



Perceptions of Students Regarding the Impact of Occupational Stress on Teachers' Performance at Public Sector Universities of Balochistan

Shaharyar Khan	M.Phil. Scholar, Department of Education, University of Loralai, Loralai, Balochistan, Pakistan.
Fazal Hayat	Lecturer, Department of Education, University of Loralai, Loralai, Balochistan, Pakistan.
Shahji Ahmad	Assistant Professor, Department of Education, University of Loralai, Loralai, Balochistan, Pakistan.

Vol. 3, No. 1 (Winter 2023)

Pages: 1047 – 1059

ISSN (Print): 2789–441X

ISSN (Online): 2789–4428

Key Words

Occupational Stress, Anxiety, Depression Mastery of Subject Matter Knowledge, Teaching Skills, Classroom Management Skills, Evaluation Skills

Corresponding Author:

Shahji Ahmad

Email: shahjiahmad@yahoo.com

Abstract: This study aimed to investigate students' perceptions regarding the influence of occupational stress on teachers' performance at public sector universities in Balochistan. The objectives included examining how students perceive occupational stress affecting teachers' subject knowledge, teaching skills, classroom management, and evaluation abilities. The study involved 267 students majoring in social sciences from four public sector universities (UOB, BUITEMS, UOL, and SBK) in the Quetta and Loralai divisions. A probability sampling technique randomly selected 223 students from the accessible population. Data collection utilized a closed-ended questionnaire with 20 Likert scale items. The data were analyzed using percentages and chi-square tests. The findings indicated that a significant number of participants believed that occupational stress negatively impacts teachers' subject mastery, lecture preparation, fair treatment of students, creativity, compassion toward students, motivation for teaching and learning, and the use of various teaching methods. Based on these results, recommendations include providing physical facilities to reduce teachers' occupational stress, organizing capacity-building workshops for both new and experienced teachers to manage stress, and adjusting teachers' salaries to accommodate inflation.

Introduction

Background of the Study

All walks of life have experienced an increase in the incidence of cognitive-related concerns in current ages, but owing to the ubiquitous occurrence, of these problems and the importance of teachers in society as a whole, the field of education has seen more psychological disorders than any other field. The level of psychological disorders has recently risen due to a variety of important variables, such as a greater workload for instructors, a decline in the number of teachers, their tasks, and obligations, interpersonal connections between educators,

pupils, and parents, a disturbed institutional climate, a reduction in an instructor's freedom, risky educational settings, and many more. Which influences the teacher's performance as a whole. Furthermore, Instructors who devote the majority of their time to the institution where they teach the students undoubtedly experience certain problems that may be influencing their ability and performance to teach. The issues they might face are fatigue, desperation-related problems, discomfort with their work, and problems with their productivity, administration,

and administrative duties, which place them in a challenging situation. Multiple studies have determined that, in comparison with other occupations, the educational sector has a higher prevalence of psychological disorders (Ali et al., 2016).

According to Wettstein et al. (2021), An educator handles many responsibilities at once, making him more susceptible to psychological issues like stress, anxiety, and despair. This really stressful event is clearly linked to feelings of sadness and nervousness. A teacher's personal and professional lives are intertwined. Their job lives are demanding sufficient to have an impact on their private lives. Someone who teaches aims to strike a balance between the two. Certain educators develop into mental patients as a result of this quest.

Statement of the Problem

Every student has a right to have a well-adjusted and well-balanced teacher so that they can have a bright and flourishing future, and when the teacher is facing psychological issues, there is a big question mark on the teacher's performance as well as on the student's bright future, but occupational stress impacts the teacher's performance (Bix et al., 1994). Therefore, the researcher was eager to conduct the current study to explore the students' perceptions regarding the impact of occupational stress on teacher performance at public sector universities in Balochistan.

