# The Myanmar JOURNAL

# Letter from the Editor-in-Chief

Myanmar and Korea have many similarities and are complementary relationship. Therefore, we believe that research exchange will expand mutual understanding between Myanmar and Korea, and will be the cornerstone for mutual development.

KOMYRA and YUE have co-published The Myanmar Journal since August 2014. So far, many scholars have published numerous papers through the journal, and We are sure that this journal has helped many people understand Myanmar and Korea more clearly and closely.

The Myanmar Journal covers various issues in Myanmar and Korea. It covers various topics that can promote bilateral development and mutual understanding, not limited to specific topics such as economy, industry, society, education, welfare, culture, energy, engineering, healthcare, and agriculture.

We hope that this journal will continue to promote understanding of the current status and potential capabilities of Myanmar and South Korea and promote in-depth international exchange and cooperation.

We would like to express our deepest gratitude to the editorial board and YUE and KOMYRA for their valuable support in The Myanmar Journal publication.

February 28, 2022

Youngjun Choi    *yj choi*

Editor-in-Chief of THE MYANMAR JOURNAL
Vice-President of KOMYRA
Email: yjchoi@khu.ac.kr
Office: +82-2-961-0485
Web address: komyra.com/doc/scope.php

# INFORMATION ABOUT
# The Myanmar Journal

The Myanmar Journal (ISSN 2383-6563) is the official international journal co-published by Yangon University of Economics (YUE) and Korea Myanmar Research Institute (KOMYRA).

This journal aims to promote the mutual cooperation and development of Myanmar and Korea through intensive researches in the entire filed of society, economy, culture, and industry.

It will cover all general academic and industrial issues, and share ideas, problems and solution for development of Myanmar.

Articles for publication will be on-line released twice a year at the end of February and August every year on the Myanmar Journal webpage (http://www.komyra.com/bbs/board.php?bo_table=articles).

# Work Stress and Its effect on Teachers' Performance: Case study of University of Co-operative and Management, Sagaing

**Daw Wint War Khin\***
*University of Co-operative and Management, Sagaing*
*Sagaing, Myanmar*

**ABSTRACT** : This research investigates work stress and its effect on teachers' performance in University of Co-operative and Management, Sagaing. The work stress includes teaching & examination load stress, research activities stress, job related stress, classroom & facility related stress, interpersonal related stress, and student related stress. Data was collected from a sample of 76 teachers in University of Co-operative and Management, Sagaing. Descriptive statistics, correlation and multiple regression analysis are applied to achieve objectives of the research. Most of respondents are single and have enough work experience. The stress level of the teachers is moderate level. As a result, their performance levels are high which is supported University's vision and mission. The top management could recognize and maintain this situation. Although teaching & examination load stress, research activities stress, and student related stress have no effect on teachers' performance, job related stress, and interpersonal related stress have inversely effect on teachers' performance. If they have stress about job related and interpersonal related stress, their performance will decrease. Therefore, the management should encourage on job related stress and should establish a good communication and cooperation between academic staff and administrative staff.

**Key words** : Work stress, Teachers' performance, Job related stress, Interpersonal related stress, Teaching & examination load stress, Research related stress and Students' related stress

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\* Associate Professor, Department of Management Studies, University of Co-operative and Management, Sagaing, Myanmar, wintwar8181@gmail.com

## I. Introduction

A critical challenge for organizations from both the public and private sectors in the twenty-first century is the need to manage human resources effectively and efficient for achievement competitive advantages. Human resources are the backbone of any organization and most valuable assets. Proper utilization of human resource can achieve organizational goals. Consequently, management researchers emphasize to study human resource sector as a most importance area for organization.

Many researchers developed both improvement and hindrance factors to employees' performance. All organizations are concerned to find out the ways through which high level of employee's performance can be achieved. Researchers also find out that employee performance is positively correlated with motivational level and also affected by workplace environment and employee's attitudes. Many efforts are done to find out strategies to increase motivational level, favorable workplace environment and effective management systems.

