

# A QUANTITATIVE ANALYSIS OF THE IMPACT OF OCCUPATIONAL STRESS ON THE PERFORMANCE OF HIGH SCHOOL TEACHERS IN LAHORE

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## Abstract

Stress is a feeling of emotional or physical strain that arises from any situation or thought that causes frustration, anger, or anxiety. Occupational stress has become a serious issue in both developed and developing countries, affecting employees' health and productivity. This study adopted a quantitative research approach to examine the impact of workplace stress on teachers' job performance. A survey was conducted among 172 school teachers in Lahore using questionnaires that focused on five key variables: work stress, relationships at the workplace, job control, work colleague support, and job performance. The findings revealed that job control and colleague support have a positive relationship with job performance, while work stress and poor workplace relationships negatively affect it. High levels of job stress not only reduce teachers' performance but also negatively impact their health, well-being, and family life. The main objective of this study was to assess how workplace stress influences the performance of high school teachers. Results indicated that while teachers can perform their duties under moderate stress, excessive stress limits their efficiency and overall contribution. Prolonged stress may lead to burnout, health problems, or even resignation, causing schools to lose valuable and experienced staff members. Such outcomes not only harm the organization but also affect the teachers' families. Therefore, it is essential for the education sector to revise and strengthen its policies to reduce workplace stress, promote emotional well-being, and improve job satisfaction for teachers, ultimately enhancing institutional performance and stability.

## 1. INTRODUCTION

The contemporary world is marked by intense competition and numerous challenges. When these challenges exceed an individual's ability to cope, they give rise to stress. Despite the expansion of healthcare facilities in both public and private sectors, health problems continue to increase—largely because of stress and tension. Although stress

is generally viewed as a negative condition, a moderate level of stress is essential for optimal functioning. Stress cannot be entirely avoided or ignored, but it can be effectively managed. Stress is a common, predictable, and observable phenomenon in modern professional life [1]. Broadly, it can be classified into two types: positive

and negative stress. Positive stress, or eustress, can enhance performance and motivate individuals to achieve goals, whereas negative stress, or distress, can impair functioning and reduce productivity [2]. Work-related stress may arise from numerous internal and external factors, including workload, downsizing, role ambiguity and conflict, working conditions, rewards, strict supervision, job insecurity, interpersonal relationships, technological changes, limited promotional opportunities, and tight deadlines [3]. Research indicates that a moderate level of stress can stimulate employees to perform their duties effectively and efficiently. However, when stress becomes excessive, it can hinder performance and reduce work quality [4]. Empirical evidence suggests that occupational stress often has detrimental effects on job performance among educators. For instance, a study on university instructors in Pakistan reported a negative correlation between stress and job performance, highlighting dissatisfaction with remuneration as a significant contributing factor [5]. Similarly, prolonged stress has been shown to affect teachers' health adversely. Conversely, moderate levels of stress have been linked to improved job satisfaction among school headmasters in Muscat, Oman, where manageable challenges enhanced motivation and engagement [6]. Chronic exposure to work-related stress may lead to burnout, characterized by fatigue, disinterest, and difficulty concentrating on tasks [7]. Such problems typically arise when an individual's skills, knowledge, and experience are misaligned with job demands [8]. These findings underscore the complex and context-dependent nature of occupational stress and its impact on professional performance.

Employment is a fundamental component of modern life, and occupational stress has emerged as a significant concern for employees across all sectors. An employee's capacity to complete assigned tasks efficiently by making optimal use of available resources reflects effective job performance [9]. Numerous factors influence job performance, among which job stress plays a crucial role. Consequently, in this dynamic era, organizations must prioritize the management of stress-related factors that influence overall performance. Job performance refers to work-related behavior that can

