000
Private	11.2830	2.52136			

p-value ($P < .05$)

Table 4.2.4 reveals the results of independent sample t-test statistics about the comparison of public and private elementary school teachers on the fourth sub-factor, "Social interaction outside of teaching." The results of the previously mentioned sub-factors show that p-value ($P < .05$) indicates a statistically significant difference in means between the teachers of public and private schools. The mean score (11.3) of the stress level of private school teachers on "social interaction outside of teaching" is higher than the mean score (7.4) of public school teachers.

Table 11

Sub-factor V, "Duties Outside of Teaching"

Test	Mean	SD	df	t-value	Sig(2-tailed)
Public	13.5081	4.95263	350	-9.833	.000
Private	19.2830	5.28566			

p-value ($P < .05$)

Table 4.2.5 reveals the results of the independent sample t-test statistics about the comparison of public and private elementary school teachers for the sub-factor, "Duties outside of teaching." The results of the sub-factor show that p-value ($P < .05$) indicates a statistically significant difference in means between the teachers of public and private schools. The mean score (19.3) of the stress level of private school teachers on "Duties outside of Teaching" is higher than the mean score (13.5) of public school teachers.

Discussion

First, the first sub-factor, "Time spent outside of work," was analyzed as being the source of stress for elementary school teachers in both the public and private sectors. The average data reveals that more than 50% of the population of the ESTs of private schools showed stress for the first sub-factor, i.e., "Time spent outside of work." While data also shows that the stress level for ESTs of public schools is less than 50% of their population, which proves that the first sub-factor is not a source of stress for the ESTs of the public sector.

The information obtained by the data analysis of the 2nd sub-factor, "Self-assessment ability as a teacher," reveals that more than 50% of the population of the ESTs of private schools showed stress for this sub-factor. Data also shows that stress levels for ESTs of public schools are less than 50% of their population, which proves that the 2nd sub-factor (self-assessment ability as a teacher) is not a source of stress for the ESTs of the public sector.

The third sub-factor, "Relationships between teachers," consists of six items, and its average data reveals that more than 50% of the population of the ESTs of private schools showed stress for the 3rd sub-factor. While data also proves that stress levels for ESTs of public schools are less than 50% of their population, this proves that the 3rd sub-factor (relationships between teachers) is not a source of stress for the ESTs of the public sector.

The information obtained from the data analysis of the fourth sub-factor named "Social Interaction Outside of Teaching" reveals that more than 50% of the population of the ESTs of private schools showed stress for this sub-factor. Data also confirms that stress levels for ESTs of public schools are less than 50% of their population, which proves that the sub-factor, social interaction outside of teaching, is not a source of stress for the ESTs of the public sector.

The fifth sub-factor, "Duties outside of Teaching," consists of a total of 07 items, and their average data also shows that more than 50% of the population of the ESTs of private schools showed stress for this sub-factor. Data further confirms that stress levels for ESTs of public schools are less than 50% of their population, which proves that the 5th sub-factor, duties outside of teaching, is not a source of stress for the ESTs of the public sector.

The above discussion clearly provides information about the sources of stress for public and private-sector elementary school teachers. All the above five sub-factors, i.e., time spent outside of work, self-assessment ability as a teacher, relationships between teachers, social

interaction outside of teaching, and duties outside of teaching, on average, are sources of stress for private school teachers but not for public school teachers. And eventually, it can be summed up to three factors of stress, i.e., 1) tough time schedule, 2) social interaction, and 3) self-evaluation, and can be found as sources of stress for the ESTs of the private sector but not for the ESTs of the public sector.

In the light of the above discussion, it can be expressed that null hypothesis-I is rejected as per the findings and its alternate hypothesis-I is accepted, that is, "Sources of occupational stress vary significantly among elementary school teachers in public and private schools."

