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**Impact of Occupational Stress on Psychological Wellbeing and Work Performance of Government School Teachers**

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**Abstract:**

Based on social cognitive theory (SCT), the present study aimed to investigate the impact of occupational stress on government teachers' psychological well-being and work performance. Furthermore, this study hypothesizes that occupational stress may affect government teachers' psychological well-being and work performance. The final sample of this study was 285 government teachers of Pakistan by using a convenient sampling technique. The results revealed that occupational stress is significantly linked to psychological well-being and work performance. Furthermore, the current study also presented certain distinctive results by showing significant mean differences in occupational stress, psychological well-being, and work performance in the team of gender differences. Therefore, male teachers had greater levels of occupational stress and psychological well-being than female teachers, despite female teachers having better levels of job performance than male instructors. While the findings demonstrated that there were non-significant differences in terms of study characteristics across primary, elementary, and high school instructors. The findings back up the study's hypothesis and point to new research avenues for researching teachers. Moreover, this study provides useful insights for practitioners, teachers, and future researchers to understand the impact of occupational stress on employees' psychological well-being and task performance.

**Keywords:** Government school teachers, occupational stress, psychological well-being, work performance, social cognitive theory, mental prosperity

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## INTRODUCTION

In our society, there are many types of schools to work but here discussed the work performance of primary school teachers with occupational stress index and psychological well-being. In this research process, internationally occupational stress has become a big problem over the most recent decade. There are occupational Stress is a significant concern looking by numerous associations and schools and various obligations, regardless of the expanding familiarity with the effect of weight on work execution, nonetheless, the occupation was as yet unfit to determine this issue in the most ideal manner. Stress is alluding to a specific connection between an individual and their occupation climate that is evaluated by the individual as requesting or surpassing their assets and imperiling their mental prosperity. Meanwhile, occupational stress is characterized as the response individuals may have when given work performance requests and weights with the intention of not corresponding as far as anyone is worried and capacities and which confront their ability to familiarize themselves (Prasad et al., 2016).

There are the teacher's stress can be conceptualized as far as a connection between a person's adapting assets and the requests of explicit occupation conditions pressure is characteristic of a circumstance where seen requests are assessed as surpassing individual adapting assets (Lazarus and Folkman 1987). This is viewed as a dynamic and formative cycle, with the exchange of models of adapting placing that endeavor to adapt include repeatedly altering academic and social activities to oversee explicit outside as well as internal requests that are assessed as burdening or surpassing the possessions of the human being. Work Performance has been distinguished as a promising adapting asset that people can learn and that can push them to proactively oversee pressure, improve word-related wellbeing, and improve educator understudy communications in the study hall. We know about just one examination that has researched how singular contrasts in Work execution identified with prosperity in this school setting (Abenavoli et al. 2013). This investigation included both center's teachers (66%) and staff and discovered care to be identified with lower levels of all elements of burnout (Braun et al., 2019).

There are Stress alludes to the reaction of an individual to the upgrade forced on him. It is where the mental prosperity of an individual is tested by various requests expected to be satisfied at his end (Erkutlu & Chafra, 2006). Word-related Stress has become an as often as possible utilized term in day-by-day life which is an aftereffect of developing industrialization and following current patterns of living. Encouraging calling puts a lot of requests on educators thus driving them to push. Educators likewise need to deal with understudies with various interests and mentalities that could be a basic explanation of stress (Roland, 2003). Different investigations see the worry in setting with physical, mental, and mental viewpoints. At the point when we talk about worry regarding business or work, it is called Occupational Stress. (Operating system) is characterized as pressure brought about by work and work among representatives (Ganster, & Schaubroeck, 1991).

