RELATIONSHIP OF OCCUPATIONAL STRESS, BURNOUT AND COPING STRATEGIES OF PAKISTANI FEMALE PRIVATE SCHOOL TEACHERS: SOCIAL WORK PERSPECTIVE

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by

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Dedication

This thesis is dedicated to my beloved husband Dr Faisal Haider, my mother Kulsoom Manzoor my sister Dr Binafsha Manzoor and my children Abbas and Eshaal.

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LIST OF ABBREVIATIONS

CHD	Coronary Heart Disease
TSI	Teacher's Stress Inventory
PEF	Person Environment Fit
WHO	World Health Organization
MBI	Maslach Burnout Inventory
IV	Independent Variable
DV	Dependent Variable
OBI	Olden Berg Inventory

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Appendix A Results of pilot study

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HUBUNGAN ANTARA STRES KERJA, KELESUAN DAN STRATEGI DAYA TINDAK GURU WANITA SEKOLAH SWASTA DI PAKISTAN: PERSPEKTIF KERJA SOSIAL

ABSTRAK

Matlamat kajian ini adalah untuk menilai tekanan pekerjaan, faktor yang menyebabkan tekanan serta strategi daya tindak yang digunakan oleh guru wanita untuk menangani tekanan semasa bekerja. Kajian ini menggunakan pendekatan kuantitatif dalam bentuk keratan rentas. Sampel kajian diperolehi daripada 86 buah sekolah swasta di bandar Hyderabad dan seramai 1,386 orang guru telah menyertai survey ini.. Data yang diperolehi dianalisis dengan menggunakan perisian SPSS 22.0. Regresi berganda menerusi kaedah *stepwise*, regresi linear, korelasi Pearson dan Annova dua hala telah digunakan dengan p-Value <0.05 menunjukkan nilai yang signifikan. Hasil kajian menunjukkan tekanan yang dialami adalah lebih tinggi dan tahap kelesuan kerja (*burnout*) adalah pada kadar sederhana dalam kalangan guru-guru ini. Terdapat korelasi signifikan diantara tekanan pekerjaan dan kelesuan kerja (p=0.003). Pemboleh ubah demografi, pendapatan, pengalaman kerja dan status perkahwinan juga dilihat signifikan (p<0.01). Walau bagaimanapun, faktor umur dan tahap pendidikan dilihat tidak mempunyai hubungan signifikan dengan tekanan pekerjaan. Kajian ini juga menilai kesan terhadap pemboleh ubah penyederhana diantara sokongan sosial serta pentadbiran, dan didapati kedua-dua pemboleh ubah mempunyai korelasi signifikan di antara tekanan dan strategi daya tindak (p=0.01). Hasil kajian menunjukkan terdapat guru menggunakan strategi daya tindak terhadap ketidakfungsian dan emosional dengan lebih kerap (p=0.01), namun strategi daya tindak adalah signifikan dengan kelesuan kerja (p=0.003). Berdasarkan dapatan

kajian, faktor utama yang menyebabkan tekanan dalam kalangan guru meliputi pengurusan masa, tekanan berkaitan kerja dan disiplin, pendapatan yang diterima tidak mencukupi, motivasi pelajar, persekitaran tempat kerja dan pembangunan kerjaya. Guru juga merasakan mereka tidak lagi terdorong dari segi emosi dan intelektual terhadap kerjaya disebabkan oleh kekurangan latihan kerjaya yang profesional serta peluang peningkatan kerjaya yang terhad. Guru juga merasa letih secara fizikal kerana kekurangan cuti serta tanggungjawab kerja sedia ada melebihi masadan kemampuan diri mereka. Justeru, adalah penting menggalakkan persekitaran pekerjaan yang sihat bagi meningkatkan lagi prestasi guru yang secara langsung menghasilkan kejayaan serta pencapaian organisasi pendidikan.

RELATIONSHIP OF OCCUPATIONAL STRESS, BURNOUT AND COPING STRATEGIES OF PAKISTANI FEMALE PRIVATE SCHOOL TEACHERS: SOCIAL WORK PERSPECTIVE

ABSTRACT

The present research study aimed to assess occupational stress, factors causing stress, coping strategies adapted by female teachers to deal with occupational stress. The study is using quantitative cross-sectional study. The sample was collected from 86 private school in Hyderabad city and 1,386 teachers participated in the survey. The data was analysed by using SPSS 22.0. The stepwise multiple regression, linear regression, Pearson correlation and two-way ANNOVA were used and p-value <0.05 was considered as significant. The results revealed a higher level of stress and a moderate level of burnout among teachers. A significant corelation was observed between occupational stress and burnout (p=0.003). The demographic variables, salary, working experience and marital status were found significant (p<0.01). However, age and level of education were not found significantly associated with occupational stress. The study evaluated the effect of moderating variables social support and administrative support, and both variables were found to have significant correlation between stress and coping strategies (p=0.01). The results of study revealed that teachers were found to use dysfunctional and emotional coping strategies most often, however the coping strategies were significantly correlated with burnout (p=0.003). Based on the results, the primary factors causing stress among teachers include time management, work related distress and discipline, inadequate salary, motivation of pupil, working conditions and professional growth. Teachers do not feel emotionally and intellectually stimulated towards their job due to lack of professional

growth trainings and promotion opportunities. Teachers feel physically tired as they get a smaller number of holidays, and their job responsibilities are more than the allocated time and more than the capabilities of teachers. There is dire need to promote healthy working environment for better performance of teachers and ultimately resulting in succeeding and advancing educational organizations.