be evaluated in terms of an employee's effectiveness, which may be positive or negative [10]. Educators play an essential role in disseminating knowledge and shaping the fabric of society. However, the teaching profession is increasingly affected by occupational stress, which has implications for both job satisfaction and performance. Previous research has established significant relationships among job stress, performance, and satisfaction, indicating that while many teachers report a general sense of job satisfaction, factors such as stress, attitude, and behavior considerably influence their effectiveness and well-being [11]. Studies exploring the connection between stress and job performance have revealed varying outcomes, including negative, positive, and U-shaped relationships [9]. Although extensive research has been conducted on occupational stress across multiple sectors in Pakistan, most findings indicate an unfavorable correlation—particularly in higher education institutions. Despite this, limited attention has been paid to school-level educators, particularly in Lahore, where localized studies remain scarce. This research seeks to fill that gap by examining the relationship between occupational stress and job performance among high school teachers in Lahore, Pakistan. Teachers often face excessive workloads, stringent deadlines, and demanding professional expectations that contribute to heightened stress levels. These pressures not only affect their psychological and physical health but also influence their teaching performance. The study aims to provide empirical insights into how stress affects teachers' performance and to identify strategies for mitigating its impact. The findings will contribute to improving educational management practices and underscore the importance of emotional intelligence and stress management in enhancing teacher performance and overall institutional effectiveness.

## 2. JOB PERFORMANCE

Job performance represents the tangible outcome of an employee's efforts within an organization. However, if performance evaluation focuses solely on results, employees may be tempted to engage in unethical practices to achieve targets, while other positive work behaviors may remain unnoticed [12].

Consequently, performance assessment should also consider employee behavior and the way tasks are accomplished. Job performance reflects an employee's ability to complete assigned tasks effectively, serving as a key criterion for evaluating workplace competence [13]. An organization's social environment, interpersonal relationships, and overall working conditions significantly influence job success, while effective task performance fosters a sense of accomplishment and self-satisfaction; in contrast, failure to meet expectations often results in disappointment and inadequacy [14, 15]. Recent research highlights a strong connection between emotional intelligence and job performance. Individuals with low emotional aptitude tend to experience higher stress levels, negative attitudes, and diminished work efficiency [16]. Job performance is closely linked to an employee's attitude toward their job, encompassing both motivation and emotional engagement [17]. Employees with higher expectations of success are more likely to engage in goal-directed behavior aligned with desired outcomes, as proposed by the expectancy-value theory [18]. Overall, these perspectives illustrate that job performance is a multifaceted construct influenced not only by technical skills and effort but also by emotional regulation, motivation, and the organizational environment.

### 3. RELATIONSHIP OF STRESS WITH PERFORMANCE

Research has identified four primary types of relationships between stress and performance: curvilinear, negative, positive, and no relationship at all [9]. Some studies have found a positive correlation between stress and job performance, indicating that manageable levels of stress can serve as a motivational factor, enhancing employees' productivity and efficiency [19]. Early research revealed a curvilinear relationship, now known as the Yerkes-Dodson Law, which suggests that moderate levels of stress can improve performance, while excessive stress leads to a decline [20]. A study conducted at the University of Tehran highlighted the prevalence of heavy work-

related stress among employees and its adverse influence on job performance [21]. Conversely, other studies have reported a positive association between occupational stress and performance, suggesting that under certain conditions, stress can enhance work outcomes [22-24]. Effective incentive systems can alleviate stress and improve teachers' efficiency, emphasizing the role of motivational factors in moderating the stress-performance relationship [25]. Based on the reviewed literature, the following hypotheses are proposed:

H1: There is a significant negative relationship between job stress and job performance among teachers at the high school level.

H2: Relationships within the work environment negatively impact job performance.

H3: Occupational control positively influences job performance.

## 4. RESEARCH METHODOLOGY

### a. PARTICIPANTS & SAMPLE

The research employed quantitative design with a sample of 172 participants, and data collected at a single point in time. Schools were selected using a convenient sampling method, and teachers were assured that their responses would remain confidential and be used solely for academic purposes. Although the sampling approach was convenience-based, data collection followed the principles of simple random sampling to ensure fair representation. The study was conducted in the educational sector of Lahore, focusing on high school teachers of varying ages, designations, educational backgrounds, salaries, and years of experience. The educational sector was chosen due to the notably high levels of job stress, performance demands, and emotional intelligence observed among teachers in this field.

### b. RESEARCH MODEL

A research model is designed to show the correlation amid job performance and job stress.