### Psychological Stress

Psychotically stress is varying to a common phenomenon among school teachers and different Employees in different organizations. There is more and more stress level that is changing rapidly among School teachers due to a set of a variety of reasons. There is the psychotic stress the intention could be brought about by family or personality and humans being a problem that problem of stressors, behavioral and different mental problems and different issues, worry at work

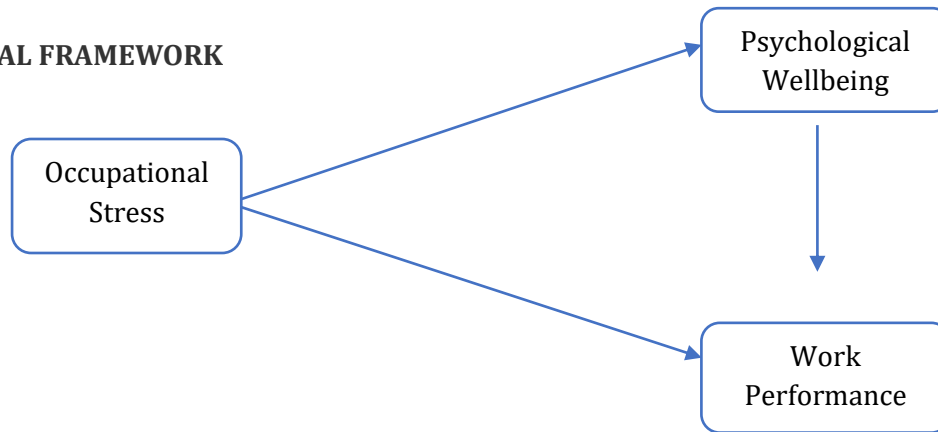
performance has become even a more well-known issue on of school teachers rebuild, internationally and additional attention on the job performance needing to be complete. These may at the appointed time superior occupation weakness which would cause workers to feel focused and troubled. Consequently, the expanded worry among workers propelled us to get intrigued, weak and inquisitive with a high opinion of the significance of the subject of the teachers. Stress alone is anything but a clinical state; rather it is the weakness to stretch that prompts mental confusion. "An examination made by the Institute of Psychiatry found that individuals with high-stress occupations have doubled the danger of creating genuine discouragement or nervousness contrasted and others in less upsetting occupations (Adeyemi, 2010).

### **Occupational Stress**

Occupational or job stress may be defined as a "mechanism whereby the human body attempts to adapt to the environment." The body has a typical component for managing upsetting circumstances that are known as the "battle or flight" reaction. When the cerebrum detects peril, it sends messages (electrical, synthetic, and hormonal) that animate the additional energy expected to battle the risk or flee from it. The pressure cycle consistently incorporates the peril improvement, the expulsion of the risk, and a condition of unwinding. Word-related or work pressure might be characterized as an "instrument whereby the human body endeavor's to adjust to the environment. According to Style (1936; Xue et al., 2021), "stress is the vague reaction of the body to any request (as referred to in White and Bednar, 1991). Stress is characterized by Lovibond and Lovibond (1995) as a state of being over-excited, tense, incapable to unwind, tricky, effortlessly agitated, touchy, handily surprised, brazen, nervous, restless, and narrow-minded of interference or deferral (Adil & Kamal, 2019).

### **Psychological Well-Being**

Author Parkinson (2006) says that Psychological well-being is defined as mental health with two aspects: hedonic (subjective experience of happiness and life satisfaction) also, eudemonic (mental working, great associations with others, and self-acknowledgment). Mental Well-being is a multifaceted idea. It is frequently thought of as one of the signs of the aesthetic sciences experience, coming about because of instructive experiences that both guide understudies in the quest for importance and heading throughout everyday life and assist them with understanding their actual potential. Work performance is positive psychological well-being (Edwards, 2005). Investigates indicated that mental prosperity is a various multidimensional idea which creates through a mix of enthusiastic guideline, character qualities, personality, and educational experience can increment with age, training, extraversion, and awareness, and diminishes with neuroticism (Keyes et al., 2002). Mental prosperity is normally conceptualized as a blend of positive full of feeling states, for example, bliss (the libertine viewpoint) and working with ideal adequacy in individual and public activity (the eudemonic viewpoint) (Deci & Ryan 2008). As summed up Psychological prosperity is about carries on with working out positively. It is the mix of feeling better and working successfully (Akbar et al., 2019).

**CONCEPTUAL FRAMEWORK****Hypothesis**

There would be a significant relationship between occupational stress, psychological well-being, and work performance among government school teachers. There would be a significant gender difference between occupational stress, psychological well-being, and work performance in government school teachers. There would be a significant difference between primary, elementary, and high school teachers in occupational stress, psychological well-being, and work performance

**METHOD****Sample and sampling strategy**

The current study was conducted on government teachers. The present study total sample size was  $N = 285$  among which ( $n = 168$ ) were male and ( $n = 117$ ) were female. The data was collected through a convenient sampling technique. This research is based on teachers' academic performance with their psychological well-being and occupational stress. The data were collected from Islamabad because Islamabad is the capital of Pakistan.