Additionally, employees suffer various stress in their work environment. Several organizational factors that cause stress are controlled by management. Many people think of stress as a simple problem. In reality, stress is complex and often misunderstood. To learn how job stress truly works, many researchers developed stress model. Workplace stress is a major issue for both employees and organization. It is a common term used in our life with most people having different understanding about its meaning. Despite different understanding of its meaning, it is a mind-body-environment relationship.

Today, most of universities in Myanmar face many challenges and changes such as technology, budget allotment and infrastructure because of COVID -19 Pandemic. Academic staffs' workload has increased by taking overtime in order to overcome these challenges and changes. As these changes, academic staff requires more technical skill, interpersonal skill, human skill, and infrastructure such as connection network, digital devices and machines etc. Due to increasing workload and refilling professional skills, employees embrace stress such as role overload, role conflict, powerlessness, under participation, and financial problem etc.

In addition, University of Co-operative and Management, Sagaing is struggling to attain sustainable development and competitive advantages among universities in Myanmar because the year of university is only 10 years. In order to increase university's performance and build sustainable development, university's teachers need to fulfill their abilities and capabilities. While they are trying to improve their professional skills, they face many challenges lead to stress. According to stress model, if there is low level of stress in organization, it decreases employee's

performance because people make no effort to cope with low stressors. If there is high level of stress in organization, it faces declining performance of employees because people have high pressure, that is, it can disrupt their performance (Robbins & Judge ,2015). In order to growth organizational performance, the organization support stress management strategies which lead to effectively and efficiently solve the causes of stress.

Therefore, the management needs to identify the causes of stress, to understand how teachers' feel and then find ways which satisfy, commit, engage to university and prepare plan to reduce these stresses and to improve better performance. This research is focused on causes of stress and its effects on teachers' performance in University of Co-operative and Management, Sagaing.

## 1. Objectives of the Study

The objectives of the study are as follows;

(i) To identify work stress at the workplace in University of Co-operative and Management, Sagaing

(ii) To analyze the effects of work stress on teachers' performance in University of Co-operative and Management, Sagaing

## 2. Methods of the Study

The descriptive and analytical methods are used in this research. Both primary data and secondary data are also employed. There are (94) academic staffs at 11 academic department in University of Co-operative and Management, Sagaing. The sample size is (76) teachers. Primary data is collected from academic staffs of University of Co-operative and Management, Sagaing by using simple random sampling method. Primary data is also collected by using structured questionnaires. Secondary data is obtained from relevant papers, textbooks, theses, government publications and internet website. The collected data is analyzed by using descriptive statistics. Additionally, Correlation analysis is used to measure and prove the relationship between dependent and independent variables and then multiple regression analysis is also used to achieve the objectives.

## 3. Scope and Limitations of the Study

This research mainly emphasizes on work stress, and teachers' performance of University of Co-operative and Management, Sagaing. There are two types of staffs in

University of Co-operative and Management, Sagaing: academic staff and administrative staff. This study is only academic teaching staff of University of Co-operative and Management, Sagaing. This study is only to identify workplace stress and analyze how its effect on teachers' performance. The limitation of the study is that the result will not cover all Co-operative Universities and Colleges in Myanmar. This study will not cover some stressors which are political uncertainty, economic uncertainties and technological uncertainties as the study area is government sector.

## II. Literature Review

It includes concept of stress, relationship between stress and performance, job performance, previous studies and the conceptual framework of the research.

### 1. Stress

Stress is a person's adaptive response to a stimulus that places excessive psychological or physical demands on that person (Robbins & Judge, 2015). Stress is caused by a stimulus which can be either physical or psychological and individual response to a stimulus in some way. Stress represents a situation where a person is under pressure and does not have sufficient ability to cope with it. Stress also indicates a direct negative reaction both, for individual and organization by undermining the original of goals attainment. Despite causing problems to employee's health and wellbeing, stress also affects the organization's reputation as well as its productivity. There are three categories of stress consequences; individual consequences, organizational consequences and burnout. The negative aspect of stress can be noted like job dissatisfaction and employee's unwillingness to their works, decreases in the level of production and turnover and weakness in quality of work would be the demerits for the company. Stress gives both positive and negative responses to people actions, because people rational evaluation and assumption of the stressors makes difference in how people react to the issue that is perceived as stressor and how people deal with it. So, the organizations need to understand "what stresses an individual and an employee, what cause stress in the workplace, the relationship between personal stress and job stress".