CHAPTER 1

INTRODUCTION

1.1 Introduction

The first chapter presents a brief background of mental health, stress, occupational stress, and its significance. This chapter introduces a short profile of the stress among female teachers, which provides the basis for including criteria. In addition, the chapter also presents the problem statement, research questions, and research objectives of the study. The chapter ends with the chapter summary.

1.2 Background

Mental health is the least studied field in Pakistan. According to the available literature, 10-16% of the population makes 14 million people suffer from varying degrees of psychiatric illness; the majority are women (Ansari, 2015). It is indicated in the latest World Health Organization Mental Health ATLAS (2017) statistics that 4.4 % (i.e., 322 million) of the global population were suffering from depression in 2015. Furthermore, The Global Burden of Disease (GBD) reported unipolar depression as the fourth leading cause of global burden of disability in 1990. It was predicted that by the year 2020, it would climb to the second position.

Similarly, according to GBD (2016), mental disorders are among the highest-ranking causes of nonfatal global health burden. More explicitly, the depressive and anxiety disorders were the third and ninth leading causes of disability, respectively, and the reported cases of mental disorders were 905, 733, and 400 (Mokdad et al., 2018). In a similar context, Cooper (2018) indicated that 264 million of the world's population is affected by depression, and most of them are women.

Cooper (2018) further stated that a person commits suicide every forty minutes, and the root cause is a depressive disorder. The need for the effective promotion of good mental health for women and reducing psychological distress and disorders has never been addressed appropriately (World Health Organization, 2000). This suggests a significant health burden that needs urgent strategies and plans to face upcoming major health issues.

World Health Organization, in a report on the Social Dimensions of Mental Health in 1981; defined mental health as the capacity of an individual or group and their environment to interact with one another in a way that promotes subjective well-being, the optimal development and use of mental abilities (cognitive-affective and relational) the achievement of individual and collective goals consistent with justice and the attainment and preservation of conditions of the fundamental equality of life (WHO, 2000).

The gender disparity has been significantly observed, where the women experience more depression than their male counterparts (World health organization, 2000; Cooper, 2018). A comprehensive review including twelve studies across the world, including the United States of America, Puerto Rico, Canada, France, Iceland, Taiwan, Korea, Germany, and Hong Kong, by Piccinelli, Homen, Initiative & WHO in (1997) presented females predominance over males in lifetime prevalence of major depression. In a systematic review of the burden of mental disorders in the Eastern Mediterranean Region (EMR), 1990-2015, Mokdad et al. (2018) revealed that mental disorders contributed to 4.7% of the total disease burden. That mental disorders were ranked ninth cause of disability. The EMR includes eighteen countries, namely Afghanistan, Pakistan, Iran, Iraq, Republic of Egypt, Bahrain, Djibouti, Jordan, Saudi Arabia, Kuwait, Morocco, Qatar, Palestine, Somalia, Yemen, Syria, Tunisia, United

Arab Emirates; the disease burden was higher than global GBD, particularly for women (Mokdad et al., 2018).

Currently, significantly less attention is paid to mental health in Pakistan. However, stress might be the root cause of various chronic diseases. It is perhaps a major contributing factor to unintentional and intentional self-injuries and harm to others (Ansari, 2015). Further, it is reported that the overall rate of depressive disorders and anxiety is 34% among the Pakistani population. However, there is a slight variation among provinces where Baluchistan is the highest ranked in depression, followed by Sindh (i.e., 16%), Punjab (i.e., 8%), and Khyber Pakhtunkhwa being the least depressed with only 5 % of the mean prevalence of depression and anxiety disorders. Among cities, Lahore is at the top for having a rate of mean depressive and anxiety prevalence of 53%, followed by Quetta (43.9%) and Karachi (35.7%) (Ansari, 2015). A survey conducted by Ahmed et al (2001) to find out the prevalence of depressive disorders in the rural areas of Pakistan reported the rate to be 72 % in women, while it is much less at 44% in men. Mirza and Jenkins (2004) conducted a systematic review reported that depressive and anxiety disorders range from 29-66% for females, and it was said to be 10-30 % for males in different areas of Pakistan. The authors further discussed 20 studies in the same research area; 19 were cross-sectional epidemiological surveys and case-control analyses. Seventeen concluded the evidence of depression prevalence.

Poor mental health, whether stress, anxiety, or depression, causes mental agony and negatively impacts people's capability to perform daily routine tasks. Depression can lead to suicide at worst (Thangjam et al., 2014; Ansari, 2015; Cooper, 2018). Stress at an optimal level is favorable as it motivates improving and maintaining performance and meeting deadlines. In contrast, excessive or chronic stress can eventually result in

pathological processes, including physical and mental diseases (Ismail, Hasan, Chin, Ismail & Samah, 2013). In a similar context, Clay (2011) indicates that chronic stress is the stress that interferes with your ability to function normally over an extended period. The author further elaborates that stress is becoming a public health issue.

