

## **Impact of Job Stress on Management Education Teacher's Job Performance**

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Received: August 11, 2023; Revised & Accepted: September 25, 2023

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### **Abstract**

This study aimed to examine the influence of job stress on the job performance of management instructors. Exploring the relationships between these workplace stress factors and job performance was also a specific objective. Convenience sampling was utilized for collecting the required information from 220 management education instructors for the study. According to descriptive statistics, management education teachers reported moderate levels of work stress, higher levels of job security stress, and moderate levels of shift work stress. Analysis of correlation revealed that job security and shift work stress were significantly positively correlated with job performance, whereas work stress was weakly and insignificantly negatively correlated. Regression analysis further supported these findings, highlighting the positive influence of job security and shift work stress on job performance. These findings emphasize the significance of addressing job stress factors, particularly job security stress and shift work stress, to improve the job performance of management instructors. Future research could investigate additional factors and interventions to comprehend better and manage occupational stress in this population. The uniqueness of this study stems from its specific

focus on management education, investigation of occupational stress factors, and ability to inform tailored interventions that benefit both educational institutions and management educators.

**Keywords:** Job stress, management colleges, management academics, physical environment

**JEL Classification Codes:** D32, M12, M14, J81

## **Introduction**

Recently, a greater emphasis has been placed on employee well-being and its impact on organizational outcomes (Dahal et al., 2022). Hobtoubi et al. (2017) have demonstrated that workplace stress can negatively affect employees, including decreased job satisfaction, increased turnover rates, and decreased productivity. Given the demanding nature of the teaching profession, it is essential to comprehend the unique experiences and obstacles management instructors confront. Management teachers frequently coordinate multiple responsibilities, including teaching, research, advising students, and administrative duties (Richards & Bristol, 2016). They are expected to remain current on industry trends and developments while effectively imparting knowledge to their students. Combined with the pressure to do research work and meet performance goals, these responsibilities can lead to elevated levels of job stress. The effects of employment stress on management instructors can extend beyond their health. It can impact instructional quality, student engagement, and overall educational outcomes. Understanding the factors contributing to job stress and its impact on job performance among management instructors is crucial for educational institutions to develop strategies to support their faculty and ensure the delivery of high-quality education. In addition to its immediate implications for management instructors and educational institutions, this study has broader societal and economic impacts. The role of management professors in molding the next generation of business leaders and professionals is crucial. Their ability to effectively teach, mentor, and motivate students is essential for developing a skilled and competent workforce. This study can contribute to the enhancement of the education system as a whole by shedding light on the effect of employment stress on the performance of management instructors. It can help identify areas where additional support and resources are required to improve management instructors' well-being and job satisfaction, ultimately leading to improved student outcomes.

The study addressed management instructors' need to comprehensively comprehend the relationship between job stress and performance. While past research has examined the effects of job stress on various occupational groups, there is a lack of studies concentrating specifically on management instructors—the significance of comprehending the specific job-related stressors affecting management educators. While previous research has examined general job stressors such as workload and interpersonal conflict, there is a need to investigate the unique stressors faced by management teachers, such as work stress related to administrative tasks,

job security stress due to contract or tenure concerns, and shift work stress resulting from irregular working hours or demands. By examining these specific job stress factors and their influence on job performance, the study hopes to provide a more nuanced understanding of the challenges encountered by management teachers and how these challenges may impact their ability to perform their roles effectively.

In Nepal, the educational landscape is evolving, and management instructors must frequently adapt to new technologies, curriculum adjustments, and increased accountability measures. Not only will addressing this research problem contribute to the existing literature on job stress and job performance, but it will also have practical implications for educational institutions and policymakers. This study's findings can inform the development of targeted interventions and support systems to mitigate the adverse effects of job stress on the performance of management instructors, ultimately resulting in increased job satisfaction and student outcomes. How much job stress do management instructors experience regarding work, employment security, and shift work stress? What effect does job stress, including work stress, job security stress, and shift work stress, have on the job performance of management teachers? Are significant distinctions in job stress and performance among management instructors based on demographic variables such as age, gender, years of experience, and educational attainment? The present investigation is based on the following objectives to resolve these issues:

1. To assess the level of job stress experienced by management teachers, specifically in terms of work stress, job security stress, and shift work stress.
2. To examine the impact of job stress factors on the job performance of management teachers.

