

## EMPLOYEE ENGAGEMENT, PERCEIVED OCCUPATIONAL STRESS AND PSYCHOLOGICAL WELLBEING AMONG PRIMARY SCHOOL TEACHERS

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### **Abstract**

*The present study was conducted to explore the relationship between employee engagement, perceived occupational stress and psychological wellbeing among primary school teachers. Sample was taken in different schools of Islamabad and Rawalpindi using convenient sampling technique. The sample consisted of total 321 primary school teachers (76 men and 245 females, with age ranging from 20 to 60 years). Utrecht Work Engagement Scale (UWES-9), (Schaufeli & Bakker, 2003) Workplace Stress Scale (WSS), (Marlin & LaBerge, 2001) and Warwick Edinburgh Mental Wellbeing Scale (Tennant et al., 2007) were used. Employee engagement of the participants was assessed by their occupational stress. The reliabilities of both measures were satisfactory. The research findings revealed that there is significant negative correlation between employee engagement and perceived occupational stress in their workplaces. A significant positive correlation was found between employee engagement and psychological wellbeing. t-test was used to analyze the difference in employee engagement, perceived occupational stress and psychological wellbeing along gender, marital status and type of school. Non-significant differences were found on both gender and type of school when comparing study variables. ANOVA was computed to know about the mean differences among the study variables and education of primary school teachers. Non-significant differences were found among education of the teachers. Limitation and suggestions along with implications of the present study have been discussed.*

**Keywords:** *Employee Engagement, Occupational Stress, Psychological Wellbeing, Primary School Teachers, Teacher Mental Health*

### **Introduction**

The wellbeing of teachers has been a growing area of interest as an important determinant of the quality of education and teacher performance. The teachers in primary schools are exposed to various occupational pressures, such as large workload, classroom control issues, and administrative duties, which in most cases lead to high perceived stress. Such stressors not only impact the psychological well-being of teachers but also can decrease motivation, engagement, and general classroom performance. Employee engagement which is defined as positive and satisfying work-related state that is energy giving, committed and absorbed is one important way in which teachers may remain resilient and committed to their work. The relationships between stress, engagement and psychological wellbeing are crucial to ensuring sustainable teacher performance, and burnout prevention (Nwoko et al., 2023; Li et al., 2025).

Traditionally, occupational stress and engagement studies have focused on the significance of work-related psychological conditions in organizations, with engagement serving as a buffer to stress and being a wellbeing factor. Initial research has always indicated that teachers, through the

emotional and cognitive demands of their job, are especially susceptible to the effects of stress on wellbeing. Research into employee engagement also indicates that actively engaged teachers are much more satisfied, productive and the classroom environment is more positive. These understanding serve as the theoretical and empirical basis of studying the relationship among occupational stress, engagement and psychological health in the context of education (Wang, 2024; Wu et al., 2026).

Primary school teachers in the local setting of Pakistan have some unique difficulties, which contribute to occupational stress. The restrictive resources, big classes, and high expectations of society are some of the factors that expose educators to challenging work environment that may limit their capacity to maintain engagement and sustain psychological wellbeing. Although these issues are critically important, scant empirical research has been conducted on the particular population of Pakistani primary school teachers, and few studies have been carried out on how engagement can help to alleviate the adverse impact of stress on wellbeing in this group (Cheema et al., 2022; Mudin et al., 2023).

In a global viewpoint, there is a great deal of research which has been conducted on the interaction between occupational stress, engagement, and psychological wellbeing in various educational systems. Research on various settings has shown that high job stress has a negative effect on the mental health and job performance of teachers, whereas engagement gives rise to resilience and favorable professional results. These results underscore the generalizability of these findings in the context of stress/engagement interactions to wellbeing and the need to study these interactions within more local settings, including Pakistan, where socio-cultural and institutional factors might have a different impact on teacher experiences (Mensah, 2021; Khatun et al., 2022; Conceição & Palma-Moreira, 2025).

The issue that is tackled by the research presented in this work is the constant mismatch between the stresses and the workload that teachers in primary schools are exposed to and the psychological health that they can sustain. The high level of stress, combined with a lack of engagement, can result in burnout, ineffective teaching, and adverse results among teachers and students. Although the significance of teacher wellbeing is recognized, localized evidence is scarce to guide the intervention, policy, or programs to reduce stress and promote involvement among the primary educators in Pakistan.

