

## Find out the factors that create job stress and their impact on job performance among the teachers of private educational sector

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### Abstract

*The purpose of this study is to find out the factors that create job stress and their impact on job performance among the teachers of private educational sector. The independent variables of this study are workload, work environment and monetary rewards and the dependent variable is job performance. A survey has been conducted with 200 respondents. The Questionnaire is used after pilot testing in order to accomplish the desired objective with the help of respondents' responses. Test technique that is applied is multiple regression analysis and ANOVA analysis. This paper attempts to identify the determinants of job stress and its impact on job performance. The analyses of data showed that excessive workload, negative work environment and insufficient monetary rewards have significant impact on job performance. The results of regression supports the hypothesis that excessive workload, negative environment and insufficient monetary rewards affect the job performance of teachers at work.*

**Keywords:** Workload, Work environment, Monetary reward, Job performance

### Introduction

This segment will give all data with respect to the proposition foundation, reason, research questions, constraints and limitations of study and speculations with the survey and theories. This study aims to find out the relationship between job stress and job performance and how job related stress impacts the job performance of teachers in private sector universities in Karachi.

### 1.1 Background of study

In this modern era of business today the service oriented professions have now become as vital as the manufacturing businesses. Especially, the education providers are highly dependent on the services provided by the faculty members or teachers. The universities and the teachers are considered to be the role player in the learning stage of individuals. In the faculty of higher education the expectations from teachers are very high. So in order to get the best effort of teachers in delivering the high level of knowledge to the students, the teachers are needed to be highly satisfied so that the quality of education can be improved (Chaudhry, 2012).

A city like Karachi where, physical resources at educational institutions are inadequate, monetary benefits are not appropriate, workload is not proportional with the salaries, management problems are frequent, most of the universities are not well equipped with modern methods of teaching as well as lack of managerial support, all these reasons together are responsible for creating stress for faculty members at workplace (Nazari & Emami, 2012).

The ever increasing issues and challenges in the educational institutions trigger the interest of academic authors and they are keen to research on job stress and its impact on job satisfaction in the university settings. The multiple tasks, duties and responsibilities at workplace lead to intense stress for faculty members, which adversely affects the teaching performance and therefore, many academicians have paid attention towards conducting researches about teachers stress, the sources of stress and its corrective measures (Raza, 2012).

The increasing workload and lack of facilities & salary packages in teaching profession is decreasing the interest of qualified teachers and professors to get indulged in this profession and job stress is considered to be the origin of this decline (Nazari & Emami, 2012).

To meet the competitive requirements of education worldwide, the universities, need to adopt constant job stress and satisfaction assessment programs to know that how job stress impacts the job satisfaction, job

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performance, productivity, efficiency, effectiveness and quality of education at university level (Ali Raza, 2012). This study is an initiative to discover the impact of job stress on the performance of teachers in the private sector universities in Karachi.

## **1.2 Problem statement**

Due to ever increasing challenges and issues in teaching profession, job related stress has become the major problem that is affecting the performance of teachers at the workplace. Many scholars and academicians have studied and researched the factors of job stress in several business, manufacturing and social sectors all over the world. But no proper attention has been given to educational sector particularly in Karachi. Therefore, this study is developed to explore the stages of work stress among private university teachers and its impact on their job performance.

## **1.3 Objectives of the Study**

This study analyzes the determinants of work related stress and gets insight into how job stress can affect the job performance.

- To examine the impact of workload on job performance of teachers.
- To examine the impact of work environment on job performance of teachers.
- To examine the impact of monetary rewards on job performance of teachers.

This study will provide the information to the job stress that will create an understanding about the factors that create job stress like; workload, work environment and insufficient monetary rewards, which affect the job performance of faculty members.

## **1.4 Research Questions**

The research question that this research aims to answer is;

1. What are the main factors that create job stress among teachers at workplace in educational sector?
2. How these factors may impact the job performance of teachers in private universities of Karachi?
3. How work environment, workload and monetary rewards may impact the job performance of faculty staff?

## **1.5 Significance of Study**

In the competitive environment of today the teaching profession is becoming more and more demanding, but the management control and adaptability towards the demanding environment seems to be in appropriate. The combination of high demand and low control problems are creating exceptionally high job stress and low job satisfaction at work. In this demanding environment, only the highly satisfied teachers can survive with this situation and can direct the institutions to achieve high educational standards (Anonymous, 1997). To meet the competitive requirements of education worldwide, the universities, need to adopt constant job stress and satisfaction assessment programs to know that how job stress impacts the job satisfaction, job performance, productivity, efficiency, effectiveness and quality of education at university level (Ali Raza, 2012).

This research starts with introduction, trailed by literature review, followed by research methodology, results, conclusion, restrictions of the review, and research gap for future research. The review likewise creates proposals and administrative ramifications for strategy creators in advanced education. At last, this research investigates and promotes conceivable outcomes of research in the subject and proposes regions of future examination. The discoveries of study convey high values for the administration of both open and private educational area alongside productive expansion in the scholastic writing of the world.

## **1.6 Scope of Study**

Teachers in educational institutions are considered as fundamental part in the human advancement and they are confronting many sorts of work pressures in their working environment. The stress of teachers in higher

education and in universities of Karachi is very sensitive area but it is not widely taken into consideration by the scholars and researchers. This review is an initiative to investigate the level of stress among private university teachers in Karachi. This progression will give a positive venture to future research.

As per the available researches no exertion was made to discover the relationship between jobs related stress and job performance of university teachers in Karachi. Subsequently, this review may fill the imperative literature gap, especially with regards Karachi to discover the relationship between the job stress and job performance.

## **1.7 Definition of Terms**

### **1.7.1 Job Stress**

Job stress is a mental state that arises when an individual's resources become inadequate to survive the demands and pressures of work. Job stress is an undesirable response that people show towards work pressures and burdens that are laid upon them. Job stress is an individual's reaction towards different environmental factors that affect the job performance of employees.

### **1.7.2 Work Environment**

Work environment is the environment in which employees are engaged in their work and that comprises of four main elements; physical setup of workplace, basic fundamentals of job itself (e.g. workload, task, and complexity), business structures (e.g. culture, norms, principles), and business background and history (e.g. industry setting, employees' relation).

### **1.7.3 Workload**

Workload can be defined as the performance and challenges that a job demands. Extreme workloads and high job demands make employees stressed and dissatisfied and it also impacts on employee commitment towards their work and organization.

### **1.7.4 Monetary Rewards**

The monetary rewards are the financial rewards that include; employee salary, basic pays, bonuses, allowances and other incentives in form of money.

### **1.7.5 Job Performance**

Job performance is the employee's actions and behavior at workplace that determines the effectiveness of goal attainment in an organization and also organizational productivity.

