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Workplace Stress and Teachers' Productivity: An Empirical Evidence from Private College Teachers of Nepal

Subhadra Dahal[1], Shiva Raj Poudel[2*] PhD and Tika Ram Kharel[3]
[1]MPhil Scholar, Tribhuvan University, Nepal
[2, 3]Assistant Professor, Far Western University, Nepal
[1]Email: palpalsamip@gmail.com
[2*] Corresponding author email: shivapoudyal@gmail.com
[3]Email: tikaramkharel2033@gmail.com

Abstract

This research offers solid empirical evidence to support the existing literature, especially regarding teacher efficiency and its impact on student outcomes. The results reveal that various institutional factors have a notable influence on teacher performance. In particular, unfavorable working conditions, excessive workloads, student misconduct, and insufficient administrative support were identified as key contributors to decreased effectiveness. Among these, poor working conditions had the strongest impact. Interestingly, low incentives did not show a statistically significant effect, which could be attributed to specific contextual factors or coping mechanisms adopted by teachers. While the study captures most of the relevant indicators, some may have been overlooked, leaving room for future investigation. Researchers are encouraged to explore these remaining aspects and consider conducting similar studies with a broader geographical scope, as this research is limited to private colleges within the Kathmandu Valley.

Keywords : Work place stress, teachers' productivity, working environment, workload, low incentives

Introduction

Workplace stress has emerged as a growing issue in today's professional settings, with the academic sector being particularly affected. Teachers, who play a significant role in shaping educational outcomes, are often subjected to various stress inducing factors that can harm their physical health, emotional well-being, and job effectiveness (Kyriacou, 2001). This problem is especially evident in private colleges, where intense competition, high student expectations, and strong institutional demands contribute to higher stress levels than those found in public institutions (Johnson et al., 2005). Such challenges can undermine teachers' productivity, ultimately impacting both their own welfare and the academic success of the institutions they support.

Workplace stress is generally defined as a psychological state that arises when there is a perceived imbalance between job demands and the individual's ability to cope (Leka et al., 2003). Teachers in private colleges may experience such stress due to excessive workload, job insecurity, administrative burdens, and inadequate support systems. Prolonged exposure to these stressors can lead to emotional exhaustion, depersonalization, and reduced personal accomplishment, symptoms often associated with burnout (Maslach et al., 2001). This deterioration in mental and emotional health has direct consequences on teacher productivity, manifesting in reduced instructional quality, absenteeism, and diminished engagement in institutional responsibilities (Travers & Cooper, 1996).

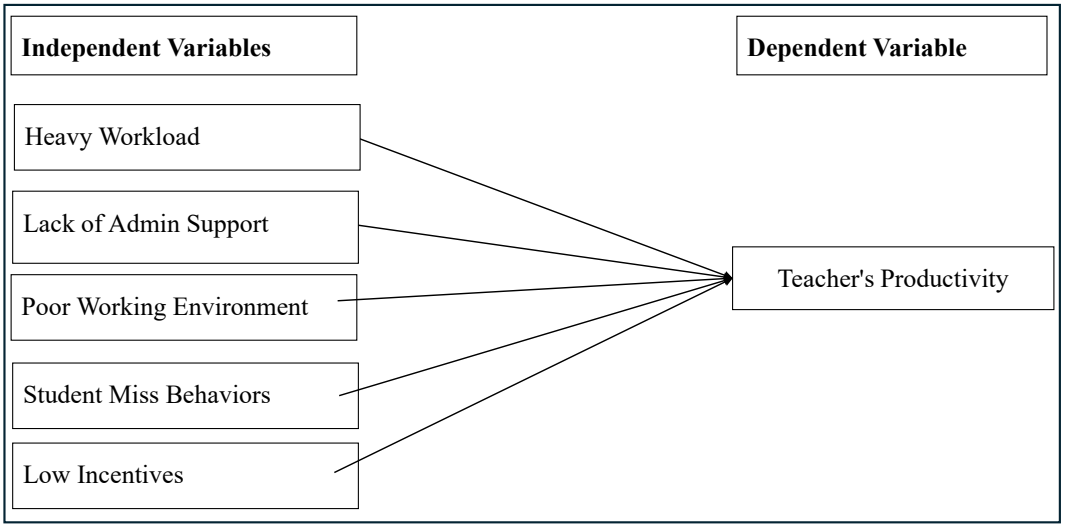
Teacher productivity encompasses a range of behaviors and outcomes, including lesson preparation, classroom management, student engagement, and contribution to institutional development (Day et al., 2007). However, productivity may decline significantly when teachers operate in high-stress environments without adequate coping mechanisms or institutional support. The negative correlation between stress and productivity in educational settings is supported by several studies, which have shown that stressed teachers are less likely to be effective in their instructional roles and more likely to consider leaving the profession (Borg & Riding, 1991; Skaalvik & Skaalvik, 2010).

