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Impact of Workload Stress on the Performance of Primary School Teachers in a Private School Chain

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ABSTRACT

Workload stress is a significant concern in the education sector, particularly among primary school teachers who are responsible for managing multiple academic and administrative tasks. Excessive workload, time constraints, classroom management responsibilities, and pressure to achieve academic targets can negatively affect teachers' professional performance and overall well-being. This study aims to examine the impact of workload stress on the performance of primary school teachers working in a private school chain. It focuses on identifying the major sources of workload stress, including excessive teaching hours, lesson planning, assessment responsibilities, administrative duties, and work-related pressure. Furthermore, the study explores how these stressors influence teachers' classroom effectiveness, productivity, job satisfaction, and ability to fulfill their professional responsibilities. A quantitative research approach using a structured questionnaire is proposed to collect data from primary school teachers working in selected branches of the private school chain. The collected data will be analyzed using appropriate statistical techniques to examine the relationship between workload stress and teachers' performance. The study is expected to provide insights into the challenges faced by primary school teachers and highlight the importance of effective workload management. Its findings may help school administrators develop supportive workplace policies, improve teachers' working conditions, and promote better educational outcomes.

Introduction

Background of the Study

Because teachers play a crucial role in students' learning, the impact of their work into learning is directly on the realization of the objectives of an institution, teachers are a part of the educational system. They not only teach classes, but also plan lessons, conduct student evaluations, manage class, prepare teaching materials, keep records and communicate with parents. The requirements of these duties call for teacher's effective management in their time and profession. Teachers can however find themselves under load stress when multiple duties come into play but more time and resources are not available, therefore making it difficult for them to perform their job properly. Teacher workload has been a major concern in the institutions of learning in recent years. The teachers are expected to carry out teaching and administrative duties, oversee the quality of teaching. Creagh et al (2025) pointed out that workload tension and time pressures are growing concerns for teachers and school leaders. Likewise, around 50% of educators in

the education systems participating in the OECD study (2025) indicated that they experience work-related stress from excessive time on administrative tasks. The results indicate that the work demands of teaching can be a major pressure in that occupation.

The Role of Workload in Teachers' Performance

Teachers' performance is one of the major factors which make the education quality good. It includes good lesson delivery, classroom management, assessment, completion of academic work and capability of establishing a productive learning environment. But all the stress of work, especially excessive workload, can be a constraint on the amount of time and energy that teachers have to dedicate to teaching. Jomuad et al. (2021) discussed how teachers' workload is related to burnout and how it impacts teachers' work and pointed out the significance of workload problems in teachers' professional life. The relationship between extra-administrative workload, emotional exhaustion and work engagement of primary and secondary school teachers was explored in a study conducted by Shen et al. (2025) Their study revealed the need to learn the relationship between extra administrative workload and teacher emotional and professional journeys. In addition, Saima et al. (2026), a study on Teachers' Teaching Workload in primary schools from Faisalabad Division, Pakistan revealed a negative and significant correlation between teachers' work performance and teachers' workload. It shows that the relation between kinds of workload may be different with teachers' professional outcome. The relationship between the workload and the teachers' performance could also be different based on institutional contexts, teachers' experience and the work distribution. Primary school teachers in private school chains may have to provide classroom teaching, preparatory work, evaluation, report on performances, as well as school administration etc. Thus, analyzing workload stress among a variety of private school chain is crucial to gain understanding of how workload stress is related to teachers' professional performance. The present study limited itself to the investigation of the effect workload stress on the performance of primary level teachers of a private school chain of Karachi, Pakistan. It is a specific focus on whether the workload is related with teachers' performance to any great degree. The results could help school leaders to recognize the issues associated with workload and might inform school plans and actions for enhancing teachers' working conditions and professional performance.

Statement of the problem

Academic stress is a common phenomenon. Fatigue can be a stressor when a teacher has too many demands on his/her time, as well as when time is considered a stressor (Agai et al., 2015; Sahito et al., 2016 choseobineh, 2019 and Amalu, 2018 Droogenbroeck, et al., 2014 and Agai, et al., 2015). Academic pressures due to workload and stress lead to psychological repercussions such as: frustration, fatigue, loss of professional and moral sense (Conesa & González, 2018). Professional agitation may influence people towards Mental Stresses and may be able to alter the performance of an organization (Cleary et al., 2016). Fluctuating between anxiety and fright, the present study is situating itself socio-culturally which hides their fears and stresses, fabricating their teaching identity. Though some research was done in this field, mainly in the public sector, this study encompasses primary schools of the private sector. Since research is scarce in Pakistan in this domain, the researcher wants to find the effect of work-associated strain on the teacher's achievement of the primary teachers.

