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A comparative study of stress due to privatization of Government schools among male and female teachers

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Abstract

In Pakistan, and especially in Punjab, over the last two decades, the privatization of government schools has been a pivotal and much polemicized educational reform. This includes the transfer of the ownership and the management of schools by the public to private organizations in order to increase school board quality and efficiency. Supporters demonstrate that private schools deliver higher quality education and handle issues related to access and equity in a better way than public schools, particularly in underdeveloped areas. With these changes in private institutions, the government has a big role to play through regulating these private institutions and, it puts a strain on resources in relocating the students, staff and facilities. It has been even further complicated by the enforcement of the Right to Education (RTE) act because it has led to the closure or the merging of performing schools and hence the impact on operational capacities. This study examines the effect of this privatization on the levels of stress suffered by male and female teachers in comparison with one another, and the implications this has on educational policy through governance, resource distribution, and community collaboration.



Keywords: Government Schools, Educational Reform, Right to Education (RTE) Act, Teacher Stress, Privatization, Public Private Partnership, Resource Allocation, Multan, Shujabad

1. Introduction

Privatization of government schools in Pakistan has been a debated issue for the last two decades primarily in the urban provinces like Multan and Shujabad. This is a shift of school ownership, control and management from the public sector onto private entities with the aim of improving school standards (Davis, 2023). This privatization philosophy is based on the underlying belief that the private educational institute shall provide better quality and efficiency compared to public schools (Smith, 2020). This study analyzed the sectoral and contextual dynamics of private school growth in Pakistan, the role of these private schools in providing primary education and achieving universal educational goals including access, equity and quality, and recommended ways to devise policy to minimize its negative fallout. However, public schools have often come under fire for being inefficient and private organizations have filled the gaps by serving populations neglected by the public's school system (Johnson & Lee, 2019). This is geared toward full educational access for all, creating a collaborative format, especially in Multan and Shujabad, in order to meet this objective. The educational landscape is greatly determined by the way various strategies were employed to establish, monitor and govern these partnerships as far as educational quality and community development go (Williams, 2021). Yet, the regulatory role of government with regard to private educational institutions creates problems with these schools' core principles. However, this form of governance covers such areas of school administration as academic administration, administrative administration, financial administration and staffing administration. Additionally, under a shared management model the closure or merger of an underperforming schools with a more successful institution is also required to enforce the Right to Education (RTE) Act. Reallocating students, teachers and resources to other institutions is extremely burdensome on the operational capacity of neighboring schools (Brown, 2022).

1.1. Background and Rationale

The privatization of education worldwide has been greatly on the rise in recent years, both in developed and developing countries. Several indicators are established about the fallout of this trend on the teachers working in government schools including increase of stress among the teachers due to privatization process (Davis, 2023). A rising student – teacher ratio, inadequate infrastructure, and resource shortages have been implicated in causing teachers stress in such institutions. Stress faced by teachers in both government and private schools is a concern which

is worth further exploration after and prior to privatization in similar contexts as explored by previous studies (Johnson & Lee, 2019). Particularly with regards to efforts to spur the privatization process in government schools, this study intends to shed light on the stress levels that male and female teachers experience as a result of these privatization practices.

1.2. Research Objectives

1.2.1. Main Objective

The basic objective of this research is to discover whether there are differences between males and females job stress levels and the stress associated with being privatized as related to school teachers.

1.2.2. Specific Objectives

- i. The thesis assessed and compared job stress levels among male and female teachers in government schools undergoing administrative changes because of privatization.
- ii. It attempts to identify and compare the job stressors faced by male and female teachers in government schools that have been hit by the process of education privatization.
- iii. Male and female teachers are measured to compare and contrast the stress levels experienced due to the privatization of government schools.

1.3. Scope and Significance

Scope of Study

In terms of policy implications, this investigation hopes to inform donor and government policy in regard to government schools' teachers, teachers in private schools affected by education sector privatisation, researchers as well as the broader community including parents and students. Its main goal is to urge government school teachers that they are not the sole ones in trouble. It will also assist school donors to understand the stress levels of teachers when they determine the freedom structures (Johnson & Lee, 2019).

Significance of the Study

System wide transformation of public educational systems including in many developing countries entails substantial privatization. Education is traditionally a government service but is increasingly considered to be a business in which governments become less involved as primary investors and providers of education. The reliance on private providers gives rise to a

concern about attaining universal education (Davis, 2023). This means not only delivering education for all but doing so with effective learning outcomes, and by promoting social and cultural values within our children. In order to understand the teachers' stress stress that teachers grapple with which is regarded as external factor that brought about stress to teachers' job satisfaction and attitudes, this study seeks to explore.