Despite the critical importance of this issue, research focusing specifically on how workplace stress affects teacher productivity in private colleges remains limited, especially in developing countries where educational reforms and privatization are rapidly evolving. Addressing this research gap is essential for designing policies and interventions that enhance teacher well-being and promote a healthier, more productive educational workforce. Therefore, this study seeks to examine the causes, effects, and potential solutions related to workplace stress among teachers in private colleges, with a particular focus on its impact on their productivity. Based on the detail examination of the existing theory and the empirical studies, figure 1 shows the conceptual framework and

the research hypothesis proposed.

Figure 1

Conceptual Framework



Heavy Workload

Heavy workload is widely recognized as a major contributor to teacher stress and reduced productivity. Research indicates that teachers are burdened with numerous responsibilities beyond classroom instruction, such as administrative duties, lesson planning, grading, and extracurricular activities (Abdullah, 2023; Pacaol, 2021). These tasks often require teachers to work beyond official school hours, leading to what Jain et al. (2023) call "time poverty". Time poverty affects teachers' ability to remain focused and energized in the classroom, compromising instructional quality. Teachers under constant pressure to meet institutional expectations often experience burnout. Stacey et al. (2023) noted that this type of chronic stress diminishes a teachers' emotional resources and results in disengagement from their professional roles. Hence, the academic consensus shows that heavy workloads create a ripple effect that hampers teacher performance and student outcomes. Therefore, the research hypothesis for the study is as follows:

Research Hypothesis (H_1): Heavy workload has the significant negative impact on teachers' productivity

Lack of Administrative Support

The role of administrative support in influencing teacher productivity is well-documented in the literature. Skinner et al. (2021) argue that in schools where teachers feel unsupported by the administration, stress levels are significantly higher. This lack

of support often results in a sense of professional isolation and discouragement among educators. Grayson and Alvarez (2008) found that insufficient administrative backing leads to emotional exhaustion and is a predictor of teacher attrition. In contrast, Ingersoll and Strong (2011) emphasized that supportive leadership, including professional feedback and inclusive decision-making, leads to increased teacher retention and performance. Teachers who receive regular guidance, recognition, and resources from school leadership are more likely to be motivated and efficient in their roles.

Therefore, fostering strong administrative support systems is essential to sustaining teacher productivity. Based on the above discussion, the following is the research hypothesis for the study:

Research Hypothesis (H_2): Lack of admin support has the significant negative impact on teachers' productivity.

Poor Working Environment

The working environment encompasses both physical and psychosocial conditions, both of which are vital for effective teaching. Noble (2009) found that inadequate classroom infrastructure, such as poor lighting, ventilation, and lack of teaching resources, significantly reduce teacher morale and efficiency. In under-resourced educational systems, Alam and Farid (2024) report that overcrowded classrooms and deteriorating facilities are persistent barriers to quality teaching. These environmental stressors lead to fatigue, demotivation, and ultimately poor teaching performance. Biyela (2019) further demonstrated that teachers in well-maintained, supportive environments not only perform better but also demonstrate greater job satisfaction and student outcomes.

Thus, improving physical and psychological work conditions is a fundamental step in enhancing teacher productivity. Based on the above discussion, the following is the research hypothesis for the study:

Research Hypothesis (H_3): Poor working environment has the significant negative impact on teachers' productivity.

Student Misbehaviors

Student misbehavior is consistently cited as a significant source of occupational stress for teachers. Lewis (2020) argues that persistent disciplinary issues such as defiance, inattention, and classroom disruptions directly affect teaching efficiency and educator mental health. In Australia, escalating student misbehavior has been cited as a reason for teachers leaving the profession, with reports of verbal abuse, bullying, and physical violence from students (Agusalim et al., 2025). These experiences result in heightened anxiety, decreased job satisfaction, and impaired instructional delivery. The presence of consistent misbehavior not only disrupts the classroom environment but also

deteriorates teacher-student relationships.