Research Objectives

- To examine the relationship between workload stress and the performance of primary school teachers in a private school chain.

Research Question

- What is the relationship between workload stress and the performance of primary school teachers in a private school chain?

Research Hypothesis

$H_0$1: There is no significant relationship between workload stress and the performance of primary school teachers in a private school chain.

Literature Review

This section examines literature from past studies to establish a baseline for workload stress and the effects on teachers' performance including primary school teachers. It considers the meaning of workload stress, key sources of workload stress and it's possible impact on teachers' job performance, along with some relevant empirical research in international and Pakistani educational environments contexts. In addition, it uncovers the research grey area on the correlations between workload stress and

performance of primary school teachers in private school chains. 2.1 Subject stress of teachers In response to the pressure of workload, expectations for teachers have shifted regarding the responsibilities they are expected to take on with limited working hours, and workload has become an important concern in the teaching profession. Teaching can be undertaken outside of the classroom, including planning lessons, assessment, marking work, keeping records, preparing exam papers, attending meetings and meeting the institutional requirements. The consequences of these responsibilities impact teachers' workload stress when they are unable to fulfil them within the time, energy and resources they have to meet these demands. In their systematic research synthesis, Creagh and colleagues 2025 studied 40 studies and found that workload intensification and time poverty were key issues for teachers and school leaders. In their review, they noted that the augmentation of teachers' responsibilities and responsibilities can put strain on their working life and family lives. Ghasemi (2025) also examined teachers' work stressors and coping strategies and stated that teachers' stressors are inter-related such as workload, institutional demands, classroom issues, and the lack of organizational assistance. The review highlighted that occupational stress is not just a personal issue and needs to be viewed from the whole school context. The sum of these elements that teachers experience, that is, their professional responsibilities and working environments and the resources they have at their disposal, all contribute to their experiences of stress. Workload stress is especially a concern with primary school teachers due to their multi-role responsibilities. In addition to teaching lessons, they need to supervise young learners, discipline students in the classroom, monitor learning progress, and communicate with parents, and undertake administrative tasks. These duties will need continuous management and professional work. If teachers are unable to do these responsibilities in limited time, it can be occupational stress concerning workload. Thus, it is imperative to comprehend workload pressure in comprehending Primary school teachers' actual works.

Sources of Workload Stress Among Primary School Teachers

Workload stress is related to a variety of sources at schools or in society.There are several sources of workload stress among the primary school teachers. The teacher overwork can come from various educational and administrative tasks. The first comes from the too high work load of the teacher, and this includes lesson preparation, classroom instruction, student evaluation, review of assignments, and any extra academic assistance rendered to students. There is a significant amount of prep work and time needed for this kind of work, both when there is more than one class involved and, especially, when multiple teachers are involved in multiple classes. Coming to teachers, marking, planning, administrative tasks and higher demands for teachers' workloads were seen to be important factors contributing to workload intensification by Creagh et al. (2025). Another consideration of significance is administrative burden. It is common for teachers to have to fill out attendance books, examination books, progress reports, attend meetings and abide by institutional paperwork. These duties, while part of the school administration, could take away valuable instructional time if there is too much done. Rizka et al. (2026) in their systematic review that focused on research published from 2015 to 2025 showed that workload and work environment are key determinants of teachers' occupational stress. Administration responsibilities and several job demands were specifically mentioned as key areas of psychological demands. Workload stress is also related to time pressure. Teachers are expected to undertake multiple duties in a specific period of time with a certain level of teaching quality. They might be exposed to extrawork or more pressure due to the limited preparation time, and frequently arranged institutional activities. Ghasemi (2025) emphasized the need to take into account situation-specific factors, such as job stressors, in the broader organizational and environmental context. As a result, it is possible that the burden or workload could be compounded for primary school teachers by teaching workload, administration and time demands.