**Inclusive Criteria**

- ☐ The academic qualification of the participants must be post-master.
- ☐ Sample with the age of +25 years to be included in the research.
- ☐ Only Government Employees are selected for data collection.
- ☐ Working employees are the part of the research.

**Exclusive Criteria**

- ☐ Public university teachers are not used as a sample.
- ☐ Less than 12-year education students are not be used for data collection.
- ☐ Who are below the age range is not be included in the research.

**Proposed Analysis**

In the current study, the data were analyzed through appropriate statistical analysis (e.g. Correlation, t-test, etc.) by using the SPSS package 24 version to test hypotheses.

## **PROCEDURE**

The initial step in the data collection process is to get permission from the institute authorities and explain to them my research topic and its implications. The second step included finding out the scales related to the research and then sending an e-mail to the authors of the scales to get permission to use their scales in my research. This was a request e-mail for using the scales and also explain in an email the research topic and rationale of the research to the others and also offered them research findings and results after the completion of the research. When authors permit the scales, then these scales are used for this research.

The Department of Psychology approved this study. A permission letter was signed by the Principals of schools for data collection. A sample of 150 male Teachers and 150 female teachers was drawn from different govt. schools of Peshawar by using Purposive sampling.

After getting the permission of the scale online questionnaire survey was prepared on Google Form. The questionnaire form was divided into three parts. The first part consists of the topic and its description aimed to explain the participants about the research and to ensure them that privacy and confidentiality would be the priority of the research and that their given information will not be shared with anyone. It is used only for research purposes and as per the ethical principles; participants were given the choice to leave/withdraw at any time during the study.

The next step included collecting the demographic details of the participants including 1. Gender (male or female), 2. Age, 3. Family System (joint or nuclear), 4. How many children, 5. Marital Status (single, married, widowed, separated), 6. Residence (urban, rural), 7. Occupation (primary, secondary high school) and 8. Qualification (master, MS, M.Phil., Ph.D.). Sample size consisted of 300 government employees both male and female. Data was collected through convenient sampling. The second part of the form consists of an Occupational Stress related questionnaire and the third part of the form consists of a Psychological well-being-related questionnaire with their options and a work performance-related questionnaire with their options. After filling in the full form submitted option is given at the end of the form. When 300 data were collected then entered into the SPSS for further analysis and result

## **METHODOLOGY**

### **Research Design**

The current study used a cross-sectional research design for processing.

### **Instruments**

In the present study, information was collected through self-report measures: (1) Occupational Stress Index. It consists of 46 items and its alpha reliability was 0.87. (2) Ryff's Psychological Well-Being, which consists of 46 items, and its alpha reliability was 0.94. (3) Work Performance Questionnaire – The baseline, consists of 28 questions and its alpha reliability was 0.83.

### **Statistical Analysis**

The SPSS 25 version was used to analyze the data. The researcher used Pearson movement correlation to assess the relationship between study variables, T-test to access gender differences, and ANOVA to access within differences in teacher categories by groups.

### Ethical Considerations

The Ethical Review Board of the IIUI's Department of Psychology and the Head of Institutes both gave their approval. In addition, participants were asked to complete research questionnaires and sign a consent form before the data collection.

### RESULTS

**Table 1**

Socio-Demographic Characteristics of the Sample (N = 285)

Variables	N	(%)
<b>Gender</b>		
Male	168	(58.94)
Female	117	(41.05)
<b>Marital Status</b>		
Married	180	(63.15)
Never Married	83	(29.12)
Widow	19	(6.66)
Separate	03	(1.05)
<b>How many Children's</b>		
1-4	238	(83.50)
5-8	47	(16.49)
<b>Monthly Income</b>		
20 - 30 K	102	(35.78)
31 - 40 K	78	(27.36)
41 - 50 K	56	(19.64)
Above 51 K	49	(17.19)
<b>Current Scale</b>		
PS-9	89	(31.22)
PS-14	78	(27.36)
PS-16	58	(20.35)
SST	60	(21.05)
<b>Employee</b>		
Government Schools	285	(100.00)
<b>Employee School</b>		
Primary School	79	(27.71)
Elementary School	109	(38.24)
High School	97	(34.03)
	M (SD)	
<b>Age</b>	1.82	(0.78)
<b>Work Performance</b>	63.86	(11.11)

Note. Low Level of Stress = Scored below 115 on Occupational Stress Index Scale; Moderate Level of Stress = Scored between 116-161 on Occupational Stress Index Scale; High Level of Stress = Scored above 161 on Occupational Stress Index Scale; M = Mean; SD = Standard Deviation.

