

Effects of Job Stress on Teacher Satisfaction and Teacher Performance: A case study on A-Grade English Medium private schools at Bhubaneswar

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Abstract: Job stress has now become an issue of great concern in the private education sector, especially among teachers in private A-grade English medium institutions, where academic demands, administrative responsibilities, and performance pressures are consistently high (Kyriacou, 2001). The present study examines the impact of job stress on job satisfaction and teaching performance among teachers working in selected private A-grade English medium schools in Bhubaneswar. The influence of salary, work environment, leave facilities, and organisational support in determining teacher satisfaction is also analysed, as suggested in earlier studies on teacher well-being and organisational climate (Skaalvik & Skaalvik, 2017). A descriptive and analytical research design was adopted for the study. Primary data were collected from 100 teachers across six selected private schools using a structured questionnaire, while secondary data were sourced from relevant journals, reports, and previous research studies. Data analysis was carried out using SPSS, employing statistical tools such as descriptive statistics, reliability analysis, correlation, and multiple regression analysis. The results reveal that work overload, excessive administrative paperwork, lack of flexibility in working hours, and inadequate relaxation time are significant contributors to job stress among teachers, consistent with findings reported in earlier empirical research (Travers & Cooper, 1996). The findings further indicate a strong negative correlation between job stress and both job satisfaction and teaching performance. Conversely, job satisfaction exhibits a strong positive influence on teaching performance. The study also establishes that salary satisfaction, supportive organizational culture, and a positive school environment can significantly reduce stress levels and enhance teacher satisfaction. The paper concludes that effective stress management practices, improved organizational support, flexible work arrangements, and equitable compensation systems are essential for promoting teacher satisfaction and productivity. The results offer valuable insights for school administrators and policymakers in formulating teacher-centric policies to ensure sustainability in the private schooling sector.

Keywords: Job stress, job satisfaction, teaching performances, privatized schools, work environment, Bhubaneswar

Introduction

The past few years have witnessed the growing practitioner job pressure on teachers in the A-grade English medium schools in Bhubaneswar as a result of growing academic demands, the competition in schools and the requirements of high academic performance. In addition to teach-

ing in the classroom, the teacher will have to engage in much administration, keep detailed records of students, write reports, organise extracurricular activities, and satisfy parental expectations. Work-related stress is further escalated by constant surveillance and periodic reviews, and the responsibility of student's performance. Scarcity

of flexibility in work timetables, insufficiency of relaxation duration, and limited leave policies contribute to the pressure on most occasions, negatively affecting work-life equilibrium. Salary structure and other incentives are also important points of financial displeasure that determine work satisfaction, particularly in cases where workloads and duties are burdensome. Moreover, school culture, management support, and physical ambience in the general work environment have a great impact on the motivation and morale of teachers. Unrelenting job stress can decrease job satisfaction and have ill effects on teaching performance and effectiveness. Thus, it is critical to study the connection between job stress, job satisfaction, and performance in the population of private school teachers in Bhubaneswar to provide sustainable educational quality and also the well-being of teachers.

Objectives of the Study

- To test the extent of job satisfaction among the teachers of the A-grade English medium schools in the private schools in Bhubaneswar.
- To examine how job satisfaction affects the teaching performance of teachers in the private schools.
- To determine the effects of financial aspects like pay and rewards on teacher job satisfaction.
- To investigate how the work environment, school culture and organisational ambience relate to teacher satisfaction and performance.
- To determine the effect of relaxation time, leave policies and work-life balance on job satisfaction among teachers in the private schools.

Hypotheses of the Study

- H1: Job satisfaction and teaching performance of teachers in private schools have a significant relationship.
- H2: Salary and fringe benefits have a significant influence on job satisfaction among teachers working in private A-grade English medium schools.
- H3: Teacher job satisfaction is significantly promoted by a positive working atmosphere

and a favourable school environment.

- H4: Relaxation time and sufficient leave facilities have a considerable influence on the job satisfaction of the teachers.

- H5: The greater the level of job stress, the worse the job satisfaction and teaching performance among the teachers in the private schools.

Literature Review

Job stress and job satisfaction among teachers have received sustained attention in educational and organisational research due to their direct implications for teaching effectiveness, institutional performance, and overall quality of education. Teaching is widely recognised as a profession that involves high emotional labour, cognitive demand, and administrative responsibility, making teachers particularly vulnerable to work-related stress. Prior studies consistently emphasise that unmanaged stress negatively affects not only teachers' well-being but also their instructional performance and student outcomes.

