

INFLUENCE OF JOB STRESS ON JOB PERFORMANCE OF UNIVERSITY TEACHERS

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Abstract

Nowadays, China is experiencing the trend of civilianisation and popularisation of higher education, and the number of students entering higher education is increasing year after year. In studies, work stress has been shown to have a significant impact on the physical, psychological and work levels of staff, and the correlation between work stress and performance is often low-high-low in studies of work stress among university teachers. In order to determine the relationship between job stress and job performance of university teachers and to enrich the relevant types of research, this paper uses the questionnaire method to analyse the working conditions of university teachers, based on the concepts and theories of job stress and job performance, as well as the correlation between job performance and job stress, and proposes research hypotheses and models. The questionnaires were tested for reliability and validity, and were finally distributed to 300 teachers in the university, and the correlation between the dimensions of job stress and job performance, the correlation between the dimensions of job stress and job performance, and the influence of demographics on the correlation between job stress and job performance were obtained. On the other hand, we hope to provide human resource management ideas for university teachers and even higher education institutions, strengthen the level of work of university teachers, and alleviate the work stress of university teachers.

Keywords: Influence of job stress on job performance of university teachers

Statement of the problems

1. what are the sources of work stress and the levels of assessment of work performance of university teachers?
2. what are the characteristics of the demographic variables of work stress and work performance of university teachers?
3. What are the effects of job stress on job performance of teachers in higher education?

Research Objective

1. To understand the intensity and general characteristics of work stress among teachers in higher education.
2. To understand the level of job performance of university teachers
3. To analyse the impact of job stress on job performance among university teachers
 - 1) To analyse whether and what correlation there is between the two through the data.
 - 2) To explore the impact of demographic variable characteristics such as gender, age, marital status, education and job title on the correlation between the two.
4. To draw conclusions from the study and make corresponding recommendations on human resource management in higher education institutions accordingly, so as to provide a basis for

decision making by educational administrations and school managers.

5.To provide reference for similar and related studies.

Research Hypothesis

H1: There is a significant correlation between work stress and job performance of university teachers

H1.1: There is a significant correlation between the dimensions of job stress and job performance of university teachers

H1.2: There is a significant correlation between the dimensions of job stress and task performance among university teachers

H1.3: There is a significant correlation between the dimensions of job stress and relational performance among university teachers

H2: There is a significant correlation between demographic variables on the correlation of job stress and job performance of teachers

H2.1: There is a significant correlation between gender of teachers in higher education on the correlation of job stress and job performance of teachers

H2.2: There is a significant correlation between age of teachers in higher education on the correlation of job stress and job performance of teachers

H2.3: There is a significant correlation between the correlation of higher education teachers' education on teachers' job stress and job performance

H2.4: There is a significant correlation between the correlation of university teachers' job title on teachers' job stress and job performance

H2.5: There is a significant correlation between the correlation of marital status of higher education teachers on teachers' job stress and job performance

H2.6: There is a significant correlation between the correlation between the discipline of higher education teachers and the correlation between teachers' job stress and job performance

Research Benefit and Significant

This study can provide theoretical and empirical references on teachers' work stress for higher education administration and research departments to formulate education policies, so that our education policies can better match the characteristics of teachers' work stress and mobilise teachers' motivation to a greater extent. It also provides a basis for schools to adopt scientific management, enhance humanization, relieve teachers' work stress, maintain teachers' physical and mental health, improve work performance, strengthen the training and construction of the teaching force, and enhance the relevance and timeliness of school management and educational reform.

In conclusion, the research results have certain theoretical reference value and practical guidance for promoting the benign development of university education.

