



## Correlation between Organizational Stress and Workload Stress Effect the Academic Performance of Elementary School Teachers

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**Abstract-** In modern era elementary education plays a vital role for the enhancement of literacy rate of the countries. Similarly, the ultimate goal of elementary education in Pakistan is to increase the enrollment of the students and control the dropout ratio in order to make county a graduate nation. This goal can be achieved through effective teaching conducted by the elementary school teacher. However, the teaching conducted by the elementary teachers is less effective due to the organizational and workload stress. Nevertheless, this idea is insufficiently deliberated at the elementary level in Pakistan. In this context, the academic performance crucially drives the excellence of elementary education. A quantitative cross-sectional research design was used for this study involving 228 elementary school teachers who were sampled by using a simple random sampling technique. A survey method was used to collect the data through self-administered questionnaires. SPSS ver.25 was employed to analyse the data. The findings of the study show that there was a positive and significance correlation between organizational stress and workload stress effect the academic performance of elementary school teachers. This study provides the meaningful significant contribution for the sustainable development of elementary education institutions by adopting new strategies and techniques.

**Key Words:** Organizational stress, workload stress, academic performance

### I. INTRODUCTION

Stress is a psychosomatic or mental overburdening born by threesome key origins or dominions: temperamental intermediary, atmospheric elements and emotional responses (Nyambongi, 2013). The stress is always present in any of the profession and the occupation. Different jobs and professions experience certain level of the occupational stress. Further the status and the role of individual in the same organization experience extent of the stress and teaching profession in among such organization where every status and the role the teachers is fully loaded with stress and stressors (Brown & Uehara, 2008). The field of education is such a vital organization that offers opportunities in reshaping the youngster's mindset into refined citizens. By education rich cultural and standardized ethical values are endeavored to instill by applying effective educational methodologies. Teachers carry on this noble deed with their personal experiences and witty epitome. Therefore, teachers' performance and their applied methodologies provide a crucial foundation in teaching-learning processes (Munt, 2004). Experiencing undesirable and unavoidable emotive state like frustration, anxiety and depression is called organizational stress which is ultimate outcome of workplace environment. It is highly individualistic phenomenon largely based on personal training and grooming. The organizational stress is increasing due to the over-mechanization (Aluja, Blanch & Garcia, 2005; Srivastav, 2007). Hemphil is of opinion that teaching-learning process is a challenging one that requires a hallmark of teaching enthusiasm and professional competence. Therefore, teachers are the key factors in promoting positive mindset and working attitude among students, which brings about social harmony and countrywide prosperity (Betonio, 2015). It is so obvious that teachers in an effort of discharging their professional duties under the expectations posed at them sometimes feel stress and pressure upon them. In fact stress may be taken as an antagonistic factor to the individuals who strive to fulfill their official responsibilities. The demand of workload under national expectations by the society keeps teachers under constant pressure which may result in the shape of stress. In general conclusion the small amounts of stress are useful in discharge of official duties but the enhanced level of it is dangerous the professional and personal grooming of the individuals (Betonio, 2015). Thus, the positive aspects of stress are numerous and play a catalytic role in improving professional efficacy of teachers in educative milieu. Contrary to this the bleak impacts of stress have played havoc in professional and personal life of the teachers. In fighting against the constant pressure and organizational stress if a teacher fails to cope with then surely his/her professional knowhow will ultimately suffer a lot. The negative ideas will broad upon and professional excellence will be vanished forever. Contrary to this there

are a lot of researchers who have proved that professional stress is good for onward professional knowhow and academic excellence (Betonio, 2015). The recent world is making progress by leaps and bounds by discovering the new horizons technological advancements. All is possible by virtue of educational advancement which is into the hands of teachers. Therefore high-valued lots of the state are the teachers. Apropos teachers are suffering from certain extrinsic and the intrinsic academic ecological factor that may block their routine activities in exercising the professional duties. Such sufferings when happen to hover upon the teachers they become unable to drag out themselves from such unwanted situations. Their charm to excel in their professional aptitude is faded forever. Therefore for the purpose of exploring outcomes of organizational stress on the academic performance of elementary school teachers, the recent study is conducted (Khan et al., 2012).