According to a model of stress (Robbins & Judge,2015), symptoms of stress can also be categorized as physiological, psychological, or behavioral. The psychological symptoms caused by stress are simple: job-related stress can cause job-related

dissatisfaction, and job dissatisfaction is the simplest and most obvious psychological effect of stress. Multiple and conflicting demands—lack of clarity as to the incumbent's duties, authority, and responsibilities—increase stress and dissatisfaction. The less control people have over the pace of their work, the greater the stress and dissatisfaction. (Bloisi et al., 2007).

## 1) Causes of Stress

Stressors refer to external stimuli employees consider the cause of their perceived stress (Sanderson & Bruk-Lee et al., 2013). UK Higher Education Institutions (HEIs) can be identified the main cause of stress by studying to provide stress benchmarks for higher Education. They found that job security (job insecurity, lack of job permanence, future job change, fear of skill redundancy), overload (unrealistic deadlines and expectations, technology overload, unmanageable workloads), control (lack of control over aspects of the job, lack of involvement in decision making, account not taken of staff ideas, lack of influence over performance targets, lack of time), work relationships ( aggressive management style, lack of support from others, isolation at work, aversive behavior, manager forever finding faulty, others take credit for personal achievements, poor relationships with colleagues), work-life balance ( long hours, over-demanding & inflexible work schedules, excessive travel time) , resources and communication ( information about what is going on in the organization, feedback on performance, adequate training to do the job, equipment/ resources), pays and benefits and aspects of the job (fear of physical violence, work performance closely monitored, and dealing with difficult customers/ clients) [UK Higher Education Institutions (HEIS),2001].

In additional, many researchers developed various stressors that causes to stress. Viven (2001) has explored that job stressors like lack of growth opportunities, high workload, employee morale, risk involved in decision making, and organization climate leads to stress among employees. Drafke (2009) has identified that environmental factors such as excessive work demands, insecurity of job responsibility, organization politics, working conditions, peer pressure, ineffective communication, role related factors involving an under use of skills, work overload, and under load and inadequate equipment lead to stress employees.

## 2. Relationship between Stress and Performance

Many researchers have investigated the stress–performance relationship. The most widely studied pattern of the relationship between stress and job performance is the

inverted U, shown here in figure (1).

Figure 1. The proposed Inverted-U Relationship between Stress and Job Performance
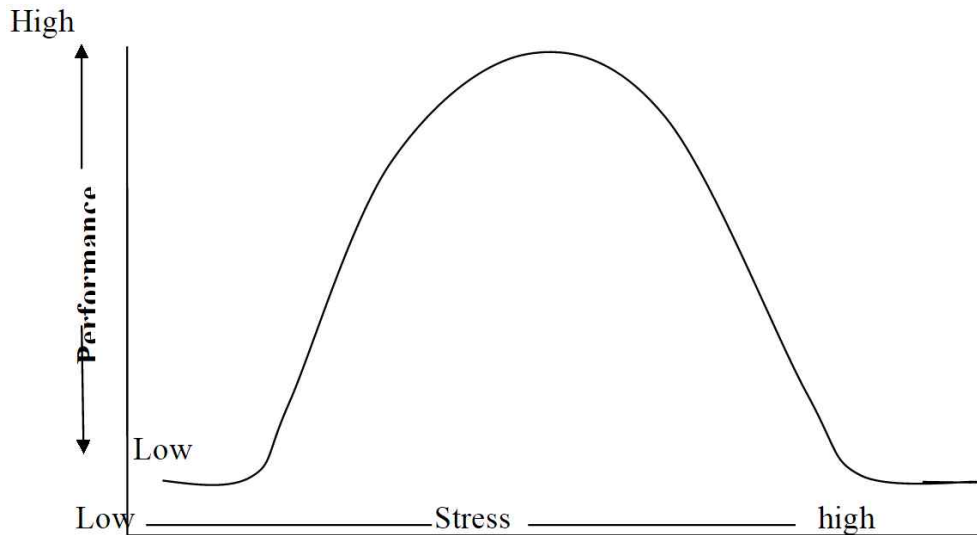