Literature reviews

Theoretical model of work stress

Serial number	Theoretical model	Model Introduction
1	Traditional Theory	Identifies and measures individual stress-related concepts at a broader social level and considers their impact on individuals and organisations.
2	Individual-Environment Matching Theory	Introduced by French and Caplan in 1972, it is one of the most used and widely accepted theories in the field of work stress.
3	Job demand-control model	Introduced by Karasek in 1979, it has consistently received much attention from researchers and is continually being tested.
4	Cognitive Interaction Theory	Research began in the 1960s with Lazarus. The theory's coverage of data and ease of testing has led to it receiving much attention from those in the field of work stress research, a high degree of vitality and high research design output.

Foreign theoretical models related to work performance

Authors	Model categories	Performance dimension content
Campbell (1990)	8-factor model	Job-specific task performance, job non-specific duties, verbal skills, effort, compliance, facilitation of groups and colleagues, supervision and leadership, management
Borman and Motowidlo (1993)	Binary structure model	Task performance, peripheral performance (relationship performance)
Motowidlo and Van Scotter (1996)	Three-dimensional model	Task performance, interpersonal facilitation, dedication to work
Allworth and Hesketh (1997)	Three-dimensional model	Task performance, situational performance, adaptive performance
Rotundo and Sackett (2002)	Three-dimensional model	<ol style="list-style-type: none"> 1. task performance 2. organisational citizenship behaviour, making a summary of previous performance in team interpersonal facilitation, organisational citizenship behaviour, etc. 3. counter-productive performance, which refers to behaviour that is harmful to the organisation such as negative work, sabotage, non-compliance with systems, etc.

Janssen and Van Yperen (2004)	Innovation Performance Model	Innovative ideas, innovative actions, innovative results, application of results
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Domestic theoretical models related to job performance

Authors	Model categories	Performance Dimension Content
Sun Jianmin, Jiao Changquan (2002)	Three-dimensional model	Task Performance, Individual Trait Performance, Interpersonal Performance
Han Yi, Liao Jianqiao et al. (2007)	Thinking Model	Task performance, relationship performance, learning performance, innovation performance
Liu Shan-shi, Peng Juan (2012)	Two-dimensional model	Task performance, peripheral performance
Ma Shujie (2018)	Two-dimensional model	Task performance, relational performance

Work stress

After analyzing the available domestic and international literature, there are four main definitions of work stress.

Firstly, the theory of stimulus characteristics of work stress. This theory regards work stress as a kind of stimulation of the external environment to the individual, and believes that work stress is the tension and fear of the individual's body and mind caused by the external environmental stimulation. Second, the theory of the reaction characteristics of work stress. This theory believes that work stress is a reaction of individuals to the demands of the environment, that is, work stress is seen as a subjective feeling of individuals, a series of physical and mental reactions produced by individuals in order to adapt to environmental stimuli, rather than a pressure of the external environment on individuals. Thirdly, the theory of the thematic characteristics of work stress. This theory regards the generation of work stress as related to certain thematic characteristics of individuals, especially the needs and abilities of the subject, and believes that when individuals have high needs and expectations, but feel that their abilities are not timely, they will feel work stress during their behavioural activities. Fourth, the interaction theory of work stress. This theory believes that work stress is neither a product of the individual nor of the environment, but that it is the result of the interaction between the individual and the environment, as a result of the combination of certain environmental stimuli and the individual's evaluation of the possible threat of the environment. The interaction theory of work stress combines the features of the stimulus characteristics theory, the response characteristics theory and the subject characteristics theory, while emphasising the influence of external stressors and the differences in the psychological characteristics of the subject.

In summary, the interaction theory of work stress defines work stress as a dynamic and systematic process. Compared to the Stimulus Characteristic Theory, the Response Characteristic Theory and the Theme Characteristic Theory, the Interaction Theory of Work Stress takes a more systematic and comprehensive approach to the concept of work stress. Therefore, this study uses the interaction theory of work stress as the theoretical basis for guiding subsequent work stress research.