### **1.7.6 Employee Satisfaction**

Job satisfaction is pleasure and positive feelings of employees that arise from the performance rewards, positive work environment and other encouraging aspects of the job.

### **1.7.7 Employee Morale**

Employee morale is the strength of employees by which they make decision and perform their everyday tasks to attain organizational goals

### **1.7.8 Employee Commitment**

Employee commitment is an employee's dedication, devotion and loyalty to the organization he is working in. Employee commitment is considered as a powerful motivation because if employees are committed with

their work then they tend to be motivated and satisfied.

## **1.8 Limitations of Study**

However the study offers some new insights in Pakistani context, but it has some limitations as well. Due to the shortage of time, the sample size is not very large and only some private institutions of Karachi have been targeted. The sample collected in the study mainly consists on the respondents of Karachi, who only belong to the private sector universities and not public sector, so in future studies, a broader and large study can be conducted which includes a large number of responses from other cities of Pakistan as well to better understand the relationship of job stress and job performance.

### **Literature Review**

In this chapter the literature review is arranged according to the dependent and independent variables of this research that are job stress and job performance. Past studies, theories and researches are thoroughly examined to develop and modify this research work. Researches and studies of both national and international authors have been taken for this research work to make this study as relevant and appropriate as possible. Past studies and researches helps to develop and modify a research background and it defines what opportunities and problems are still available to study.

## **1.9 Theoretical Background**

Many researchers, authors and academicians have worked on the formulation of different theories and models related to job stress. To justify this research, the most appropriate theories related to the topic, have been discussed below:

### **1.9.1 Transactional Model of Stress**

When internal and external factors of environment are highly demanding, they upset the work balance of an individual, consequently upsetting the psychological and physical health of worker, requiring immediate actions to reestablish balance (Lazarus & Cohen, 1977).

Richard and Susan were the researchers who first formulated transactional model of stress in 1984. According to them, stress is arisen because of the incapability of individuals to understand and fulfill demands. The model was defined as; when demands of the environment are higher than the environmental and individual resources then it creates stress and pressure among individuals. This model is based on assessing the factors and reasons of stress and the capability of individuals to best utilize the external and internal resources to cope and manage stress (French, Caplan & Harrison, 1982). The Transactional Model expresses that stress management can only be successful if the person's capacity to abolish, diminish, or cope with stress is effectively measured, and that the aspects associated to such capacity are put into consideration.

The transactional model of stress is an outline for assessing the stressors and the process of coping with the stressors. This is facilitated firstly by the person's appraisal i.e. evaluation of the threatening event and secondly the coping efforts i.e. the resources and efforts used by the individuals to dispose-off the stress (Lazarus & Cohen, 1977; Antonovsky & Kats, 1967; Cohen 1984).

### **1.9.2 Person-environment fit model of stress**

This model of stress emphasizes the relationship between a person and his environment. When the employee's values and organizational values don't match then it creates stress at the workplace. The model explains that the working environment where a person works, determines the physical, mental and psychological health of that person (Lewin, 1951).

French, (1973), explains that the person-environment fit model is the model which highlights that in order to have healthy environmental conditions for employees, it is essential that employee's knowledge, skills and abilities match the demands and resources of their job. If the KSA's of employees don't match with the demands and resources then it will create gap between the person and environment and creates high stress and thus low productivity (Sonnentag & Frese, 2003).

### 1.9.3 Demand-control model of stress

Demand-control model of work stress was developed by Karasek. This model explains that when there is a high work demand (workload, extra working hours, excessive work tasks, high competition) at work for workers but low work-control (lack of empowerment, autonomy, decision making power, skills and job misfit) then it creates psychological and mental problems and affect the work productivity. This model states that the more work control employees have on their work the more productive they will tend to be (Jones, F., & Bright, J. 2001).

### Health-Realization Model of stress

Health realization model explains that the stress response and experience of a person is dependent on the perception and mental thinking of a person. The more control a person has over himself, the more easily he will manage and deal with the stressful situations. This model opposes the transactional model, because transactional model says that the better evaluation of environment and stress factors can help the individuals to cope with the pressures at work. Whereas, the health realization model explains that when individual successfully understands himself and is aware of his strength and weaknesses that in which circumstances he feels positive and in which situations he will have negative and insecure thinking, then he will be able to fight with stress effectively.

According to this model, the stress disposal is focused on purifying the negativity and insecurity of an individual, so that he would not perceived a potential stressor as a basis of stress, but instead optimistically deals stress and so leads to a more effective eradication or reduction of stress (Aljona Shchuka, 2010).

### 1.9.4 The Job characteristics model of stress

According to Hackman and Oldham's (1980), job characteristics model concentrates on significant features of job characteristics, such as skill diversity, task individuality, task importance, independence, and feedback. These characteristics are suggested to influence the mental and psychological state of individuals. This model explains that adverse work characteristics increase the mental problems among individuals which lead to consistent mental and behavioral outcomes, e.g. low motivation, low satisfaction and high absenteeism, etc.

### 1.9.5 The Effort-Reward Imbalance (ERI) model of stress

The ERI theory includes internal and external elements of work to evaluate the level of stress related with employee satisfaction. This model explains that disparity between work efforts and rewards is likely to promote frequent negative emotions and distress among employees.

According to this theory, high work efforts may include; unduly load of work, time burden, excessive work responsibilities and extra hours and overtime, while low rewards may include; job insecurity, lack of recognition from management, no promotions, insufficient salary packages.

When the rewards given to employees are not proportional to the efforts applied by them then it creates distress, dissatisfaction and high turnover among employees (Felistus, M, *et al*, 2016).

According to the study of Unterbrink *et al.*, (2007) on teachers, the relationship of high efforts and low rewards is likely to be the prime cause of high stress and turnover and low productivity and satisfaction among teachers.

### 1.10 Job Stress

Stress is a dominant problem in today's modern time, where world is getting more complex, more demanding and more competitive. Stress is a stage which occurs when there is a discrepancy between the command given to a person and his inability to execute that command successfully and as desired. Stress is a gap between what is demanded from a person on one hand and what are his knowledge and abilities on the other hand. Stress doesn't only exist when a worker is unable to cope with the work pressures, but it also occurs when workers skills, knowledge and abilities are not fully utilized and when they are not given work best suited for them (Santhosh, 2014).

Job stress is a mental state that arises when an individual's resources become inadequate to survive the demands and pressures of work. Stress is basically a gap that a person encounters between his present state and the desired state (Ratnawat, 2014).

Job stress arises when there is a negative interaction between a worker and his work environment, i.e. when a worker is unable to positively interact and manage his work tasks and responsibilities (Mosadeghrad, *et al*, 2011). In easy terms job stress is the person-environment misfit (Singh, T, *et al*, 2007).