Sources: Robbins & Judge (2015)

The logic underlying the figure is that low to moderate levels of stress stimulate the body and increase its ability to react. Individuals then often perform their tasks better, more intensely, or more rapidly. But too much stress places unattainable demands on a person, which result in lower performance. In spite of the popularity and intuitive appeal of the inverted-U model, it doesn't get a lot of empirical support. So, the model should be careful of assuming it accurately depicts the stress–performance relationship.

Therefore, some stress is good. Low to moderate amounts of stress enable many people to perform their jobs better by increasing their work intensity, alertness, and ability to react. This is especially true if stress arises due to challenges on the job rather than hindrances that prevent employees from doing their jobs effectively. The management can help alleviate harmful work stress for their employees by accurately matching work-loads to employees, providing employees with stress-coping resources, and responding to their concerns. The management can identify extreme stress in their employees when performance declines, turnover increases, health-related absenteeism increases, and engagement declines. In a workplace stress model, many researchers believe that the ability of employees to properly control and manage their physiological and psychological stress in executing job may lead to higher job performance in organizations (Adler et al., 2006).

## 3. Job Performance

Job performance refers to both the process of performance and the outcomes delivered by performance. The process of performance refers to the actions and behaviors of employees in the workplace (Bakker et al., 2012). The outcomes of performance refer to the production of products and services that align to the strategic objectives of an organization (Boyd et al., 2011). Murphy and Kroker (1988) defines job performance as a function of the individual's performances on the specific tasks that comprise standard job descriptions, and declares that it is also affected by variables such as maintaining good interpersonal relations, absenteeism, and withdrawal behaviors, substance abuse and other behaviors that increase hazards at the workplace (Murphy, 1989).

Befort and Hattrup (2003) indicate that the essence of job performance relies on the demands of the job, the goals and the mission of the organization and the beliefs of the organization about which behavior are mostly valued.  Performance is work that can be measured through certain measurements (standards) by considering the quality, quantity, and timeliness of work, where quality is related to the quality of work produced, while quantity is the amount of work produced within a certain period of time and timeliness is the suitability of the planned time. The performance concept used in this study refers to the opinion of Dharma (2005), where performance is measured based on three indicators, namely work quality (good quality, worth doing, effectively at work, get high quality & improve life), work quantity (finish more task & use time effectively), and work standards (meet work deadlines, complete daily tasks).

## 4. Previous Studies

It was found that there is significant correlation between workplace stress and organizational commitment (Karacsony, 2019). There is a significant correlation between the idea of changing jobs and workplace stress. The organizational performance has a positive relationship with organizational commitments. It was found that there is an inverse relationship between organizational stress and workplace organizational commitment (Rathore, 2019).

It was found that workload, longer working hours, not designing job to meet employees' strength, weakness and their pressure point was workplace stressors (Botwe et al. 2017).  It was found that there was also a negative relationship between dimensions of occupational stress and job satisfaction. Stress is related between the employee and the employer as the performance of the employee is

affected by his/her stress level which intern affects the company's productivity (Martin, 2007).

It was found that there is negative correlation between social support and workplace stress, positive correlation between work-life conflict and workplace stress, negative correlation between job performance and work stress     (J.Foy, 2015). Educational leaders can enable social change by developing and implementing social support, work–life strategies, and potential pathways to reduce levels of workplace stress and improve quality of life for employees and their families.