This underscores the importance of comprehensive behavior management strategies and the implementation of supportive discipline policies. In addition, Effective classroom management strategies and administrative support are essential in mitigating these challenges. Based on the above discussion, the following is the research hypothesis for the study:

Research Hypothesis (H_4): Student miss-behaviours have the significant negative impact on teachers' productivity.

Low Incentives

Low incentives, both financial and non-financial, are critical demotivators among educators. Fryer (2013) demonstrated that well-structured performance-based incentives can significantly improve both teacher effort and student performance. However, Barlevy and Neal (2012) caution that if these incentives are poorly designed or inconsistently applied, they may have minimal or even adverse effects. Furthermore, Deci et al. (1999) point out that external rewards can sometimes reduce intrinsic motivation, which is vital in professions like teaching where passion and commitment play a central role. The complexity of incentive effectiveness lies in its context.

Therefore, teachers are more likely to respond positively to incentives that recognize their efforts holistically, including emotional and social contributions to student development. Based on the above discussion, the following is the research hypothesis for the study:

Research Hypothesis (H_5): Low incentives have the significant negative impact on teachers' productivity.

Research Methodology

The descriptive and the casual comparative research design have been used. The descriptive research design has been used to described the different phenomenon about the research variables. Similarly, the casual comparative research design has been used to examine the magnitude of the impact of independent variables on dependent variable. All the data have been collected from the primary sources of the data. A set of structure questionnaires have been distributed to the respondents. To identify the level of perception among the respondents, a set of Likert-Scale type questionnaires have been prepared. The reliability has been checked by using the Cronbach alpha. The population includes teachers working in private colleges within Kathmandu valley. Teachers with at least 2 years of experience have been selected using purposive sampling. A total of 168 responses have been collected from the 10 major college teachers of Kathmandu valley. The data have been analyzed by using descriptive statistics, correlation analysis, and the regression analysis. The descriptive statistics shows the different demographic indicators

of the respondents. Correlation analysis has been used to examine the relationship between the stress factors and the teachers' productivity. Regression analysis has been used to identify the magnitude of impact of the stress variables on teachers' productivity. Equation 1 shows the regression model for the study.

$$TP = \beta_1 + \beta_2 HW + \beta_3 LAS + \beta_4 PWE + \beta_5 SMB + \beta_6 LI + \varepsilon \quad \ldots (1)$$

Where,

β = Regression Coefficients
TP = Teachers' Productivity
HW = Heavy Workload
LAS = Lack of Admin Support
PWE = Poor Working Environment
SMB = Students Mis-Behaviours
LI = Low Incentives

Results and Discussion

Prior to conducting analysis, the internal consistency reliability of the measurement scales was assessed using Cronbach's Alpha (α), a coefficient widely regarded as the gold standard for evaluating the homogeneity of multi-item constructs in social science research (Nunnally & Bernstein, 1994). The results are presented in Table 1.

Table 1

Test of Reliability

Constructs	Cronbach's Alpha	N of Items
Teachers' Productivity	0.821	7
Heavy Workload	0.873	7
Lack of Administrative Support	0.874	7
Poor Working Environment	0.814	7
Students' Misbehaviours	0.852	7
Low Incentives	0.865	7

Table 1 presents computed alpha coefficients for the six latent constructs viz; Teachers' Productivity ($\alpha = 0.821$), Heavy Workload ($\alpha = 0.873$), Lack of Administrative Support ($\alpha = 0.874$), Poor Working Environment ($\alpha = 0.814$), Students' Misbehaviours ($\alpha = 0.852$), and Low Incentives ($\alpha = 0.865$) all exceeded the conventional threshold of 0.70, as recommended by Hair et al. (2019), thereby indicating satisfactory to high reliability. In fact, the obtained values, which range from 0.814 to 0.874, fall within the domain of good reliability, signifying that the respective item sets exhibit a substantial degree of internal coherence and are likely to yield stable and reproducible measurements across repeated administrations.

Each construct was operationalized using seven reflective indicators, meticulously

developed and refined through both theoretical grounding and empirical validation procedures. The uniformly high alpha values across constructs suggest that the items effectively capture the one-dimensionality of the latent traits under investigation, minimizing measurement error and enhancing the psychometric robustness of the study's instrumentation. This level of internal consistency further substantiates the appropriateness of aggregating individual item responses into composite indices for subsequent multivariate analyses, including regression modelling.