There is a definite gap in research as most of the studies on teacher stress, engagement, and wellbeing have been performed in international or organizational settings, and experiences of Pakistani primary school teachers remain under researched. Although the world literature shows the protective nature of engagement against stress, the generalizability of the literature in Pakistan is questionable because of the differences in cultural, institutional, and resource-related aspects. To bridge this gap is important to formulate contextually relevant strategies to improve teacher wellbeing and quality education.

The importance of this study is that it may give empirical evidence on the relationships between employee engagement, perceived occupational stress and psychological wellbeing in

primary schools. This study will help school administrators, policymakers, and teachers understand what can be done to alleviate stress and what support strategies are effective by highlighting the most important variables that influence teacher wellbeing and the role of engagement in alleviating stress. Not only can improvement in teacher wellbeing help foster healthier work environments but also improve student outcomes, retention of teachers and improve the overall quality of education.

### Research Objectives

1. To find the relationship between employee engagements, perceived occupational stress and psychological wellbeing in a sample of primary school teachers.
2. To find the relationship between study variables and relevant demographics.

### Hypotheses

Following hypotheses were phrased to achieve the above-mentioned objectives.

- 1 Employee engagement will be positively associated with psychological wellbeing in a sample of primary school teachers.
- 2 Perceived occupational stress (i.e. role overload, role insufficiency, responsibility and physical environment) will be negatively associated with psychological wellbeing in a sample of primary school teachers.
- 3 Employee engagement will be negatively associated with perceived occupational stress in a sample of primary school teachers.

### Literature Review

The studies of teacher wellbeing have pointed to the intricate relationship between occupational stress, employee engagement and psychological health. Primary school teachers encounter special professional requirements, such as the heavy workload, difficulties with classroom management, and administrative duties, which all lead to stressful effect. Long-term exposure to these stressors may have an adverse impact on the psychological wellbeing, causing emotional burnout, loss of motivation, loss of job satisfaction. This not only has dire consequences to the teachers, but also on the performance of the students and the general quality education (Shao et al., 2025; Kaur et al., 2024).

Employee engagement has become a protective factor that is capable of mitigating the adverse impact of the stress at work. Engagement, which is defined as a positive fulfilling state of work, vigor, dedication, and absorption facilitates energy, commitment, and resilience in teachers. Interested teachers would tend to put more effort and attention in their work, show perseverance in case of difficulties and have positive relationships with students and fellow teachers. Research indicates that the increased engagement is linked to increased psychological wellbeing, job performance and professional satisfaction (Bakker et al., 2014).

Perceived occupational stress, however, is always associated with adverse effects in teachers. Stress is caused by role ambiguity, work pressure, and administrative demands and can result in a lack of engagement and wellbeing without proper management. The literature reports that stress and engagement are related to each other where engagement increases the capacity of teachers to deal with stress, but excessive stress may destroy engagement and the cycle repeats itself, endangering the psychological well-being. This two-faceted outlook highlights that both engagement and stress need to be looked at in relation to teacher wellbeing (Bano & Malik, 2014; Angelini et al., 2024).

These trends have been proven in studies conducted in different educational systems throughout the world. Involved teachers are more resilient and flexible, but teachers with high levels of occupational stress have lower motivation, increased burnout, and decreased job satisfaction. The results imply that the psychological wellbeing of teachers can be improved by interventions enhancing engagement and alleviating stress, which benefits not only the professional performance of teachers but also the learning results. Nevertheless, although these studies offer a solid theoretical framework, the dynamics of engagement, stress, and wellbeing among primary school teachers in Pakistan is under-studied (Zhang et al., 2022).

The Pakistani situation is unique locally. Primary school teachers have to operate in a low resource, large class setting, and high social expectations environment, which may serve as a source of occupational stress. Regardless of these issues, empirical studies analyzing the interaction of engagement with stress to affect the psychological wellbeing of Pakistani teachers are few. Sealing this vulnerability is critical in the development of culturally and contextually sensitive strategies, which can lead to teacher wellbeing, retention, and effective teaching (Cheema et al., 2022).

Together, the literature highlights that employee engagement and perceived occupational stress are both essential factors that determine psychological wellbeing among teachers. Just as engagement is a buffer to stress and leads to resilience, unchecked stress may reverse engagement and wellbeing with ramifications on both teachers and students. These lessons emphasize the significance of studying these variables simultaneously, especially in local settings that are not well studied, to inform policy, practice and intervention programs to promote teacher health and maximize education.