As the second objective of this study was formulated to compare the stress level of the elementary school teachers of both and private sector, the t-test was used for this purpose, and results were obtained for all five sub-factors of the instrument, i.e., i) time spent outside of work, ii) self-assessment ability as a teacher, iii) relationships between teachers, iv) social interaction outside of teaching, and v) duties outside of teaching). Inferential statistics were applied to compare the stress levels of the ESTs of public and private schools. The results have shown the responses of the ESTs to all the 28 items. For 27 items, the stress level of the ESTs in the private sector was higher than the stress level of the public sector. These findings rejected the null hypothesis II and accepted the alternate hypothesis II, which is, "There is a significant difference between the occupational stress of the ESTs of public and private schools."

All these 28 items were combined to generate five sub-factors, which were again collected to structure three factors of stress for the ESTs, i.e., 1) tough time schedule, 2) social interaction, and 3) self-evaluation. All the five sub-factors overall showed more stress in the ESTs of the private sector than in the ESTs of the public sector. Only one item, i.e., "I feel I am achieving the results expected of me as a teacher," showed more stress in the public sector ESTs. This finding is consistent with the findings by Hasan (2014), who showed that private school teachers are more stressed than public school teachers.

Conclusion

According to the quantitative data analysis and results produced, as well as the discussion, ESTs reported stress, and the stress level of ESTs in the private sector was higher than the stress level of ESTs in the public sector. The used questionnaire had 28 items, and 27 items out of 28 showed that ESTs in the private sector have more stress than ESTs in public schools. Only one

item, "I feel I am achieving the results expected of me as a teacher," showed more stress in public sector teachers than private sector teachers. Three main factors were found to cause stress among the ESTs of private-sector schools, whereas ESTs of public-sector schools showed lower levels of stress.

The results show that occupational stress is a problem for elementary school teachers in the Bahawalpur region, and that private school teachers' levels of stress are higher than those of ESTs in public schools. It has also been demonstrated that many teachers experience stress as a result of their demanding job schedules, which sometimes include extracurricular or club activities in schools or additional coaching sessions in the private sector in order to increase income and improve performance. Due to the diversity of parents and community members, their social interactions are difficult as well. For the ESTs of the elementary schools, the process of self-evaluation and realizing that they are unable to execute a variety of tasks because of new and updated professional routines is another source of stress. The following ideas are recommended in order to effectively fix this issue and lower the stress level of elementary school instructors considering the aforementioned conclusions.

Some recommendations are made based on the study results and conclusions in order to alleviate stress among Bahawalpur district elementary school teachers (ESTs). Various stress management programs and techniques, such as job enrichment, employee counselling, and training, can be initiated. The establishment of health clubs and the provision of health facilities may also help companies reduce stress among their employees. The Department of Education should help educators improve their self-efficacy. Communication and interpersonal skills training may be beneficial to teachers. To improve teacher morale, the school environment must be improved. Teachers in elementary schools must exercise frequently, eat a healthy diet, and get adequate rest. Teachers must be provided with a suitable break location so that they are not stressed during their break time.

Teachers should be encouraged to improve teacher-student relationships. Teachers may reduce a lot of stress by maintaining positive relationships with their students, parents, and community members. The working environment must be enhanced. Teachers in the private sector must be able to operate in an environment that is both disciplined and free. Teachers at private schools are forced to do various activities outside of teaching, which may include safety duties,

sports activities, club activities and many such projects owing to job instability. Teachers are under a lot of pressure because of these responsibilities. Teachers should not be allocated such responsibilities; instead, supplementary employees should be hired to oversee extracurricular activities.

Because occupational stress may impair a teacher's performance in several ways, school leaders should prioritize lowering stress among instructors. School administrations are responsible for developing teacher-friendly work practices and a pleasant work environment. These coping techniques should be implemented as soon as feasible so that educators are prepared to deal with job stress when it occurs. Other measures that could help teachers cope with stress include improving self-esteem, building self-confidence, working on developing emotional intelligence competencies, developing a good sense of humor, eating well-balanced meals, getting adequate sleep, exercising regularly, cultivating a supportive friend circle, cultivating hobbies, developing effective communication skills, engaging in creative activities, and reviewing priorities on a regular basis. Both public and private school instructors should be appreciated and acknowledged for their hard work.

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