Objective of Study

- a) To explore the perceptions of students regarding the impact of occupational stress on teachers' mastery of subject matter knowledge at public sector universities of Balochistan.
- b) To investigate the perceptions of students regarding the impact of occupational stress on teachers' teaching skills at public sector universities of Balochistan.
- c) To determine the perceptions of students regarding the impact of occupational stress on teachers' classroom management skills at public sector universities of Balochistan.

- d) To discover the perceptions of students regarding the impact of occupational stress on teachers' evaluation skills at public sector universities of Balochistan.

Research Question

- a) What are the perceptions of students regarding the impact of occupational stress on teachers' mastery of subject matter knowledge at public sector universities of Balochistan?
- b) What are the perceptions of students regarding the impact of occupational stress on teachers' teaching skills at public sector universities of Balochistan?
- c) What are the perceptions of students regarding the impact of occupational stress on teachers' classroom management skills at public sector universities of Balochistan?
- d) What are the perceptions of students regarding the impact of occupational stress on teachers' evaluation skills at public sector universities of Balochistan?

Hypothesis

- a) There is no significant impact of occupational stress on teachers' mastery of subject matter knowledge at public sector universities of Balochistan.
- b) There is no significant impact of occupational stress on teachers' teaching skills at public sector universities of Balochistan.
- c) There is no significant impact of occupational stress on teachers' classroom management skills at public sector universities of Balochistan.
- d) There is no significant impact of occupational stress on teachers' evaluation skills at public sector universities of Balochistan.

Significance of Study

The results of the present research will be helpful for all stakeholders who are directly linked with the education process as well as the learning process such as students, parents, educators, officials, educationists, supervisors, counsellors, and psychologists.

Delimitation of Study

The present research was delimited to students at public sector universities in Quetta and Loralai divisions.

Review of Literature

We are able to define tension or stress as anything that affects a living organism's internal and external surroundings, or we can say that when a living being gets into a bad or pleasurable situation in life the chemical reaction in the body releases homeostasis which manipulated the condition in human which resulted in the psychological disorder when the situation is bad cause bad type of stress and vice versa (Susman, 2022). If the strain is categorized, we simply consider the stressor, which can be mental or physiologic in origin. When a teacher is facing stresses from the socio-economic and also at a professional level then a teacher would be facing a lot of issues at a professional level and these stresses would directly influence the teacher's performance and the student's well-being as well. In addition to this, the student will face failure in future and the teacher's performance will keep worsening day by day because of the lack of facilities to deal with such psychological disorders (Shahsavarani et al., 2015).

If unexpectedly stressful periods occur to the teachers in their profession, the body receives benefits. However, if the rapid strain turns into prolonged stress, the biological changes become unsuitable, as prolonged stress increases the creation of harmonies, that may be harmful to the performance of a teacher and also his or her well-being. Listed below are some of the causes which are linked to hormone manufacturing: poor digestion of nourishment, weight gain, decreased immunity of the body, which will lead to greater illness, and compromised neurological system, which will lead to depression, anxiety, loss of sleep, memory loss, and impaired making choices, last but not a minimum, cardiovascular, that is linked to high cholesterol levels, faster respiration, and so on and all of these will definitely cause the teacher his or her profession

as well as the student future (McEwen and Sapolsky, 2006).

Basically, the teacher is in great trouble when they face the chronic level of stress in their profession because no matter what the cause of the increase in stress, it always leads to the single the same thing: negative feelings or emotions like depression and anxiousness, and when these feelings get a little more severe or are not treated right away, the individual becomes suffering of various kinds of strain, worries, and depressive disorders. Pressure can be caused by the external environment or it can be caused by an individual's inner insight. In addition, we view stress as an administrative problem that affects a person in social settings, including those at home, the office, places of worship, etc. The stress a teacher experiences, however, is solely tied to the work they do in schools, colleges, and other higher education institutions. One of the biggest issues faced today is workplace stress, which has a big impact on teacher performance. Teachers who are under stress at work may suffer from a variety of problems, such as sickness both psychologically and physically, a lack of job satisfaction, bad and poor performance, nonattendance from work due to stress management, etc (Maphalala, 2014).

