

THE EFFECT OF JOB STRESS AND MOTIVATION ON TEACHERS' PERFORMANCE IN PRIVATE SCHOOLS OF KATHMANDU VALLEY

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Abstract

There are notable connections between teachers' performance with time pressure, workload, and motivation and other components of job stress. Statistical Package for Social Science was used to do quantitative analysis of data which is collected through a structured distributed via google forms to the target respondents of various schools. This study is focused on six demographic profiles which includes age, gender, academic qualifications, levels of teaching, marital status and teaching experience. In this study where $r = 0.300$, $p < 0.01$ indicates indicates that more workload associated with teacher has positive effect on performance. Likewise, $r = 0.456$, $p < 0.01$ indicates that teachers perform better under moderate time pressure and $r = 0.095$ indicates that motivation factors associated to teachers has minimal positive effect on performance. In private schools, job stress of teachers seems to be a major factor contributing to performance and productivity. Therefore, employees need motivation and stress reduction strategies in the workplace to enhance their performance and productivity.

Key words : stress, time pressure, workload, motivation, performance

Introduction

Stress is commonly defined as a psychological and physiological response that occurs when individuals perceive that they are unable to cope with particular demands or situations. Although stress is often viewed negatively, it can also function as a motivating force and may even be necessary for survival. A moderate level of stress can enhance concentration, increase energy, and help individuals respond effectively to new challenges in the workplace. However, excessive stress is widely recognized as a significant global concern affecting individuals' mental and physical health as well as organizational well-being (International Labour Organization [ILO], 1986).

Due to the perceived lower quality of education in many public schools, a significant number of private schools have been established across Nepal, particularly in Kathmandu Valley, to provide what is considered higher-quality education. Consequently, teachers in private schools often face heavy workloads and demanding responsibilities, which contribute to increased levels of occupational stress.

Modern age is taken as the age of stress and anxiety (Coleman, 1976), that is the symbol of reflecting the widespread impact of job stress. Job related stress is a significant and serious concern , and modern organizations face the challenge of managing it to minimize healthcare costs and improve productivity (Lawrence, 1995). Long working hours, tight deadlines, and continuously increasing demands can leave employees feeling anxious, drained, and overwhelmed. When stress exceeds an individual's ability to cope, it ceases to be beneficial and begins to negatively affect mental and physical health, as well as job satisfaction. Both worker productivity and overall organizational effectiveness are influenced by stress and motivation, as stress can induce psychological problems such as anger, depression, anxiety, irritability, and tension, which in turn can significantly reduce motivation (Mills et al., 2014).

Teacher performance is a critical factor for the success of any school. However, high levels of job-related stress can gradually reduce the effectiveness and efficiency of teachers. Teachers are required to prepare teaching plans, review assignments, and engage students in various school activities, often under strict deadlines. Additionally, they must prepare students' progress reports promptly and participate in professional development programs to enhance their career growth. These responsibilities demand long working hours, leaving teachers with insufficient time for rest. Furthermore, the roles of teachers vary according to the type and nature of the school, socio-cultural and environmental contexts, and the unique personalities of the teachers (Hendawi, 2020). Such diverse responsibilities increase teachers' workload, often leaving them with limited time for family and social interactions, which may result in stress and, in some cases, severe frustration.

Job stress in teacher significantly affect health and performance of a teacher. It has both positive and negative sides however a moderate level stress may enhance the performance and productivity of a teacher comparing to non- stress condition. However, excessive stress reduces performance and output of a teacher that creates problems for both school and student. Teachers in various educational level, basic to higher secondary, shows that students' misbehavior negatively affects their mental health, personal relationships and cognitive functioning (Skaalvik & Skaalvik, 2015).

Literature Review

Following the free education policy of 1990, the national education commission was established to provide policy recommendations grounded in democratic values. With the restoration of democracy coincided in 1990, Nepal ratified the convention on the rights of child, recognizing education as a fundamental right of every child and no child will be out of light of education (Baral, 2021). After the restoration of multiparty democracy, political leaders struggled to meet public expectations, including those related to education. Education remained a primary aspiration, and families were willing to invest in quality schooling. Due to the insufficient number of government schools providing quality education, private and boarding schools emerged not only in urban areas but also in rural and remote regions.