Teachers' Professional Performance

Teachers' professional performance is concerned with how well teachers do their assigned education tasks and how well they facilitate students' learning. This consists of lesson preparation, class training, pedagogy, class management, assessment policies, involvement of students, professional dedication and fulfilment of academically mandated responsibilities. Teacher performance is one of the factors that must be of good quality to ensure education quality and achieve institutional goals. The work condition, organizational support, contribution strategy, working stress, occupational stress, and individual motivation can affect individual teachers' performance. Ma and Cheok (2025) conducted a systematic review on 44 empirical studies which they discussed about individual, organizational and contextual factors of teachers' job performance in primary, secondary and higher education. In their review they illustrated the importance of organizational conditions, leadership, motivation, job satisfaction, and work-related factors to understand teachers' professional performance. Primary school teachers have an important role in creating an enabling learning environment as students studying in primary schools need to be continuously guided in their learning, monitored in class and given special attention. How they do in their academic work and duties, how well they work with students to produce various presentations, how well they structure and conduct lessons, how well they set a classroom tone, and how well they assess student progress. Thus, the factors that contribute to the increase professional pressure such as workload stress should be considered when looking at teachers' job performance.

Relationship Between Workload Stress and Teachers' Performance

Teachers' activities can be affected by the workload stress, which brings some psychological pressure, decreases concentration, and interferes with the daily activities of teachers in the school. If teachers find themselves over-engaged and over-worked, they can feel fatigued, emotionally drained and less motivated than usual. These may influence their lesson planning, how well they explain materials to pupils, manage the class, and evaluate pupils' progress. According to Ghasemi (2025), all of occupational stressors are related to the work contexts and surroundings of teachers and can affect teachers' performance and well-being.

All this can be considered as evidence for the relationship between workload and the performance of teachers, derived from empirical research. To get a clearer understanding of the connection between workload, emotional exhaustion, and work performance, Saeed et al. (2025) carried out a study involving 274 Public Secondary School teachers in Pakistan. The results indicated that workload influenced negatively on the teachers' job performance and positively with emotional exhaustion. The study also showed that a high workload may present work-related problems not totally acceptable to be solved by supportive leadership behaviors.

Likewise, Rasool et al. (2024) investigated the correlation between information overload, role stress, and teachers' job performance. Their research revealed that having too much information required and pressure related to a teacher's role had an association with teachers' professional behavior. Additionally, self-efficacy was included in the study as a moderator, which helps to explain the importance of individual and organizational factors in the understanding of workplace stress among teachers.

Another study, relevant to this topic, is that of Saima et al. (2026) which studied the relationship of teaching and administrative workload, job satisfaction and working performance of 1000 Primary School Teachers of Faisalabad Division, Pakistan. The results demonstrated that the teaching workload was significantly negatively correlated with the work performance ($r = -.201$, $p < .001$). A weak positive association was found between administrative workload and work performance. The question arises from these findings whether there are differences between workload types and teacher performance. Workload stress in relation to teachers' performance should therefore be examined, as not all workload stresses are likely to have the same effect.

Workload Stress Among Primary School Teachers in Pakistan

Teachers in Pakistan carry out their duties in the context of an educational setting where they are expected to perform educational, administrative and institutional tasks. The role of primary school teachers is especially significant as they set the educational groundwork for primary school students. But they may have a greater professional load when trying to deal with classroom teaching and to report, document and prepare assessments, examinations and other institutional tasks.

Mubeen et al. (2026) had made a Quantitative study of 360 teachers of primary schools of Lahore, Pakistan from both Government and Convent schools. From their results it was found that the primary school teachers reported moderate to high level of work-related stress. The biggest causes of stress were found to be workload and administrative stressors. The study also revealed that public, as compared to private school teachers, suffered less work-related stress. There was also a positive association found between teachers' work-related stress and negative impact on professional performance that was reported as significant. The findings are of special significance to the present study as the data points offer recent empirical evidence on the workload-related stress of primary educators in Pakistan.

Research Gap

Based on the literature reviewed, workload stress would seem to be a major factor of concern in teaching. Researchers have previously considered teachers' workload in a variety of educational settings, as well as occupational stress, emotional exhaustion, job satisfaction, and performance factors. For instance, creagh et al. (2025) discussed about the high workload and work intensification faced by teachers and saeed et al. (2025) showed the negative correlation between workload and teachers' performance in the context of Pakistan. Likewise, Mubeen et al (2026) explored the level of Work Stress of Primary School Teachers in both public and private schools in Lahore along with determining the sources of Work Stress of the Primary School Teachers, heavy workload and administrative burden emerged as the major sources of the Primary School Teachers' Work Stress in Lahore city.