Furthermore, when a teacher is not psychologically and physiologically unstable, how can we entrust our children to the care of such a person who is mentally stressed, and what future will be guaranteed by such teachers? According to many researchers, teacher stress affects the learning experience of students and coworkers.

Basically, when we talk about anxiety there is only one thing that comes to mind the emotions that come or a product of stress in which a teacher will be feeling worries, fears, and nervousness during their profession. When a teacher becomes anxious then the teacher will feel negative emotions which will definitely cause a feeling of not going to work, the confidence for work will be lacking, the focus or the

concentration for doing work will be lost, the health will be affected because the teacher will be not having an appetite for food, drink etc (Sharma & Sharma, 2015). In addition to, the emotions raised due to anxiety they have some symptoms through which we can find out that a teacher has anxiety such as when a teacher's physical body starts shaking during instruction, the teacher's hand and body get sweaty, the teacher feel dizziness and most importantly the heartbeat rises, then we can say that teacher has an anxiety disorder and the teacher performance will be greatly affected due to lack of physical and mental balance during the classroom instruction. One of the main problems that teachers have when they enter the teaching profession is anxiety, and this problem is one of the main reasons why students have poor learning experiences (Levine, 1996).

Furthermore, the activities that the teacher is involved in at the school, which may be related to the school environment, management, or socioeconomic nature, are closely associated with their levels of teacher anxiety. In general, it has been observed in the education sector that teachers experience a great deal of anxiety on a variety of occasions, including teacher evaluation, maintaining classroom discipline, the level of student and teacher thinking, teachers' subject knowledge, and presenting the right material to the student. Anxiety poses a serious threat to the individual; in essence, it makes the teacher aware of a potential barrier to their success. The motivation of a teacher rises with low anxiety levels and aids them in achieving their goals, but as anxiety levels rise, both the teacher's motivation and the objective for achievement fall. At low levels, this is regarded as normal and helpful to goal achievement (Polshkova, 2013).

The affective condition that eventually has detrimental impacts on a teacher's performance at the institutional level is thought to be the teacher's concern. A nervous teacher experiences negative emotional feelings, thus they create a

bad environment for themselves and the students. Additionally, a teacher's performance in the classroom will suffer when they are anxious. The instructor won't be allowed to try a different style of instruction. They struggle with scheduling and activity management, which affects how they educate and experiment. As for the kids they are dealing with in the classroom, numerous studies have shown that when instructors (both in preliminary service and middle service teachers) suffer anxiety, it affects the children they are working with and impairs the student's capacity to learn (Liu & Yan, 2020). The absence of instructional expertise or experience is another factor contributing to teachers' anxiety. If a teacher enters the profession with no prior teaching experience or without any experience at all, their level of instruction will continue to be subpar, which will undoubtedly contribute to their anxiety (Agustiana, 2014).

The Latin term *depressus*, which originally meant sadness, unhappiness, despair, and dejected, is the source of the word depression. Happiness is typically viewed as a mental ailment that primarily affects young people and interferes with research efforts, socially connected psychological disorders, and a number of other variables. (Basha & kaya, 2016). In essence, having depression is not like having a bad day or a depressed mood for a couple of hours. Psychologists view depression as a major condition since it can lead to numerous physical, psychological, and social issues in people. This study examines the effects of emotions on people's health and well-being because it is known that depression can be of the normal level, middle level, or higher level, and the features that are described as a sad feeling, and the mood will be off for a long time, say one day, or a month, or even a year (Ahmed & Cerkez, 2020). Teachers face more extreme pressures and emotions as a result of the significant obligations that they bear. They influence the teacher's behaviour in the classroom and numerous other settings where they interact with others, in

addition to their physical performance. As a result, stress and teacher competency are closely associated. Stress has a detrimental effect on learning and instruction in the classroom (Sambasivarao, 2019). Giving teachers the mental, emotional, and most importantly professional assistance they need can help them be more effective and suffer less stress because they can use that support to lessen pressure at work and in their personal lives (Sandilos et al., 2016).