## II. LITERATURE REVIEW

The varied and multifaceted meaning of stress and especially the teachers' stress are found out as these are the complex phenomenon in its nature. Stress is such a fatal disease as it deprives of human beings to fight against the oddities and facing the daily life challenges (Dobson & Smith, 2000). It is a biological response of human body towards the adverse burdens and undesirable concerns of the workplace atmosphere. Human beings while fighting against any ecological cause threatening to his economical existence is the phenomenon of stress (Selye, 1984). The Teachers' stress which is penultimate outcome of the situation where there is an exposure to undesirable element takes place. These elements are all the time present within an academic institution or sometime outside of it. All these elements hinder their efforts to achieve academic excellence. It is morale deficit factor for all the teachers who are deputed at specific work place to exhibit professional excellence (Guglielmi&Tatrow, 2008; Thorsen, 1996). Stress producing factors are many and more and there is variegated list which vary from institution to institution, sometime from within and external for certain situations. An institution has a specific set of strict policies to be followed by the teachers which lacks the teachers' expectations to be met positively. Under this condition hopelessness will lead to the stress. Similarly overload teaching experience with low wages and a large numbers of students to be dealt daily will add on frustration which ultimately becomes stress element. Low career opportunities and overload working milieu will lead to the stress (Boyd et al., 2009; Forlin, 2001; Sharpley et al., 1996). On the other hand external elements to the institutions are many including parental demands and strict educational policies by the concerned government. The fear of downsizing and less privileges packages are the factor affecting teachers' morale to stress (Kyriacou, 2001; Winefield et al., 2008). The normal physiological reaction may acquire pathological in case the stressor is incessant (chronic), severe (e.g. violent act) or with repeated contact. The individuals may become resistant when altered physiological ups and downs take place as the individual try to tolerate the stressor. There is a gentler return to baseline levels when the latent baseline stages of both adrenalin and cortisol are raised up to other alterations. All these changes specify a reduced aptitude to deal with physiological reactions. At the end if these experiences to the stressor are going on, the individual can touch the phase of exhaustion and overtiredness which is too dangerous to take place an organic damage (Hansen &Sullivan, 2013). With the passage of timenew innovative changes are taking place and one of them is the employment of educational technologies in the class rooms for the better understanding of the students. In order to deliver services rather than provision of products, stress factor appears inherently as a complementary procedure with client anticipations for peculiar hands-on backing Organizational stress is evoked by" expectancy in growing careers. It is more pertinent that employees clamor that they deprive of "life outside of work". Growing use of cutting edge technologies like computers and laptops, the expectations are multiplying to a large. Employees and employment are at stake and are susceptible to burnout (Gilboa et al., 2008; Cooper & Cray, 2008). It can easily be concluded that the chronic stress may reach to such an incapability of revitalization reaction that is the prerequisite for adaptation which further to adrenalin deterioration and to cardiovascular worsening as well. The cardiovascular health is highly affected by the advancement of adrenalin decline. Further studies in the field have indicated the obesity to be the main cause of stressing and the professional unevenness. Growing rate of cardiac diseases and many other bodily itches happen to befall only because of professional cum occupational stress. (Betonio, 2015).