2. Literature Review

Consequently, understanding the problem of stress in educational settings requires reviewing the literature relevant to the problem. Education is a very important tool for social change and accordingly significant developments are made in social, economic and political spheres of the country. Teachers are seen as those capable of bringing about large scale societal change (Smith, 2020). The quality of educators in a school institution is a major measure of the well being and effectiveness of the school. Johnson and Lee (2019) report that research has identified a variety of stress factors in educational settings that may last a temporary period or be situational such as work schedules, time limits and pressures, and the need to revise procedures constantly. Poor time management can be stressful; too much time pressure can be just as stressful as not enough time pressure, and these stress levels have consequences on an individual's role, behaviors, and personality (Williams, 2021). Poor time management makes individuals vulnerable to stress's negative consequences in the area of school management, which will create more stress for the teachers (Brown, 2022). Stressors themselves are likely to differ by gender; that the level of stress in government schools because of privatization deserves further investigation (Davis, 2023).

2.1. The Advantages of Privatization of Government Schools.

It's extremely important to understand implications of human resource development on education, because the education expands the quality and the quantity of our workforce (Davis, 2023). Cultivating a democratic, peaceful, socially just, and gender sensitive society must necessarily be grounded in schools. They also give examples of tolerance, respect for human rights and social responsibility. Although, governmental monopolization compromised public school performance across multiple metrics and private investment in education is still on the rise (Sharma, 2019). Alarming, the government has neglected educational research and moved its attention to improve physical infrastructure and daily operations, which contributed to the decline of public education (Ministry of Education, 2020). As a result of the lack of legislation at the state level that promotes transparency as relates to school privatization, these reforms are being criticized for their inefficacy (Kumar, 2021). Thus, the New Education Policy commends strengthening of public education relative to adopting privatization (Government of India,

2020). A large part of the population relies on public schools for education; governments have to face this need of the population. Consequently, the related policy directives propose strengthening government schools, exemplified through the uniform curriculum, teacher accreditation and incentives to communities to patronize government schools (Rai, 2020). However, empirical data show government schools offer people greater access and participation rates than private schools (Ghosh, 2022). This justification is therefore dubious for privatizing these schools. The contribution of government school should be strengthened by investment plans based on long term perspective (Thakur, 2019).

2.2. This study investigated the topic of stress in educational settings.

Teachers in current environments are working in a stress filled environment that brings emotional burn out and changing roles of professionalism (Brown, 2022). Students' failure to make desired educational goals and the introduction of new teaching techniques are the source of teacher stress. Chronic workplace stress may eventually lead to job burnout, which affects employee health and productivity in a negative manner (Smith 2020). Those that manage to organize their responsibilities and access the right supportive resources will handle stress better (Williams, 2021). However, those upset by their roles may show a decline in self esteem and feel more inefficacy. Stress management and coping strategies are further varied across gender as gender disparities further consolidate the need to explore these dynamics (Davis, 2023).

2.3. Gender Differences in Stress

A study on job burnout identified gender difference; women tend to have greater emotional exhaustion and depersonalization scores, but lesser personal accomplishment scores than men (Smith, 2020). Energy depletion, chronic stress and adverse health outcomes linked for employees to job burnout. However, the gender specific nature of burnout is unclear knowing the disparities. Few studies go into details about differences between male and female teachers' stress levels in those of the privatized educational settings, marking the lack of studies in this area (Davis, 2023).

2.4. Previous Studies on Privatization and its Relation to Teacher Stress

According to research challenges of privatization exist in both the profit and nonprofit sector, with divergent impacts in employee performance (Johnson and Lee 2019). Protests and fear mongering occur regarding privatization when in fact private sector performance is not significantly different from public sector. The role of stress differences on gender based occupations among teachers in privatized schools has had limited investigations. In this study we endeavor to explain these gender disparities and test if private schools give rise to the same

extent of job stress as public. On the hypothesis that women are more likely to be sensitive to helping their roles; they would tend to be looking for a supportive teaching work environment that matches with their intrinsic career values (Brown 2022).

3. Methodology

A comparative study of job stress and job satisfaction which results from the privatization of government schools in the Malaysian context on male and female educators is also studied in this present study. Teacher (100 ; 50 male and female) were randomly selected from Nursery to grade 12 of government schools of urban Multan and Shujabad for this study were selected. Two scales of the Teacher's Job Stress Inventory, assessing job stress level and job satisfaction were used. The study evaluated three types of stress: The intrinsic role, the ambiguity role and the overload role. Studies revealed that female teachers in particular have higher stress level as outcome to government privatization policies.

3.1. Research Design

The specific aims of the study included: It also analyzes a) the effect of privatization on stress of male and female teachers b) relationship between demographic characteristics and teacher stress c) stress profile in public and private teacher context. The study employed a descriptive research design that is, exploratory in nature since it was not possible to use a large sample in the study With the population being all teachers or faculty in both private and government schools in the study area, a random sample of 200 teachers was used in the study; these included teachers with different level of education and teaching experience.