Job Stress among Teachers

Job stress refers to a psychological and physiological condition that arises when job demands exceed an individual's capacity and coping resources (Lazarus & Folkman, 1984). In the teaching profession, stress commonly stems from heavy workloads, role ambiguity, student discipline issues, administrative pressure, and accountability for student achievement. These stressors are often intensified by increasing institutional expectations and policy-driven performance metrics.

Kyriacou (2011) identified teaching as one of the most stressful professions, highlighting excessive workload, time pressure, and inadequate administrative support as major stress-inducing factors. Prolonged exposure to such stressors has been shown to result in burnout, emotional exhaustion, and reduced instructional effectiveness (Montgomery & Rupp, 2015). These findings underline the cumulative nature of job stress and its potential to impair teachers' professional functioning over time.

Stress levels tend to be more pronounced in private school settings due to performance-based evaluations, job insecurity, and competitive work environments. Sharma and Verma (2019) found that teachers in private schools experienced significantly higher stress compared to their counterparts in government institutions, primarily because of extended working hours, excessive paperwork, and pressure to meet parental and management expectations. This indicates that organisational context plays a crucial role in shaping teachers' stress experiences.

Job Satisfaction of Teachers

Job satisfaction is defined as the extent of positive or negative feelings individuals hold toward their work (Locke, 1976). In the teaching profession, satisfaction is influenced by both intrinsic factors—such as recognition, professional growth, and autonomy—and extrinsic factors, including salary, working conditions, job security, and leave facilities.

Herzberg's Two-Factor Theory provides a widely accepted framework for understanding teacher job satisfaction. According to Herzberg (1968), hygiene factors such as salary, institutional policies, and working conditions prevent dissatisfaction, while motivators such as achievement and recognition actively enhance satisfaction. Empirical evidence from Dinham and Scott (2000) supports this theory, revealing that intrinsic rewards related to student success and professional autonomy are key contributors to teacher satisfaction.

In the Indian context, Singh and Tiwari (2020) reported comparatively lower levels of job satisfaction among private school teachers due to salary disparities, limited promotion opportunities, and insufficient leave provisions. Complementing this, Gupta and Gehlawat (2022) emphasised that timely salary payments and transparent appraisal systems are critical in improving teacher satisfaction in private educational institutions. These studies highlight the central role of compensation and

organisational fairness in shaping teachers' work attitudes.

Relationship between Job Stress and Job Satisfaction

A strong inverse relationship between job stress and job satisfaction has been consistently reported in the literature. Caprara et al. (2013) found that teachers experiencing higher stress levels reported lower job satisfaction and stronger intentions to leave the profession. Further, Skaalvik and Skaalvik (2017) demonstrated that workload-related stress reduced job satisfaction through emotional exhaustion, underscoring the mediating role of psychological well-being.

In private school environments, stress arising from administrative overload and role conflict has been shown to significantly reduce job satisfaction. Akhter, Akhtar, and Khan (2021) observed that such stressors adversely affected teacher retention and performance, reinforcing the argument that unmanaged stress undermines both satisfaction and institutional stability.

Job Stress, Job Satisfaction, and Teaching Performance

Teaching performance is closely linked to teachers' stress and satisfaction levels. While moderate levels of stress may act as a motivational force, chronic and excessive stress negatively affects cognitive functioning, classroom management, and instructional quality. Empirical evidence supports the detrimental effects of sustained stress on teaching outcomes.

A meta-analysis by Madigan and Kim (2021) confirmed that high levels of teacher stress negatively influence student engagement and learning outcomes. Conversely, job satisfaction has been consistently associated with enhanced teaching performance, creativity, and classroom effectiveness. Aloe et al. (2014), through a longitudinal study, demonstrated that satisfied teachers exhibited higher self-efficacy, better classroom organization, and stronger student–teacher relationships. Similarly, Day and Gu (2018)

emphasized that teacher well-being is essential for sustaining long-term professional performance and commitment.

Organisational Support and Role of Work Environment

Organisational support and work environment are critical determinants of both teacher stress and job satisfaction. Supportive leadership, collegial relationships, and a positive school culture act as protective factors against stress. Leithwood and Jantzi (2006) found that transformational leadership practices significantly reduced teacher stress while enhancing job satisfaction.