### **Research Methodology**

The current research utilized a quantitative research design to examine the relationship between employee engagement, perceived occupational stress, and psychological wellbeing in primary school teachers. Purposive sampling used to select the participants was based on the inclusion criteria, which guaranteed that the sample was a good representation of teachers who are actively involved in primary education. The population of interest was teachers in both government and Private primary schools.

### **Instrument Development**

#### **Utrecht Work Engagement Scale**

The Utrecht work engagement scale short version is a 9 items scale designed to higher the score higher will be work engagement of a participant in his/her work. The Utrecht Work Engagement Scale (UWES-9) was developed in Netherlands. In the present study English version of the scale is used. It is a 7-point scale from 0 (never) to 6 (everyday). It measures three sub-domains i.e., vigor, dedication, and absorption. It needs 5 to 10 minutes in completing the Utrecht Work Engagement Scale (UWES-9), it can be done individually or in group also. Alpha coefficient for the overall scale is .93. In the present study the Cronbach's alpha value obtained was .89.

#### **The Workplace Stress Scale**

The Workplace Stress Scale (WSS) was developed by the Marlin Company, North Haven, CT, USA (2001). The WSS consists of 8 items describing how often a respondent feels toward his or her job. In terms of scoring, item numbers 6, 7, and 8 are reverse-scored. The scale is in the five-point Likert response format, ranging from never (scored1) to very often (scored5). High scores are indicative of higher levels of job stress. Respondents' total scores are interpreted as follows: scores of 15 and below: relatively calm, 16–20: fairly low, 21–25: moderate levels of work stress, 26-30: severe levels of work stress, and 31-40: potentially dangerous level of work stress. We assessed the validity of the scale by seeking opinions of oncology nurses as experts. In the current study, were ported Cronbach's alpha reliability coefficient of 0.80 for the Entire scale WSS.

#### **Warwick-Edinburgh Mental Wellbeing Scale**

WEMWBS is an indicator of mental health that focuses completely on beneficial facets of mental health. It is a psychometrically stable scale, with zero ceiling impacts in a population study; it provides potential as a method for observing population-level mental wellbeing. The purpose of this measure is to draw on former measures and to catch a deep perception of welfare, including sentimental-emotive facets, reasoning-assessing measurements and mental working, in a type that is ample brief to be encompassed in population-level studies (Tennant et al., 2007).

WEMWBS was a 14-point scale of mental wellbeing encompasses subjective wellbeing and psychological functioning in which both things are positively expressed and address facets of good mental wellbeing. This scale is graded by summing up the answers to each answering item on a scale of 1 to 5 Likert. The ranking for the minimal scale is 14 and the limit is 70 (Stewart-Brown, & Janmohamed, 2008). The standardized Cronbach's alpha for the student sample was 0.89 and for the population sample was .91, slightly above the prescribed lower limit.

#### **Sample**

The present study is correlation research and a cross-sectional study Sample of 321 primary school teachers, both male and female with age range 20 years and above. Participants were selected using purposive sampling technique. The data was collected from various schools of Islamabad and Rawalpindi through the method of convenient sampling. The members were guaranteed to keep secrecy of their data and information which is utilized for research only.

## Demographic Analysis

**Table 1:** Frequency Distribution of Demographic Characteristics of Respondents (N= 321).

Category	Respondents	Frequency (f)	Percentage (%)
<b>Gender</b>			
	Male	76	23.7
	Female	245	76.3
<b>Education</b>			
	BSc. / B. A	83	25.9
	Masters	172	53.6
	Others	66	20.6
<b>Marital Status</b>			
	Single	119	37.1
	Married	202	62.9
<b>Type of School</b>			
	Government	109	34.0
	Private	212	66.0

Table 1 presents the demographic characteristics of the study participants. In terms of gender, the majority of respondents were female (76.3%), while males accounted for 23.7% of the sample, indicating a predominance of female teachers in the study population. Regarding educational qualifications, more than half of the participants held a master's degree (53.6%), followed by those with a BSc or BA degree (25.9%), and a smaller proportion had other qualifications (20.6%). The marital status distribution showed that 62.9% of the teachers were married, whereas 37.1% were single. Finally, the type of school in which participants were employed revealed that a larger proportion worked in private schools (66.0%) compared to government schools (34.0%). These demographic characteristics provide a contextual understanding of the sample, reflecting a workforce that is predominantly female, well-educated, married, and largely employed in the private school sector.