Numerous studies have shown that when teacher-student interactions are more active and fruitful, they encourage the development of students' emotional, social, and skill-related abilities. However, a teacher's performance and interactions will not be stronger and more fruitful when they are dealing with stress and related stressors. As a result, there will be less professional development on the teacher's end for the students, which has an impact on both the teacher's performance and the development of the students in many ways (Sandilos et al., 2016).

Research Methodology

Population of Study

The target population of the study comprises students at public sector universities of Balochistan. The accessible population consists of 267 students from departments of social sciences at four public sector universities (UOB, BUITEMS, UOL and SBK) in Quetta and Loralai divisions.

Sample

The probability sampling technique was used for sample selection. Out of the total accessible population, 223 students were randomly selected.

Research Instrument

A closed-ended questionnaire based on a Likert scale containing 20 items was constructed for data collection. The Reliability of teacher performance scales was measured by Cronbach's alpha which was .997.

Data Collection

The researcher visited sampled institutions and collected the data from the respondents.

Data Analysis

The data were analyzed through percentage and chi-square.

Perceptions of students Regarding the influence of Stress, anxiety, and depression on Teacher Performance

Table 1

Occupational stress impacts teachers' command over their subject

	SA	A	N	DA	SDA
Frequency	55	41	14	15	16
Percentage	39	29.1	9.9	10.6	11.3

Table 1 describes how 68.1% of the participants agreed that occupational stress impacts teachers' subject command.

Table 2

Occupational stress impacts teachers' ability to prepare lectures prior to the class.

	SA	A	N	DA	SDA
Frequency	35	35	35	35	35
Percentage	24.8	24.8	24.8	24.8	24.8

Table 2 elaborated that 49.6 % of subjects agreed that occupational stress impacts the teachers' ability to prepare lectures prior to the class.

Table 3

Occupational stress impacts teachers' punctuality.

	SA	A	N	DA	SDA
Frequency	40	47	14	25	15
Percentage	28.4	33.3	9.9	17.7	10.6

Table 3 shows that 61.7 % of respondents agreed that Occupational stress impacts the teacher's punctuality.

Table 4

Occupational stress impacts teachers' ability to deliver the lecture in an effective way.

	SA	A	N	DA	SDA
Frequency	40	47	16	20	18
Percentage	28.4	33.3	11.3	14.2	12.8

Table 4 delineated 61.7 % of participants agreed that occupational stress impacts teachers' ability to deliver the lecture in an effective way.

Table 5

Occupational stress impacts teachers' ability to help students.

	SA	A	N	DA	SDA
Frequency	35	45	22	21	18
Percentage	24.8	31.9	15.6	14.9	12.8

Table 5 describes how 56.7 % of participants agreed that occupational stress impacts teachers' ability to help students.

Table 6

Occupational stress impacts teachers' ability to think positively.

	SA	A	N	DA	SDA
Frequency	41	40	20	20	20
Percentage	29.1	28.4	14.2	14.2	14.2

Table 6 depicts that 57.5 % of subjects agreed that occupational stress impacts teachers' ability to think positively.

Table 7

Occupational stress impact teachers' ability to have high expectation for the students.

	SA	A	N	DA	SDA
Frequency	65	36	10	14	16
Percentage	46.1	25.5	7.1	9.9	11.3

Table 7 illustrates that 71.6 % of respondents agreed that occupational stress impacts teachers' ability to have high expectations for students.

Table 8

Occupational stress impact teachers' ability to deal with the student in a fair way.

	SA	A	N	DA	SDA
Frequency	40	50	2	15	34
Percentage	28.4	35.5	1.4	10.6	24.1

Table 8 elaborates that 63.9 % of students agreed that occupational stress impact teachers' ability to deal with the student in a fair way.

Table 9

Occupational stress impacts teachers' creativity.