Service stress or occupational stress is the most common of all types of stress, and it is a known risk factor for chronic diseases and work disability (Chang et al., 2005). Job stress is the main factor contributing to poor health. Still, it costs societal burden, reduced productive ability, and its negative impact on workers' health and well-being are significantly observed problems throughout the industrialized world (Parveen, 2009). Due to the challenging environment in the workplace, individuals fail to deal with stress, resulting in psychological and physical effects (Abbas & Raja, 2015; Khattak et al., 2011; Suleman et al., 2018). Stress's unpleasant emotional effects include fear, anxiety, irritation, anger, and misery, eventually ending in depression (Motowidlo et al., 1986).

1.2.1 Occupational stress among females

Occupational stress has been observed among the working class in general; however, it is reported to be higher among women comparatively. It is higher among married women than unmarried females (Parveen, 2009). That is in terms of performing dual responsibilities, including those assigned as homemakers (Manas & Mubeen, 2011). In Hyderabad, Sindh, Pakistan, a study discussed that married working women face more challenging and stressful situations than unmarried women (Parveen, 2009). The investigation relates this difference to social taboos and cultural stigmas, particularly child-rearing. They are responsible for looking after children, family, and organisational expectations to be equally efficient at the workplace to accomplish targets related to their job. Parental responsibilities for looking after young

children, family life conflicts, and balancing it with work-related duties seem quite a task. Maintaining family life, including husband and in-laws, is usually understood as a women's responsibility (Parveen, 2009).

Similarly, the rates of occupational stress are higher in several research studies, such as among American working women, 90% were under high stress (Williams & Boushey, 2010). Whereas Demerouti et al. (2004) found that 70 % of working women experience a high level of stress affecting their health and wellbeing. In contrast, Singh and Hoge (2010) found that 56% of working women are under stress due to work and family conflicts and mental stress. Avais et al. (2014) revealed in their study done in Sukkar (Pakistan) that the study included teachers, doctors, nurses, and sales representatives to analyse stress among working women from all leading professions. The study revealed that 66% of women respondents were experiencing a higher level of stress, and the respondents noticed that they could not finish their assigned job-related tasks and responsibilities as a homemaker.

1.2.2 Private and government school systems in Pakistan

Teachers are the backbone of society and are builders of the nation and the country. A country cannot progress without a sound education system. Currently, Pakistan's education system is divided into private and Government educational institutions. The vast majority of people in Pakistan believe that the education system in private institutions is far better than that in Government schools. The general public prefers to send their children to private schools, although education in the Government sector is financially reasonable but technically inefficient (Awan & Zia, 2015). Furthermore, there are different categories of private schools. Some of them have high fee structures and provide more facilities and a better standard of education. In general,

private schools are taken as a symbol of better delivery of quality education and a more disciplined environment.

The private school system involves students in hardworking tasks and teaches them cooperation and mutual understanding; these factors eventually result in a charming future (Almani et al., 2012). Whereas some of the schools are said to be pocket schools and are situated in small buildings, demand fewer fees, and manage their education system with a smaller number of teachers. These schools hire teachers on low salaries with no other benefits; in contrast, the big schools pay comparatively better wages to the teachers but still less than the Government school teachers' salary scale (Almani et al., 2015). In the recent past (1999s and 2000s) private sector education system appeared as a significant provider of education in Pakistan (Awan & Zia, 2015). The studies reported that there had been a 69 % rise in private schools, and by the year 2000, about 6.0 million students were under the umbrella of these schools. Astonishingly the number of students studying in private schools doubled by 2007-2008, reaching up to 34 % of total school enrolment; there is much less rise in the Government sector school (Awan & Zia, 2015).

According to the Education Statistics report (2016-17), private educational institutions play a pivotal role in raising literacy rates and contributing to their social grooming by providing a better school environment. The private sector also contributes to delivering better academic deals to the teachers. A recent study done by Khatti et al. (2011) compared the public and private sectors and reported that public schools were observed to have better physical conditions and gave a more significant number of human resources than private schools. The study evaluated private schools of Badin (district of Sindh). It stated that they played an essential role in providing quality education, evidenced by the higher number of private school students securing higher

grades in the board examination, such as more A1, A and B grades claimed by private sector students (Khatti et al., 2011). The factors involved in the better performance of students from private schools include English as a medium of instruction and strict regulations for attendance maintenance for students and teachers, resulting in lower absenteeism rates (Awan & Zia, 2015). Although private sector educational institutions in Pakistan are facing higher rates of employee shortage/resignations, particularly teachers, institutions allocate budgets for training and performance appraisals. Still, the work-related pressures and organizational cultures seem to be the potential reasons (Sabri et al., 2013).

1.2.3 Stress among private school teachers

Currently, teaching is believed to be the most suitable profession for females in Pakistan. According to statistics (2016-17), the ratio of female employees in the education sector is higher, with 61 % of females and 39 % of males. The majority of females work in private schools compared to government schools.