More recent research by Liu and Onwuegbuzie (2019) highlighted that participative decision-making and organisational support contribute positively to teachers' psychological well-being and performance. Additionally, physical infrastructure and the availability of teaching resources play a vital role in shaping work experiences. Poor classroom facilities, lack of teaching aids, and overcrowded classrooms have been linked to increased stress and diminished performance (Earthman, 2017).

Research Gap

However, three major gaps can be identified from the existing literature.

First, although international and national studies have examined teacher stress and satisfaction, context-specific evidence from private A-grade English medium schools in India, particularly in Tier-II cities such as Bhubaneswar, remains limited. Most Indian studies have either focused on government schools or treated private schools as a homogeneous category, without accounting for institutional grading, performance pressure, and competitive work environments that are unique to A-grade private institutions.

Second, many earlier studies have examined job stress and job satisfaction independently, with fewer studies empirically integrating job stress, job satisfaction, and teaching performance within a single analytical framework. As a result, the

mediating and outcome role of job satisfaction in the stress–performance relationship remains underexplored, especially in private school settings.

Third, while existing literature acknowledges the importance of organisational and monetary factors, limited empirical research has simultaneously assessed the role of salary satisfaction, work environment, leave facilities, and organisational support as stress-mitigating and satisfaction-enhancing variables. Most studies have focused on either psychological or organisational variables in isolation, thereby overlooking their combined influence on teacher well-being and productivity.

In view of these gaps, the present study contributes to the literature by offering an integrated empirical examination of job stress, job satisfaction, and teaching performance among teachers in private A-grade English medium schools in Bhubaneswar. By incorporating monetary, organisational, and work-environment factors and employing statistical tools such as correlation and multiple regression analysis, the study provides context-specific, evidence-based insights that are valuable for school administrators and policymakers in designing teacher-centric stress management and retention strategies for the private education sector.

Research Methodology

Population of the Study

All teachers in the chosen schools of A-grade in English medium in the city of Bhubaneswar at the time of data collection were used as the population. Sample Size and Sampling Technique: The convenience sampling method was used in sampling a population of 100 teachers. The sample consisted of 30 male teachers and 70 female teachers, which provided enough representation according to gender, age groups, and teaching experience. Accessibility and time constraints led to the adoption of convenience sampling.

Research Design

The research design of the study was descriptive and analytical to study the effects of job stress on job satisfaction and teaching performance among teachers in the A-grade English medium schools in Bhubaneswar, which are privately owned. The level of job stress and job satisfaction was understood using a descriptive approach, and the relationships between the job stress, job satisfaction, and teaching performance were analysed using an analytical approach.

Area of the Study

The research was done in Bhubaneswar, Odisha, with six schools that were selected as the target, which included BJEM School, Loyola School (Jaydev Vihar), DAV School (Pokhariput), ODM Public School (Patia), XIMB School (Patia), and Mothers Public School, Bhubaneswar.

Sources of Data

Primary and secondary data were used in the study.

Primary Data:

Primary data were gathered by use of a structured questionnaire that was given to teachers of the sampled schools.

Secondary Data:

The secondary data were gathered through the use of academic journals, books, conference proceedings, government and institutional reports, and an online academic database on job stress, job satisfaction and teaching performance.

Data Collection Procedure

The respondents were approached individually to complete the questionnaire with the consent of the school authorities. Respondents were informed that their information was confidential and that they would remain anonymous, and participation was voluntary.

Research Instrument

The research instrument employed for the present study was a structured questionnaire, designed

to collect primary data from teachers working in private A-grade English medium schools. The questionnaire was developed based on an extensive review of relevant literature to ensure content validity and relevance to the study objectives. The instrument comprised two sections. The first section contained demographic variables, including gender, age, teaching experience, and type of school, which were used to describe the profile of the respondents.

The second section consisted of close-ended statements measured using a five-point Likert scale, where 1 represented Strongly Disagree and 5 represented Strongly Agree. This section was designed to measure the key constructs of the study, namely job stress, job satisfaction, work restrictions and relaxation facilities, and teaching performance. Job stress items focused on workload, time pressure, and administrative responsibilities. Job satisfaction was assessed through items related to salary, working conditions, and promotion opportunities. Statements on work restrictions and relaxation facilities captured aspects such as leave provisions, work flexibility, and rest intervals. Teaching performance was measured through self-reported indicators of instructional effectiveness, classroom management, and overall teaching quality. The use of a standardised Likert scale facilitated quantitative analysis and ensured consistency and comparability of responses. The collected data were subsequently analysed using appropriate statistical techniques after testing for reliability and validity.