Table 1 represents the socio demographic characteristics of sample under investigation. Overall the ratio of male participants (58.94%) in sample was slightly higher than female participants

(41.05%). Majority of the participants in the study sample was married (63.15%) with 20-30K salary (35.78%) and they have 1-4 children's (83.50%).

**Table 2** Inter- Correlations among Study Variables i.e. occupational stress, psychological well-being and work performance of government school teachers (N=285)

S. N	Variables	1	2	2.1	2.2	2.3	2.4	2.5	2.6	3
1	<b>Occupational Stress Index</b>	1	.760**	.449**	.495**	.530**	.614**	.615**	.525**	.149*
2	<b>Psychological Well-being</b>	-	1	.491**	.747**	.856**	.822**	.677**	.777**	-0.074
2.1	Autonomy	-	-	1	.644**	0.079	.240**	.322**	-0.003	.189**
2.2	Environmental mastery	-	-	-	1	.539**	.493**	.174**	.603**	.171**
2.3	Personal Growth	-	-	-	-	1	.671**	.568**	.799**	.275**
2.4	Positive Relations	-	-	-	-	-	1	.466**	.660**	.185**
2.5	Purpose in life	-	-	-	-	-	-	1	.303**	0.100
2.6	Self-acceptance	-	-	-	-	-	-	-	1	.182**
3	<b>Work Performance Questionnaire</b>	-	-	-	-	-	-	-	-	1

**Note.** \* =  $p < .05$ , \*\* =  $p < .01$

Table 3 represents the correlation coefficients between the variables under investigation. Findings indicated that Occupational Stress Index Scale has a non-significant relationship with Psychological Well-Being ( $r=0.76$ ;  $p>0.05$ ) and the work performance questionnaire ( $r=0.14$ ;  $p>0.05$ ) however Occupational Stress Index Scale has a significant negative relationship with work performance questionnaire ( $r=-0.07$ ;  $p<0.01$ ).

**Table 3**

Independent sample t-test of Occupational Stress, Psychological Well-Being, and Work Performance among teachers on gender group (N = 285).

Variables	Gender		95% CI	Cohen's d
	Male	Female		
Occupational Stress				
Psychological Well-being				
Autonomy				
Environmental mastery				
Personal Growth				0.34



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Positive Relations  
 Purpose in life  
 Self-acceptance  
 WPQ-B

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Table 3 indicated the mean differences between males and females on Occupational Stress Index Scale, its sub scales; Psychological Well-Being, its sub scales and Work Performance Questionnaire. Findings indicated that there is non-significant results comes on work performance of male and female participants ( $r=0.009$ ;  $p>0.005$ ) but female participants ( $M=144.75$ ) significantly score higher than male participants ( $M=140.73$ ) on Occupational Stress Index Scale, While Male Participants have Good Psychological Well-Being ( $M=152.77$ ) as compared to female participants ( $158.67$ ).

#### Table 4

Mean Differences (ANOVA) between Primary, Elementary and High School on Psychological Well-Being and Work Performance Questionnaire (N = 285)

Variables	Primary (N=79)	Elementary (N=1	High (N=97)
PWB			
WP			

**Note.** PWB=Psychological Well-Being; WP=Work Performance Questionnaire

Table 4 represents the differences between Primary, Elementary, and High School participants concerning Psychological Well-Being Scale and Work Performance Questionnaire - Baseline. Findings indicated that there is no significant difference.

#### DISCUSSION

The current discovery sought to analyze the association between school teachers and study variables in a systematic manner (occupational stress, psychological well-being, and work performance). Researchers describe the relationship specifics of hypotheses and give the influence in both aspects such as in favor of reception and on the opposite side based on provided hypotheses explanation of theoretical and practical implications. The researchers also shed light on the researchers' strong and weak points, which provide some potential direction for more research efforts. The current finding reveals is a significant relationship between occupational stress, psychological well-being, and work performance in school teachers.