Job stress is an undesirable response that people show towards work pressures and burdens that are laid upon them. Job stress is an individual's reaction towards different environmental factors that affect the job performance of employees. There are lot of work place dimensions like workload, work environment, management support that creates stress at work and effects the physical and mental health of workers. (Ahmed & Ramzan, 2013). An employee with bad mental and physical state is surely unable to work at his best and this negatively affects his job performance (Zafar *et al*, 2015)

Fast changing nature of businesses worldwide increases the burden of workers and employees to achieve maximum productivity and improve competitiveness at the workplace. Certainly, to perform better at work, it is highly required to perform multiple tasks at work to meet the standards of advanced business world. The ultimate consequences of this burden on employees is one of the important factor that creates pressure and job stress at work (Cascio, 1995).

Teaching as a profession is a cause of too much stress because of complex work environment. Several studies have shown that teaching as a profession has double degree of stress at work in comparison with other occupations. A recent analysis found that most of the academic and faculty staff found their job stressful and most of the teachers reported psychological distress (McCormick, 1997).

Emami, *et al* (2013), researched on the job attitude of teachers and evaluate the link between teachers attitude and job involvement. The results specified that there is a positive relationship between teacher's attitude and organizational commitment. The more satisfied the teachers are with their job the more positive will be their attitude and more committed they will be with their work and organization.

Job stress results in many negative outcomes in part of employees such as exhaustion, low involvement towards work, absenteeism, low organizational commitment and low productivity. Because of stress employees feel less motivated, less initiative and thus find themselves unable to take timely and effective decisions (Zafar *et al*, 2015).

Our mental and psychological state forms our thoughts, feelings & emotions, which directly effects the physical state of a person and makes him unhealthy and thus less productive (Jamal, 2005). The thoughts develop the attitude and behavior of a person. So the negative thoughts created in the mind of an individual due to job stress and pressure can affect the person's behavior and ultimately his performance. An employee with bad mental and physical state is surely unable to work at his best and that negatively affects his job performance (Zafar *et al*, 2015). Therefore, organizations of today are very keen to implement those motivational programs that can decrease the levels of job stress from among the employees (Shawkat, 2013) Ratnawat, (2014) stated that job stress also effects the psychology and behavior of an individual at work. It cause people at work to become irritable and short tempered. Because of severe stress at work, people become indecisive, anxious and they also become ineffective in interacting with their peers and eventually it badly effects the environment of the organization.

Some of the organizations consider stress as the performance enhancer, they think that by putting a sensible amount of stress on employees, their performance can be increased; conversely, this stress can create demotivation among employees and can make employees dissatisfied. (Trivellas, 2013).

Job stress does not only occur because of the workload and work burdens but it also arises due to inadequate rewards for employees. If employees are offered rewards proportional to their performances, it will satisfy them and decreases their work pressures. On the contrary, if employee's expectations from management are not satisfied, it will surely triggers negative behavior and their performance will deteriorate because of stress (Zafar *et al*, 2015).

Job stress derives psychological, physical and mental disorder in a person and affects the individual's stable state by producing strain, tension, anxiety and uneasiness within the individual. The problem of work stress is increasing rapidly all around the world and has become the most common disorder especially in educational sector (McCormick, 1997).

Job stress can be triggered by several circumstances. For instance, an employee at work can feel stressed if the responsibilities and duties of their job are greater than they can easily manage. Other causes of job stress may comprise, work conflicts, rapidly changing job environment, job threats, lack of job security, fear of dismissal etc. (Sagar & Amin, 2014).

Schaufeli & Bakker, (2004), has conducted a research about work stress and work involvement and found that challenging work and demanding environment of work doesn't always create job stress but some individuals find themselves more involved when dealing with challenging tasks. However, extreme burdens and extended & extra working hours are the reasons of causing stress in most of the employees.

According to Terry, *et al*, (1993), high intensities of work related stress are related with less job satisfaction and work involvement. Fairbrother & Warn (2003), confirm the negative relation between job stress and job satisfaction i.e. when employees are stressed at work they will be less energetic, active and enthusiastic, thus their involvement with their work will decrease significantly. Moreover, it appears that job satisfaction has a defensive effect on the link between work stress and detachment i.e. the more satisfied the employees are the less will be the job stress and work disengagement (Rothmann, 2010).

Work stress produced by elements such as role ambiguity, work overload and job exhaustion and burnout, can create stress signs as irritability, tiredness, anxiety, despair, and unease (Singh, T, *et al*, 2007).. According to several researches, some most common causes of stress at work can be: career frustration, complex organizational culture, unfriendly and extreme strict work structure, conflicting relationships within the organization or work family life imbalance (Cooper and Marshall, 1976).

Beehr and Newman (1978) defined job stress as a disorder in which job interrelated elements effect the employee and disturb or disrupt his mental state in such a way that the individual's mind is compelled to diverge from normal working condition to abnormal functioning.

McGrath (1976) has proposed five sources of stress: a) Task-based stress; the stress that arises due to the burden at work or due to the inability of a person to accomplish his goals or tasks. b) Role-based stress; the stress that arises due to the role ambiguity that is when a person's job is vague, ambiguous and not clearly defined. d) Stress arising from the physical environment itself; that is if the physical facilities are not adequate it will create stress. e) Stress arising from the social environment, that is the relational differences at work; and f) Stress within the person-system which the principal person "carries with him" to the situation.

## **1.11 Work related Stressors**

Work related stressors or occupational stressors are those factors that are responsible for generating stress at the place of work. Larson (2004) identified that all the elements at workplace that create threat to employees can be considered as occupational stressors. Several scholars, experts, researchers and academicians explored numerous factors that are the main cause of creating stress at work that may include; workload, role conflict, role ambiguity, job insecurity, time and performance pressures, work life balance, lack of autonomy, inadequate rewards, lack of management support (Khan & Imtiaz, 2015).

For the present research three factors of stress has been chosen that include; physical & social work environment, monetary rewards and workload, to find the relationship of these work stressors with job performance of faculty members in the universities of Karachi.

### **1.11.1 Work Environment**

As competition in the business world has increased and business environment is becoming complex and extremely challenging, many companies have understood that in order to retain their business success, they have to ensure favorable and pleasant working conditions for their employees (Raziq & Maulabakhsh, 2015).

According to Hanaysha, J, (2016) work environment is the environment in which employees are engaged in their work and that comprises of four main elements; physical setup of workplace, basic fundamentals of job itself (e.g. workload, task, and complexity), business structures (e.g. culture, norms, principles), and business background and history (e.g. industry setting, employees' relation).