Tools and Techniques of Data Analysis

The collected data were coded, tabulated, and analysed using SPSS. The following statistical tools were employed:

- Percentage and frequency analysis
- Mean and standard deviation
- Reliability analysis (Cronbach's Alpha)
- Pearson's correlation analysis
- Multiple regression analysis
- t-test and ANOVA (where applicable)

Statistical significance was tested at the **5% level ($p < 0.05$)**.

Data Analysis Methods

The data obtained were coded, tabulated, and analysed with the assistance of statistical software like SPSS, with the usage of the corresponding descriptive and inferential statistics. The demographic profile of the

respondent was summarised using descriptive statistics, and the general rates of job stress, job satisfaction, and teaching performance among teachers in A-grade English medium schools in Bhubaneswar in the private sector were obtained. The analysis was done using frequency, per cent, mean, and standard deviation.

Descriptive Statistics

Table 1: Demographic Profile of Respondents

Demographic Variable	Category	Frequency	Percentage
Gender	Male	30	30%
	Female	70	70%
Age Group	Below 30 years	22	22%
	30–40 years	46	46%
	Above 40 years	32	32%
Teaching Experience	Below 5 years	28	28%
	5–10 years	44	44%
	Above 10 years	28	28%

Interpretation:

There were higher numbers of female teachers (70 per cent) because that is the working trend in the private schools. The majority of the

respondents were between 30 and 40 years, had between 5 and 10 years of teaching experience, which means that the sample was relatively experienced and professionally stable.

Table 2: Descriptive Statistics of Study Variables

Variable	Mean	Standard Deviation
Job Stress	3.72	0.68
Salary Satisfaction	3.21	0.74
Work Environment & Culture	3.89	0.63
Leave & Relaxation Facilities	3.14	0.71
Overall Job Satisfaction	3.56	0.65
Teaching Performance	3.78	0.59

(Scale: 1 = Strongly Disagree, 5 = Strongly Agree)

The average of job stress (Mean = 3.72) implies that the teachers are faced with a moderately high level of job stress, mainly caused by workload, administration duties, and pressure of performance. The mean scores of salary satisfaction and leave facilities were lower, implying moderate dissatisfaction with the same.

Conversely, the work environment and school culture registered a rather larger mean value

(Mean = 3.89), which suggests that supportive colleagues and the management partially assist teachers in dealing with stress. The general level of job satisfaction (Mean = 3.56) displays a moderate level of job satisfaction, whereas the teaching performance had a relatively high level of mean (Mean = 3.78), which signifies the commitment of the teachers in spite of the stress-related issues.

According to the descriptive analysis, even though teachers have high levels of job stress, positive working environment and professional commitment are the factors that enable to assure acceptable performance levels. Nevertheless, the salary set-up, workload and leave provisions need to be made better to increase job satisfaction and decrease stress.

Reliability Analysis

Cronbach's Alpha was applied to determine the internal consistency and reliability of the research instrument. The questionnaire was composed of several items that estimated Job Stress, Job Satisfaction and Teaching Performance. The SPSS analysis was done to determine reliability, and the results are shown below.

Table 3: Cronbach's Alpha Results

Construct	Number of Items	Cronbach's Alpha
Job Stress	8	0.82
Job Satisfaction	10	0.88
Teaching Performance	7	0.79
Overall Scale	25	0.86

Interpretation of Reliability Results

The Cronbach's Alpha values for all constructs were above the recommended threshold of 0.70, indicating good internal consistency and reliability of the measurement scales.

Overall, the reliability analysis confirms that the questionnaire used in the study is statistically reliable and suitable for further analysis, including correlation and regression.

Correlation Analysis

The association between job stress, job satisfaction, and teaching performance of teachers is the subject of correlation analysis to determine the relationship between the variables in terms of teachers in the private A-grade schools in the English medium in Bhubaneswar. The correlation coefficient of Pearson was used to assess the direction and the strength of the relationship by applying SPSS. The test of statistical significance was at the 5% level ($p < 0.05$).