While various researchers Sudirman et al. (2021), Darling-Hammond (2010), Helms-Lorenz and Maulana (2016) have suggested that teachers' psychological well-being is impoverished due to a variety of factors such as low wages and poor school performance, others have suggested that teachers' psychological well-being is poor due to a variety of factors such as personal conflicts and



conditions educational performance (Ilgan, Ozu-Cengiz, Ata, & Akram, 2015; Özü et al., 2017). According to their environmental theory, a person cannot perform at a high level when his environment is abnormal (Hegge, 2013; Mancha & Yoder, 2015). The finding indicating better job performance among teachers' in schools having principals' using best school rules introduced that in certain situations principles need to be forced to work to enhance better productivity. Finally, the first hypothesis is accepted.

Second, the study used a gender difference model to determine the positive psychological consequences of work performance in absence of occupational stress. Therefore, the results obtained may provide new explanations for the role of psychological well-being and the mechanisms of good performance in both males and females to improve individual life quality (Tian et al., 2018). Moreover, the role of mental well-being is very important in this study, the teachers who lack occupational stress, can gain more psychological benefits and improve their academic performance. In terms of gender differences, the current study found that there is a significant difference in psychological well-being, environmental stress, and occupational performance. Previous studies have also corroborated the current findings (Xue et al., 2021; Potafi et al., 2020; Cao et al., 2020; Khan et al., 2019; Bano et al., 2019). As a result, our second hypothesis has been accepted.

In addition, the current study discovered a significant difference in occupational stress, psychological well-being, and work performance based on teacher categories or groups (Primary, Elementary, and High School). Work performance was divided into three categories poor, average and best. Teachers with average work performance had a moderate level of stress and suffer exhaustion. Teachers with the best performance records were reported to have less stress related to their job and suffer exhaustion. Short-term stress does not negatively affect teachers, but if stress continuously occupies teachers' working life then it causes suffer exhaustion which in turn shows job dissatisfaction, less morale, and exhaustion while previous research line in with current findings (Taylor & Tyler, 2012; Darling-Hammond, 2010; Sudirman et al., 2021; Lacey, 2003). Therefore, as a result, our research's hypotheses are fully accepted.

### **Theoretical and Practical Implications**

The study has some meaningful implications for the investigation of occupational stress, the mental well-being and work performance of teachers as well as it may be about employees. First, the current research attempts to reveal the causal relationship among important variables, such as occupational stress, psychological or mental well-being, and work performance. While many research and discussion papers explore the association between the use of occupation stress and personal well-being, and the use of better performance (Burke & Kraut, 2016; Xue et al., 2021 Kim & Lee, 2011), the behavior of teachers and the potential impact of occupational stress has not received enough attention in recent studies. The study points out the significant positive association between work performance and teachers' psychological well-being indicators, and how a satisfying environment (low occupational stress) may enhance teachers' psychological well-being and work performance directly.

### **Limitations and Future Research Directions**

This research has some limitations that need to be considered in future studies. First, the result cannot be extended to all teachers in Pakistan, as the present study is only concentrated on particular government school teachers. Therefore, future research should add the findings to other groups, including younger and older teachers, private teachers, and college or university professors. who belong to other societies.

Second, because of the cross-sectional nature of the survey (Hu, Kim, Siwek, & Wilder, 2017; Khan et al., 2022; Xue et al., 2021), this study explored the relationship among the key variables comprising occupation stress, psychological well beings, and work performance. There may be alternative paths e.g., teachers who have higher teacher psychological well-being

### **CONCLUSION**

Occupational stress was found to be significantly linked to psychological well-being and work performance, according to the findings. Furthermore, the current study revealed some unique findings, such as significant mean differences in occupational stress, psychological well-being, and work performance in teams of different genders. As a result, despite having better job performance than male instructors, male teachers had higher levels of occupational stress and psychological well-being than female teachers. While there were no significant differences in study characteristics between primary, elementary, and high school instructors, the findings revealed that there were non-significant differences in study characteristics between primary, elementary, and high school instructors.

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