Without clear state policies, many private schools charged fees to cover administrative costs and teachers' salaries, often operating with profit-oriented motives (Gurung, 2012).

Concept Job Stress

Stress is a dynamic state in which an individual faces a situation involving prospects, restrictions, limitations, or control over outcomes according to their desires, often accompanied by uncertainty (Chandra & Sharma, 2010). At times, stress can act as a motivator and even be essential for functioning. However, when the body is excessively activated or when multiple stressors occur simultaneously, stress can negatively affect an individual's physical and mental health (Chandra & Sharma, 2010). Stress also arises when the body does not respond in an expected or adaptive manner (Smyth, Healy, & Lydon, 2015).

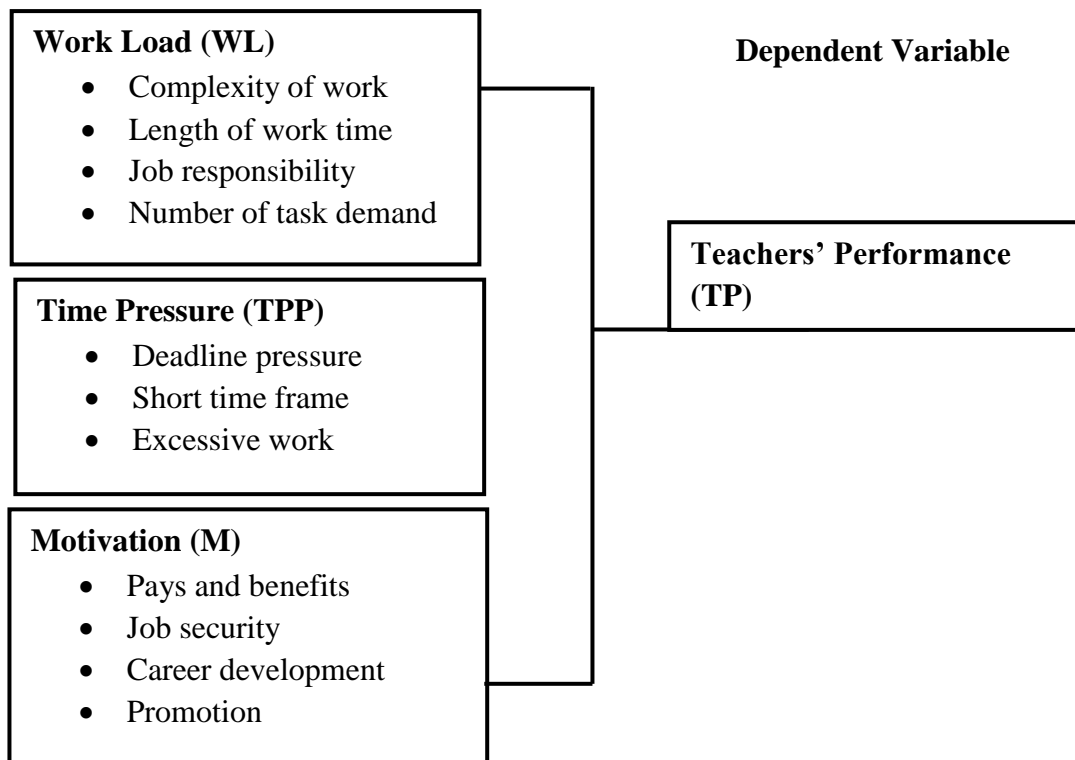
Work-related stress refers to the stress generated by conflicting demands at work. The way employees manage workflows can influence stress levels in the workplace. Although all jobs contain some level of stress, workplace stress becomes detrimental when employees experience emotional and physiological responses to demands that are difficult to control. It is a significant physiological condition that triggers adverse mental and physical reactions due to excessive work demands. Stress is a common experience because it functions as an internal defense mechanism against external factors that require attention, prioritization, and care (Gray-Stanley & Muramatsu, 2011)

Concept of Teachers' Performance

Performance is an indicator of an individual's success at work. It generally involves evaluating the level of output, such as production or services, or assessing the degree to which organizational expectations are met (Piciullo & MacKinnon, 2016). Performance is a multi-dimensional concept, which can be distinguished at a basic level between procedural aspects of tasks and the behavioral commitment required to achieve predictable outcomes.