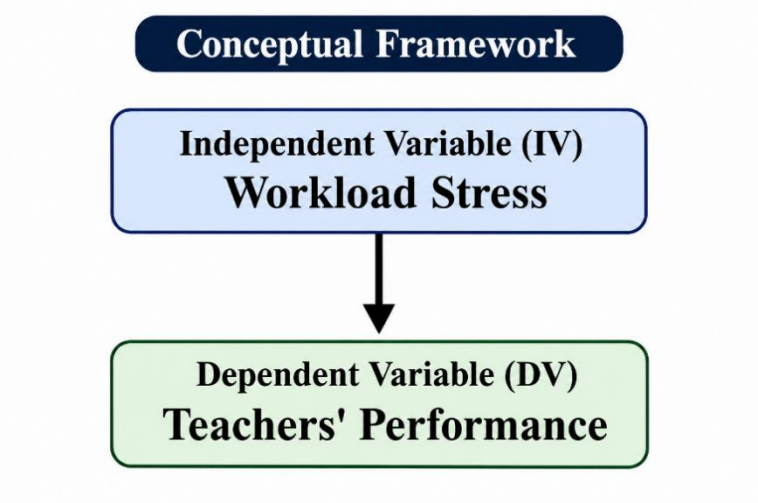
Theoretical Framework

The basis of the present study is the Job Demands–Resources (JD-R) Model put forward by Bakker and Demerouti (2007). Excessive demands of work, such as Workload, Time pressure and Administrative responsibilities, could cause stress in the work-place and

adversely impact employee well-being and work performance, as modelled. The model in this investigation constitutes a theoretical basis to understand the relationships between workload stress and performance of primary school teachers.

Conceptual Framework

The conceptual framework shows the relationship between independent variable (workload stress) and dependent variable (teachers' performances). It suggests workload stress could impact teachers' performance of professional duties.



Research Design

In this present study, quantitative research with positivist research paradigm was used. A quantitative approach would be appropriate for the following reason: The work of the study aimed to look at how workload stress is related to the performance of primary school teachers in a numerical way through the use of a structured questionnaire for data collection. It was a single case survey design, with a private school chain being the focus. Quantitative research allows data to be quantified, and the relationships between variable or factors can be statistically analysed (Babbie and Mouton, 2007; Cohen et al 2007; and Vogt, 2011).

Population and Sample

To do this, primary school teachers of Meritorious Schools chain in Karachi Pakistan were selected as a sample of the study. This study comprised 4 campuses of the school chain. This study regarded with a sample of 160 primary school teachers. Sample was taken from the selected school chain to study the workload stress and its association with the professional performance of teachers under a common institutional setting.

Sampling Technique

A criterion-based sampling technique was used to select the participants. Eligible teachers were only those from Primary school teaching Classes 1-5 in the school chain selected. The technique had to be employed as the study in focus concerned the teachers who fulfilled the specific criteria related to the study objectives. The researchers can choose participants who are experienced and/or embody key characteristics for the phenomenon studied (Palinkas et al., 2013) when using criterion sampling.

Study Setting

This study was carried out in the Meritorious Schools chain in four of the campuses in Karachi (Pakistan). The following campuses were selected:

No.	School Campus	Number of Teachers
1	Meritorious Elementary School	40
2	Meritorious High School	40

3	Meritorious O-Level School	50
4	Meritorious High Campus	50
	Total	**180**

The study focused specifically on primary-level teachers working within these campuses.

Research Instrument

The data was gathered by the use of structured questionnaire which were developed based on previous studies. This questionnaire was developed to collect data pertinent to workload stress and teachers' professional performance. The Perceived Stress Questionnaire (PSQ) based on Cohen (1988) and the Ryff Psychological Well-Being Scale were used in the original study to investigate teachers' psychological well-being. The instrument also included items related to the job factors such as workload, motivation, interpersonal relationships, work environment.

Data Collection Procedure

The data that are gathered were using the online questionnaire from Google Forms. A short link to the questionnaire was sent to the targeted primary school teachers. Due to the limitations of the COVID-19 situation and its related challenges, the original study had implemented online data collection. The participants were first briefed on the purpose of the study and their voluntary involvement in the study before completing the questionnaire.

Data Analysis

The data collected were analyzed with the use of Statistical Package for the Social Sciences (SPSS). Descriptive and inferential statistical techniques were used to take an account of the study variables. To check the relationship between workload stress and teachers' performance, Pearson correlation analysis was performed, and to check the predictive relationship between the variables, linear regression analysis was performed.

Validity and Reliability

Content validity was thought to be to make sure the questionnaire issues are relevant to the variables explored. A review of the instrument was carried out to determine whether the instrument items reflective of the research constructs were appropriate. To check up the reliability of the instrument a pilot study involving 15 teachers from another school was conducted. Content and internal consistency of the questionnaire was evaluated by their Cronbach's alpha. Overall reliability coefficient was reported at .841, which is a satisfactory level of internal consistency. There were 31 items in the questionnaire.