Organizational structure, styles and quality of leadership and the overloaded responsibilities are the main reasons for organizational stressing. There are many other set of reasons that may inflict stress inside business association and these include starring role, harmonizing efficacy of standardized amenities, organizational vicissitudes and the worth of communiqué all over the institute (Nyambongi, 2013). Workload is obviously attributed with time pressure and role conflict and tough combination of both of them is the prime sourcing of stress and its related derivatives. Brotheridge (2001) discovered a type of

stress which is known as the emotional exhaustion which is the obvious result of the workload. Furthermore the stress is generated due to the lack of workplace ethics. The same has been dug out by many researchers. Tyler and Cushway (1995) while conducting a research upon nurses, they maintained that there is relatedness between workload level and stress levels. The same relatedness between stress and workload has also been found under laboratory studies. Searle (2001) found out the same result while replicating their 1999 study investigating. They practically applied the Karasek's (1979) Job-Strain Model and were shocked to find the role of the level of demand, or workload in producing the stress. According to Selye, if the work is thoroughly inspected then it will be disclosed that it is largely marked by the physiological approach to the comprehensive work at stress. The stress is a condition exhibited by an explicit disorder consisting of totally non-specific variations surrounded by the biologic arrangement and it happens when faced by aversive or harmful provocations. Its pity that stress is considered like a broad-spectrum bodily and biological reaction disorder ((Hansen &Sullivan, 2013; Li, 2014). Measuring performance of the employee at the basis of learnability or simple learning is a new notion and it is known as adaptive performance (Pulakos et al., 2000). The perception of adaptive performance derives its roots from the ancient yardstick when learning and performance were interrelated to each and other and learning was considered as the part and parcel of the performance. So the similar is prevalent in the case of adaptive performance (London &Smith, 1999). To Pulakos adaptive performance is consisted of multifaceted extents including disasters management, stress management and problem solving strategies. Moreover exhibiting intrapersonal and the interpersonal adaptability coupled with physical endurance. (Pulakos et al., 2000). The teachers' performances explained above are interrelated with each other and these share common inspiration as well. The marginal differences between them should properly be understood for the further studies (Cai& Lin, 2006; Griffin et al., 2000). Application of these two are very vital for gauging the performance of the workers (Conway, 1999) and these two are helping hand in outlining the employee's performances under three heads; employees' operational performance i.e. efficacy, adaptableness and proactivity (Khan, 2012).

### III. THEORETICAL FRAMEWORK

The theories are undergo the detailed comprehension of the occupation stress, however most pertinent of them are the "person-environment fit theory, and the "demand-control" theory and the "cybernetic and systems" theory on occupational stress (Fevre et al., 2003). The demand-control theory studies the employee well-being in accordance with combined effects of job demands and job control (Kenny & Cook, 1999). By thorough comprehension of Karasek's job demand control model, existence of straining happens to befall due to slackness between job demands and actualization of the expecting prospects as a result employee's wellbeing, healthiness and occupational gratification is vanished (Bridger et al., 2010). Loaded working hours (McKenna et al., 2002; Nwadiani, 2006), occasional recesses and extended employment spans are insufficient to applicability of employee's skillfulness (Fair- brother & Warn, 2003). The demand theory put forward the idea of demand to be broken up into piecemeal of workload, working perils, corporeal and emotive demands and role engagement.

### IV. METHODOLOGY

The present study was a quantitative and cross sectional whereas, organizational stress and work load stress was used as dependent variable and teachers' academic performance as dependent variable. The population of the study was the elementary school teachers from District Muzaffargarh, Punjab, Pakistan. For the delimitation of the population 228 [Urban= 131 (57%), Rural= 97 (43%)] respondents were selected as a sample of this research through random sample techniques. Krejcie& Morgan (1970) model was applied to select the sample size of this study. Self-administered questionnaires from previous researches based on the organizational stress, job stress and teachers' academic performance were used for data collection from the participants through survey methods whereas, five points Likert scale (1. SDA to 5. SA) format was used for questionnaire. Cronbach'S Alpha Coefficient was assessed to check the reliability of the questionnaires that was acceptable according to the threshold value >0.7 (Bagozzi& Yi, 1988; & Hair et al., 2010). Staistical Package for Social Sciences (SPSS-25) was computed to analyze data according to the proposed hypothesis. Moreover, Descriptive statistics (Mean Standard Deviation, Frequency and Percentage) and inferential statistics Pearson Correlation and Multiple Regression Analysis were evaluated.