Conceptual Framework

Independent Variable



Most of the prior studies in this area were done to analyze job stresses on employees. Some of them has enlightened to its' impact on socio -economic areas. The prior studies were not focused to the performance of the teachers in academic activities like teaching, learning, assigning works to student and evaluation. So, the main objective of this study, under consideration will be to investigate the effect of job stress on the performance of teachers of private schools of Kathmandu Valley. This may enlighten the effect of job stress of teachers of private schools on teaching, learning including whole academic activities in academic institutions.

Statement of the Problem

High levels of job stress significantly impact the teaching profession due to multiple factors, including excessive workload, strict time constraints, challenges in managing student behavior, administrative responsibilities, and insufficient support systems. Such stress can negatively affect teachers' physical and mental health, their effectiveness in performing professional duties, and ultimately, the quality of education provided (Kyriacou, 2001; Johnson et al., 2005).

The demands of a teaching role may be perceived as either burdensome or manageable, depending on contextual factors as well as individual social and personal resources. Most of the studies indicates that high levels of occupational stress are associated with lower job satisfaction and an increased risk of teacher attrition (Skaalvik & Skaalvik, 2011; Struyven &

Vanthournout, 2014). However, job stress issues are not properly considerate in private schools and are unaware about the various stresses causing factor that might affect employee performance at workplace and stress management techniques which enhance their performance. This study addresses the following issues:

- a) What are the stressors contributing to job stress among teachers of private school in Kathmandu valley?
- b) How can job stress influence the performance of private school teachers in Kathmandu valley?

Research Objective

To analyze the relationship of job stressors and motivation in private schools' teachers' performance of Kathmandu valley.

4.1 Research Hypothesis

H1: There is significance relationship between work load and teachers' performance.

H2: There is significance relationship between time pressure and teachers' performance.