If the physical and social working conditions in an organization are adequate and sound then the employees of that organization are said to be more satisfied and committed with their work. The employees having positive working conditions are deemed to put their best efforts at work and tend to perform what is expected from them. Hence, to get zero stressed and highly satisfied employees, the organizations are required to pay extra attention towards the physical as well as social working conditions (Repley, 2003). Moreover, the employee's competence and performance in an organization is directly proportional to their level of motivation, and if the work environment is not motivating then it will negatively affect the performance of labor force (Atambo, *et al*, 2013).

Maslow in his theory of needs explained five human needs that include; basic needs, safety needs, social needs, self-esteem needs and self-actualization needs. Failure of the fulfillment of any of these needs can lead the employees to higher stress and lower motivation and eventually low satisfaction. (Armstrong, 2009). Thus, if the physical and social work environment is not appropriate employees will fail to satisfy their lower to higher level needs (Atambo, *et al*, 2013). Organizations therefore, should construct such working environment that provide employees friendly surroundings and atmosphere that will continuously support employees in moving gradually from their lower level needs to the highest need of self-esteem and actualization (Nawab, 2011).

According to Ollukkaran and Gunaseelan (2012), it is a difficult challenge for the organizations to develop a work environment that enriches and encourages its employees. Certainly, the work place environment is responsible for employee satisfaction and dissatisfaction. The quality work environment encourages employee morale, commitment and employees tend to perform well. Whereas, if the working conditions are worst; it will increase employee absenteeism and work disengagement (Shafini, *et al*, 2015).

Herzberg two factor theory explains hygiene factors (external factors at work i.e. facilities, work cleanliness and sanitation, interpersonal relationships, security at work, work location, salary, benefits etc.) & motivational factors (the intrinsic rewards i.e. recognition, praise, responsibilities, job enrichment, decision making power, autonomy, career development opportunities etc. ). A working environment that fails to fulfill the standards of both Herzberg factors, its employees will be demotivated dissatisfied and eventually highly stressed (Atambo, *et al*, 2013).

An unfavorable working condition has significant bad effect on teacher's performance and it makes teachers and faculty members stressed and depressed. Lacking basic facilities, like air ventilation, cleanliness etc. creates a very bad effect on the staff of educational institutions. It decreases teacher's interests and commitment and also affects the teacher-student relationship. They become less tolerant to their environment and less productive. Teachers experiencing poor working conditions become rigid, inflexible and resistant to change (Usman, A, *et al*, 2011).

Moreover, people occupied at problematic and troublesome environment will certainly finish up with low quality work and thus low performance. Such inconvenient conditions at work badly affects the mental and physical health of employees and results in high stress, lack of interest, high absenteeism and turnover (Naharuddin & Sadegi, 2013).

Work environment is not only deemed to be physical environment but it also includes the societal aspect at work. The organizations should not only take care of physical working conditions but should also take into consideration the feelings and emotional aspects of every individual at work, because the negative relationships at work, work conflicts and politics can ruin the employee confidence and work involvement and can cause stress and mental disabilities (Shafini, *et al*, 2015).

When it comes to choosing a working place with conducive working environment, the employees tend to prefer many elements in the working conditions like, flexible working hours, job security, good relationships at work, supportive management (Raziq & Maulabakhsh, 2015).

There are five elements that employee tend to consider in assessing the working environment. The factors consist of: work equality, work facilities and capacity for the execution of work, interpersonal relationships, communication system at the place of work, encouraging working environment, and the measures to regulate and control risks and hazards (Hanaysha, J, 2016).

Previous studies have indicated that there is a direct relationship of working environment and job satisfaction (Raziq & Maulabakhsh, 2015). Lee, Blackman and Hurst (2007), also defined that job satisfaction among employees increase if the organizations have favorable working conditions. Furthermore,



Leslie and Brand (1998), also found that positive working conditions decreases employees stress, minimizes their level of absenteeism, reduces complaints and criticism, and hence increase employee satisfaction.

According to Aseanty, D (2016), difficult working conditions at work place can badly affect the life and health of workers. Difficult working conditions may comprise of two main factors; external factors that include temperature, humidity & moisture, dust & smoke, lights & radiations, noises and intrusion and all those factors that create uneasiness and irritation among the employees. Individual factors that include extra work shifts, lack of autonomy & empowerment, which is the cause of creating excessive strain and stress among employees.

Working environment where conditions are difficult for employees, it will impact employee performance and satisfaction. Therefore, organizations should take immediate steps to eradicate uneasy and unfavorable working conditions and should also ensure safety and health facilities at work place Aseanty, D, (2016).

### **1.11.2 Workload**

Teaching is an exciting job to be performed. Teachers who are capable of performing under heavy workload can be proficient to transfer quality knowledge to students in highly effective way.

Because of the competitive and challenging environment of today the faculty staff of universities have to perform multiple difficult and complex tasks. In the traditional era of teaching, the service and administration factors were not given high prominence and importance. But due to the modern and advance world of today, educational institutions are now keen to focus on making their management and administration more and more competitive, well organized and efficient.

This disclosure in part of universities has increased the expectations of administration from their faculty members. The university faculty is said to be progressively challenged by higher workload and responsibilities. The teachers of universities are therefore required to achieve challenging goals for the fulfillment of both students and organizational needs (Houston, D, *et al*, 2006).

Workload can be defined as the performance and challenges that a job demands. Extreme workloads and high job demands make employees stressed and dissatisfied and it also impacts on employee commitment towards their work and organization (Spector, 1997). Porter and Umbach, 2000 discussed that workload of faculty staff includes several elements like; hours of teaching, work involvement, limited time frame, quality teaching service, administrative feedback, student evaluation, course outline preparation etcetera.

Workload can be defined in two ways; qualitative workload and quantitative workload. The qualitative workload is related to the difficulty and challenge of work tasks that effects the physical and mental state of employees (Spector, 1997). Achieving high challenging work tasks within a given and specified time frame often make employees stressed and affect the quality of their work. Working under extreme time pressures cause job burnout, exhaustion, stress and eventually dissatisfaction among employees (Porter&Umbach, 2000).

Another aspect of workload is quantitative workload that is related to the quantity of work that an employee has to perform. Researchers have found that excessive workhours and work related responsibilities cause emotional instability, tiredness and burnout. Several studies show that workload and employees satisfaction are inversely related and employees having lots of work tasks have a very strong feeling of dissatisfaction and they are intended to leave their organization (Noraani & Wee Yu, 2013).

Work creates stress when it surpasses and goes beyond the capacity of an individual to perform it well and as per demands. From last few years, workload has become most common and everlasting factor in organizations. Workload is observed as a very critical and noticeable problem among organizations (Houston, D, *et al*, 2006).

If an employee has excessive work to do within inadequate timeframe then this creates pressure and stress and causes physical and psychological fatigue among employees. Heavy workload, impractical and unrealistic deadlines and overly high expectations from employees, leave employees aggressive and stressed (Nurul Aini, 2013).