3.2. Study Area and Participants

This study was conducted in Multan and Shujabad with 8 Government schools for which the process of privatisation is planed Teachers from these schools served as the study population. Participants were 146 teachers (68 males 78 females) across various subject and qualification areas. News from 144 respondents were analyzed, but in some case the latter left some part of surveys incomplete because they were on duty in the mains.

3.3. Data Collection Instruments

In this research, a semi structured interview guide was designed to look at the effects of privatization on male and female teachers in English and was then translated into the local language. With this in mind the research involved using questions that are simple and then

moving to questions that are more complicated which dealt with stress, making sure that respondent was as comfortable as can be when answering the interview questions.

3.4. Data Analysis

An examination of the stress of teachers in the context of privatization was made. However, other factors affecting risk calculation were performed by fitting linear regression models and using t-tests and ANOVA in order to obtain the results relevant to gender. The demographic variables were a normally distributed population so the consequent t-test was applied for analysis.

4. Results

Some interesting facts about stress with teachers were shown and differences in stress scores for teachers, where there are significant differences between age groups. Stress level did not vary significantly depending on education level. Negotiation of labor and wages was considered in relation to perspectives of ongoing discussions in labor economics and human capital theory; the quantitative sex analysis presented disparities in the gender ratio of working teachers and their conditions in various working environments, similar to male/female disproportion observed in the larger labor market.

4.1. Overview of Participants

If we compare the frequency of gender among the participants more female teachers were present than male. Teachers in the participating school were predominantly male in the schools situated in urban areas while the female teachers teaching in schools in the rural areas were many.

4.2. Quantitative Findings

The quantifying results also revealed that privatization caused stress amongst teachers, male and female alike, and more also revealed that despite the fact that both male and female teachers were stressed, male teachers reported higher stress due to stress related to family financial status. The general observation based on the research work is that the hard earned policies of privatization have precipitated serious mental deterioration among teachers who practice in public education facilities across the country.

4.3. Qualitative Findings

This paper is in agreement with the quantitative data to show that male teachers are more stressed than female teachers and the results from the qualitative data brought out the same findings. Interpolating the above and other non-r settings, the stressors de clorped wee physical and mental health, workplace dynamics, and workload.

5. Discussion

According to the study, female teachers tend to have less stress than male teachers but still face great challenges due to distinct coping mechanism with hardships and distinct context of situations (Smith, 2020,). There is an indication that privatised environment fosters disrespected as well as overworked many female teachers have lowered their level of job satisfaction as noted by Brown 2022.

5.1. It is therefore important, that the stress levels of male and female teachers should be compared.

Recent research show that the level of stress is high and comparable between male and female teachers across various types of privatized schools. The reasons employees had in groups A and B to be worried about post privatisation: The completion of the questionnaire showed that the concerns of the groups regarding inadequate salaries, ability to make ends meet, and the failure to see what the promise of privatisation amounted to in terms of real autonomy, are one and the same.

5.2. Sex Difference in Stressors related to Teaching

The stress factors which were obtained from the survey questionnaires entail the following as the causes of teacher stress; We identified forty four stressors and the environmental pressures that face the teaching workforce and the rationale for integrated management approaches.

5.3. Finally, implications concerning considerations in practice and for policy are also discussed.

Consequently, the conclusions fiercely insist on the fact that the increase in educational quality due to privatization is comprehensively linked with such negative outcomes as employment instability and the raised level of stress among educators. To prevent an educational quality from becoming worse as we progress toward privatization, safety nets for teachers are needed.

6. It also leads to conclusion and recommendation for future work.

The research findings have most prominently shown that male and female teachers of Multan and Shujabad have the equal stress level of school privatization. Ensuring that the concerns of the teachers regarding their salary and the funding received and given to accounts directly relates to an effort made to respond to these privatization policies that could lead to better job satisfaction and performers for teachers (Thakur, 2019).

6.1. Summary of Findings

It was agreeable that under privatization the stress has reduced equally on both male and female teachers, however all structural adjustments in teaching profession demands policies favorable for improvement of Teachers' Emotional and Professional Growth.

6.2. Policymaker Recommendations

According to the National Law, the improvement of teaching quality of public education together with the encouragement of affordable private education options is recommended for policymakers. In order to support the teachers, these economic considerations, and employers' responsibility to ensure stability in educators' workplace must be addressed.

6.3. Limitations and Future Research.

This inquiry was made principally to government teachers, and therefore it is limited in generalisability henceforth. The focus of future studies is to add to the stress literature in educational context by broadening the participants' base to a larger percentage of other districts and sectors.

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