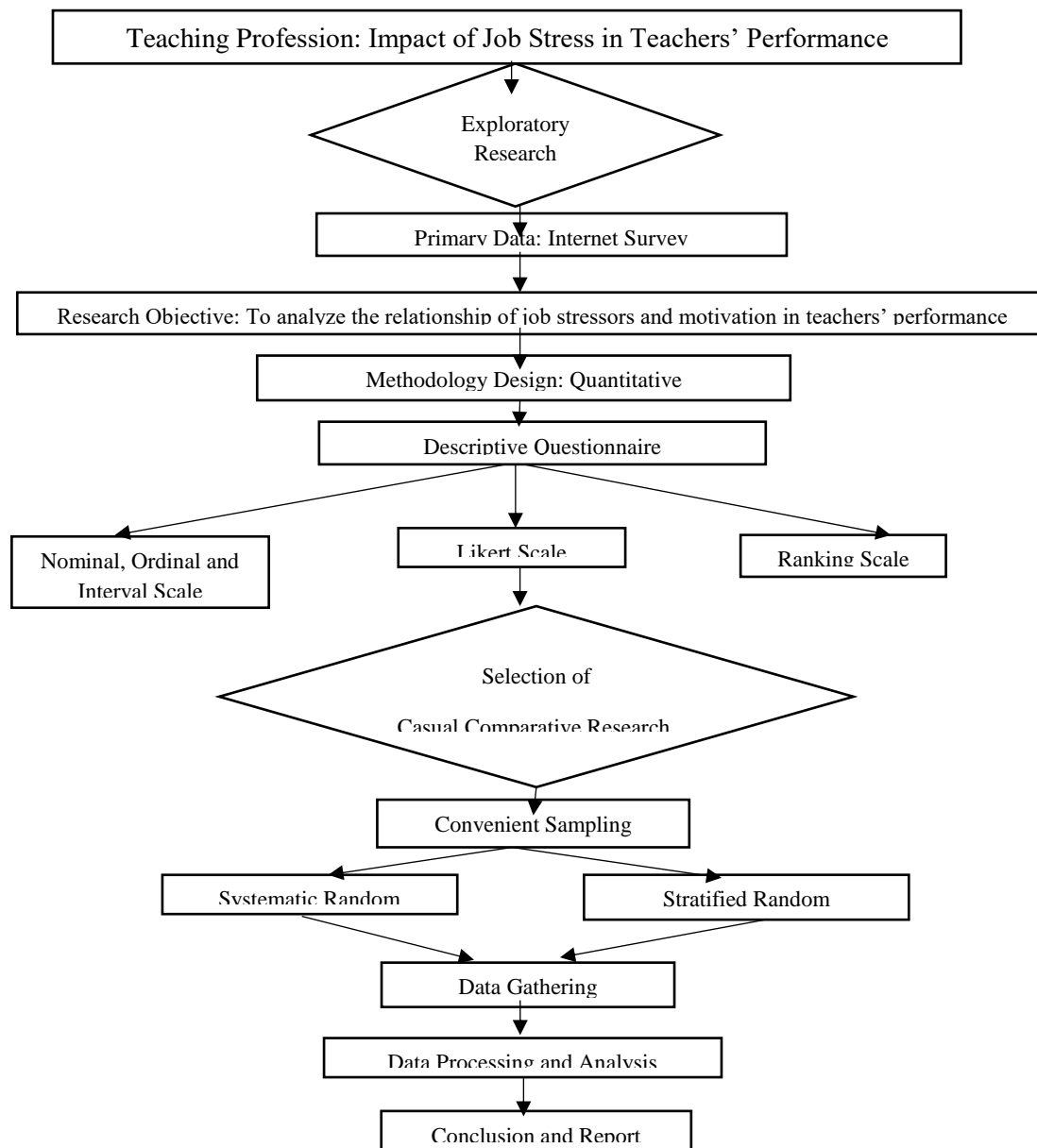
H3: There is significance relationship between motivational level and teachers' performance

Methodology

The descriptive research design has been used for deriving the effect of job stress in performance of teachers in private schools. This study is qualitative which deals with numerical characteristics and directly measurable in different types of scale.

In this study, convenience sampling was used to gather information from the teachers of 37 private schools of Kathmandu Valley. The sampling design which used in this research was convenience sampling designs. For the convenience sampling, google forms were used to take the opinion of respondents.

Stages of Research Design



Descriptive statistics were used to define the fundamental characteristics of study findings. Descriptive analysis summarizes the characteristics of a data set and gives an idea of how data is distributed, assists in detecting outliers and allows identifying associations between variables, which aid in conducting further statistical analyses (Loeb, Dynarski, McFarland, Morris, Reardon, & Reber, 2017). Under this, various statistical tools were used to calculate and summarize the results of the study.

Results and Discussions

Regression Analysis

Regression Model: Regression model was presented in the following way.

$$EP = \alpha + \beta_1 WL + \beta_2 TP + \beta_3 M + \varepsilon_i$$

Where,

EP = Employee Performance α = Base Constant β = Regression Coefficients,

WL = Workload M = Motivation TP = Time Pressure ε_i = Error term

Table 1 Correlation Matrix

		SL	WL	TPP	M	TP
Stress Level	Correlation	1				
	Sig.					
Workload	Correlation	.339**	1			
	Sig.	0.000				
Time Pressure	Correlation	0.114	.424**	1		
	Sig.	0.220	0.000			
Motivation	Correlation	-0.129	-0.090	0.036	1	
	Sig.	0.167	0.332	0.704		
Performance	Correlation	0.051	.300**	.456**	0.095	1
	Sig.	0.585	0.001	0.000	0.307	

** . Correlation is significant at the 0.01 level (2-tailed).

Source: IBM SPSS Statistics for Windows Version 25.0

Note: TP: Teachers' Performance (Dependent Variable), SL: Stress Level, WL: Workload, TPP: Time Pressure, M: Motivation

In the above Table 1, there is moderate positive correlation between stress and workload ($r=0.339$ and $p<0.01$). It suggests that stress increases when teachers' workload increases. The correlation with stress and time pressure ($r=0.114$ and $p=0.220$), stress and motivation, ($r=0.129$, $p=0.167$) and stress and performance ($r=0.051$, $p=0.585$) are not statistically significant and have very weak correlation.