Ethical Considerations

Ethical considerations were adhered to in conducting research. School authorities were requested to allow the data to be collected and informed consent was gained from the participants prior to the data being collected. The participants were free to refuse/cancel this study, if they wished. Participants' identities and their responses were not shared and confidentiality and anonymity were respected. The information collected was used only for research purposes in the academic field.

Data Analysis and Findings

Introduction

This study presents and discusses the results achieved from quantitative analysis. The information gathered from teachers of the primary education level of a private school chain using an online survey form. A total of 160 primary school teachers of a private school chain turned in response to the given questionnaire. The following tests were run on SPSS software that is correlation and linear regression to test the following hypotheses:

Table 2: Frequency table for Gender

		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Male	7	4.0	4.4	4.4

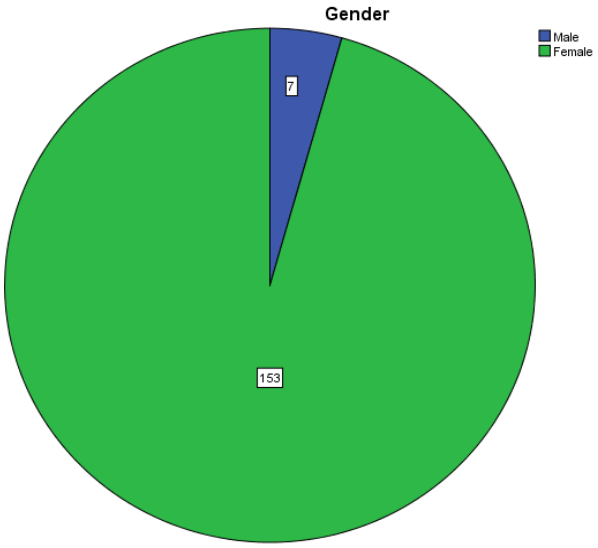
	Female	153	87.4	95.6	100.0
	Total	160	91.4	100.0	
Missing	System	15	8.6		
Total		175	100.0		

The frequency table for gender shows the frequency of males and females in this research survey. According to the above table

Table 3: Frequency table for Age	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**	
Valid	18-22 years	5	2.9	3.1	3.1
	23-27 years	44	25.1	27.5	30.6
	28-32 years	49	28.0	30.6	61.3
	33-36 years	37	21.1	23.1	84.4
	37 and above	25	14.3	15.6	100.0
	Total	160	91.4	100.0	
Missing	System	15	8.6		
Total	175	100.0			

there were 7 men and 153 women from a sample of 160. The above table also shows the percent of male and female ratio of 4% male teachers and 87% are female teachers.

***Figure 2. F*requency Pie chart for gender**



The pie chart above for the frequency of gender also represents the same results out of the total sample of 160 participants, 7 are male, and 153 are female.

The frequency table of age shows that 14.3% of the participants in this research survey were above 37 years of the period, 21.1% of them were between 33- 36 years, 28% were between 28-32 years, again 25.1% of them were between 23- 27 years., and 2.9% were between 18- 22 years.