The empirical evidence of scale reliability reported herein underscores the methodological soundness of the research design and lends credibility to the interpretive inferences drawn from the data. Consequently, the measurement model employed in this study can be deemed psychometrically sound, thereby providing a rigorous foundation for testing the hypothesized relationships among constructs.

Analysis of Demographic Variables

This section presents the demographic characteristics of the respondents. The demographic characteristics includes gender, age, educational qualification, and years of teaching experience

Table 2

Demographic Variables

Demographic Variables	Frequency	Percentage
Gender		
Male	101	60.1
Female	67	39.9
Total	168	100.0
Age Group		
Below 30	42	25.0
31-40	90	53.6
41-50	36	21.4
Total	168	100.0
Educational Qualification		
Master's	96	57.1
MPhil	72	42.9
Total	168	100.0
Years of Teaching Experience		
Less than 5 years	6	3.6
5–10 years	96	57.1
10–15 years	42	25.0

Above 15 years	24	14.3
Total	168	100.0

Table 2 reveals that that a majority of the respondents were male (n = 101, 60.1%), while female respondents constituted 39.9% (n = 67). Regarding age, most participants (n = 90, 53.6%) were between 31 and 40 years, followed by those below 30 years (n = 42, 25%) and those aged 41–50 years (n = 36, 21.4%). In terms of educational qualification, the majority held a Master's degree (n = 96, 57.1%), while the remainder had an MPhil (n = 72, 42.9%). Regarding teaching experience, more than half of the respondents (n = 96, 57.1%) had between 5–10 years of experience, 25% had 10–15 years, 14.3% had more than 15 years, and only 3.6% had less than 5 years of experience.

Correlation Analysis

The results from the correlation analysis have been presented and analyzed in this section. The correlation analysis has been conducted to examine the direction of relationship among the explained and the explanatory variables.

Table 3

Correlation Analysis

Correlations						
	TP	HW	LAS	PWE	SM	LI
TP	1					
HW	-0.052	1				
LAS	-0.014	-.859**	1			
PWE	-.846**	-.565**	.486**	1		
SM	-.829**	.413**	-.505**	-.906**	1	
LI	-.220	.738**	-.643**	-.569**	.457**	1

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

To examine the degree and direction of association among the latent constructs, a Pearson product–moment correlation analysis was conducted and presented in Table 3. This statistical procedure was selected because all variables were measured on continuous scales, and preliminary tests confirmed the assumptions of linearity and interval measurement properties. The correlation coefficients (*r*) provide insight into the extent to which constructs covary, while the sign indicates the direction of the association. Statistical significance was evaluated at the 0.01 level (two-tailed), consistent with the rigorous alpha criterion often adopted in behavioural and educational research to mitigate the risk of Type I error (Cohen et al., 2003).

The analysis reveals several noteworthy relationships. Teachers' Productivity

(TP) exhibits strong and statistically significant negative correlations with Poor Working Environment (PWE) ($r = –0.846$, $p < 0.01$) and Students' Misbehaviours (SM) ($r = –0.829$, $p < 0.01$), suggesting that adverse workplace conditions and behavioural disruptions from students substantially undermine teacher performance outcomes. Additionally, TP demonstrates a moderate negative association with Low Incentives (LI) ($r = –0.220$), indicating that inadequate remuneration, while detrimental, exerts a less pronounced impact relative to environmental and behavioural factors. Interestingly, TP's correlations with Heavy Workload (HW) ($r = –0.052$) and Lack of Administrative Support (LAS) ($r = –0.014$) were negligible and statistically non-significant, suggesting that these factors, in isolation, may not have a direct linear relationship with productivity when other contextual factors are considered.

Within the predictor set, HW was strongly and negatively correlated with LAS ($r = –0.859$, $p < 0.01$), indicating a potential inverse operational relationship whereby increased workload might coincide with perceptions of diminished administrative engagement or, conversely, that supportive administration could mitigate workload stress. LAS was positively correlated with PWE ($r = 0.486$, $p < 0.01$), implying that inadequate administrative support is often concomitant with deteriorating physical or psychosocial work environments.

PWE and SM were almost perfectly negatively associated ($r = –0.906$, $p < 0.01$), an exceptionally high magnitude suggesting these two constructs may be strongly intertwined in practice, possibly reflecting a reinforcing cycle where poor workplace conditions exacerbate behavioural issues among students. LI displayed a strong positive association with HW ($r = 0.738$, $p < 0.01$) and a strong negative association with LAS ($r = –0.643$, $p < 0.01$), as well as significant moderate correlations with PWE ($r = –0.569$, $p < 0.01$) and SM ($r = 0.457$, $p < 0.01$).