Likewise, the correlation of workload with teachers' performance is $r = 0.300$, $p < 0.01$ which is a significant moderate positive correlation. This suggests that a higher workload is associated with better teacher performance, indicating that teachers may perform better when they are more engaged in tasks, possibly due to a sense of more responsibility and accountability.

Likewise, workload and Time pressure has a moderate positive correlation ($r=0.424$ and $p<0.01$) and it is statistically significant. This suggests that higher workload is associated with higher Time pressure. Workload and Motivation has very weak and negative correlation ($r=-0.090$ and $p=0.332$) and it is not statistically significant. And Workload and performance has moderate positive correlation ($r=0.300$ and $p<0.01$) and it is statistically significant. This indicates that higher workload is associated with better performance of teacher.

The correlation of time pressure (TPP) with teachers' performance (TP) is $r = 0.456$, $p < 0.01$ which is significant moderate-to-strong positive correlation. This suggest that Time pressure appears to motivate teachers, and enhancing their performance.

The correlation between Time pressure and Motivation is very weak ($r=0.036$ at $p=0.704$) and statistically not significant. However, the correlation between Time pressure and performance is moderate ($r=0.456$ at $p<0.01$) and it is moderate positive correlation. This means Time pressure is associated with better performance.

The correlation of motivation with teachers' performance is $r = 0.095$, $p = 0.307$ which is very weak and not significant. It indicates that motivation alone does not significantly predict performance.

From the analysis, it is proved that workload and time pressure are important factors to increase teachers' performance while Motivation does not have any direct correlation with performance.

Table 2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.481 ^a	0.231	0.204	0.55092

a. Predictors: (Constant), **Motivation Time Pressure, Stress, workload**

b. Dependent Variable: Teachers' Performance

R-square is also known as coefficient of determination. It displays how well the regression model fits the observed data and how much variance in the dependent variable the independent variables jointly explain. In the main, the higher the R-squared, the more accurately the model fits your data (Colignatus, 2018).). Here, R-square value is 0.231 i.e., 23.1% variability in the Teachers' performance is explained by independent variables (TPP, WL, M, SL). However, it is still leaves 76.9% (100% - 23.1%) unexplained in this research. In other words, there are other additional variables that are important explaining Teachers' performance that have not been considered in this research.

The adjusted R-squared is used to determine how reliable the correlation is and how much it is influenced by independent variables. It improves precision and dependability by taking into account the impact of additional independent factors (Colignatus, 2018). Here,

adjusted R-square is 0.204 which means 20.4% variation in Teachers' performance is explained by independent variables after adjusting degree of freedom. Model summary also indicate the standard error of the estimate of 0.55092 which shows the variability of the observed value of Teachers performance from regression line is 0.55092 units.

Table 3 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10.234	4	2.558	8.430	.000 ^b
	Residual	33.994	112	0.304		
	Total	44.228	116			

a. Dependent Variable: Performance_Total

b. Predictors: (Constant), Motivation Time Pressure Stress Level Workload

Source: IBM SPSS Statistics for Windows Version 25.0

According to table 3, the p-value is 0.000 that is equal to alpha and it is very small that indicates that the model is statistically significant. This shows that the combination of Motivation, Time pressure, Stress Level and workload significantly predicts the performance of teachers. Similarly, the high F-value (8.430) indicates that the model is good fit for the data.

Table 4: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
1	(Constant)	1.439	0.609		2.364	0.020
	Stress Level	-0.033	0.087	-0.034	-0.385	0.701
	Workload	0.152	0.095	0.154	1.590	0.115
	Time pressure	0.389	0.091	0.391	4.260	0.000
	Motivation	0.158	0.146	0.091	1.084	0.281

a. Dependent Variable: Teachers' Performance

Source: IBM SPSS Statistics for Windows Version 25.0

Considering Workload, Motivation, and Time pressure as independent variable model is constructed with equation as below:

Performance=1.439-0.033·Stress+0.152·Workload+0.389·Timepressure+0.158·Motivation.