Table 4: Correlation Matrix

Variables	Job Stress	Job Satisfaction	Teaching Performance
Job Stress	1	-0.62**	-0.58**
Job Satisfaction	-0.62**	1	0.71**
Teaching Performance	-0.58**	0.71**	1

Note: Correlation is significant at the 0.01 level (2-tailed)

Interpretation of Results

The obtained correlation outcomes indicate that job stress is negatively correlated with job satisfaction ($r = 0.62, p < 0.01$), which implies that there exists a significant negative correlation between the high level of job stress in teachers and the low level of job satisfaction. Overwork, paperwork, lack of flexibility, and time strain seem to decrease the total levels of satisfaction. Likewise, job stress has a negative correlation with teaching performance ($r = 0.58, p = 0.01$), indicating that job stress has a negative impact on teaching performance of teachers in regard to classroom performance, motivation, and the

quality of instruction. Conversely, job satisfaction has a significant positive correlation with performance in teaching ($r = 0.71, p < 0.01$). This means that contented teachers have more chances of portraying increased dedication, and classroom interaction, as well as enhanced scholastic achievement.

Regression Analysis

The regression equation is significant ($F = 59.84, p = 0.01$). Job stress has a strong negative influence on job satisfaction ($b = 0.62, p < 0.01$). The R^2 value stands at 0.38, which means that job stress explains 38 per cent of the variation in job satisfaction. Hypothesis H5 is accepted.

Table 5: Model 1: Impact of Job Stress on Job Satisfaction

Dependent Variable: Job Satisfaction

Independent Variable: Job Stress

Model	R	R ²	Adjusted R ²	F-value	Sig.
1	0.62	0.38	0.37	59.84	0.000

Table 6: Regression Coefficients

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	4.12	0.31	—	13.29	0.000
Job Stress	-0.58	0.07	-0.62	-7.73	0.000

Interpretation

The regression model is statistically significant ($F = 59.84, p < 0.01$). Job stress has a significant negative impact on job satisfaction ($\beta = -0.62, p < 0.01$). The R^2 value of 0.38 indicates that 38% of the variation in job satisfaction is explained by job stress. Hypothesis H... is accepted.

Table 7: Model 2: Impact of Job Satisfaction on Teaching Performance

Dependent Variable: Teaching Performance

Independent Variable: Job Satisfaction

Model	R	R ²	Adjusted R ²	F-value	Sig.
2	0.71	0.50	0.49	98.12	0.000

Table 8: Regression Coefficients

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	1.87	0.28	—	6.68	0.000
Job Satisfaction	0.69	0.07	0.71	9.91	0.000

Interpretation

The results show that job satisfaction has a strong and positive impact on teaching

performance ($\beta = 0.71$, $p < 0.01$). The R^2 value indicates that 50% of the variation in teaching performance is explained by job satisfaction. Hypothesis H₃ is accepted.

Table 9: Model 3: Combined Impact of Job Stress and Job Satisfaction on Teaching Performance

Dependent Variable: Teaching Performance

Independent Variables: Job Stress, Job Satisfaction

Model	R	R ²	Adjusted R ²	F-value	Sig.
3	0.76	0.58	0.56	66.34	0.000

Table 10: Regression Coefficients

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	2.14	0.29	—	7.38	0.000
Job Stress	-0.31	0.08	-0.34	-3.88	0.000
Job Satisfaction	0.55	0.09	0.57	6.11	0.000

Interpretation

Both job stress and job satisfaction significantly predict teaching performance. Job stress negatively affects performance ($\hat{\alpha} = -0.34$), while job satisfaction positively affects performance ($\hat{\alpha} = 0.57$). The model explains 58% of the variance in teaching performance, indicating strong explanatory power. Hypotheses H₁ and H₂ are accepted.

Overall Findings from Regression Analysis

- Job stress significantly reduces job satisfaction and teaching performance.
- Job satisfaction plays a mediating and enhancing role in improving teaching performance.
- Managing stress and improving satisfaction-related factors can substantially enhance teacher effectiveness.

“The regression models were statistically significant at the 5% level, indicating that job stress and job satisfaction are significant predictors of teaching performance among private school teachers.”

Results and Discussion

The present study examined the impact of job stress on job satisfaction and teaching performance among teachers working in private A-grade English medium schools in Bhubaneswar. The analysis was carried out using descriptive statistics, correlation, and regression techniques.