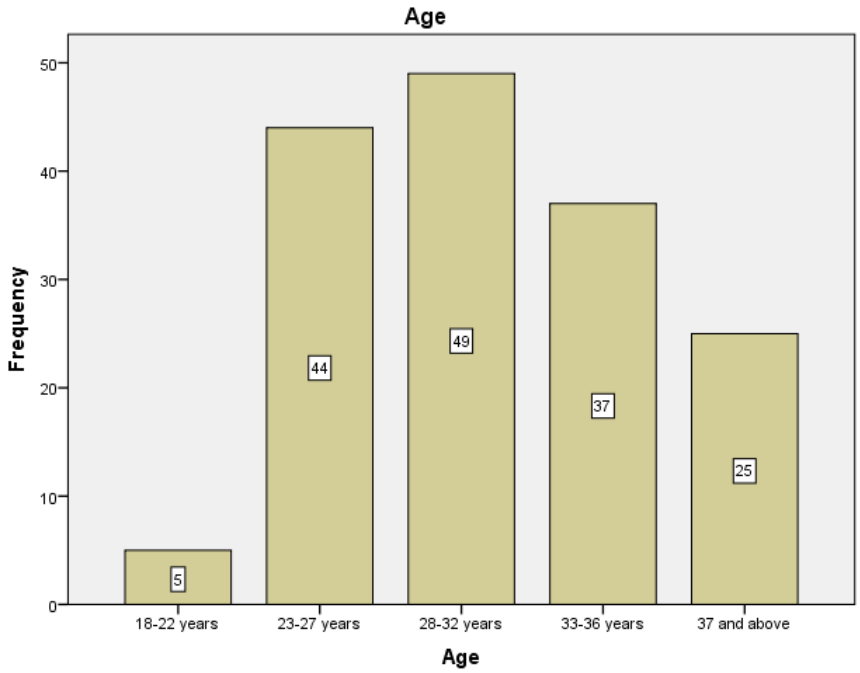
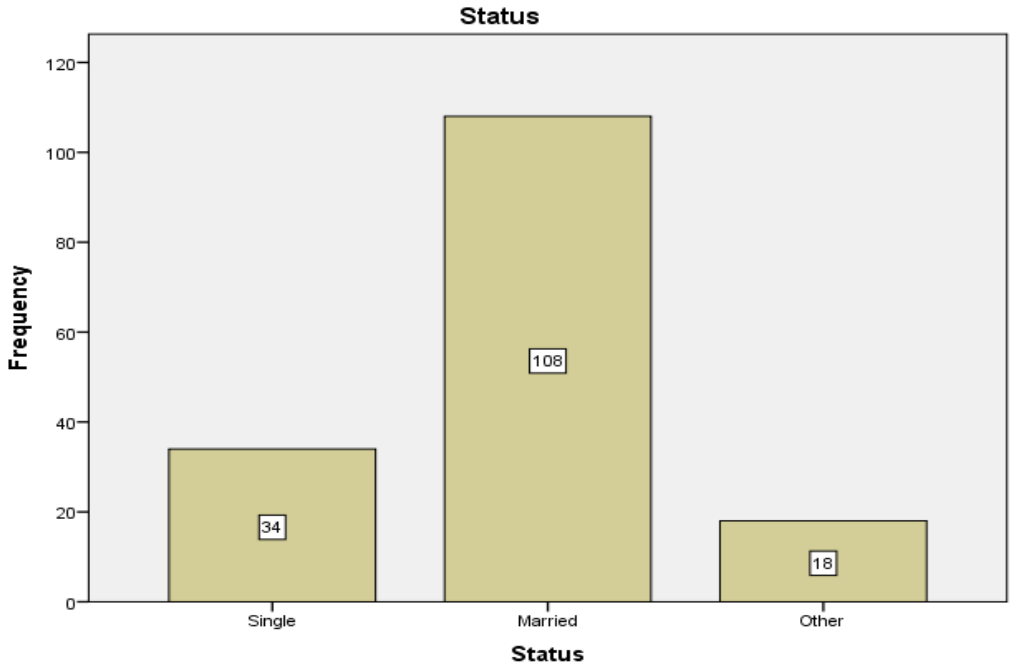


Figure 3. **Frequency Bar chart for age**

The frequency bar chart shows the same that is 25 teachers are older than 37 years, 37 teachers are belonging to the age group of 33 - 36 years, 49 teachers are belonging to the age group of 28 – 32 years, 44 teachers are belonging to the age group of 23 – 27 years and 5 teachers are older than 18 years but less than 23 years.

Table 4: Frequency table for Status		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Single	34	19.4	21.3	21.3
	Married	108	61.7	67.5	88.8
	Other	18	10.3	11.3	100.0
	Total	160	91.4	100.0	
Missing	System	15	8.6		
Total		175	100.0		

***Figure 4*. Frequency Bar chart for Marital Status**



Frequency table for the 'status' category.Frequency table of the 'status' category. The frequency table of status shows that 19.4% of the participants in this research survey were single or unmarried, 61.7% of them were married, again 10.3% of them were among the option of either divorced or widowed.

From the frequency bar chart for status 34 teachers were single, 108 teachers from 160 teachers were married and 18 teachers were divorced or widowed.

Table 5: Frequency table for Academic Qualification.		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Intermediate	16	9.1	10.0	10.0
	Under-Graduation	76	43.4	47.5	57.5
	Post- Graduation	68	38.9	42.5	100.0
	Total	160	91.4	100.0	
Missing	System	15	8.6		
Total		175	100.0		

It is seen from the Frequency table that 9.1 percent, 43.4 percent and 38.9 percent of those who answered this research survey were either in Intermediate, Undergraduate or Post graduation educational level respectively.