Job performance

Kane (1976) emphasised that job performance is the output produced by an employee at a given time while performing a job task. Murphy (1989), for example, argues that performance is based on the actual behaviour of employees in the organisation rather than on the results of their work. This view refuted the interpretation of the outcome argument and began to focus on the importance of behaviour in job performance, which began to be defined in a number of ways, providing a broader and deeper direction for job performance research. Deng Weiguo (2006), a domestic scholar, takes an integrated perspective, emphasising the importance of behaviour, performance and results, and argues that such integrated assessment criteria would be more reasonable.

Taking into account the views of domestic and foreign scholars, this study prefers the integrated perspective to define job performance as: the work behaviour and results produced by individuals or groups in an organisation to fulfil organisational tasks, practical activities and relationship development.

Research result

Scale Reliability Test

In terms of the validity test, the KMO test was used, and the KMO values of job stress and job performance were 0.725 and 0.676 respectively, and the probability of Barrett's spherical test was 0. Both the job stress and job performance questionnaires could be used for factor analysis. In terms of the reliability of the questionnaire data, it yielded a reliability of 0.872 for job stress and 0.913 for job performance, which is in the high reliability range.

Correlation analysis

The overall relationship between job stress and job performance was found to be significantly negative. Of the various correlations, role responsibilities, student and work factors, and interpersonal relationships were significantly negatively correlated, with the remaining dimensions having insufficient significance.

Demographic analysis

As can be seen from the graphs, the correlation between job stress and job performance is higher for females than for males, but the correlation is not significant. 22 to 35 year old teachers do not have a significant effect on job performance, and over 36 year old teachers have a significant negative effect, with age causing a significant correlation.

As can be seen from the graph, academic qualifications cause a significant negative correlation between job stress and job performance, with a higher correlation for a bachelor's degree than for a master's degree or higher. Job title causes a significant negative correlation between job stress and job performance, with mid-level counties having the highest jurisdiction, followed by senior and finally junior.

Table 4-17 Table of data on the correlation between job stress and job performance for unmarried teachers

	Job Stress	Job performance
Job stress Pearson correlation coefficient	1	-0.082
Significance (two-sided test)		0.418
Pearson's correlation coefficient for job performance	-0.082	1
Significance (two-sided test)	0.418	

Table 4-18 Table on the effect of married teachers' job stress and job performance

	Job Stress	Job performance
Job stress Pearson correlation coefficient	1	-0.112
Significance (two-sided test)		0.485
Pearson's correlation coefficient for job performance	-0.112	1
Significance (two-sided test)	0.485	

Table 4-19 Data table on the impact of science and engineering disciplines on the correlation between job stress,

job performance of teachers

	Job Stress	Job performance
Job stress Pearson correlation coefficient	1	0.116
Significance (two-sided test)		0.425
Pearson's correlation coefficient for job performance	0.116	1
Significance (two-sided test)	0.425	

Table 4-20 Table of data on the impact of the correlation between job stress and job performance among

teachers of arts and history disciplines

	Job Stress	Job performance
Job stress Pearson correlation coefficient	1	-0.107
Significance (two-sided test)		0.475
Pearson's correlation coefficient for job performance	-0.107	1
Significance (two-sided test)	0.475	

The chart shows that marital status does not have a significant correlation between job stress and job performance for teachers, but both have a negative effect, with a higher negative correlation for married teachers than for unmarried teachers. There is a negative correlation between discipline and job performance, with a higher negative correlation for science and technology than for literature and history.

Discussion and Conclusion

Based on the data, it is clear that there is a correlation between the dimensions of job stress and job performance, with a corresponding decrease in job performance when job stress is increased. Among the dimensions of job stress, three dimensions - interpersonal, student and work factors, and role responsibilities - showed significant negative correlations, while the other dimensions showed non-significant negative correlations. In terms of demographics, there was a non-significant correlation for gender, a negative correlation for teachers over 35, a significant correlation for education, a negative correlation for job title, a non-significant negative correlation for marital status and a non-significant negative correlation for subject.

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