	SA	A	N	DA	SDA
Frequency	53	28	17	21	22
Percentage	37.6	19.9	12.1	14.9	15.6

Table 9 shows that 57.5 % of participants agreed that occupational stress impacts teachers' creativity.

Table 10

Occupational stress impacts the teacher's compassionate nature toward students.

	SA	A	N	DA	SDA
Frequency	41	40	9	31	20
Percentage	29.1	28.4	6.4	22.0	14.2

Table 10 states that 57.5 % of subjects agreed that occupational stress impacts the teacher's compassionate nature toward students.

Table 11

Occupational stress impacts the teacher's motivation for teaching and learning.

	SA	A	N	DA	SDA
Frequency	40	46	10	30	15
Percentage	28.4	32.6	7.1	21.3	10.6

Table 11 describes how 61 % of participants agreed that occupational stress impacts the teacher's motivation for teaching and learning.

Table 12

Occupational stress impacts the teacher's ability to use different teaching methods.

	SA	A	N	DA	SDA
Frequency	55	45	12	15	14
Percentage	39.0	31.9	8.5	10.6	9.9

Table 12 indicates that 70.9 % of cooperators agreed that occupational stress impacts the teacher's ability to use different teaching methods.

Table 13

Teachers' Occupational stress impacts student performance.

	SA	A	N	DA	SDA
Frequency	35	48	12	25	21
Percentage	24.8	34.0	8.5	17.7	14.9

Table 13 elucidated that 58.8 % of students agreed that teachers' occupational stress impacts student performance.

Table 14

Occupational stress impacts the teacher's ability to encourage the student to ask questions regarding the lecture/topic.

	SA	A	N	DA	SDA
Frequency	44	39	19	20	19
Percentage	31.2	27.7	13.5	14.5	13.5

Table 14 labelled 58.9 % of participants agreed that occupational stress impacts the teacher's ability to encourage the student to ask questions regarding the lecture/topic.

Table 15

Occupational stress impact teacher' communication.

	SA	A	N	DA	SDA
Frequency	45	33	12	21	30
Percentage	31.9	23.4	8.5	14.9	21.3

Table 15 describes how 55.3 % of respondents agreed that occupational stress impact teacher' communication.

Table 16

Occupational stress impacts teachers' ability to evaluate students' competencies in a fair way.

	SA	A	N	DA	SDA
Frequency	49	33	16	19	24
Percentage	34.8	23.4	11.3	13.5	17.0

Table No. 16 represented 58% of respondents agreeing that occupational stress impacts teachers' ability to evaluate students' competencies in a fair way.

Table 17

Occupational stress impacts teachers' attitudes toward research-oriented activities.

	SA	A	N	DA	SDA
Frequency	46	35	7	29	24
Percentage	32.6	24.8	5.0	20.6	17.0

Table 17 shows that 57.4 % of answers agreed that occupational stress impacts teachers' attitudes toward research-oriented activities.

Table 18

Occupational stress impacts teachers' job satisfaction levels.

	SA	A	N	DA	SDA
Frequency	48	38	10	30	15
Percentage	34.0	27.0	7.1	21.3	10.6

Table 18 elaborates that 59% of participants agreed that Occupational stress impact teachers' job satisfaction level.

Table 19

Occupational stress impacts teachers' ability to participate in co-curricular activities.

	SA	A	N	DA	SDA
Frequency	51	39	3	13	35
Percentage	36.2	27.7	2.1	9.2	24.8

Table 19 illustrates that 63.9 % of subjects agreed that occupational stress impacts teachers' ability to participate in co-curricular activities.

Table 20

Occupational stress impacts a teacher's ability to adjust him/herself to a new environment.

	SA	A	N	DA	SDA
Frequency	54	45	12	11	19
Percentage	38.3	31.9	8.5	7.8	13.5

Table 20 determined that 70 % of cooperators agreed that Occupational stress impacts a teacher's ability to adjust him/herself to a new environment.