Workload is the relationship between the resources available for the work to be done and the intellectual capacity of a person required to perform the task. Organizational changes, technological advancement and budget limitations compel the employees to complete more jobs with limited resources. Workers in organizations are required to perform excessive duties within limited timeframe. This unduly burdens of work on employees lead them to high stress, higher risks of diseases, high absenteeism and lower

performance & satisfaction. It is therefore necessarily required by the organizations to control, improve and develop favorable conditions at work (Nurul Aini, 2013).

Ferguson, K. (2012), evaluated that workload is the cause of stress and anxiety among workers. Workload may be challenging to manage without any clear directions and well defined boundaries. In order to control workload problem at workplace it is very essential for the faculty members to learn management skills to manage workload. Management support and activeness also play an essential part in helping teachers to manage their workload.

Houston, Meyer and Paewai (2006) discussed that faculty staff tend to be highly satisfied if they have freedom and autonomy to decide their own method of performing their work, and the variety and diversity in their job tasks. Several researchers have found an inverse relationship between employee satisfaction and work load. Studies show that heavy workload has a negative impact on job performance and job satisfaction among faculty staff of universities (Noraani, 2013).

### **1.11.3 Monetary Rewards**

The monetary rewards are the financial rewards that include; employee salary, basic pays, bonuses, allowances and other incentives in form of money. Armstrong (2007), specified that organizations reward employees on the basis of their performance, their knowledge, skills and abilities, their level of competence and their contribution in organizational success.

Monetary rewards can be of two types; direct monetary rewards i.e. salaries that teachers achieve for their work done, and indirect monetary rewards that includes; other monetary resources rewarded to teachers like; teachers training, books & guides, transportation services, subsidized accommodation, lunch and food services etc. The monetary incentives that is providing attractive remuneration and allowances to teachers is an effective way to attract teaching staff towards this profession. Furthermore, good salary scale also helps in developing more competent and high performing teaching force (Bruno, *et al*, 1993).

The teaching profession has become one of the most hectic and exhausting profession among all other professions because of the heavy workload, exhausting work routine, insufficient salaries and low status. Monetary rewards in teaching profession are considered to be most important role player to nurture job satisfaction and work commitment among teachers. Attractive salary packages are the best way to enhance the quality and abilities of teachers (Nazir. T, *et al*, 2013).

Money is considered to be the most important and critical factor in motivating employees. Money is a vital reward that enhances employee motivation and help employees in satisfying their most desired needs. Many scholars, researchers and authors confirm that salary and employee regular pay is unquestionably compulsory to satisfy biological needs and safety needs (Robbins *et al*. 2003).

Moreover, the monetary rewards are also essential for employees as money and other monetary incentives show employees their value and worth in the organization, hence results in positive employee motivation. Many organizations find it difficult to offer appropriate rewards to their employees as per their performance. In order to motivate employees by giving monetary rewards, the organizations should make sure that rewards are proportional to employee performance and they should be perceived by the employees as sufficient to satisfy their needs (Martha & Herbert, 2013).

Armstrong (2007) highlights that generally monetary rewards act as basic objective that usually employees aim for, thus for achieving this objective, they tend to offer valuable and desired outcomes and results. Monetary rewards are also considered to be strong support for employees because financial rewards are general method to provide valuable feedback to employees for their efforts.

In the current reward system in universities, the salaries are not awarded according to the teacher's performance but the teachers' pay scales are based on their years of experience in teaching and the number of degrees they have. Such salary system in educational institutes tends to be unfair for the teachers who are keen to work hard and perform well. This biased reward system on part of teachers compels them to switch their teaching profession because their good performance is not justly rewarded (Kelley, 1999).

Ali, W, *et al*, (2014), discovered that most of the high skilled employees leave their organizations just because of unfair and unjustified salaries and monetary rewards. According to a study almost 70% of the

employees express that insufficient remuneration is one the common reason behind the job switch and turnover.

The primary concept of teacher's motivation is based on the match of teacher's salary and their performance & productivity. When employees feel that they are working hard and putting their best efforts for the organizational profitability but they are not rewarded as per their performance then it creates stress among them and as a result their satisfaction and level of performance decreases. The organizations, therefore, are required to pay employees according to their performances so that there will be less stress and chaos at workplace and organizations may have high employee retention (Kelley, 1999).

For motivating teachers and to expand their performance horizon fair and effective salary system is significant. Teachers who are well satisfied with their remuneration are likely to perform well in their line of duty (Chapman, D.W., *et al*, 1993). According to the study of Unterbrink *et al.*, (2007) on teachers, the relationship of high efforts and low rewards is likely to be the prime cause of high stress and turnover and low productivity and satisfaction among teachers.

### **1.12 Job Performance**

Job performance of employees is the most serious matter in today's competitive business world as it plays a vital part in the success of organization. Job performance is the capacity of employees to accomplish their respective job goals, to aim to meet organizational expectations, to meet up standards and put their full potential in achieving organizational goals (Wang *et al.*, 2015).

All the activities that employees are engaged in at work determines the performance level of employees. Job performance in general terms can be defined as how effective and efficient employees are at their work and how well they are performing their duties.

Job performance includes two main aspects of job i.e. the employees and their match with job environment. The more employees feel themselves comfortable with their work environment the more good they will be able to perform. Generally there are three main dimensions that can evaluate employee's job performance, which may include; the outcomes and results of their work, their behavior at work and their personal qualities and characteristics (Vanden, J, 2011).

Job performance is the employee's actions and behavior at workplace that determines the effectiveness of goal attainment in an organization and also organizational productivity (Borman, & Motowidlo, 1993). Organizations are always keen to make their employees perform best because the good performance will lead to high profitability and productivity (Hunter & Hunter, 1984).

Employee performance can be divided into two fragments; the task performance and the contextual performance. Task performance refers to the actions and activities that employees perform formally at the workplace. Task performance includes all those tasks and duties that are officially assigned to employees and that if performed well can add value to the organization's fundamentals.

Contextual performance on the other hand includes not the individual officially assigned duties but those activities that are not direct part of the job itself like; interpersonal relationships, cooperating and collaborating with others at work place, etc. If employee's performance in the organization is good in both aspects i.e. task performance and contextual performance then they are likely to be more productive and dynamic for the organization (Murphy, 1989).

Employee's job performance is centered on five key individual characteristics that may include; knowledge, skills, abilities, experience and personality (Vroom, 1970). According to Hunter and Hunter, (1984), the organizational performance is directly reliant on the job performance of employees. Employee's creativeness, imagination and innovativeness determine the job performance and overall performance of the organization.