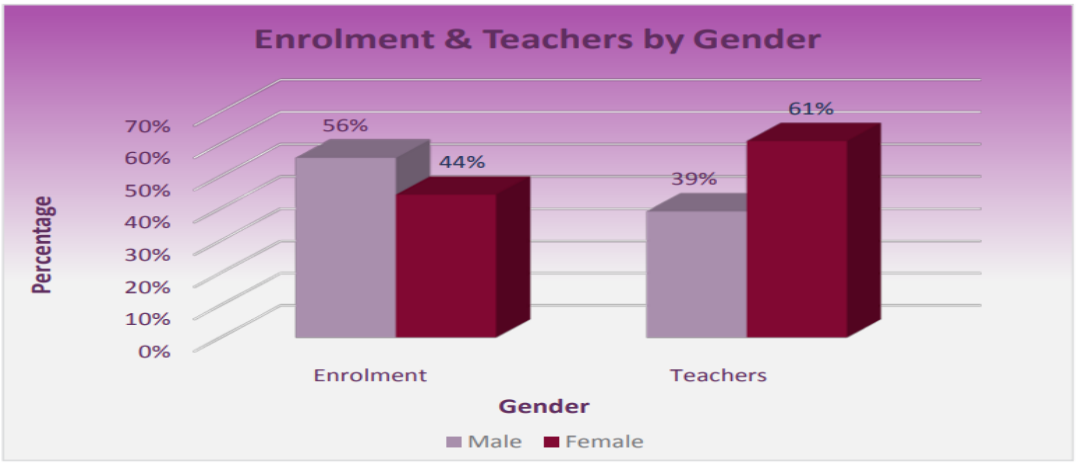

Figure 1.1 Enrolment & teachers by gender education statistics 2016-17

The teachers significantly impact the developing brains of students and young adults and transform them into a different form (Sangeeta & Singh, 2017). However,

in the situation where the economic condition of teachers is not up to the mark to enjoy their social well-being, it is difficult to pay attention to the development of students (Khatti et al., 2011). Another factor behind the decline of the teacher's stature is the propagation of the private sector, limiting the position of teachers to make demands; thus, they end up working at low salaries (Hassan, 2014; Shabbir & Wie, 2015). In addition to the low wages, a smaller number of staff results in overburdened teachers with a heavy workload causing stress among private school teachers (Shabbir & Wie, 2015). The quality of education provided by private schools is due to strict monitoring in their presence, and high accountability in private schools, which is less seen otherwise in the public sector schools as the heads, directors, or principals are primarily owners of the school and remain in school to closely monitor teachers (Siddiqui, 2013). These factors, on the one hand, increase the quality of education. If taken from the teacher's perspective, it increases stress due to more accountability and fewer leaves permitted to teachers. In private schools, teacher remuneration is reciprocal with the student outcomes, thus pushing teachers to work under pressure to meet outcome criteria; this contrasts with the public sector schools where no such evaluation system exists (Awan & Zia, 2015).

According to teachers ' seniority, the public sector school teachers get a fixed pay scale set by the government (Shabbir & Wie, 2015). The basic pay scale (BPS) for teachers typically starts at 9 BPS grades and reaches up to 15 BPS grades in the government sector. In contrast, in the private sector, no such centralized system exists; salary packages vary from individual teacher to teacher and employer to employer. The employer makes the main decision regarding the salary package for teachers (Khatti et al., 2011). The package in private schools is as small depending on the number of registered students, their fee structure and teacher's performance as class

output. However, the situation is different in the big branded private schools offering O level or A levels; they offer relatively better financial benefits to the teachers (Awan & Zia, 2015).

The teachers in the public sector enjoy job security till retirement, followed by the start of pension, which is not the case in the private sector. Job security is an additional advantage to the public sector teachers; therefore, they do not worry about their job loss (Khatti et al., 2011). The private sector teachers do not have permanent job status; they always remain in fear of job loss. In small scale private schools, primarily new pass outs of intermediate grade get an appointment (Awan & Zia, 2015; Shabbir & Wei, 2015). Most private schools have no concept of training for teachers.

In the case of private schools, it is observed that private school administration uses a way to save money they fire teachers before vacations and appointing a new lot of teachers after summer vacation, holding salaries for at least two months (Hassan, 2014). If teachers fail to show their optimum performance as described by the school administration with obedience, their job remains at stake and may end up in termination (Awan & Zia, 2015). The private schools do not give any job security, and the teachers can be fired for even minor errors at any time. In contrast, the salaries of the government sector are ornamented with additional allowances such as house rent allowances, medical, and several other allowances; comparatively, no such thing exists in the private sector (Awan & Zia, 2015). There is a service structure in the public sector schools where teachers get promotions in their BPS grades with a rise in their salary and other allowances, which is not the case in private schools, where no such system exists. Similarly, the studies conducted in the context of teacher stress concluded that the private school teachers were significantly more stressed as

compared to their government sector counterparts (Colakoglu & Odabas, 2013; Hasan, 2014; Shabbir & Wei, 2015; Sangeeta & Singh, 2017)

In another study, Saudi organisations were evaluated for stress levels among employees and compared in terms of ethnicity, including local Saudis, Arabs, Asians and Westerns, age tenure, type of organisation they were working in such as public, semi-private, private and organisations size (i.e., small, medium, large). The survey concluded that the employees working in private organisations were stressed more than the employees working in government organisations. The critical stress-provoking factor in the Saudi study was the lack of information on the performance evaluation system for employees (Bakr et al., 1995).