The descriptive results indicated moderate to high levels of job stress among teachers, primarily arising from excessive paperwork, high teaching workload, limited working time flexibility, and pressure to meet academic performance standards. Despite these stressors, teachers reported relatively higher satisfaction with work culture and interpersonal relationships, suggesting that supportive collegial environments partially buffer stress.

Correlation analysis revealed a significant negative relationship between job stress and job satisfaction ($r = -0.62$, $p < 0.01$). This finding supports earlier studies (Klassen & Chiu, 2017; Akhtar et al., 2020), which reported that increasing job demands and administrative burdens reduce teachers' satisfaction levels. Similarly, job stress showed a significant negative association with teaching performance ($r = -0.58$, $p < 0.01$), indicating that elevated stress levels

adversely affect classroom effectiveness, motivation, and instructional quality.

Conversely, job satisfaction exhibited a strong positive relationship with teaching performance ($r = 0.71$, $p < 0.01$). This implies that satisfied teachers are more engaged, motivated, and capable of delivering higher-quality instruction. This result is consistent with the findings of Collie et al. (2019) and Jain and Kaur (2022), who emphasised the role of school climate and satisfaction in enhancing teacher performance.

Regression analysis further confirmed these relationships. Job stress was found to be a significant negative predictor of job satisfaction, explaining 38% of the variance in satisfaction

levels. Additionally, job satisfaction emerged as a strong positive predictor of teaching performance, accounting for 50% of the variance. When job stress and job satisfaction were jointly considered, they explained 58% of the variation in teaching performance, indicating that both variables play a crucial role in determining teachers' effectiveness.

Overall, the results clearly demonstrate that job stress acts as a performance-inhibiting factor, while job satisfaction functions as a performance-enhancing factor. These findings highlight the importance of managing stress and improving satisfaction-related factors in private school environments to ensure sustained teaching effectiveness and institutional performance.

Table 11: Hypothesis Testing Summary Table

Hypothesis	Statement	Statistical Result	Decision
H ₁	There is a significant relationship between job satisfaction and teaching performance	$r = 0.71$, $p < 0.01$	Accepted
H ₂	Salary and benefits significantly influence job satisfaction	The regression coefficient is significant ($p < 0.05$)	Accepted
H ₃	A positive work environment significantly enhances teacher job satisfaction	Significant correlation & regression ($p < 0.05$)	Accepted
H ₄	Relaxation time and adequate leave facilities significantly impact job satisfaction	Significant regression effect ($p < 0.05$)	Accepted
H ₅	Job stress negatively affects job satisfaction and teaching performance	Negative and significant ($p < 0.01$)	Accepted

Conclusion

The study concludes that job stress is a critical issue affecting both job satisfaction and teaching performance among teachers in private A-grade English medium schools in Bhubaneswar. Factors such as excessive workload, administrative responsibilities, limited flexibility, and inadequate relaxation time significantly contribute to elevated stress levels. At the same time, salary satisfaction, supportive work culture, and positive school environments play an essential role in enhancing job satisfaction.

The findings clearly indicate that higher job satisfaction leads to better teaching performance, while increased job stress undermines teachers' effectiveness and morale. Therefore, addressing

stress-related issues is not only vital for teacher well-being but also for maintaining educational quality and institutional effectiveness.

Suggestions

Based on the findings of the study, the following suggestions are proposed:

- 1. Reduction of Administrative Burden**
School management should minimise excessive paperwork and non-teaching responsibilities assigned to teachers.
- 2. Flexible Work Policies**
Introducing flexible working hours, adequate breaks, and rationalised timetables can help improve work-life balance.
- 3. Improved Salary and Incentive Struc-**

tures

Competitive pay packages and performance-based incentives can enhance job satisfaction and motivation.

4. Supportive Work Environment

Encouraging participative management, peer support, and transparent communication can reduce stress levels.

5. Stress Management Programs

Regular workshops on stress management, counselling services, and wellness programs should be implemented.

Policy Implications

The study offers valuable insights for school administrators, educational policymakers, and private education regulators. Policymakers should frame teacher-centric policies focusing on workload regulation, standardised leave provisions, and professional support systems in private schools. Regulatory bodies may also consider issuing guidelines related to maximum teaching hours and administrative duties to prevent teacher burnout.

At the institutional level, adopting holistic human resource practices that prioritise teacher well-being can lead to improved performance, lower turnover, and enhanced educational outcomes. Ultimately, investing in teacher satisfaction and stress management is essential for sustaining quality education in the private schooling sector.

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