This study contributes substantially to the existing corpus of knowledge regarding the relationship between work stress and job performance, especially in the context of management instructors. This study's findings can provide educational institutions and policymakers with valuable information that can be used to establish targeted interventions and support systems to mitigate the adverse effects of job stress on the job performance of management teachers, thereby enhancing overall job satisfaction and student outcomes. In addition, the study contributes to a better understanding of the factors that influence the performance of management instructors, identifies effective coping strategies, and investigates the potential long-term effects of job stress.

## **Literature Review**

Individuals engage in social interactions and relationships, expecting reciprocal benefits. In work stress, employees view their work environment as a social exchange relationship in which they exchange effort, time, and skills for rewards and support (Chao et al., 2015; Ghimire et al., 2023). The Job Characteristics Model, created by Hackman and Oldham (1976), suggests that specific job characteristics contribute to employee satisfaction and motivation. Among the

most critical job characteristics are talent diversity, task identity, task significance, autonomy, and feedback.

Work stress positively affected turnover job performance (JP) but negatively affected job satisfaction. Salsabilla et al. (2022) found that high duties and minimal job stress led to greater motivation and job satisfaction. Ratri et al. (2021) investigated demographic variables as moderating variables, whereas Rehman et al. (2012) focused on employee job tension and pleasure. Jou et al. (2013) emphasized the mediating influence of job satisfaction on the association between work stress and turnover propensity. Iqbal and Waseem (2012) investigated the relationship between job stress and job satisfaction in air traffic controllers.

During the COVID-19 pandemic, Chowhan and Pike (2022) studied the impact of workload and work-life balance. During the pandemic, Joshua et al. (2021) investigated the effect of work stress on job satisfaction and performance among nurses. Suarez et al. (2017) compared job satisfaction among various healthcare professions, whereas Fuadiputra and Novianti (2020) examined work-life balance and job satisfaction among female bank employees. Lantican (2021) examined burden, job satisfaction, work tension, organizational commitment, and intentions to leave among hospitality educators. Wu and Zhang (2017) compare the work tension and job satisfaction of employees in Macau hotels with and without casinos. Tentama et al. (2019) investigate the effects of work stress and burden on educational support personnel's job satisfaction.

Even though numerous studies (like Chao et al., 2015; Chowhan & Pike, 2022; Dahal et al., 2020; Fuadiputra et al., 2020; Ghimire et al., 2021; Iqbal & Waseem, 2012; Salsabilla et al., 2022) have examined the relationship between work stress, job satisfaction, and related factors in various industries and professions, there is a need for additional research in the context of management instructors. There has been limited research on the specific impact of work stress on the efficacy of management instructors in the workplace.

The reviewed studies have primarily centered on various industries and professions. Although these studies provide valuable insights, they must explicitly address the education sector, which has unique characteristics, work requirements, and organizational dynamics. In addition, the existing literature focuses on the impact of work stress on job satisfaction and employee performance, with limited attention paid to the specific context of work performance in the educational sector.

Thus, the following framework was established for this study to evaluate the job performance of Kathmandu Valley management instructors.

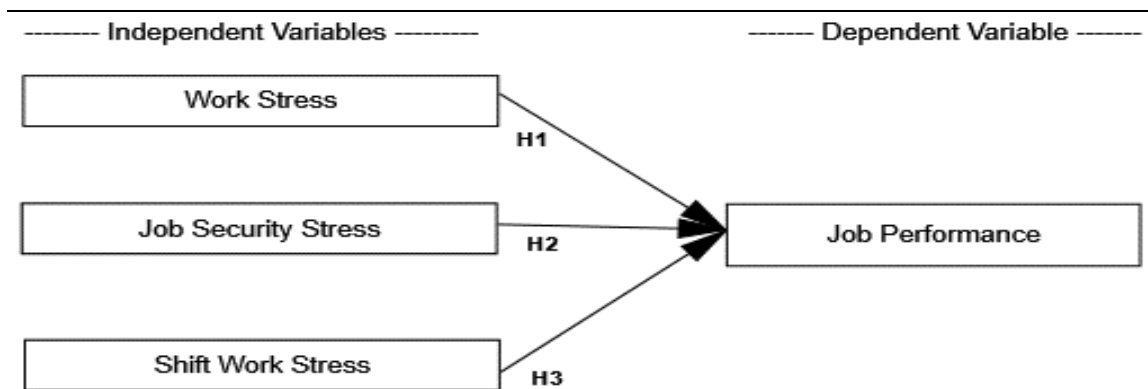


Figure 1 Research Framework

The study is based on the following hypothesis constructs:

H1: This study hypothesizes a significant negative relationship between job stress (work stress, job security stress, shift work stress) and job performance among management teachers.