## Procedure

The sample was collected from the primary schools of Islamabad and Rawalpindi. The participants were briefed properly regarding the research to clear the views and for the active participation of respondents. There was no time limit given to participants for form filling. Participants were briefed that they can quit at any time without any cost if they felt uncomfortable. After they had filled the survey, they were thanked for their cooperation and time.

## Results

The aim of the current research was to explore the relationship between employee engagement, perceived occupational stress and psychological wellbeing among primary school teachers in addition to exploring various demographic variables. Descriptive and inferential statistics were computed to test the study hypotheses. The internal consistency of scales was resolute with the help of Cronbach's alpha reliability coefficient. Correlation was computed to discover the associations between variables of the study. To check the normality of the present study descriptive statistics (mean, standard deviation, kurtosis and skewness) were computed.

Independent sample t-test was run to identify group differences among various demographic variables. Linear regression analysis was also done with employee engagement and perceived occupational stress as predictor variables of psychological wellbeing among school teachers. The results are presented in tabulated form in this chapter.

### Reliability Estimates and Descriptive Statistics of Measures

The reliability was assessed for the measures of employee engagement, perceived occupational stress and psychological wellbeing. The assessment was carried out by the Cronbach's alpha computed for the research purpose. The results are summarized in Table 2.

**Table 2:** Alpha Reliability Coefficients and Descriptive Statistics for measures of Employee Engagement, Perceived Occupational Stress and Psychological Well-being (N=321)

Scales	<i>k</i>	<i>a</i>	<i>M</i>	<i>SD</i>	Skewness	Kurtosis	Range	
							Potential	Actual
<b>UWES-9</b>	9	.79	4.80	6.37	-.71	.20	0-6	2-6
<b>WSS</b>	8	.70	20.47	5.46	.70	.29	8-40	11-36
<b>WEMWBS</b>	14	.74	51.77	7.55	-.22	-.46	14-70	33-68

*Note:* *k*= no of items; *a*= Cronbach's alpha; *M*= Mean; *SD*= Standard Deviation; UWES= Utrecht Work Engagement Scale- Short Version; WSS= The Workplace Stress Scale; WEMS= Warwick Edinburgh Mental Wellbeing Scale.

Table 2 shows the descriptive statistics of Utrecht Work Engagement Scale, The Workplace Stress Scale and Warwick-Edinburg Mental Wellbeing Scale (WEMWBS). The above table depicts that alpha reliability of Utrecht Work Engagement Scale as .79, the alpha reliability of the Workplace Stress Scale is .70 and for Warwick Edinburgh Mental Wellbeing Scale it is .74 respectively. The table also shows the actual and potential range of score on the scales. The value of skewness and kurtosis on the scales are less than  $\pm 3$  which indicates that the distribution lies inside the normal range.

**Table 3:** Correlations Between Study Measures, Age and Monthly Family Income (N=321)

Scales	UWES-9	WPSS	WEMS	Age in years	Monthly income (PKR)
UWES-9	-	-.34**	.27**	-.05	-.09
WSS		-	.085	-.01	.01
WEMS			-	-.09	-.07
Age in years				-	.81**
Monthly income (PKR)	Family				-

Note; UWES= Utrecht Work Engagement Scale- Short Version; WSS= Workplace Stress Scale; WEMS= Warwick Edinburg Mental Wellbeing Scale.  
\* $p < .05$ . \*\* $p < .01$ .

The above table represents the results of bivariate correlation between employee engagement, perceived occupational stress, psychological wellbeing, age and monthly family income. Table 3 shows that employee engagement has a significant negative relationship with perceived occupational stress, and it means that more engagement produces less perceived occupational stress. Table 3 shows that employee engagement has a significant positive relationship with psychological wellbeing. In above table shows that age has a significant positive relationship with monthly family income.

### Independent Sample *t*-test

Independent samples-test was computed to check the mean differences along gender and type of the school on employee engagement, perceived occupational stress and psychological wellbeing of the respondents.

**Table 4:** Mean Difference along Gender for study Variables (N=321)

Scales	Men ( <i>n</i> =76)		Women ( <i>n</i> =245)		<i>t</i>	<i>p</i>	95% CL		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	UL	
UWES-9	4.38	.81	4.94	.72	-5.75	.14	-.75	-.36	-
WSS	21.53	6.96	20.13	4.87	1.96	.00	-.00	2.80	.23
WEMS	50.90	7.85	52.04	7.44	-1.14	.20	-3.08	.81	-

Note; *M*= Mean; *SD*= Standard Deviation; UWES= Utrecht Work Engagement Scale- Short Version; WSS= Workplace Stress Scale; WEMS= Warwick Edinburg Mental Wellbeing Scale.  
\* $p < .05$ . \*\* $p < .01$ .