Regression Analysis

In this section of analysis, the magnitude of the impact of work places stress on productivity has been examined by using regression analysis. The dependent variable is teachers' productivity. The independent variables are heavy work load (HW), lack of administrative support (LAS), poor working environment (PWE), students' misbehaviour (SM), and low incentives (LI).

Table 4

Regression Analysis

Regression Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			

(Constant)	6.940	0.403		17.223	0.000
HW	-0.782	0.048	-0.383	-16.405	0.000
LAS	-0.375	0.031	-0.248	-11.970	0.000
PWE	-0.767	0.021	-0.974	-35.686	0.000
SM	-0.189	0.021	-0.229	-8.807	0.000
LI	0.004	0.017	0.003	0.232	0.817

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	22.021	5	4.404	3659.415	0.000[b]
Residual	0.195	162	0.001		
Total	22.216	167			

Model Summary

R	R Square	Adjusted R^2	SEE	DW
.996	0.991	0.991	0.035	2.030

Table 4 presents the regression results. Regression analysis was conducted to examine how the independent variables predict teacher performance (TP). The regression model was statistically significant, $F(5, 162) = 3659.415$, $p < .001$, with an R^2 of 0.991, indicating that approximately 99.1% of the variance in teacher performance can be explained by the five predictors. The regression coefficient of Heavy Workload (HW) is statistically significant ($\beta = –0.383$, $t = –16.405$, $p < .001$). The significant regression coefficient confirmed that heavy workload has the significant impact on teachers' productivity. More clearly, the higher the workload, the lower would be the teachers' productivity. This finding provides additional support to the existing literatures such as Abdullah et al. (2023); Pacaol (2021); and Jain et al. (2023). Hence, there is sufficient evidences in support of the research hypothesis that heavy workload has the significant negative impact on teachers' productivity.

Similarly, the regression coefficient of lack of administrative support is negative and significant ($\beta = –0.248$, $t = –11.970$, $p < .001$). It further confirmed that lack of administrative support has the significant negative impact on teachers' productivity. This finding provides the support to the findings of Skinner et al. (2021) and Grayson and Alvarez (2008). Hence, there is sufficient evidences in favour of the research hypothesis that lack of administrative support has the significant negative impact on teachers' productivity.

In the same way, the regression result of poor working environment has also negative and significant at 1% level of significant ($\beta = –0.974$, $t = –35.686$, $p < .001$),

indicating poor working environment has the significant negative impact on teachers' productivity. Present finding supports the findings of Noble (2009); Alam and Farid (2024); and Biyela (2019). Therefore, there is the sufficient evidences in favour of research hypothesis that poor working environment has the significant negative impact on teachers' productivity. Likewise, the regression result of students' misbehaviour has also significant and negative ($\beta = –0.229$, $t = –8.807$, $p < .001$). The negative regression coefficients suggest that students' misbehaviour has the significant negative impact on teachers' productivity. This finding supports the existing findings of Lewis (2020) and Agusalim et al. (2025). Therefore, there is the sufficient evidences to support the research hypothesis that students' misbehaviour has the significant negative impact on teachers' productivity.

In contrast, the regression coefficient of low incentives is statistically insignificant at 5% level of significant ($\beta = 0.003$, $t = 0.232$, $p = .817$). The insignificant result further confirm that low incentive does not has any significant role in predicting teachers' productivity. This finding does not support the finding of Fryer (2013); Barlevy and Neal (2012); and Deci et al. (1999). Hence, there is no sufficient evidences in favour of research hypothesis that low incentive has the significant negative impact on teachers' productivity.

Conclusion

The findings indicate that several institutional factors significantly affect teacher performance. Specifically, poor working environments, heavy workloads, student misbehavior, and lack of administrative support were found to negatively impact performance. Among these, the poor working environment had the most pronounced effect. Surprisingly, low incentives did not emerge as a statistically significant predictor, possibly due to contextual or coping factors among teachers. This study provides the strong empirical foundations to literature specially in the field of teachers' efficiency towards the students' outcomes. Almost, majority of the indicators have been captured by the study. Still, some of the indicators may have been left to address. The upcoming researchers can address these factors. In addition, the researchers can conduct similar research by covering large sampling area as this study covers only the sample of Kathmandu valley.

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