The existing literature has thoroughly examined the relationship between work stress, job satisfaction, and employee performance across a wide range of industries and professions (Chao et al., 2015; Chowhan & Pike, 2022; Dahal, 2018; Fuadiputra et al., 2020; Ghimire et al., 2021; Iqbal & Waseem, 2012; Salsabilla et al., 2022). However, there is a significant study gap in understanding the specific influence of work stress on management instructors' job performance in the educational sector. While previous research has provided valuable insights into job stress in various contexts, research is urgently needed that explicitly targets the distinctive characteristics, work requirements, and organizational dynamics of management education (Ghimire et al., 2023). This gap in the literature emphasizes the importance of conducting a focused investigation into how job stress factors, such as work stress, job security stress, and shift work stress, affect management teachers' performance, as it remains an unexplored area with potential implications for educators and educational institutions.

## Methodology

The research employs a causal-comparative research design. A standardized survey questionnaire was developed based on the research objectives and hypotheses. The target population comprised private and public campus administration teachers in the Kathmandu Valley. Respondent information is collected using a design based on the respondents' convenience. The sample size was determined using convenience based on 220 management instructors in an unknown population. Collecting information on workplace stressors (work stress, employment security stress, shift work stress) and job performance. The characteristics of the model were summarized using descriptive statistics, such as means, standard deviations, frequencies, and percentages. In a correlational study, Pearson's coefficient was utilized to

determine the strength and direction of the relationships. Regression analysis was conducted to assess the predictive power of work stressors on the job performance of management teachers and pertinent demographic variables. Participants were given plain and concise information regarding the purpose of the study, their voluntary participation, the confidentiality of their data, and their right to withdraw at any time.

### *Measures*

This study employs a questionnaire modified and adapted from Vijayan's (2018) research on educator job stress and performance. Each section of the questionnaire corresponds to a distinct variable: work stress, job performance, coping mechanisms, and organizational factors. Participants will assess each section's four statements on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was constructed carefully to ensure clarity and relevance to the research goals. Before being implemented, the questionnaire underwent pilot testing to determine its reliability and validity. The instrument will be a valuable resource for accumulating data and analyzing the effect of workplace tension on job performance.

### *Demographic Profile*

This study seeks to provide a comprehensive understanding of how various demographic factors may influence the research outcomes and contribute to the overall findings through a comprehensive analysis of the demographic data. The following result demonstrates the aggregate demographic participation in the study:

*Table 1*

#### *Respondent Profile*

Dimensions	Frequency	Percentage
Gender		
Male	123	55.9
Female	97	44.1
Total	220	100
Age		
Below 25 yrs.	13	5.9
36-40 yrs.	52	23.6
41-50 yrs.	38	17.3
Above 51 yrs.	117	53.2
Total	220	100

Source: Survey, 2023

Table 1 provides a breakdown of the participants by age and gender. Regarding gender, 123 (55.9%) of the total 220 respondents were male, while the remaining 97 (44.1%) were female. This suggests a marginally more significant proportion of male participants in the study. Regarding age distribution, the respondents were classified into various age categories. Thirteen participants (5.9%) were younger than 25, indicating a negligible proportion of this

age cohort. 52 respondents (23.6%) fell within the age range of 36 to 40 years, whereas 38 respondents (17.3%) fell within the age range of 41 to 50 years. Most participants in the study, 117 (53.2%), were older than 51 years of age, representing a sizeable proportion of senior citizens. To effectively analyze the impact of workplace stress on respondents' job performance, it is essential to comprehend their demographic characteristics.