#### **Hypothesis**

HA1. There is a significance difference between urban and rural elementary teachers regarding organizational stress, work load stress and their academic performance

- HA2. There is a significance relationship between organizational stress and workload stress  
 HA3. There is a significance relationship of organizational stress and workload stress with academic performance  
 HA4. There is a significance effect of organizational stress and workload stress on teachers' academic performance

V. RESULTS

Table 1. *Descriptive Statistics*

Constructs	M	SD
Organizational Stress	3.39	.95
Workload Stress	3.63	.87
Academic Performance	3.98	.92

The descriptive statistics for the variables was conducted through means and standard deviation. The value of the organizational stress (M= 3.39, SD= .95), workload stress (M= 3.63, SD= .87) and academic performance (M= 3.98, SD= .92) show that the elementary school teachers were satisfied about these constructs.

Table 2. *Independent Sample t-test between the group (Urban and Rural) of the respondents*

Constructs	Group	N	M	SD	df	Sig.
Organizational Stress	Urban	228	3.83	.76	245	.00*
	Rural	228	3.43	.69	245	
Workload Stress	Urban	228	3.65	.93	245	.02*
	Rural	228	3.43	.78	245	
Academic Performance	Urban	228	3.61	.84	245	.00*
	Rural	228	3.05	.69	245	

*Significance level <0.5\**

Independent sample t-test was applied to investigate the significance difference between the group (urban & rural) of the respondents. The findings of the study show that there was a significance difference between rural and urban elementary teachers regarding these variables. Moreover, means score of urban elementary school teachers were greater than rural elementary school teachers.

Table 3. *Correlate Matrix*

Constructs	OS	WS
Organizational Stress	1	
Workload Stress	.389(**)	1

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

The Pearson Correlation was applied to determine the relationship between organizational stress and workload stress. It was found that there was a moderate and positive correlation between these constructs with  $r = .389$ .

Table 4. *Correlate Matrix*

Constructs	OS	WS	AP
Organizational Stress	1		
Workload Stress	.387(**)	1	
Academic Performance	.357(**)	.298(**)	1

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

The Pearson Correlation was applied to determine the relationship of organizational stress and workload stress with academic performance. It was found that there was a moderate and positive correlation between organizational stress and academic performance with  $r = .357$ . Moreover, there was weak and positive correlation between workload stress and academic performance with  $r = .298$ .

Table 5. *Multiple Regression analysis*

DV	IV	SE	Beta	t	Sig
Academic Performance	(Constant)				
	Organizational Stress	.04	.262	6.09	.03*
	Workload Stress	.04	.322	10.4	.00*

*Dependent Variable: AP*

Multiple Regression analysis was conducted to explain the effect of organizational stress and workload stress on academic performance. It was found that there was a significance effect of organizational stress and workload stress on academic performance with beta value (.262 and .322) respectively. Furthermore, workload stress had more significance effect on academic performance as compare to organizational stress.

## VI. CONCLUSIONS

It was concluded that the elementary school teachers were well aware about the organizational stress, workload stress and academic performance. Moreover, there was a significance difference between urban and rural elementary teachers regarding organizational stress, workload stress and academic performance. Furthermore, there was a significance relationship between organizational stress and workload stress. Additionally, there was a significance relationship of organizational stress and workload stress with academic performance of the elementary school teachers. Thus, the correlation between organizational stress and workload stress has significance effect on academic performance of elementary school teachers.

## VII. DISCUSSION AND RECOMMENDATIONS

Research finding indicated that there teachers at elementary school level are facing organizational stress and workload stress at workplace which effect the academic performance. It was recommended that it is a need for the staff development department to organize difference training sessions in order to overcome on the stress for the enhancement of the academic performance. Additionally, further studies should be conducted at other level i.e. secondary, graduation and post-graduation and other regions of the country. These kinds of studies should also be conducted among the non-academic staff. Lastly, it was recommended that the academic performance of the elementary school teachers should be investigated with other constructs which effect the academic performance of the elementary school teachers.

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