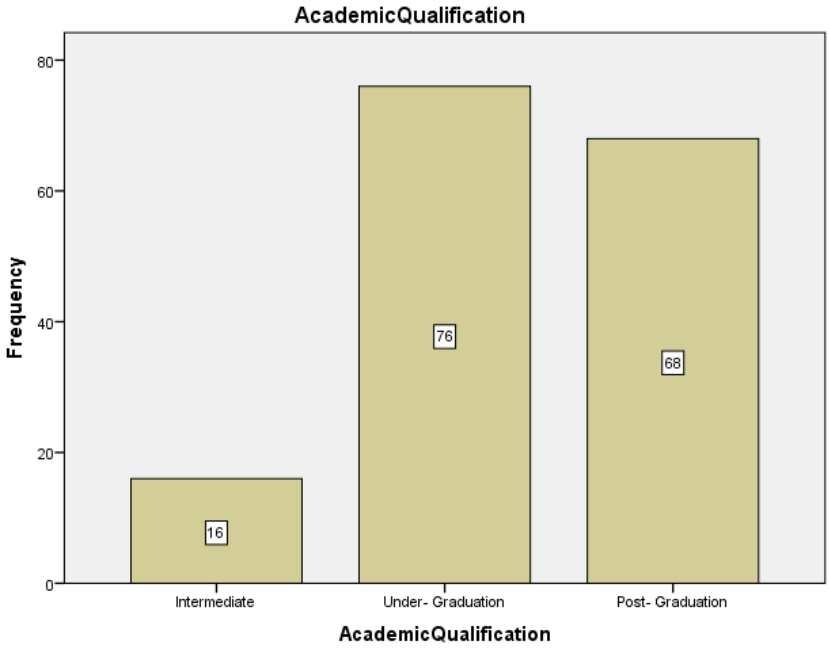


***Figure 5*. Frequency Bar chart for Academic Qualification**

From academic qualification, 16 teachers were intermediate, 76 out of 160 teachers were undergraduate and 68 teachers were post-graduate, as illustrated in the frequency bar chart.

Table 6: Frequency table for Professional Qualification.		**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Montessori Directress	32	18.3	20.0	20.0
	B.Ed.	23	13.1	14.4	34.4
	M.Ed.	1	.6	.6	35.0
	None	104	59.4	65.0	100.0
	Total	160	91.4	100.0	
Missing	System	15	8.6		
Total		175	100.0		

As seen in the Professional Qualification table, 18.3 % of this research survey were Montessori Directresses, 13.1 % of this research survey had a B.Ed. Qualification, .6 % had the professional stuff of M. Ed and 59.4 % had not any Professional Qualification.

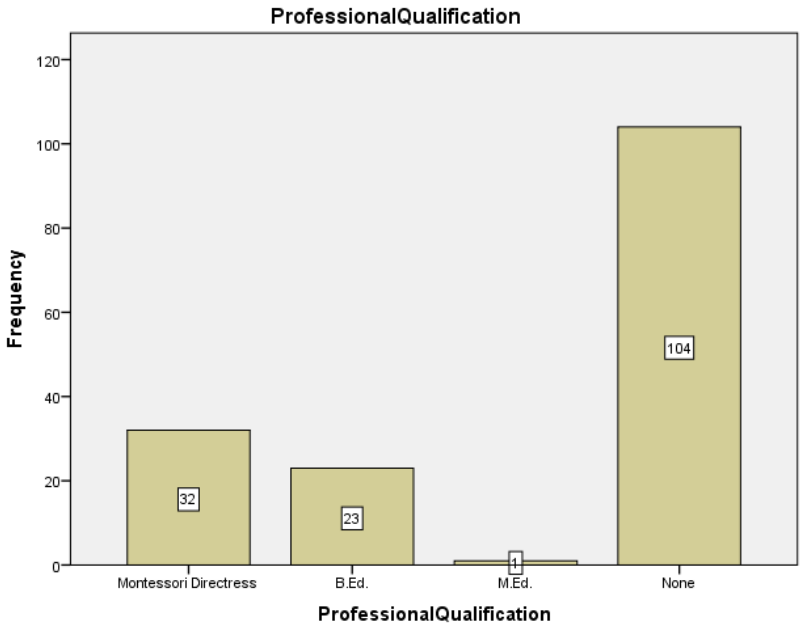


Figure 6: **Frequency Bar chart for Professional Qualification**

The frequency table of teachers in terms of their professional qualification revealed that 32 teachers were Montessori Directresses while 23 out of 160 teachers were B. Ed, 1 teacher was M. Ed, and most of the teachers (104 teachers).

Hypothesis

H_o1- There is no significant relationship between workload and teacher performance.