Hypotheses Testing

Table 21

There is no significant impact of occupational stress on teachers' master of subject matter knowledge, teaching skills, classroom management skills and evaluation skills

Test Statistics	Chi-Square	df	Asp.	Sig.
Occupational stress impacts teachers' command over their subjects.	49.887 ^a	4		.000
Occupational stress impacts a teacher's ability to prepare lectures prior to the class	43.362 ^a	4		.000
Occupational stress impacts teachers' punctuality.	31.163 ^a	4		.000
Occupational stress impacts teachers' ability to deliver lectures in an effective way	28.823 ^a	4		.000
Occupational stress impacts teachers' ability to help students.	18.539 ^a	4		.001
Occupational stress impact teacher' ability to think positively.	17.901 ^a	4		.001
Occupational stress impact teacher' ability to have high expectation for the students.	74.355 ^a	4		.000
Occupational stress impacts a teacher's ability to deal with the student in a fair way.	53.504 ^a	4		.000
Occupational stress impact teacher' creativity.	29.461 ^a	4		.000
Occupational stress impacts the teacher's compassionate nature toward the student.	26.482 ^a	4		.000
Occupational stress impacts the teacher's motivation for teaching and learning.	34.213 ^a	4		.000
Occupational stress impacts the teacher's ability to use different teaching methods.	58.113 ^a	4		.000
Teachers' occupational stress impacts the student performance	27.050 ^a	4		.000
Occupational stress impacts the teacher's ability to encourage students to ask questions regarding the lecture/topic	21.376 ^a	4		.000
Occupational stress impact teacher' communication.	22.085 ^a	4		.000
Occupational stress impacts teachers' ability to evaluate students' competencies in a fair way.	25.064 ^a	4		.000
Occupational stress impact teacher's attitude toward research-oriented activities.	29.461 ^a	4		.000
Occupational stress impacts teachers' job satisfaction level	35.348 ^a	4		.000

Occupational stress impacts teachers' ability to participate in co-curricular activities.	54.922 ^a	4	.000
Occupational stress impacts a teacher's ability to adjust him/herself to a new environment.	56.411 ^a	4	.000

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 28.2.

The table showed chi-square values, degree of freedom and significant level values. The values of $X^2 = 49.89$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' command over the subject. The values of $X^2 = 43.36$, $df = 4$ and $p = .000$ show that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 31.16$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 28.82$, $df = 4$ and $p = .000$ answered that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 18.53$, $df = 4$ and $p = .001$ replied that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 17.90$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 74.35$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 53.50$, $df = 4$ and $p = .000$ answered that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 29.46$, $df = 4$ and $p = .000$ replied that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 26.48$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 34.21$, $df = 4$ and $p = .000$ replied that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 58.11$, $df = 4$ and $p = .000$ answered that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 27.05$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 21.37$, $df = 4$ and

$p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 22.08$, $df = 4$ and $p = .000$ revealed that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 25.06$, $df = 4$ and $p = .000$ depicted that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 29.46$, $df = 4$ and $p = .000$ answered that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 35.34$, $df = 4$ and $p = .000$ answered that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 54.92$, $df = 4$ and $p = .000$ described that there is a significant impact of occupational stress on teachers' performance. The values of $X^2 = 56.41$, $df = 4$ and $p = .000$ depicted that there is a significant impact of occupational stress on teachers' performance. The chi-square value revealed that there is a significant impact of occupational stress on teachers' performance. Based on the above chi-square value, the null hypotheses were rejected.

Findings

1. Table 1 depicted that 68.1% of the subjects agreed that occupational stress impacts teachers' subject command.
2. Table 2 narrates that 49.6 % of participants agreed that occupational stress impacts the teacher's ability to prepare lectures prior to the class.
3. Table 3 indicates that 61.7 % of respondents agreed that occupational stress impacts the teacher's punctuality.
4. Table 4 expounded that 61.7 % of participants agreed that occupational stress impacts teachers' ability to deliver lectures in an effective way.