However, job performance can not only be declared as employee's alone performance. Work environment, organizational structure, equal task and responsibility distribution, they all together makes a well performed employee. Unfavorable work environment, complex work task and disparity between tasks assigned and employee capabilities and resourcefulness can create stress among employees and eventually negatively effects the employee and overall organizational performance (Cooper, 2008). Job Performance of teachers is highly based on personal factors like; teacher's knowledge, interest, imagination, sensibility, and organization factors like; teaching environment, classrooms, facilities, cleanliness, organizational climate, rules & policies, management support etc. If personal and organizational both factors are carefully taken into consideration by both the teachers themselves and by the organization then it can enhance the teacher's performance in the long run (Rao & Kumar, 2004).

From educational sector perspective job performance is the daily tasks and duties and behaviors that teachers undertake and experience that evaluate their job performance. There are eight dimensions by which performance of an employee can be measured, they may include; Job behavior related to the duties of job, general behavior related to relationship with the peers, communication skills at work, work involvement and organizational commitment, personal characteristics, Effectiveness in Team work, leadership qualities, time management (Vanden, J, 2011).

Griffin (2005) discovered that job performance of employees can be measured by three aspects of job i.e. employee morale, work environment & conditions and knowledge, abilities & skills of employees to perform their work. Griffin observed that if the employees are not motivated they tend to perform poor. Similarly, if positive and favorable conditions are not given to employees then their interest in work decreases and thus they will feel themselves uncomfortable and stressed. Moreover, limited KSA's of employees as per desired by their job, also decrease employee performance and overall organizational performance.

According to Danna and Griffin (2002), there is a negative relationship between the quality of work and the employee mental and psychological wellbeing. Unstable and stressed employees are unsuccessful in performing quality duties at work. Moreover, employees who report severe stress at work are likely to perform poor in their jobs. In general, job stress is the major cause of reducing the quality of employee job performance. Higher frustration, stress, depression and exhaustion weaken the employee's ability to learn new things which eventually leads to low morale, work involvement and satisfaction among employees (Lepine, *et al*, 2004).

### **1.12.1 Employee Satisfaction**

Educational institutions are recognized as the main source behind the development of new generation. For the better advancement, growth and progress of students the work force of higher educational institutions are required to be highly satisfied. Researches indicate that teachers who are satisfied with their work are likely to promise their efforts, energy and time which results in effective performance and high productivity in the organization (Spector, 1997).

Employee satisfaction is an essential element to be researched on as it is a vital factor in increasing organizational performance. Job satisfaction is pleasure and positive feelings of employees that arises from the performance rewards, positive work environment and other encouraging aspects of the job. The most important factors creating satisfaction among employees are; justified rewards and appraisals, management support, equality at workplace, friendly environment, good working conditions and facilities, etc. Job satisfaction is the main reason behind employee's mental and psychological betterment and wellbeing. Moreover, job satisfaction among employees can have a positive and encouraging impact on organizational performance and success (Vanden, J, 2011).

According to Armstrong, job satisfaction is the feelings and emotions of employees at work. Optimistic and satisfactory work attitude indicates high job performance while negative and dissatisfactory attitude and behavior lead employees to low performance.

Noraani, (2013) has studied various practices on job satisfaction among staffs of Malaysian organizations. The results specified effective team work and organizational environment & culture has a significant positive impact on the employee satisfaction. Another research has done by the authors between the job satisfaction and other variables such as; work over load, work environment, job variety, working conditions, work hours, monetary rewards and interpersonal relationship. The results explained strong positive relationship among all the variables and employee satisfaction.

The educational institutions are labor reliant and their success is highly dependent on the performance and competitiveness of faculty members. In the educational sector the teacher's satisfaction also plays a very important role in the student's career success. If the teachers or the faculty staff is satisfied with their work and job then it will highly influence them to perform better (Kusku, 2003).

Teacher's satisfaction, morale and commitment are the basic and fundamental elements in enhancing the performance of students and overall performance of institutions. Teachers are the leaders of any culture and society, who not only teach the students but also help new generation to be role model for the upcoming generations. Teachers with high skills, knowledge and abilities are likely to put their best efforts to their work, but if highly qualified teachers are not satisfied then this creates stress, absenteeism, turnover and results in organizational low performance and failure (McCormick, 1997).

In numerous researches on teacher's job satisfaction, the results exhibit that when teachers are highly satisfied with their work then they are likely to have highly pleased optimistic attitude towards students and management and colleagues. Thus, high satisfaction decreases job stress and enhance organizational overall performance (Spector, 1997).

### **1.12.2 Employee Morale**

Employee morale is the strength of employees by which they make decision and perform their everyday tasks to attain organizational goals. Many researches show that teachers if the working environment and salary scale in the educational institutions are not positive then teachers are demotivated and discouraged. The main cause of teacher's demotivation and low morale is their inadequate salaries and pay. In comparison with other occupations, teachers are not given autonomy, decision making power, career development chances and good facilities that are the reason that teachers now a day's tend to switch their profession (Bishay, 1996).

Any organizations success is dependent on its employee's motivation and satisfaction. The more satisfied and motivated employees are the more they will perform well. Motivation has a very vital role in teachers work life as well. Highly motivated teachers improve teacher's performance and also directly impact the student's performance (Alam & Farid, 2011). In organizational settings, it is generally considered that employee performance is a combination of employee's abilities and motivation. Good Job performance is that performance that directs employees towards effective achievement of organizational goals and objectives. When employees have high morale, exceptional abilities and skills, and high satisfaction then it boosts up organizational productivity and performance (Vroom, 1970). Maslow in his five needs theory, described; basic needs, safety needs, social needs, self-esteem needs and self-actualization needs. Failure in the satisfaction of any of these needs can lead the employees to higher stress and lower motivation and lastly poor performance (Armstrong, 2009).

Furthermore, to get the needs of employees fulfilled it is essential to have favorable working conditions for employees. A working environment that fails to fulfill the standards of its employees, then the possibilities are that employees of that organization will be demotivated, dissatisfied and eventually highly stressed and thus their performance will not be effective (Atambo, *et al*, 2013). Motivation plays an important role in changing teacher's behavior and thinking. In educational sector, Chapman, (1993), explored that when teachers are highly motivated and show high morale at work then it leads them to high energy and strength. This high energy, strength and enthusiasm in part of teachers enhance the quality of education and positively impacts the institutional and students performance. Moreover, teachers who are highly motivated at work, tend to be more happy, responsible, diligent and thus likely to perform well.

The motivation of faculty staff in higher educational sector is a very important matter to be taken care of, as teachers are the pillars of a society and they are responsible to convey important information and expertise to the students. Many studies on teacher's motivation described that generally when teachers are motivated then they are able to be more productive and also influence to be more positive and to achieve more (Latt, 2008).