However, job stress and practice of job analysis were found negative and positive significant relationship with employee's job performance respectively. "Job stress" is negatively and "practice of job analysis" is positively related with work outcomes but not significantly. It was found that physiological stress was positively and significantly correlated with job performance (Ismail et al. 2015). Psychological stress was positively and significantly correlated with job performance. This finding reveals that physiological and psychological stresses act as important predictors of job performance in this organization. It was found that organization culture has positive and significant effect toward performance, work stress has negative effect toward performance and job satisfaction has no effect toward employee's performance in Bank (Paais, 2018).

## 5. Conceptual Framework of the Research

In order to identify the causes of stress and analyze the effects of work stress on Teachers' performance of University of Co-operative and Management, Sagaing, conceptual framework has been developed as shown in figure. This conceptual framework has been developed based on the model of stress and previous studies.

Figure 2. Conceptual Framework of the research

Independent Variables                                    Dependent Variable
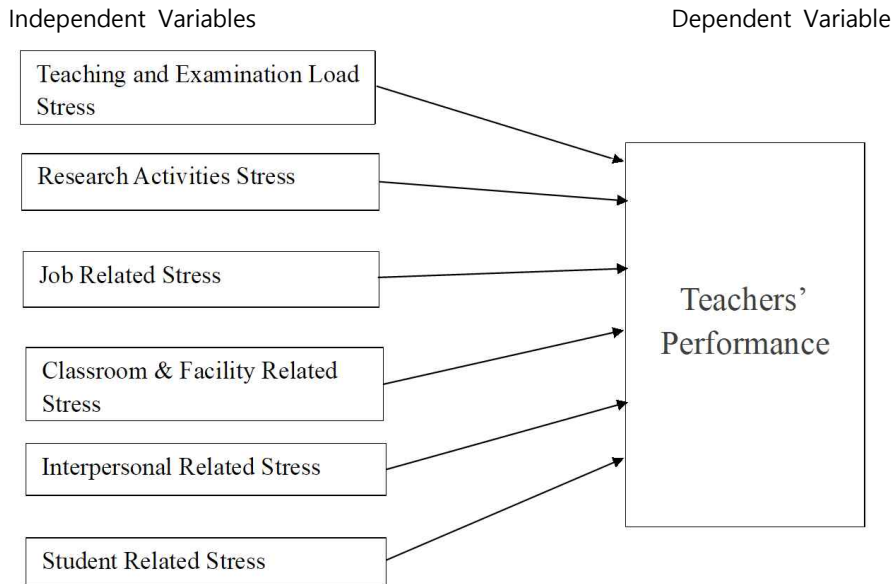


Source: Own compilation based on a model of stress & previous studies

As shown in figure (2), Independent variables are stress which include teaching and examination load stress, research activities stress, job related stress, classroom & facility related stress, interpersonal related stress and student related stress. Dependent Variable is teachers' performance. Teaching and examination load stress consists of marking of examination scripts, collation and grading of examination results, increasing teaching load, access to latest study materials and students' continuous assessment, etc. Research activities stress consists of sourcing for research grant, writing of research report, conceptualizing / generation of research problem/ idea, and supervision of students' project work, etc.

Job related stress consists of delay in promotion, lack of support systems, multiple roles demand, lack of recognition of good teaching, low status of teaching profession in society, and support for further education and training, etc. Classroom and facility related stress consists of large size of classes, poor office accommodation, lack of classroom facilities, and excessive noise from surroundings, etc. Interpersonal related stress consists of lack of unity and cooperation among teaching staffs, working and communication with university management, working & communication with non-teaching staff, and attitude & behavior of department head, etc. Student related stress consists of dealing with rude students, motivating students, students' bullying and lack of parental involvement in students' affairs, etc.

## III. Results

### 1. Demographic Characteristics of Respondents

In this research, demographic factors consist of gender, age, marital status, level of qualification and work experience. These data obtained from questionnaires was analyzed and presented in the following table.