5. Table 5 shows that 56.7 % of subjects agreed that occupational stress impacts teachers' ability to help students.
6. Table 6 explains that 57.5 % of respondents agreed that occupational stress impacts teachers' ability to think positively.
7. Table 7 determined that 71.6 % of participants agreed that occupational stress impacts teachers' ability to have high expectations for the students.
8. Table 8 shows that 63.9 % of students agreed that occupational stress impact teachers' ability to deal with the student in a fair way.
9. Table 9 determined that 57.5 % of subjects agreed that occupational stress impacts teachers' creativity.
10. Table 10 shows that 57.5 % of respondents agreed that occupational stress impacts the teacher's compassionate nature toward students.
11. Table 11 describes how 61 % of students agreed that occupational stress impacts the teacher's motivation for teaching and learning.
12. Table 12 shows that 70.9 % of subjects agreed that occupational stress impacts the teacher's ability to use different teaching methods.
13. Table 13 explains that 58.8 % of pupils agreed that teachers' occupational stress impacts student performance.
14. Table 14 illustrates that 58.9 % of respondents agreed that occupational stress impacts a teacher's ability to encourage the students to ask questions regarding the lecture/topic.
15. Table 15 depicts that 55.3 % of participants agreed that occupational stress impact teacher' communication.
16. Table 16 describes how 58.2 % of subjects agreed that occupational stress impacts teachers' ability to evaluate students' competencies in a fair way.
17. Table 17 elaborates that 57.4 % of respondents agreed that occupational stress impact teachers' attitude toward research-oriented activities.
18. Table 18 expounded that 59% of participants agreed that occupational stress impact teachers' job satisfaction level.
19. Table 19 explains that 63.9 % of subjects agreed that occupational stress impacts

teachers' ability to participate in co-curricular activities.

20. Table 20 determined that 70 % of participants agreed that occupational stress impacts a teacher's ability to adjust him/herself to a new environment.

Conclusion

Most of the participants agreed that occupational stress impacts teachers' subject command. Most of the students agreed that occupational stress impacts the teachers' ability to prepare lectures prior to the class. To a great extent, the subject agreed that occupational stress impacts teachers' ability the teachers punctual. The best part of the students agreed that occupational stress impacts teachers' ability to deliver the lecture in an effective way. Most of the participants agreed that occupational stress impacts teachers' ability to help students. Half of the students agreed that occupational stress impacts a teacher's ability to think positively. The seniority of student agreed that occupational stress impact teachers have high expectation for the students. The best part of the students agreed that occupational stress impact teachers' ability to deal with the student in a fair way. More of the participants agreed that occupational stress impacts teachers' creativity. Most of the students agreed that occupational stress impacts teachers' compassionate nature toward students. A great number of participants agreed that occupational stress impacts teachers' motivation for teaching and learning. Most students agreed that occupational stress impacts teachers' ability to use different teaching methods. A great number of students agreed that occupational stress impacts student performance. Most of the respondents agreed that occupational stress impacts teachers' ability to encourage students to ask questions regarding the lecture/ topic. More of the repliers agreed that occupational stress impacts teachers' communication. More than half respondent agreed that occupational stress impact teachers' ability to evaluate students' competencies in a fair way. The best part of the students agreed that occupational stress impact teachers' attitude toward research-oriented activities. Most of the participants agreed that occupational stress impact teachers' job satisfaction level. A great number of students agreed that occupational stress impacts teachers' ability to participate in co-curricular activities. A majority of

respondents agreed that occupational stress impacts teachers' ability to adjust him/ herself to a new environment.

Recommendation

The following recommendations were made.

1. The government may provide physical facilities to the teachers to reduce occupational stress.
2. The head of the institutions may arrange capacity-building workshops for newly inducted and senior teachers to eliminate occupational stress.
3. The salaries of the teachers might be increased in accordance with inflation.
4. An environment based on equity might be developed in educational institutions to encourage teachers to achieve their intended goals.