1.3 Problem statement

The occupation could be a significant trigger for stress in any individual (Suleman et al., 2018). Different jobs have different stress levels, while teachers have been reported to experience higher stress levels than the average working population (Sangeeta & Singh, 2017; Rana & Soodan, 2019). Teaching profession requires long working hours, hard work, and higher dedication to the occupation (Khurshid, 2011). Along with all professional responsibilities working women are responsible for the family as homemakers. Working women in Pakistan play dual roles due to the cultural binding on women to fulfil household responsibilities like cooking, cleaning, and looking after children. Several other shores are purely believed to be women's responsibility. The current research project focuses on female teachers as being teachers and women, and they are confronted with more stress (Ali, 2007; Parveen, 2009).

A recent survey conducted by BBC Precey (2015) included 3,500 respondents from the NASUWT teaching union revealed that more than two-thirds of respondents were on the verge of quitting their job in the recent past. The great majority of teachers (i.e., 89%) reported that the high workload is blamed for being the primary problem, followed by the pay scale issues (i.e., 45%) and continuous inspection (i.e., 44%). The curriculum changes were reported to be a cause of stress in 42% of cases, and 40 per cent of teachers complained of students' behavior for rising stress levels that they considered quitting the job. Furthermore, the survey added that 83% of respondents admitted that their working environment is causing stress, out of which 67% believed that work-related stress had affected their general health status. Almost half of the respondents admitted seeking medical advice for their mental health due to work-related stress, 5% had reported being hospitalized, and 2% said they had self-harmed. Thus, it has been reported that the teaching profession is associated with a high-stress level where most of the respondents reported a higher level of stress (Kyriacou & Sutcliffe, 1977, 1978; Pearson & Moomaw, 2005; Bellingrath et al., 2009).

Similarly, it was reported that in Australia, the working conditions are reportedly becoming more stressful, and up to 40 per cent of workers said higher stress related to their work which was confirmed by an increasing number of compensation claims related to workplace stress (Caulfield et al., 2004). The American Institute of Stress reported that 80% of all work-related injuries are associated with stress and contribute to 40% of workplace incomings (Atkinson, 2004). In a survey conducted on secondary school teachers, more than 30% of respondents reported being extremely stressed (Kyriacou& Sutcliffe, 1977). The prevalence of stress among teachers is observed in several studies, and several factors were also sorted several factors that were potential causes of the rise in stress among teachers.

The teaching profession is one of the most important and highly impactful professions as it is directly associated with the personality development of children; and is reflected as the nation-building profession (Naheed et al., 2000; Khurshid, 2011; Thangjam et al., 2020). Thus, teachers' mental and physical health is significant in fulfilling their job responsibilities (Siddiqui & Soomro, 2019), as the teacher's performance is the most vital contribution to the field of education (Mohanty, 2000; Suleman et al., 2018). Where positive behavior of teacher leads to better performance and produces pupils, who are motivated to learn, enthusiastic and generate self-confident generations who can face the challenges and hardships (Khurshid, 2011; Usop et al., 2013). At the same time, stressed teachers have been seen to demotivate students and negatively affect students, self, and an organization's performance (Thangjam et al., 2020). Around the globe, millions of teachers, the great majority, are females and work hard at poverty-level wages and educate the next generation (Nadeem et al., 2011). The reportedly low wages, workload, too much paperwork, and the nuisance created by students in the classroom were the common issues teachers face, resulting in low morale among teachers. The study aims to benefit the students and teachers at the top and secondly to the educational institutions.

In a developing country like Pakistan, where the literacy rate is very low, resources for teachers are limited, and additional responsibilities are given to teachers, which distracts them from their primary duty of teaching, which increases stress among teachers (Chaudhry, 2012). Based on the literature from several research scholarships conducted so far; the possible factors of stress among teachers could be demanding workload (Kyriacou, 2001; Suleman et al., 2018), too much paperwork, demands from school administration, the behavior of students (Wahlund & Nerell, 2004; Suleman., 2018), more pupil in class, class fixture (Hassan, 2014) mobbing

(Van-Dick & Wagner, 2001) heavy workload, time pressure (Chan et al., 2010), long working hours, poor relations with colleagues, harassment and limited access to training (Rahoo et al., 2017) checking summative and formative assessment papers, preparing lesson plans (Siddiqui & Soomro 2019). There is a possibility of a similar situation in private schools in Hyderabad. The issues related to stress, factors, indications, and burnout among private school teachers are not evaluated in depth. Though stress among private school teachers has been validated in several studies (Akhter et al., 2010; Hasan, 2011; Cocolakoglu & Odabas, 2013; Shabbir & Wei, 2015) Thus, the study will fill the research gap and provide empirical evidence of the level of occupational stress, factors of stress, burnout and coping strategies to manage the stress of female teachers working in private schools in Hyderabad.