Table 4 shows differences along gender of participants for employee engagement, perceived occupational stress and psychological wellbeing. Results indicate significant gender differences on perceived occupational stress. Men scored significantly higher on perceived occupational stress as compared to women. Cohen's *d* was calculated for the significant value.

**Table 5:** Mean Differences Along Type of School for Study Variables (N= 321)

Scales	Govt. ( <i>n</i> =109)		Private ( <i>n</i> =212)		<i>t</i>	<i>p</i>	95% CL		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	UL	
UWES-9	4.68	.78	4.87	.77	-2.08	.98	-.37	.01	-

WSS	20.32	4.92	20.54	5.73	-.35	.02	-1.49	1.04	.04
WEMS	50.92	7.51	52.21	7.54	-1.44	.44	-3.03	.46	-

Note; *k*= no of items; *M*= Mean; *SD*= Standard Deviation; UWES= Utrecht Work Engagement Scale- Short Version; WSS= Workplace Stress Scale; WEMS= Warwick Edinburgh Mental Wellbeing Scale.

\**p*< .05. \*\**p*< .01.

Table 5 illustrates mean differences across type of school on demographic variables i-e Employee Engagement, Perceived Occupational Stress and Psychological Wellbeing. Result indicates the significant differences on perceived occupational stress. Non-significant mean differences were apparent across the other two study variables.

**Table 6:** Mean Differences Along Marital Status for Study Variables (N= 321)

Scales	Single ( <i>n</i> =119)		Married ( <i>n</i> =202)		<i>t</i>	<i>p</i>	CL	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	95% UL
UWES-9	4.79	.83	4.83	.75	-.40	.12	-.21	.14
WSS	21.23	6.18	20.03	4.97	1.91	.29	-.03	2.43
WEMS	53.21	7.28	50.94	7.60	2.62	.50	.56	3.95

Note; *M*= Mean; *SD*= Standard Deviation; UWES= Utrecht Work Engagement Scale- Short Version; WSS= Workplace Stress Scale; WEMS= Warwick Edinburgh Mental Wellbeing Scale.

\**p*< .05. \*\**p*< .01.

Table 6 illustrates mean differences among marital status on demographic variables i-e Employee Engagement, Perceived Occupational Stress and Psychological Wellbeing. The findings indicate non-significant differences on all study variables.

### One Way Anova Test

**Table 7:** One-way ANOVA based on Education for Employee Engagement, Perceived Occupational Stress and Psychological Wellbeing (N=321)

Scales	B.A/B.Sc. ( <i>n</i> = 83)		Masters ( <i>n</i> = 172)		Others ( <i>n</i> =66)		<i>F</i>	<i>P</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
UWES-9	4.92	.84	4.79	.78	4.70	.67	1.51	.22
WSS	19.93	4.22	20.55	6.32	20.90	4.31	.62	.53
WEMS	51.43	7.29	51.63	7.76	52.57	7.35	.48	.61

Note; *M*= Mean; *SD*= Standard Deviation; UWES= Utrecht Work Engagement Scale- Short Version; WSS= Workplace Stress Scale; WEMS= Warwick Edinburgh Mental Wellbeing Scale.

Table 7 depicts One-way ANOVA by education for employee engagement, perceived occupational stress and psychological wellbeing. It illustrates non-significant values for employee engagement, perceived occupational stress and psychological wellbeing.

### Discussions

The present study was conducted to explore the relationship between employee engagement, perceived occupational stress and psychological wellbeing among primary school teachers. The research also compared the demographic variables along the study variables. To fulfill the study objectives, data were taken from different schools of Islamabad and Rawalpindi.

Required data for the present study were collected by administering three questionnaires through in-person: Utrecht Work Engagement Scale (UWES-9), (Schaufeli & Bakker, 2003) Workplace Stress Scale (WSS), (Marlin & LaBerge, 2001) and Warwick Edinburgh Mental Wellbeing Scale (Tennant et al., 2007). The scales obtained high reliabilities on the study sample.

The first hypothesis of the present study was that employee engagement has a significant positive relationship with psychological wellbeing. The results support the given hypothesis that significant positive relationship exists between perceived occupational stress and mental wellbeing. These results were consistent with the existing literature. Another study argues that employment has important latent consequences in addition to the apparent consequences of providing money through earning a living (Al Kahtani et al., 2022).

