

Job-Related Stressors and Teachers' Performance: With Special Reference to Primary School Teachers in Akkaraipattu Educational Zone, Sri Lanka

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ABSTRACT

Purpose: The research was conducted to find out the influential relationship between work related stressors and teachers' performance among primary school teachers in the Akkaraipattu educational zone.

Design/methodology/approach: A sample of 162 was drawn from 40 primary schools in Akkaraipattu educational zone. This study used the survey method. Standardized questionnaires were distributed among the respondents to collect the data. The gathered data was presented in graphs and tables to explain the pattern of responses. A popular statistical SPSS 26 package was used to analyse the data. Results obtained from descriptive, correlations and regression analyses were used for interpretation.

Findings: This study has shown that job role conflict, work overload, inadequate reward policy and job burnout impact teachers' job performance. It was found that job role conflict, work overload, inadequate reward policy and job burnout have a negative impact on teachers' job performance in primary schools in the Akkaraipattu educational zone.

Practical implications: This research has shown that the teachers who work in the primary schools in the Akkaraipattu educational zone are aware of their job role conflict, work overload, inadequate reward policy and job burnout impact on their job performance. This finding will be useful for the teachers concerning work related stressors in order to increase the level of job performance.

Originality value: This study discloses that work related stressors are to be minimized to increase the job performance of primary school teachers.

Keywords: *Job Role Conflict, Work Overload, Inadequate Reward Policy, Job Burnout, Teachers' Job Performance*