Teachers' attitude toward students is the key aspect of the learning and personality development of the pupil. In all educational systems, teachers' performance is one of the fundamental factors affecting the school's quality of education and learning outcomes (Thangjam et al., 2020). A satisfied teacher performs her duty with her maximum potential and positively (Sangeeta & Singh 2017). The frequent and intense stress leads to burnout which negatively influences the objectives of educational institutions (Rana & Soodan, 2019). Additionally, burnout results in several chronic health problems for teachers (Borrelli et al., 2014).

The uniqueness of teachers may influence how teachers perceive stress. Therefore, teachers' demographic characteristics of teachers will help us understand that, in a similar working environment, each teacher perceives stress differently. The demographic characteristics are sorted based on previous research scholarships that have explored the personal factors affecting stress. Thus, the study aims to find out the relationship of the demographic variable with the stress level of female teachers. The

demographic characteristics include age, level of education, working experience, salary and marital status. Factors that influence the stress level will be evaluated, and their pattern of influence as positive or negative will be assessed. The study analysed the role of social support and organisational support in teachers' stress and coping strategies as moderating variables of the study. The results will help us to understand the relationship between the demographic variables and occupational stress. Each individual is unique, and the prevalence of stress is linked with the personality traits of each teacher.

The demographic variable age has a significant association with stress as well as coping, and mixed results were explored in previous studies where younger people were found to be more in stress than the older people, and in some of the studies, older people tend to be more stressed (Rahoo et al., 2017). Whereas Duyilemi (1992) found that the age of teachers has a negative correlation with their occupational stress level as the older teachers showed less stress than the younger teachers. The author further expressed that the older workers would report a higher positive spillover between work and family than negative spillover between work and family the prevalence of work and family stress would increase across adulthood through midlife and then decline in the later stages of workforce participation as children have grown and parents usually die by that time. Therefore, age is expected to influence the stress among the working population. In the context of the study, it will be analyzed how age influences stress among teachers. Similarly, marital status is associated with stress, as married working women were found to perceive more stress when compared to unmarried working women (Sangeeta & Singh, 2017; Rahoo et al., 2017). Like age and marital status, salary is also associated with stress among teachers. Due to lower economic conditions in Pakistan, females are taking part in managing finance for households. In such

situations, lower salary scales increase stress among teachers, whereas a better salary and incentives will motivate teachers to work hard in a dedicated manner (Nadeem et al., 2011; Miraj et al., 2018). The level of education contributes to managing work performance. In this regard, mixed results have been observed; the positive relationship between stress and level of education is indicated in the literature (Hanif et al., 2011; Rana & Soodan, 2019; Thangjam et al., 2020). Lawrenson & McKinnon (1982) explored that teacher with a master's level of education experienced a higher level of stress than the teachers who had a bachelor's level of education.

In contrast, Bakr et al. (1995) found a significant inverse relationship between the employees' educational levels and stress levels. Similarly, the length of working experience in years is also identified as an influential factor. It is observed as inversely correlated with the level of stress and often people ultimately develop skills to master stress because this takes time, senior organizational members are seen to be fully adapted and, therefore, they experience lesser level of stress when compared to the junior employees (Motowidlo et al., 1986).

The study aims to analyse the most adapted coping strategies of teachers. According to Lazarus & Folkman (1984), coping is a constant cognitive change or a behavioral effort of an individual to manage the demands placed on him; often, the demands are beyond the capabilities of the individuals, or they find it difficult to be fulfilled. People often utilize different ways of coping like problem-focused, emotion-focused, functional, and dysfunctional coping styles (Folkman, 2010). The problem-focused coping strategies refer to the efforts of a stressed individual to alter the problem or directly deal with a problematic situation. In contrast, emotion-focused coping reduces or manages emotional distress related to a stressful situation (Lazarus, 1990). Functional coping strategies tend to promote a speedy recovery from feelings

of despair. In contrast, dysfunctional or avoidance coping strategies refer to the coping styles that delay the recovery of distressed feelings or deny the existence of stressful events or lose hope (Lazarus & Folkman, 1984). The problems arise when teachers do not manage stress effectively or when the source of stress is too frequent and intense, which does not allow the individuals to recover. Sometimes, the single source of pressure becomes too great for an individual to cope with it (Lazarus, 1990).

Coping with stress ineffectively refers to utilizing less functional coping strategies, which may lead to burnout. The skills of teachers to cope with stress will reduce the chances of being negatively harmed by stress or burned out (Borrelli et al., 2014). The burned-out teachers appear to be less sympathetic towards students, less motivated, and reduced performance is observed (Cheptea et al., 2021). In addition, they have been observed to be disorganized and disoriented, resulting in destructive psychological and physiological functions. Burnout affects employee turnover and can also harm the organization's effectiveness (Khattak et al., 2011). Therefore, the study analysed the most adapted coping strategies utilized by teachers when they are confronted with stressful situations. The study results will be utilized to develop understanding of private schools to plan specific activities that may help teachers cope with stress effectively. Secondly, there were several studies regarding teachers' stress and coping. Most of the studies were conducted in developed countries, and very few studies focused on the Asian population, particularly in Pakistan.