#### *Data Screening*

The quality and validity of the research findings are improved by this study's use of validity and reliability testing to guarantee that the questionnaire is an effective instrument for collecting relevant data. This research casts doubt on the following test outcomes:

*Table 2*

#### *Reliability Test*

S. N.	Dimensions	Items (Nos.)	Cronbach's Alpha
1	Work Stress	4	0.617
2	Job Security Stress	4	0.886
3	Shift Work Stress	4	0.655
4	Job Performance	4	0.857
	Total	16	0.865

The dimensions exhibit varying degrees of internal consistency, according to the results of reliability tests. Job Security Stress and Job Performance Stress demonstrate high internal consistency, whereas Work Stress and Shift Work Stress demonstrate moderate internal consistency (Shamabadi et al., 2022). Internal consistency is high on the total scale (Petkov et al., 2010). These results indicate that the items used to measure each construct are dependable and provide consistent results within their respective dimensions.

## **Results**

This section presents the study's findings, emphasizing the main conclusions of the data analysis and providing a comprehensive interpretation. The purpose of this section is to address the research objectives and research queries, as well as to examine the relationships between the investigated variables.

*Table 3*

#### *Descriptive Statistics*

	N	Minimum	Maximum	Mean	SD
Work Stress	220	1.00	5.00	3.08	.86
Job Security Stress	220	1.30	5.00	3.78	1.0
Shift Work Stress	220	2.00	5.00	3.68	.83
Job Performance	220	1.00	5.00	3.62	1.09

Table 3 provides insight into the study's variables' fundamental tendencies (mean) and variability (standard deviation). Work Stress has a mean of 3.08, indicating that management teachers report moderate stress. The higher mean of 3.78 for Job Security concerns shows a relatively higher matter related to job security. Additionally, Shift Work Stress has a moderately high mean of 3.68. The mean score for Job Performance among management instructors is 3.62, indicating a moderate level of performance. All variables' standard deviations indicate the dispersion of scores around the mean, with larger values indicating more significant response variability. These descriptive statistics provide an overview of the data, providing initial insights into the stress levels experienced by management instructors in various fields and their corresponding job performance.

Table 4

Correlations

	Work Stress	Job Security Stress	Shift Work Stress
Job Performance	-.050	.880**	.724**

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

Work Stress, Job Security Stress, Shift Work Stress, and Job Performance are the variables measured for this study. The correlation table displays the relationships between these variables. The correlation coefficients reveal the strength and direction of these relationships. There is a -.050 correlation between Work Stress and Job Performance. This indicates a faint negative correlation, suggesting that the relationship between work stress and job performance is negligible. This correlation, however, is not statistically significant. The relationship between Job Security Stress and Job Performance is strongly positive. This indicates that higher levels of job security concern are related to improved job performance among management instructors.

The correlation between shift work, stress, and job performance is robust and positive. This suggests that more significant shift work stress is associated with improved job performance among management instructors. The correlation results indicate that job security concerns and shift work stress have meaningful positive relationships with management instructors' job performance. However, it is essential to note that the correlation between work stress and job performance is statistically insignificant and feeble. In the context of management instructors, these findings suggest that factors related to employment security stress and shift work stress may significantly impact job performance more than general work stress.



Table 5

*Regression Results*

Factors	Beta	t	Sig.
(Constant)	-.435	-2.599	.010
Work Stress	-.117	-3.294	.001
Job Security Stress	.736	19.578	.000
Shift Work Stress	.442	9.671	.000
R = .918	R Square = .842	F Value = 384.77	.000

*Dependent Variable: Job Performance*

Table 5 shows the relationships between the independent variables (Work Stress, Job Security Stress, and Shift Work Stress) and the dependent variable (Job Performance) among management teachers. The constant term in the regression equation suggests that when all other independent variables are held constant, the regular time negatively affects job performance. Work Stress beta suggests that a rise in Work Stress correlates with a decline in job performance. The negative t-value indicates that the relationship is statistically significant at the 0.01 level and that Work Stress substantially and adversely affects job performance. The beta value for Job Security Stress indicates that elevated stress levels are associated with enhanced job performance. The positive t-value indicates that this relationship is statistically significant, indicating that Job Security Stress significantly impacts job performance.