Table 1. Demographic Characteristics of Respondents

| Gender Distribution | | |
|---|---|---|
| Particular | No. of Respondents | Percentages (%) |
| Male | 4 | 5 |
| Female | 72 | 95 |
| Total | 76 | 100 |
| Age Distribution | | |
| Particular | No. of Respondents | Percentages (%) |
| Under 30 | 14 | 18 |
| Between 30 and 40 | 40 | 53 |
| Above 40 | 22 | 29 |
| Total | 76 | 100 |
| Marital Status | | |
| Particular | No. of Respondents | Percentages (%) |
| Single | 47 | 62 |
| Married | 29 | 38 |
| Total | 76 | 100 |
| Level of Qualification | | |
| Particular | No. of Respondents | Percentages (%) |
| Master | 74 | 97 |
| Ph.D | 2 | 3 |
| Total | 76 | 100 |
| Work Experience | | |
| Particular | No. of Respondents | Percentages (%) |
| 1-5 years | 23 | 30 |
| 6-10 years | 31 | 41 |
| 11 years and above | 22 | 29 |
| Total | 76 | 100 |

Source: Survey Data (2021)

From table (1), It is showed that out of total 76 teachers, 5% of the respondents are male and the remaining 95% of respondents are female. It indicates that most of teachers are female in university. Concerning the age of respondents, most of respondents are between 30 & 40 years. Concerning marital status of respondents,62% of the respondents are single and the remaining 38 % of respondents are married. In level of qualification, most of respondents are master. Concerning work experience of the respondents, 41% of the respondents are between 6 and 10 years, 29 % of the respondents are 11 years and above. It indicates most of teachers have a lot of work experience.

## 2. Reliability test of the Research

The research has employed Cronbach alpha coefficient for assessing the reliability of the research. According to De Vellis (2003), the Cronbach's alpha value should be ideally above 0.6.

Table 2. Reliability test of the Research

| Sr. No. | Particulars | No. of Items | Cronbach's alpha |
|---|---|---|---|
| 1 | Teaching and Examination Load Stress | 11 | 0.898 |
| 2 | Research Activities Stress | 8 | 0.872 |
| 3 | Job Related Stress | 9 | 0.893 |
| 4 | Classroom and Facility Related Stress | 6 | 0.852 |
| 5 | Interpersonal Related Stress | 5 | 0.816 |
| 6 | Student Related Stress | 6 | 0.882 |
| 7 | Teachers' Performance | 13 | 0.893 |

Source: Survey Data (2021)

Table (2) summarizes the results of reliability test for questionnaire items of teaching and examination load stress, research activities stress, job related stress, classroom and facility related stress, interpersonal related stress, student related stress and teachers' performance. The result indicates the consistency and use ability of variables in the analysis. Since all the reliability coefficient of questionnaire items are above 0.8. Therefore, the instruments can be considered good reliable for the analysis.

## 3. Teacher's Perception of Work Stress in University of Co-operative and Management , Sagaing

The work stress of academic staff in University of Co-operative and Management, Sagaing is presented in table (3). This stress can result in work stress to the teachers in university.

Table 3. Teacher's Perception of Work Stress in University of Co-operative and Management , Sagaing

| Sr. No. | Particulars | Mean | Std. Deviation |
|---|---|---|---|
| 1 | Teaching and Examination Load Stress | 2.75 | 0.784 |
| 2 | Research Activities Stress | 3.28 | 0.714 |
| 3 | Job Related Stress | 3.38 | 0.885 |
| 4 | Classroom and Facility Related Stress | 3.26 | 0.889 |
| 5 | Interpersonal Related Stress | 2.96 | 0.856 |
| 6 | Student Related Stress | 3.00 | 0.868 |
| 7 | Teachers' Performance | 4.09 | 0.563 |

Source: Survey Data (2021)

According to table (3), the overall mean values are calculated for teaching and examination load stress, research activities stress, job related stress, classroom & facility related stress, interpersonal related stress, student related stress and teachers' performance. The mean values are 2.75,3.28,3.38,3.26,2.96,3.00 and 4.09 respectively. The overall mean values of work stress are between 2.60 and 3.39. It indicates that teachers sometimes have stress in their work and the stress level of teachers sometimes is moderate. The highest mean value    teachers' performance is 4.09. It indicates that the teachers always perform their duties and responsibilities well.