Few studies have been done in the context of occupational stress, particularly among female teachers. A study done by Parvez and Hanif (2003) to know the level and sources of work stress among female teachers working in primary and secondary schools in Pakistan revealed that mild to high-stress levels were observed among teachers. The study also focused on the female teachers and compared stress levels

between private and Govt school teachers. The study differs from the study done by, Parvez and Hanif (2003) as it does not focus on burnout and coping strategies. Another study conducted by Parveen (2009) focused on comparing stress among married and unmarried female working women in Hyderabad, Pakistan. The study differs from the study mainly as the current study focuses on the prevalence of stress and burnout among teachers working in private schools and analyzing their coping strategies.

In contrast, the study done by Parveen (2009) does not focus on coping strategies and does not focus on private school teachers mainly. The study was done by Chaudhary (2012) to find out the relationship between occupational stress and job satisfaction among university teachers. Whereas the study aims to find out the level of occupational stress, burnout, and coping strategies of school teachers. Siddiqui (2013) in her comparative study to analyse the occupational stress among private and Government school teachers in Hyderabad, validated the prevalence of occupational stress among private school teachers compared to Government school teachers. In continuation further, the study will find out the level of stress (higher, moderate, or lower-level stress). It will also find out the stress factors and in-depth understanding of behavioral, physical, and professional indications of stress among private school teachers, which will help teachers and school management work on the stress causing factors.

A recent study was done by Hanif et al. (2011) focused on the levels and triggers of stress and its correlation with job performance among school teachers. Study confirmed the prevalence of stress among school teachers in Pakistan. There is a need to further research in the context of teacher stress; thus, the study will fill the research gap to find out how private school teachers manage their stress. Are they effectively managing stress, or they are burned out?

Another study was conducted by Suleman et al. (2008) to analyze the relationship between occupational stress and job satisfaction among secondary school heads in Khyber Pakhtunkhwa (Province of Pakistan). The study differs from the study as it analyses occupational stress in relation to job satisfaction, and it is done among the administrators of schools. Whereas the proposed study focuses on school teachers, it will analyze the occupational stress, burnout, and their coping strategies to cope with occupational stress.

A recent study done by Shabbir and Wei (2015) in Kashmir (Pakistan) the comparative study validated the occupational stress among private school teachers compared to Government school teachers. It also compared the job satisfaction among private and Government school teachers in Kashmir; the study concluded that government school teachers were comparatively satisfied with their job compared to teachers who were teaching in private schools. The survey done by Shabbir and Wei (2015) is not primarily focusing on private school teachers; it is a comparative study between Government school teachers and private school teachers. Whereas the primary focus of the study is private school teachers, and it will find out the level of stress and how it is related to burnout. There is an immense need to highlight the factors of stress and coping strategies of teachers particularly working in private schools to deal with their stress effectively. Moreover, the study will analyse the relationship of social support and organizational support as moderating variables between stress and coping. It is expected that this will assist teachers and schools to find strategies to ease their stress to prevent burnout. The study results will help teachers to improve the quality of teaching and learning process for themselves and at a larger scale to educate the future generations.

The study will undoubtedly fill the research gap in the area of stress among private school teachers. All the previous studies done in the context of occupational stress among teachers have been mentioned above; none of them mainly focus on stress among private school teachers. Although, private schools are almost equal educational service providers as Government schools. The comparison of Government schools' teachers and private schools is mainly the primary focus of a few previous studies. Most studies have concluded that private school teachers are experiencing more stress than Government school teachers, which is evident because they are privileged, and typically job in a government school is considered a blessing in Pakistani society (Siddiqui, 2013; Shabbir & Wei, 2015; Parvez & Hanif, 2003). It is not even enough to find out that they are stressed; although, there is an immense need to find out the stress factors from social perspective. As teacher's stress is caused by social factors like expectations and demands from society (school administration, students, and parents) education system, economical as well as working conditions. Altogether these social aspects make teachers' jobs very challenging. Therefore, studying teacher's stress from social perspective to provide support and primarily including teachers in the socially deprived community which needs social welfare is the primary objective and aim of the study. Secondly, the subject of stress management and burnout is gaining enormous importance in these past years due to the increasing pressures and complexities in our society. Therefore, organizational skills and stress management for lessening the chances of burnout are required not only for teachers but for entire society. In addition, the reason of focusing teachers' mental health was researcher's commitment towards a better society and better education system for progress of Pakistan as a nation. Study will further strengthen the ability of Pakistan to be prosperous in today's competitive world. This is possible with strong education

system and a positive teaching and learning process to enable students to attain high standards and appropriate personal qualities. The results of the study will be used to bring desire change to equip teachers with high quality teaching aids, working conditions and to develop dignified society in future.