Or the standard equation form of the regression model is:

$$TP=1.439-0.033\cdot SL+0.152WL+0.389TPP +0.158M+\epsilon_i$$

The regression coefficient of Stress Level Workload, Time pressure and Motivation are -.033, 0.152, , 0.389 and 0.158 respectively. Here, Workload, Time pressure and Motivation are the significant independent variables as the value of beta is greater than 0.05 i.e. ($p > 0.05$). A positive coefficient indicates that as the value of independent variable increases, the mean of the dependent variable also tends to increase while a negative coefficient suggests that as the independent variable increases, the dependent variable tends to decrease.

Table 4 depicts beta for all the attributes or independent variables taken in the study to determine its influence on Teachers' Performance. Since, the beta of Motivation is highest i.e., 0.146, it has the most dominant influence in increasing Teachers' Performance

Hypothesis Testing

P-value approach is used test whether null hypothesis is accepted or rejected and each hypothesis is tested at the level $p < 0.05$. If the p-value is greater than the significance level, the null hypothesis is accepted. If the p-value is smaller than the significance level, then an alternative hypothesis is accepted.

Hypothesis 1

H1: There is significant relationship between Workload and Teachers Performance

The significance level of workload and Teachers' Performance is 0.115. This indicate that the alpha is more than p-value i.e., $0.115 > 0.05$, resulting acceptance of null hypothesis and rejection of H1. Therefore, it is concluded that there is no significant relationship between workload and Teachers' performance.

Hypothesis 2

H2: There is significant relationship between Time Pressure and Teachers' Performance.

The beta coefficient of Time Pressure and Employee Performance has a significance value of 0.000, which is lower than the p-value of 0.05 that is $0.000 < 0.05$. Hence, H2 is accepted and null hypothesis is rejected, indicating that there occurs significant relationship between Time Pressure and Employee Performance

Hypothesis 3

H3: There is significant relationship between Motivation and Teachers' Performance.

The significance value of beta coefficient of Motivation and Teachers' Performance is 0.281 which is greater than p-value that is $0.281 > 0.05$. Hence, H3 is rejected and null hypothesis is accepted, which means that there occurs no significant relationship between Motivation and Teachers' Performance.

Conclusion

The study's findings indicate that Job Stress has significant impact on the teachers' performance. It has shown that some of the work stress variables have a stronger impact on the other variables. The study results suggest that workload, motivation and time pressure have a major impact on the performance of teachers in private schools. Therefore, knowing and proactively resolving the right causes of job stress increases teachers' performance in schools. They will also learn about their present situation and explore different techniques to motivate and enhance work performance. The findings also suggest that the majority of teachers believe job responsibilities are the primary source of stress. Completing assigned tasks and meeting deadlines in a timely and efficient manner have become major challenges for teachers. They frequently tend to reduce work quality and overall productivity in the rush to complete tasks. Working under pressure also causes mental fatigue and emotional imbalances. As a result, teachers must be organized and assign workers based on their priority list. Being adaptable and flexible is the key to reducing workload and time constraints. Fear of job security often led teachers to accept or take on increasingly bigger work responsibilities and longer hours. Similarly, a teacher who overworked, or handles several responsibilities is more likely to make mistakes as a result the overall quality of the work output can suffer, and mistakes can be costly. The aim of the research was to investigate the effects of job stress on teachers' performance. The results from this research showed that the negative factors that distressed employees had a negative effect on performance. It is clear from the vast number of factors identified, reported and quantified and through the literature review that the goal of the study was achieved. This also served to prove that stress had a negative effect on performance of teachers. There had been many stress factors that the teachers endured, and the enquiry proved that the effect of stress affected performance negatively. The fact that the majority of the employees thought of leaving their job and felt that the organization did not care about them was a reflection of huge dissatisfaction that undoubtedly lowered performance.

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