The second hypothesis of the present study was that employee engagement has a significant negative relationship with perceived occupational stress. The results of the present study supported the hypothesis that there is a significant negative relationship between the two variables. This means that the more an individual is engaged at a work the higher the inclinations towards occupational stress. The present study's results were consistent with the previous literature. As a result of fundamental changes occupational stress development, Italian schools have been characterized by constant change in recent decades. We were also concerned in the immediate consequences of work stressors on the possible outcomes. Workload, impression of work environment, teachers' perceptions of senior management, and attitude toward change were found to be specific perceived occupational difficulties of Italian teachers, according to the findings (De Simone et al., 2016).

Occupational stress is the result of the interaction between workplace conditions and the people who work there, in which the work demand exceeds the worker's abilities. Teachers' stress is a form of occupational stress in which they feel negative reactions as a result of their occupational stress. Work demands, student issues, school setting, colleague relationships, models and views, and administration conflict are all significant sources of stress for teachers. These pressures have a significant impact on their ability to perform successfully and can even lead to stress. Occupational stress was measured in this study using three factors connected to students' roles at school: role ambiguity, role conflict, and role stress (Gunasekara et al., 2023; Conceição & Palma-Moreira, 2025).

The third hypothesis of the present study was that perceived occupational stress has a significant negative relationship with psychological wellbeing. Literature strongly supports the study that the psychological well-being of teachers. The results of the present study supported the hypothesis that there is a significant negative relationship between employee engagement and psychological wellbeing. Overall occupational stress was found to be considerably negatively correlated with psychological well-being among Pakistani female teachers. Meanwhile, in

Malaysia, a few researches on occupational stress and psychological well-being among teachers have been undertaken, with both findings confirming that occupational stress has a significant impact on psychological well-being (Suleman et al., 2018; Bidi et al., 2024).

Further results of the present study were that there is a non-significant correlation between age and employee engagement (see Table 3). According to the previous, the sense that higher aged employees are less satisfied with the work that they are doing in their jobs as compared to low aged employees. The current study also hypothesized that there is a negative correlation between monthly income and employee engagement.

Results of the present study revealed that men showed significantly higher on perceived occupational stress than women (see Table 4). In terms of severe occupational stress or its effects on other symptomatic factors, research has identified considerable variations between men and women. Men are more likely to get heart disease, which is caused by a variety of employment conditions, including stress (Michael et al., 2009).

In Table 6, comparisons across school type show that there is a significant difference on perceived occupational stress. According to the results, there is a significant difference in the level of occupational stress of government and private primary school teachers. The private primary school teachers are found to have significantly more stressed than the government primary school teachers. The findings of this study found that, depending on the type of school, private school teachers are more stressed than government school teachers. This could be due to the low pay and work overload in private schools (Ali & Kumar, 2022).

### **Conclusion**

The purpose of this study was to see if there was a correlation between employee engagement, perceived occupational stress, and psychological well-being among primary school teachers. The findings revealed that perceived occupational stress seems to have a significant impact on both employee engagement and psychological well-being, and that other demographic characteristics also influenced the study's outcomes. There is a need for future investigations on the current study factors of interest. Teachers are an important and necessary part of any community; therefore, it's essential to reflect about what role they play.

### **Limitations**

Like other studies, the present research also has some limitations. Some of them are as follows:

1. The sample size in this study was quite small (N=321), which is one of the study's limitations because it is insufficient to generalize the findings.
2. Another drawback is that the data was only obtained from Islamabad and Rawalpindi primary schools; therefore, it could not be applied to the entire population of Pakistan.
3. Because the data were not evenly distributed gender wise and included 76 men and 245 women, we were unable to generalize the findings gender based.
4. 4. Another drawback of this study is that there are two types of schools, and the data comprised 109 government schools and 212 private schools.

### **Recommendations**

1. Future research should have a significantly higher sample size to demonstrate generalizability.
2. Other cities should be considered while collecting data in order for the results to be more generalized, as the current data was collected from teachers in Islamabad and Rawalpindi.

3. Future studies should utilize a longitudinal or qualitative approach to investigate the link between the study variables in significant detail over time.

### Implications

1. The current study will add to the existing body of knowledge and provide important information to future scholars for further investigation of the studied factors.
2. Employee engagement, perceived work stress, and psychological well-being will be reduced as a result of the findings.
3. The findings of this study may contribute to a better understanding of the importance of psychological and mental health in a primary school teacher's life.

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