1.4 Research questions

1. What is the prevalence level of occupational stress and its relationship to burnout among private school teachers?
2. What is the relationship between the occupational stress and demographic variables (age, marital status, salary, level of education, working experience) of female private school teachers?
3. What are the most adapted coping strategies of female private school teachers to cope with occupational stress? Are they coping effectively or burned out?

1.5 Research objectives

1. To determine the prevalence of occupational stress and its relationship to burnout among female private school teachers.
2. To examine the relationship between the occupational stress and demographic variables (age, marital status, salary, level of education, working experience) of female private school teachers.
3. To analyse the most adapted coping strategies of female private school teachers for coping with stress effectively or they are burned out.

1.6 Hypothesis

1.6.1 Hypothesis 1

H_0: There is no statistically significant relationship between the occupational stress among private school teachers and burnout.

H_1: There is a statistically significant relationship between the occupational stress among private school teachers and burnout.

1.6.2 Hypothesis 2

H_0: There is no statistically significant relationship between age and occupational stress among female private school teacher.

H_1: There is a statistically significant relationship between age and occupational stress among female private school teacher.

1.6.3 Hypothesis: 3

H_0: There is no statistically significant relationship between marital status and occupational stress among female private school teacher.

H_1: There is a statistically significant relationship between marital status and occupational stress among female private school teacher.

1.6.4 Hypothesis: 4

H_0: There is no statistically significant relationship between level of education and occupational stress among female private school teacher.

H_1: There is a significant relationship between level of education and occupational stress among female private school teacher.

1.6.5 Hypothesis: 5

H_0: There is no statistically significant relationship between salary and occupational stress among female private school teacher.

H_1: There is a statistically significant relationship between salary and occupational stress among female private school teacher.

1.6.6 Hypothesis: 6

H_0: There is no statistically significant relationship between working experience and level of occupational stress of female private school teacher.

H_1: There is a statistically significant relationship between working experience and stress level of female private school teacher.

1.6.7 Hypothesis: 7

H_0: There is no statistically significant relationship between the administrative support, occupational stress, and burnout among female private school teacher.

H_1: There is a statistically significant relationship between the administrative support, occupational stress, and burnout among female private school teacher.

1.6.8 Hypothesis: 8

H_0: There is no statistically significant relationship between coping strategies adapted by female private school teachers and burnout.

H_1: There is a statistically significant relationship between coping strategies adapted by female private school teachers and burnout.

1.6.9 Hypothesis: 9

H0: There is no statistically significant relationship between social support, burnout, and coping strategies (problem, emotion, and dysfunctional coping strategies) utilized by the teachers working in private schools.

H1: There is a statistically significant relationship between social support, burnout, and coping strategies (problem, emotion, and dysfunctional coping strategies) utilized by the teachers working in private schools.

1.7 Education system in Pakistan

According to the Pakistan Education statistics (2016-17), there are 317, 323 educational institutions in Pakistan, having 50,292,570 enrolled students and 1, 36, 54 teachers. The education system comprises public (196,998) and (120,271) private sector institutions. A total of 28.68 million pupils are enrolled in the public sector, whereas 21.60 million students are in private educational institutions. In contrast, the private sector caters to 38% of educational institutions and facilitates about 43% of pupils showing a little higher proportional enrolment than public sector educational institutions. In the recent past, it has been observed that the public of Pakistan is taking more interest in the private sector and finds it more trustworthy, resulting in a growing number of private institutions. Private sector institutions accommodate 51% of teachers and 49 % of public sector institutions, including universities, colleges, and schools.

The education system in Pakistan is primarily divided into four levels, i.e., Pre-Primary (Pre-Nursery to KG), Primary (I to V), Secondary (I to VIII), and High school (IX- X). The schools are registered with the Department of Education provincial Government. Usually, students aged 3 to 15 study in these sections. However, the

secondary level of the school system serves as a step toward preparation for higher and professional education. The New International Webster's Comprehensive English Language Dictionary elaborated "*high school or preparatory school after elementary or the primary and before college level*." Primary and secondary education comprises common subject mandatory for private and Government schools like Urdu (national language), Mathematics, Science, Social studies, Sindhi, English, Arts, and Physical education. In choosing subjects, schools, parents, or students do not have any option of selecting any subject as the teaching pattern is general and pre-defined. The high school (IX-X) is commonly known as matriculation or board examination conducted at the regional level by the Divisional Education Boards.

The schools that impart education to the secondary level are registered under the Directorate of Education and Literacy Department of each District / Province. Hence, the school system follows the compulsory curriculum and subjects advised by the education department, primary and secondary education is inclusive and imparts knowledge and skills to prepare students for upper academic level.

1.8 Significance of the study in the field of social work

The findings of this study may be used to guide female teachers about their stress, burnout and how to cope with stress. It will also aware women about their mental health, as currently, in Pakistan, significantly less attention is given to mental health, particularly stress. However, a higher level of stress for extending period leads to burnout, chronic illness, poor performance management of an organization, and poor citizens' social relations, so the present study will highlight the importance of awareness of women about managing their stress effectively. The findings will also be helpful for teachers in developing strategies to overcome challenges faced by them.