## 4. Results of the Relationship between Work Stress and Teachers' Performance

In this research, correlation analysis was conducted in order to determine the relationship between teachers' performance as dependent variable and work stress such teaching and examination load stress, research activities stress, job related stress, classroom and facility related stress, interpersonal related stress, and student related stress as the independent variables. Correlation values of variables are included in Table (4).

Table 4. Correlations Matrix for Work Stress and its Effect on Teachers' Performance

| Sr. No. | Independent Variables (Work Stress) | Pearson Correlation Coefficient | P-Value |
|---|---|---|---|
| 1 | Teaching and Examination Load Stress | -0.253** | 0.028 |
| 2 | Research Activities Stress | -0.323* | 0.004 |
| 3 | Job Related Stress | -0.352* | 0.002 |
| 4 | Classroom and Facility Related Stress | -0.146 | 0.208 |
| 5 | Interpersonal Related Stress | -0.448* | 0.000 |
| 6 | Student Related Stress | -0.216*** | 0.061 |

Source: Survey Data (2021)
* Correlation is significant at the 0.01 level (2-tailed)
**Correlation is significant at the 0.05 level (2-tailed)
***Correlation is significant at the 0.1 level (2-tailed)
Dependent Variable: Teachers' Performance

According to table (4), there are negative and significant relationships between dependent and almost independent variables which except classroom and facility related stress. Among them, interpersonal related stress has got highest correlation with performance (r= -0.448, p< 0.01), and student related stress has got lowest

correlation with performance (r= -0.216, p< 0.1). If the level of work stress decrease, teachers' performance increase. According to the Inverted- U shape theory, the result is suitable fit with theory.

## 5. Multiple Regression Analysis of Work Stress and its Effect on Teachers' Performance

Table 5. Results of Multiple Regression Function of the Relationship between Work Stress and its Effect on Teachers' Performance

| Dependent Variable (Teachers' Performance) | Standardized Coefficient Beta | t- test | Sig. |
|---|---|---|---|
| Constant | | 16.812 | .000 |
| Teaching and Examination Load Stress | -.053 | -.338 | .736 |
| Research Activities Stress | .119 | .734 | .466 |
| Job Related Stress | -.377** | -2.023 | .047 |
| Classroom and Facility Related Stress | .568* | 2.672 | .009 |
| Interpersonal Related Stress | -.458* | -2.971 | .004 |
| Student Related Stress | -.242 | -1.256 | .213 |
| Adjusted R2 | 0.228 | | |
| F value | 4.517 | | |

Source: Survey data (2021)
*, **: Indicate statistical significance at the 1% level and 5% level.
Dependent Variable: Teachers' Performance

In this research, regression analysis showed that classroom and facility related stress, interpersonal related stress and job related stress emerged as the significant variables on teachers' performance at 1%, 1% and 5 % significant level respectively. According to the table (5) adjusted R square value is 0.228(22.8%). Therefore, these independent variables contribute or explain up to 22.8% of the variance in teachers' performance of University of Co-operative and Management, Sagaing.

The regression coefficient between job related stress and teachers' performance is -0.377 (t= -2.023, p=0.047, p <0.05). It shows that job related stress and teachers' performance is negative relationship at 5% significant level. The regression coefficient between classroom and facility related stress and teachers' performance is 0.568 (t= 2.672, p=0.009, p <0.01). This shows that classroom and facility related stress and teachers' performance is positive relationship at 1% significant level. The regression coefficient between interpersonal related stress and teachers' performance is -0.458 (t= -2.971, p=0.004, p <0.01). This shows that interpersonal related stress and teachers' performance is negative relationship at 1% significant level. Therefore, these above three variables have significant effects on teachers' performance.