References

- Agustiana, V. (2014). Pre-Service Teachers' Anxiety During Teaching Practicum. English: *Journal of English Education*, 2(2), 174-182. <https://journal.uniku.ac.id/index.php/ERJEE/article/view/104/o>
- Ahmed, S. A., & Çerkez, Y. (2020). The Impact of Anxiety, Depression, and Stress on Emotional Stability among the University Students from the view of educational aspects. *Propósitos Y Representaciones*, 8(3). <https://doi.org/10.20511/pyr2020.v8n3.520>
- Ali, A., Akhter, N., Ramzan, M., & Tabassum, A. (2016). Psychological Effects of Excessive Administrative Visits on Teachers' Performance: *Bulletin of Education and Research*, 38(2). 1-13.
- Basha, E., & Kaya, M. (2016). Depression, anxiety and stress scale (DASS): The study of validity and reliability. *Universal Journal of Educational Research*, 4(12), 2701-2705. <https://doi.org/10.13189/ujer.2016.041202>
- Blix, A. G., Cruise, R. J., Mitchell, B. M., & Blix, G. G. (1994). Occupational stress among university teachers. *Educational Research*, 36(2), 157-169. <https://doi.org/10.1080/0013188940360205>
- Levine, G. (1996). Variability in Anxiety for Teaching Mathematics Among Pre-service Elementary School Teachers Enrolled in a Mathematics Methods Course: *The Annual Meeting of the American Educational Research Association* (New York).
- Liu, M., & Yi, Y. (2020). Anxiety and stress in in-service Chinese University teachers of arts. *International Journal of Higher Education*, 9(1), 237. <https://doi.org/10.5430/ijhe.v9n1p237>
- Maphalala, M. C. (2014). The manifestation of occupational stress in the teaching profession: The unheeded voices of teachers. *Mediterranean Journal of Social Sciences*. <https://doi.org/10.5901/mjss.2014.v5n1p77>
- McEwen, B. S., & Sapolsky, R. M. (2006). Stress and your health. *The Journal of Clinical Endocrinology and Metabolism*, 91(2), 0. <https://doi.org/10.1210/jcem.91.2.9994>
- Sambasivarao, R (2019). The Effect of Stress on Teaching Competency: *Scholarly Research Journal for Humanity Science & English Language*, 8(38), 9958-9961.
- Sandilos, L. E., Goble, P., Rimm-Kaufman, S. E., & Pianta, R. C. (2018). Does professional development reduce the influence of teacher stress on teacher-child interactions in pre-kindergarten classrooms? *Early Childhood Research Quarterly*, 42, 280-290. <https://doi.org/10.1016/j.ecresq.2017.10.009>
- Shahsavarani, A. M., Azad Marz Abadi, E., & Hakimi Kalkhoran, M. (2015). Stress: Facts and Theories through Literature Review. *International Journal of Medical Reviews*, 2(2), 230-241. https://www.ijmedrev.com/article_68654.html
- Sharma, R., & Sharma, P. (2015). A Correlational Study to Assess the Relation of Anxiety and Social Phobia with Academic Performance of Students in a Selected Nursing College, Ludhiana, Punjab. *International Journal of Nursing Education*. <https://doi.org/10.5958/0974-9357.2015.00067.7>
- SHAYAN, N. A., NIAZI, A., WASEQ, A. M., & ÖZCEBE, H. (2021). Depression, anxiety, and stress scale 42 (DASS-42) in Dari-language: Validity and reliability study in adults, Herat, Afghanistan. *Bezmialem Science*, 9(3), 356-362. <https://doi.org/10.14235/bas.galenos.2020.4250>

- Susman, D. (2022). What is Stress? <https://www.verywellmind.com/stress-and-health-3145086>
- Wettstein, A., Schneider, S., Grosse Holtforth, M., & La Marca, R. (2021). Teacher stress: A psychobiological approach to stressful interactions in the classroom. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.681258>