Correlation

Within the statistics, the correlation is relationships of dependence between different variables. Correlation, in the broad sense is the degree of linear association between variables.

Table 8: Correlation between the Work Load and Teacher's Performance

Correlations

		Mean Score of Teacher's Performance	**Mean Score of Work Load**
Mean Score of Teacher's Performance	Pearson Correlation	1	.162*
	Sig. (2-tailed)		.040
	N	160	160
Mean Score of Work Load	Pearson Correlation	.162*	1
	Sig. (2-tailed)	.040	
	N	160	160

The correlation coefficient between teacher's performance and workload, r = .162 is the same as zero correlation between the two variables. The correlation coefficient is r = .162, which is not significant at p 0.000<0.01, indicating that there is no relationship. The correlation coefficient represents no correlation between the variables workload and teacher's performance. A few previous

studies have also shown no relationship between workload and teacher's performance (Johari et al., 2018; Klassen & Chiu, 2010; Ayub et al., 2018).

Discussion

The correlation between workload stress and performance of the primary school teachers of a private school chain of Karachi was examined in the present study. Results showed that although the correlation of workload and teacher performance was weak, it was statistically significant. This indicates that workload was correlated with teachers' performance, but limited. Thus, the null hypothesis which claims there is no significant relationship between workload and teachers' performance was rejected.

This reveals that workload may not be negatively linked with teachers' performance in all educational environments. The connection can rely on the teachers' experience and management of the task assigned to them. Balancing workload and extra responsibilities with manageability and meeting teaching expectations can help keep teachers professionally engaged and reduce stress, while too many responsibilities and expectations that may not be well-balanced will lead to greater stress and burn out. However, the Job Demands–Resources perspective also emphasizes the role of job demands such as workload and time pressures, which can negatively impact on the well-being and work outcomes of the staff, when they are lacking in sufficient resources and support (Bakker & Demerouti, 2007).

Results of this relationship have been mixed previously. Similarly, Johari et al. (2018) reported that workload did not significantly affect teacher performance, very much supporting the notion that workload may not necessarily affect performance. However, Jomuad et al. (2021) concluded that workload was statistically significant for teachers' work performance and burnout. There are differences indicating that the relationship between workload and performance could be different based on institutional conditions, teachers' responsibilities and level of workload pressure.

In addition, the greater workload stress the teachers reported being they reported greater classroom-management self-efficacy (Klassen and Chiu, 2010). This discovery may help explain why workload does not necessarily correlate with decreased effectiveness in the profession. Teachers can build strategies and competent skills to deal with their duties. The present study however does not directly focus on the teachers' experience or on strategies to manage their workload, so these should be seen as potential explanations instead of valid explanations.

In general, the results show that workload has light but significant positive relationship in the performance of primary school teachers for selected private school chain. This would indicate that there is no simple negative link, and that the relationship could be either positive or negative depending on the allocation and arrangement of work in school.

Conclusion

The relationship between workload and performance of primary school teachers in private school chain in Karachi was studied. The results showed that there is weak but statistically significant relationship between workload and teachers' performance. Thus, the null hypothesis was rejected. Based on the results, it can be concluded that workload (x) is strongly related to teachers' performance (y) with weak correlation but is not highly correlated.

Implications

The results of this research can contribute to the understanding of the school management about the relationship between teachers' workload and teachers' work performance. Based on these data, administrators of schools can discuss the balance of loads and discuss some supportive policy decisions for teachers' professional needs. The research could also contribute to the knowledge base available to policy makers or education researchers to understand the workload challenge of school in private education contexts. In addition, the results might inform future studies on workload stress and teachers' performance in various educational settings.

Recommendations

The following recommendations are suggested based on the results of the study:

1. School management should provide equitable distribution of teachers workload based on professional responsibility, experience, competencies etc.
2. School administrators need to routinely evaluate the workload of teachers to identify unneeded workload tasks or responsibilities which could add stress.

3. Teachers should be given educational opportunities to learn how to fulfill their duties effectively.
4. School administration should develop workplace policies that promote communication, cooperation and consultation between teachers and administration.
5. Regular meetings should be held to discuss with teachers their concern on workload issues and practicable solutions to the concern.
6. To investigate if there is any difference in relation between workload and teachers' performance across the different private and public school systems, future research is recommended to carry out similar studies with larger samples.
7. Further studies can be conducted on factors other than those outlined above to be able to gain a wider understanding of teachers' professional performance, including work environment, interpersonal relationship, job satisfaction and organizational support.

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