Among work stresses, teaching and examination load stress, research activities stress and student related stress have no significant effect on teachers' performance.

Therefore, it is founded that teachers have no absent their roles and responsibilities and not decline their performance about teaching and examination load stress, research activities stress and student related stress.


## IV. Findings and Discussions

This research mainly focuses on work stress and its effect on teachers' performance of University of Co-operative and Management, Sagaing. In the study, the following findings are observed.

As a result of the descriptive analysis, 5% of the respondents are males and the remaining 95% of respondents are female. According to data collection, most of the respondents are between 30 and 40 years old. Most of the respondents are single. Therefore, they have no heavy the burden of family. Concerning work experience of respondents, 41% of respondents are between 6 and 10 years and 29% of respondents are 11 years and above. As a result, most of respondents have good work experiences.

According to data analysis, the mean perception value on teaching and examination load stress and interpersonal related stress are 2.75 and 2.96 respectively. It implies that teachers have sometimes the stress of these variables which has lower than remaining variable. Because the teachers assume teaching & examination workload as their job role. The mean perception value on research activities stress, job related stress, classroom and facility related stress, and student related stress are 3.28,3.38, 3.26, and 3.00 respectively. These stresses level is moderate level which is between 0.26 and 3.39. According to theory, these stresses level enable many people to perform their jobs better by increasing their work intensity, alertness, and ability to react. Therefore, the overall mean values of work stress increase teachers' ability and performance.

According to regression analysis results, job related stress and interpersonal related stress are negative relationship with teachers' performance because the coefficient value of these stresses are negative. It indicates that job related stress and interpersonal related stress increase, teachers' performance will reduce and vice versa. Classroom and facility related stress is positive relationship with teachers' performance because the coefficient value of the stress is positive. It indicates that the stress level increase, teachers' performance will increase. As University of Co-operative and Management, Sagaing is a public university, the teachers always think to be the simple expedient of teaching methods such as self-learning, flipped classroom, and power point presentation, etc. and convenience studying for all students. The

teaching and examination load stress, research activities stress and student related stress have no effect on teachers' performance. The teachers always think of that these jobs are their duties and responsibilities because they are government staff and research activities improve their professional skills. And then the teachers act as parents for rude students because they assume "the students' brainless behavior and disobedience are their requirements" and they believe that is their liability and accountability to be gentle person them. In summary, interpersonal related stress is the most influencing factor to increase teachers' performance in University of Co-operative and Management, Sagaing.

# V. Conclusions

The teachers in University of Co-operative and Management, Sagaing, are not extremely stressful because the stress level of teachers is moderate. They have sometimes stress in their workplace. They could good handle work stress because they have enough work experience in academic field. Therefore, their performance levels are high which is supported university's vision and mission. The top management need to recognize their performance and maintain this situation ever in order to sustainable development and competitive among the universities in Myanmar.

According to Pearson Correlation Coefficient, there is a significant inverse relationship between work stress and teachers' performance. This can be understood that if work stress increases, the teachers' performance will decrease. Work Stress is very important factor for teachers in the university. Work stress within a specific limit helps to achieve necessary objectives. If work stress exceeds any particular limit in work environment, the performance of teachers will decline. Top management need to create a better working environment such as it is a good fit between teachers' abilities and his/ her work requirements and work conditions.

In the results of multiple regression, although teaching and examination load stress, research activities stress, and student related stress have no effect on teachers' performance, job related stress, and interpersonal related stress have inversely effect on teachers' performance. This can be understood that teachers have no feeling about the stress of examination load, research activities and students to be declining in their performance. But if they have stress about job related and interpersonal related stress, their performance will be decrease. Therefore, the management should encourage on job related stress such as job promotion, support system, recognition of good teaching, support for further study and training, etc. And then the university

should establish a good communication and cooperation between academic staff and administrative staff. Finally, the university should have strategies to maintain moderate level of work stress for better teachers' performance.

## Acknowledgements

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