As a consequence, shift work stress is associated with improved job performance. The positive t-value indicates that this relationship is statistically significant, suggesting that Shift Work Stress substantially affects job performance. Approximately 84.2 % of the variance in job performance can be explained by the independent variables included in the model (Work Stress, Job Security Stress, and Shift Work Stress), as indicated by the R-squared value of 0.842. The F-value of 384.77 is statistically highly significant at the 0.01 level, meaning the regression model fits the data well overall.

Results indicate that Work Stress significantly negatively impacts job performance among management instructors. In contrast, Job Security and Shift Work Stress significantly positively affect job performance. These findings emphasize the significance of addressing job stress factors, specifically job security and shift work stress, to enhance job performance in this population.

## Discussion

Previous research has examined the relationship between work stress, job satisfaction, and related factors across various industries and occupations. These studies have investigated multiple outcomes, including intention to leave, employment performance, and job satisfaction. For instance, Chao et al. (2015) discovered that work tension positively affected the choice to

leave and job performance but had a negative effect on job satisfaction. Salsabilla et al. (2022) found that high duties and minimal job stress increased motivation and job satisfaction. In addition, other studies have examined the moderating effects of demographic variables (Ratri et al., 2021) and the mediating influence of job satisfaction on the relationship between job stress and attrition propensity (Jou et al., 2013). Specific industry contexts have also been studied, including the influence of work stress on job satisfaction and performance among nurses during the pandemic (Joshua et al., 2021) and the effects of burden and work-life interface during the COVID-19 pandemic (Chowhan & Pike, 2022; Shahi et al., 2022).

The reviewed literature emphasizes that work tension significantly impacts employee performance and satisfaction. This underlines the need for organizations to address and mitigate work-related stress to improve overall performance. Several additional investigations have contributed to this comprehension. For instance, Suarez et al. (2017) contrasted the job satisfaction levels among various healthcare professionals, revealing variations in satisfaction levels across positions within the same industry. Fuadiputra and Novianti (2020) focused on work-life balance and job satisfaction among female bank employees, emphasizing the importance of balancing work and personal life for overall job satisfaction. In addition, Wu and Zhang (2017) compared work stress and job satisfaction between casino hotel employees and non-casino hotel employees in Macau, revealing potential differences in stress and job satisfaction based on the nature of the work environment. Tentama et al. (2019) investigated the effects of work stress and strain on job satisfaction among educational support staff, emphasizing the significance of considering specific job duties and responsibilities within an organization. Munandar et al. (2018) examined the effect of work stress, burden, and work environment on job satisfaction and employee performance, casting light on the complex interplay of these factors. In addition, Anees et al. (2021) examined the influence of job stress and burden on the intention to leave the job, mediated by job satisfaction, shedding light on the potential pathways through which these variables interact. Jermisittiparsert et al. (2021) suggest the relationship between work stress, employment satisfaction, and employee retention in various industries and contexts, and study results show a solid foundation for organizations to develop strategies and interventions to reduce work tension and increase job satisfaction among management instructors.

## **Conclusion**

In conclusion, this study aimed to assess the degree of job stress that management instructors experienced in terms of work stress, job security stress, and shift work stress, as well as to look into the connections between these job stress elements and management teachers' job performance. Findings show that management teachers had an average stress score of 3.08, which indicates that they experience moderate levels of work-related stress. The mean score for job security stress was 3.78, which is comparatively higher, suggesting that worries about job security play a significant role in the overall job stress that management professors experience. The average score for shift work stress was 3.68, showing that irregular working

hours moderately impacted their stress levels. Secondly, the study revealed significant relationships between job-related stressors and teachers' performance. A strongly positive correlation was observed between job security stress and job performance, indicating that higher stress levels were associated with improved job performance. Similarly, there was a significant positive correlation between shift work stress and job performance, suggesting that higher levels of shift work stress were also associated with improved job performance. From the analysis, the correlation between work stress and job performance among management instructors was feeble and not statistically significant, indicating that general work stress does not substantially impact job performance.

### **Future Scope and Limitations**

These findings emphasize the importance of addressing workplace stress elements, notably job security and shift work stress, to improve management instructors' job performance. Effective interventions to address job security concerns and help people cope with shift work stress may improve performance outcomes. However, more study is needed to investigate the elements that may influence job performance in this situation and to design tailored interventions to alleviate the adverse effects of job stress on management instructors.

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