### 1.12.3 Employee Commitment

Employee commitment is an employee's dedication, devotion and loyalty to the organization he is working in. Employee commitment is considered as a powerful motivation because if employees are committed with their work then they tend to be motivated and satisfied. Work commitment makes employees motivated for the accomplishment, attainment and completion of their duties and responsibilities on time with great effectiveness (Meyer & Paewai, 2006)

In the educational sector, the teacher's commitment is of two categories; professional commitment and organizational commitment. The professional commitment is teacher's loyalty, dedication and nobility towards their teaching profession. And the organizational commitment is teacher's commitment with the organization they are working for. When teachers are both professionally and organizationally committed then it will decrease the absenteeism and turnover and enhance teacher's performance, morale, satisfaction and eventually retention (Mark, 2010).

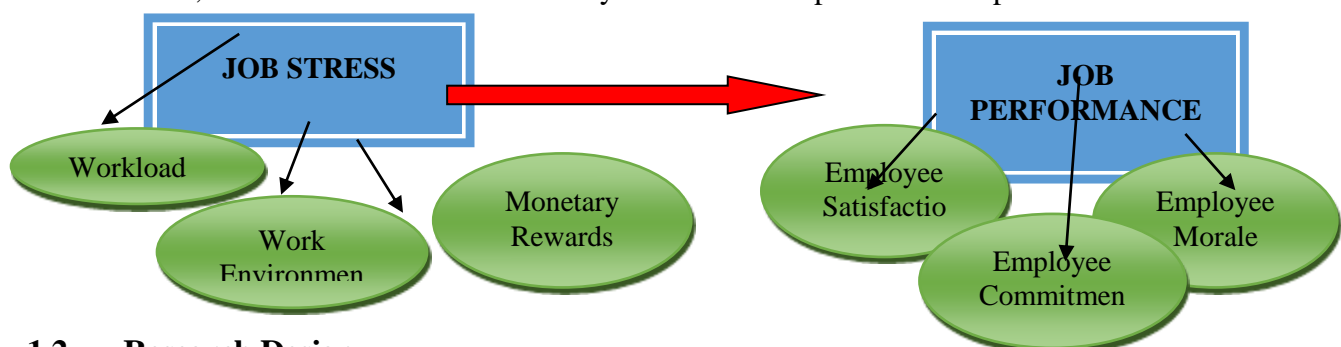
In today's challenging and demanding business environment, if the employees are loyal and committed with their work then they are able to overcome obstacles and can rise above all the challenges and difficulties with great success. Employee commitment demonstrates that employees are ready to accept all the values and policies of the organization. This acceptance in part of employees shows their loyalty and dedication towards their organization (Joe, 2010). Researches explored that employee commitment binds and connect employees with their organization. When employees are committed to their organizations they feel themselves valued and thus are ready to work with their maximum potential. The organizational success depends upon the commitment of its employees, because when employees are loyal to their organization then they are likely to have active participation in the attainment of organizational goals and objectives (Meyer, 2006).

Furthermore, researchers studied that high committed environment in an organization makes employees to work harder and also helps them to put their full efforts in order to take the organization towards success. Employee commitment decreases employee turnover and absenteeism and increases employee retention and loyalty, as a result employees start working with more efficiency and attentiveness (Joe, 2010).

## RESEARCH METHOD

### 1.1 Theoretical Framework

Based on the above discussed literatures it is proved that workload, work environment and monetary rewards are influencing employee job performance. Excessive workload, Lack of facilities in environment and insufficient monetary rewards create stress among teachers and affect their performance. So for understanding how to make people perform well at work, a research on the determinants of job stress that are workload, work environment and monetary rewards are of paramount importance.



### 1.2 Research Design

### **3.2.1 Type and Nature of Study**

Exploratory research is adopted in this study because the purpose of this study is to explore the impact of workload, work environment and monetary rewards on job performance. This research allows finding the results of the observations by empirical evidence by conducting a survey and testing the hypotheses. The quantitative research approach is being used because when there is a large population to study and comprehensive study is done then quantitative research approach is more suitable.

### **3.2.2 Instrumentation**

A survey questionnaire is used for the data collection. The questionnaire is based on three sections. First section is for respondent's general information like age, gender, second section is for independent variables that are workload, work environment and monetary reward and third section is dependent variable that is job performance. Instrumentation is based on a Likert scale in which each statement was presented as a five-point Likert scale that is 1 for strongly disagree, 2 for disagree, 3 for neutral, 4 for agree and 5 for strongly agree.

### **3.2.3 Population and sample size**

To get the strong and healthy response it is required to collect the data from large population, so Sample size taken for the large population like Karachi is 200, the study includes the faculty members and teachers of private educational institutions, to get an appropriate idea about how workload, work environment and financial rewards affect the job performance of teachers in private educational sector in Karachi.

### **3.2.5 Sampling Technique**

Convenience sampling technique is used in the study because it is an easy, effective and efficient way to collect the data and in convenience technique people are easily reachable to collect the data and large sample can be collected by using this technique.

### **3.2.6 Procedure of Data Collection**

Data was collected by distributing the questionnaires to the participants that were school, college and university teachers. The questionnaires were distributed in hard copies and as well as an online survey was conducted in which questionnaires were sent through emails.

## **1.3 Analysis of data**

The data was analyzed by conducting validity and reliability test. It checked the reliability of the data and reliability of variables. After that regression test was applied. Regression analysis shows the relationship between the constructs in the form of an equation. The test of regression analysis was adopted to check the impact of both IV's on DV.

## **1.4 Hypotheses**

**H<sub>1</sub>:** Workload has a significant impact on job performance.

**H<sub>2</sub>:** Negative Work environment has a significant impact on job performance.

**H<sub>3</sub>:** In sufficient Monetary rewards have a significant impact on job performance.

## **RESULTS**

### **1.5 Descriptive Analyses**

The profile of 200 respondents was taken for the study. The descriptive analysis shows demographic

profile of respondents and technical profile of respondents. The details of all the respondents are shown below.

**Table 4.1.1**

**Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	48	24.0	24.0	24.0
	female	152	76.0	76.0	100.0
	Total	200	100.0	100.0	

Above table shows that there are 200 respondents, in which 48 respondents are male and 152 respondents are female.

**Table 4.1.2**

**Age**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	22	11.0	11.0	11.0
	26-30	40	20.0	20.0	31.0
	31-35	71	35.5	35.5	66.5
	36-40	29	14.5	14.5	81.0
	41- Above	38	19.0	19.0	100.0
	Total	200	100.0	100.0	

Table 4.1.2 shows that from 200 respondents there are 22 respondents in the age group of 21-25 years, 40 respondents in the age bracket of 26-30 years, 71 respondents are in the age bracket of 31-35 years, 29 are in the age bracket of 36-40 years, 38 respondents are in the age bracket of 41-above.