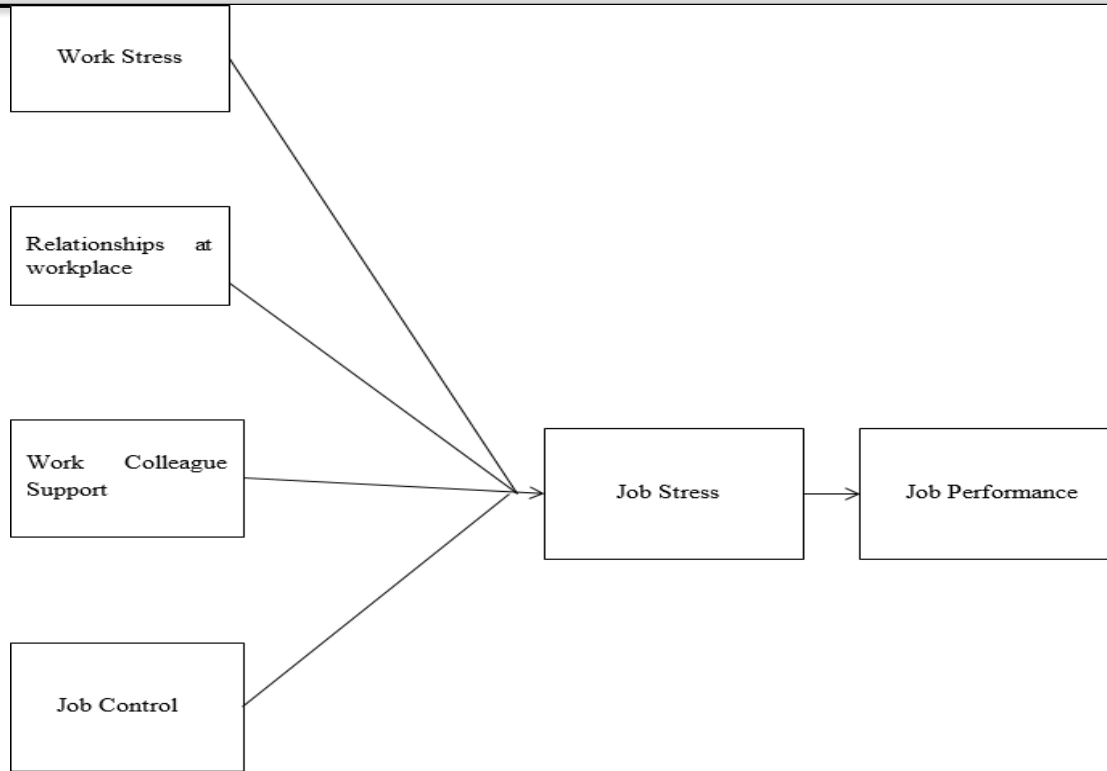


Fig 1: Research Model



5. RESULTS AND DISCUSSIONS

a. RELIABILITY OF THE VARIABLES

Table 4.1: Cronbach’s Alpha Values

Constructs	No. of items	Cronbach’s Alpha	No. of Items deleted
Work Stress	5	0.591	0
Relationships at Workplace	4	0.742	0
Work Colleague Support	4	0.77	0
Job Control	5	0.528	0
Job Performance	6	0.717	6th

Table 4.1 indicates that Cronbach’s alpha values for most variables fall within the acceptable range, demonstrating satisfactory internal consistency. However, Cronbach’s alpha value for job control is 0.528, which is considerably low; therefore, this variable was excluded from the analysis. Although

the alpha value for work stress is slightly below the conventional threshold of 0.7, it is still considered acceptable in certain studies [26, 27].

**b. DEMOGRAPHICS OF THE VARIABLES**

**i. SAMPLE PROFILE**

A total of 172 questionnaires were distributed across the education sector in Lahore, Pakistan, and all 172 were successfully returned, resulting in a 100% response rate. The demographic

characteristics of the respondents are presented below. Table 4.2 illustrates the descriptive statistics, providing an overview of the respondents' key attributes involved in the study.

**Table 4.2 Demographic Information**

Age (Years)		Gender		Education Level		Job Experience		Nature of Organization	
Age bracket	%	Gender	%	Education	%	Exp. Bracket	%	Organizations	%
20-30	143	Male	76	Under Matric	0	1-5	126	Education	172
31-40	24	Female	96	Intermediate	8	6-10	35		
41-50-0	5			Bachelor	58	11-20	9		
				Masters	100	>20	2		
Total	172		172		172		172		172

**ii. CORRELATION ANALYSIS**

The variables examined in this study and their interrelationships are presented in Table 4.3. As shown, several significant correlations were identified among the variables. Specifically, Relationships at Workplace and Job Performance were found to be negatively and significantly correlated ( $r = -.115$ ,  $p < 0.01$ ). In contrast, Job Control and Work Colleague Support demonstrated positive and significant correlations with Job Performance ( $r = .233$  and  $r = .368$ ,  $p < 0.01$ , respectively). Furthermore, Work Colleague Support exhibited a negative correlation with Work Stress ( $r = -.095$ ,  $p < 0.01$ ). Meanwhile, Job Control and Relationships at Workplace were found to be positively associated with Work Stress ( $r = .078$  and  $r = .271$ ,  $p < 0.01$ , respectively). These relationships could potentially become stronger with a larger sample size, enhancing the reliability of the findings.

From Table 4.3, it is evident that Work Stress is negatively related to Job Performance with a low significance level of  $-13.9\%$ , indicating that increased stress tends to reduce performance. In contrast, Work Colleague Support shows a positive relationship with Job Performance at a moderate significance level of  $36.8\%$ , suggesting that supportive colleagues enhance work efficiency. Similarly, Relationships at Workplace demonstrate a negative but low significant relationship with Job Performance ( $-11.5\%$ ), while Job Control exhibits a positive relationship with Job Performance at a low significance level of  $23.3\%$ . These results collectively indicate that supportive work conditions and autonomy positively influence performance, whereas stress and strained relationships may hinder it.

Table 4.3 Correlation of Stress with Job Performance

		JP	WS	WCS	JC	R
Pearson Correlation	JP	1.000	-.139	.368	.233	-.115
	WS	-.139	1.000	-.095	.078	.271
	WCS	.368	-.095	1.000	.152	-.148
	JC	.233	.078	.152	1.000	-.004
	R	-.115	.271	-.148	-.004	1.000

d. REGRESSION ANALYSIS

Regression analysis was conducted to examine the relationship between Job Stress and Job Performance. The model included four variables—Work Stress, Work Colleague Support, Job Control, and Relationships at Workplace—as predictors influencing job performance. As presented in Table 4.4, the coefficient of determination ( $R = 0.428$ ) indicates that these variables collectively explain 42.8% of the

variance in job performance. The one-tailed t-test was applied to assess the significance of the relationship between job stress and job performance, where the t-value serves as the indicator of statistical significance. A t-value greater than 1.645 signifies a statistically significant relationship, as noted by previous researchers [28, 29].

Table 4.4 Model Summary

Model	R	R Square
1	.428	.183

Table 4.5 Result of the Multiple Regression Analysis

Model	Standardized Coefficients	T	Sig.	Collinearity Statistics	
				Beta	Tolerance
1	(Constant)	5.416	.000		
	Total Job Stress	-.428	2.291	.000	1.000

The results of regression analysis as shown in Figure 4.5 are similar to correlation analysis which shows that Job Stress is negatively and significantly linked with Job Performance at  $r = -.428$ ,  $p < 0.01$ .

These results are now used to test our hypotheses which were developed earlier.

6. CONCLUSION & RECOMMENDATION

This study explored the relationship between job stress and performance among primary school teachers in Lahore, Pakistan, considering emotional intelligence as a moderating factor. The results showed a modest but meaningful link between occupational stress and job performance, with emotional intelligence helping to reduce the negative effects of stress and enhance overall performance. The findings confirmed that job stress and performance are significantly related, with supportive relationships further improving outcomes by fostering motivation and collaboration. Given the high stress, workload, and time pressures teachers face, it is essential for both public and private schools to recognize the importance of emotional intelligence. Providing training and resources to strengthen emotional intelligence and manage workplace stress can lead to improved teacher well-being and better job performance.

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