**1.6 Reliability**

**Table 4.2.1**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.727	13

Reliability analysis was performed on all variables by calculating Cronbach's alpha. The results are shown in table 4.2.1. For all variables the Cronbach alpha values were all above 0.6 which shows that the reliability is good. The values which are above 0.6 are considered acceptable, and those variables which are less than 0.5 should be rejected and excluded from the study. Here all the variables are above 0.6 which shows that all the variables are above the cutoff rejection so all the variables are included in the study.

**1.7 Hypothesis testing**

The most generally used procedures for examining the association between two quantitative



variables is regression. Regression is used in analyzing the data and the results are as follows.

### 4.3.1 Regression analysis

Regression test was applied to examine the impact of workload, work environment and monetary rewards on job performance. All the assumptions of multiple linear regression are shown below.

**Model Summary<sup>p</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.620 <sup>a</sup>	.385	.376	.43638	2.149

The Value of Durbin Watson was 2.149 which lies in ideal range of (1.5-2.5). It shows that there was no serious issue of auto correlation.

**ANOVA<sup>b</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	23.360	3	7.787	40.890	.000 <sup>a</sup>
	Residual	37.324	196	.190		
	Total	60.684	199			

Anova was used to check appropriateness of model. Results show that p-value was less than 0.05 so the model was appropriate.

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.507	.138		3.663	.000		
	WORKLOAD	.248	.049	.321	5.099	.000	.792	1.263
	WORK_ENV	.168	.048	.204	3.523	.001	.940	1.064
	M_REWARD	.227	.044	.330	5.108	.000	.750	1.334

Tolerance values were all above 0.2 and VIF were below 5 which show that there was no serious issue of multi-co linearity. All variables sig value is less than 0.05 which supported the hypothesis. The unstandardized beta coefficient ranges from 0.168 to 0.248 where as the standardized beta of monetary reward is 0.330 which shows that monetary reward is the most important determinant and it has the strongest affect on job performance followed by 0.321 and 0.204 standardized beta of workload and work environment. Above table 4.5.2 presents the results based on the regression outcomes whereas the regression equation based on the results of spss is shown below:

$$\text{Job performance} = 0.507 + 0.248(\text{workload}) + 0.168(\text{workenvironment}) + 0.227(\text{monetary reward})$$

## 1.8 RESULTS AND FINDINGS:

The analyses shows that excessive workload, negative work environment and insufficient monetary rewards have significant impact on job performance as the p-value was less than 0.05 and it supports the hypothesis that excessive workload, negative environment and insufficient monetary rewards affect the job performance of teachers at work. All the independent variables supported the hypothesis and the hypotheses outcomes are shown below in table 4.5.3.

**Table 4.4.2**

**Hypotheses Assessment Summary**

Hypotheses	P-value	Results	Justification
Excessive workload will lead to lower job performance	.000	Supported	The p-value is 0.000 which is less than 0.05.
Negative work environment will lead to lower job performance	.001	Supported	The p-value is 0.001 which is less than 0.05.
Insufficeint monetary rewards will lead to lower job performance	.000	Supported	The p-value or sig value is 0.00 which is less then 0.05.
Workload, Work environment and Monetary rewards have significant impact on job performanve	.000	Supported	The p-value or sig value is 0.00 which is less then 0.05.

**CONCLUSION****1.9 Discussion**

Quick changing nature of organizations overall expanding the burden of workers and employees to accomplish greatest efficiency and enhance intensity at the work environment. Unquestionably, to perform better at work, it is profoundly required to play out various assignments at work to meet the standards of business world. A definitive outcomes of this burden on employees is one of the vital component that creates pressure and job stress at work.

Teaching as a profession is a cause of a lot of stress on account of complex workplace. Several reviews have demonstrated that teaching has twofold level of worry at work in comparison with different occupations. A current investigation found that the greater part of the scholarly and workforce staff discovered their occupation unpleasant and the vast majority of the teachers reported stress at work.

For this research three factors of stress has been chosen that include; physical & social work environment, monetary rewards and workload, to find the relationship of these work stressors with job performance of faculty members in the private educational sector in Karachi.

The studies have shown that if the working conditions in an organization are adequate and sound then the employees of that organization are said to be more satisfied and committed with their work. The employees having positive working conditions are deemed to put their best efforts at work and tend to perform what is expected from them. Hence, to get zero stressed and highly satisfied employees, the organizations are required to pay extra attention towards the physical as well as social working conditions. Moreover, for the second variable that is workload, literature has shown that heavy workload has a negative impact on job performance and job satisfaction among faculty staff.

Furthermore, when it comes to third variable that is monetary rewards, the literature has explained that for motivating teachers and to expand their performance horizon fair and effective salary system is significant. Teachers who are well satisfied with their remuneration are likely to perform well in their line of duty.

The literature discussion highlights the impact of workload, work environment and monetary rewards on job performance. The findings from this research show that excessive workload, negative work environment and insufficient monetary rewards have a very strong impact on the job performance among teachers of private educational institutions in Karachi, i.e. the more workload, negative working conditions and insufficient rewards the less effective will be the job performance of teachers.

**1.10 Conclusion**

Based on the above discussed literature, it is proved that workload, work environment and monetary rewards are influencing employee job performance. Excessive workload, Lack of facilities in environment

and insufficient monetary rewards create stress among teachers and affect their performance. So for understanding how to make people perform well at work, a research on the determinants of job stress that are workload, work environment and monetary rewards are of paramount importance.

The main purpose of this study was to examine the impact of workload, work environment and monetary rewards on job performance among teachers. The research model clearly showed the impact of independent variables that are workload, work environment and monetary rewards on dependent variable that is job performance.

The analyses of data showed that excessive workload, negative work environment and insufficient monetary rewards have significant impact on job performance. The results of regression supports the hypothesis that excessive workload, negative environment and insufficient monetary rewards affect the job performance of teachers at work.

### **1.11 Recommendations**

- The management of educational institutions should encourage a participative environment at workplace, and should involve faculty staff in decision making so that they can feel motivated towards work.
- The policy makers of private educational institutions should start training sessions and workshops for stress and time management; and provide leisure facilities to the staff to avoid the risks of stress and pressures at work.
- There should be strong bonding and relationship between the management and staff so that the staff members can find it easy to share their opinions and views and can be able to identify their own distress factors.
- The private educational sector should have teachers' friendly environment. There should be facilitated and advanced working conditions at workplace so that the faculty members donot feel stressed and discomforted.
- The educational institutions should not over burden the staff, because excessive workload can create stress among teachers and can lead to low performance.
- The private educational institutions should launch fair reward systems; promotions and salary packages should be fairly paid. There should be a motivating culture and sufficient and competitive salaries should be given to the staff.

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