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Effects of Job Stress on Workplace: An Evidence Based Case Study at University Level

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Abstract

Teaching is most important and valuable occupation in the world. There is no other profession like teaching. The part of teacher is vital in instruction and drill. On the guidance of a teacher the future of uncountable peer depends. If a teacher is pleased from his work, he completed all his duties. He makes effort for improving the worth of his/her instruction and works for the improvement of his students as well (Reynolds, 2020). In this scenario the major research goal was to examine the extent of job stress experienced by university teachers. This research study provides to an understanding to what extent job stress effect on occupational health of university teachers. As the study was descriptive, so the survey method was employed. All faculty members, both male and female, from the thirty-one (31) departments and two (02) colleges of the Bahauddin Zakariya University, Multan, were selected as the population of the study. One hundred forty-nine (149) university teachers were randomly taken from a population of (619) university teachers using a simple random sampling approach. A questionnaire was designed to assess needs. Twenty-eight (28) restricted response items and two (02) open-ended items made up the questionnaire. From descriptive statics arithmetic mean and standard deviation were computed to measure the degree of job stress experienced by university teachers. While t-test and ANOVA (analysis of variance) from inferential statics was implied using SPSS (Statistical package for Social sciences 2.0) for measuring difference in perception of the University teacher. The goal of the open-ended questions was to gather advice on how to prevent job stress and identify its primary causes. The open-ended questions were analyzed by using thematic analysis and a percentage-based analysis of the open-ended questions was conducted. Overall, the findings of the study point to less job stress among university teacher. The research study data also demonstrates that social science teachers experience less job stress than natural science teachers do. The findings of the study suggested that biasness, leg pulling, politics,

prejudicial promotion strategies, no collaboration and a lot of work etc. are the major reasons of job anxiety so that these should be dispensed. The findings also suggested that selection of instructors should be on merit and teamwork may be encouraged to avoid job stress.

Keywords: Job stress, University level

Introduction

An extremely stressful work environment is a part of the profession of teaching. Being a teacher is a tough and difficult profession. To be successful in the classroom, teachers utilize a variety of resources, including mental, emotional, and physical. Teachers, like all other professionals, face a variety of difficult problems. When it comes to the chances for personal growth and career advancement, they trail behind their colleagues. Teachers frequently lack the resources they require to satisfy the high demands and expectations put on them in many regions of the world. The stresses of their work surroundings combined with the lengthy hours they spend at work (supervising students' projects, evaluating their work, creating courses, and administering exams) eventually cause crippling health problems (Ouellette, 2018).

Performance is a multidimensional idea. Within organizational and work psychology, the concept of individual performance is central. Researchers have made progress in defining and broadening the performance notion during the last ten to fifteen years. Performance varies from person to person throughout time (Cooper, 2012). Performance variation over time in a person reflects both (1) learning processes and other long-term changes and (2) transient fluctuations in performance. Learning leads to changes in individual performance. Additionally, due to changes in an individual's psycho-physiological condition over time, changes in processing capability. These alterations, which can lead to exhaustion or a decline in activity, may be brought on by lengthy workdays, circadian rhythm disruptions, or stress exposure. However, a performance decline is not always the outcome of these conditions (Fisher, 2011). People might, for instance, make up for their figure by changing their tactics or putting in more effort.

The effectiveness of teachers' jobs undoubtedly influences the quality of the educational process and its output. If instructors perform poorly and ineffectively, the stability of the educational system is compromised. Because of this, we are working hard to enhance education, and excellent job performance by teachers is essential. Of fact, defining what the optimal performance of a teacher is requires much more nuance than just stating objectives. Listing the game's rules is far simpler than coaching someone to play at their best (Roeser, 2013). No of the grade level, successful teaching will never be determined by the simple development and approval of standards. Performance of a teacher is influenced by a variety of things. A good teacher must please students with his or her teaching methods and quality; in addition, he or she must manage the time necessary for teaching in addition to other responsibilities delegated by department heads and head teachers.

Additionally, he must control classroom behavior, disruptive kids, student motivation, and academic success levels (Split, 2011). He must show up on time and regularly. He must connect well with his kids, their parents, and his coworkers because, whether directly or indirectly, his interpersonal abilities affect how well he does his job. He ought to treat all students equally, regardless of academic standing. We might state that there are various things influencing university professors' ability to do a successful job. In addition to the tasks and obligations mentioned above, instructors also administer universities, modify curricula, implement new teaching methods, educate teachers, collaborate with parents, and provide community services. All of these indicate that if we want to optimize teachers' effectiveness, the notion of inquiry and procedure activities on teacher teaching and improvement should be widened to embrace a lot of changes in teachers' responsibilities in a difficult setting

(Klassen, 2011). In other words, in the twenty-first century, we need to explore a new knowledge basis for teacher education and growth. Performance evaluation is primarily used to satisfy an organization's fundamental needs, to enhance the workforce, to fulfill specific administrative tasks, and to pinpoint each employee's strengths and shortcomings.

Workplace stress may affect a person's emotions, thoughts, and behaviors as well as lessen changes in their psychological, physiological, and behavioral processes. Many of these changes just signify a little malfunction and perhaps some minor pain in and of themselves. Despite still being detrimental to the quality of life at the time, many are easily reversible. Teachers have various detrimental repercussions from work stress. These consequences can have an impact on both physical and mental health at times (Hanushek, 2020). For many years, it was believed that stress helps to rouse one from complacency and heighten attention to one's work, so enhancing performance. However, this pattern is currently shifting since performance declines if stress levels above the optimal threshold. According to studies, performance consistently declines with rising stress levels, whether it be as evaluated by supervisor evaluations, organizational views of effectiveness, or work performance on job-related exams. Stress may affect teachers as well. The interaction between personal and professional pressures and the demands of a more technology and complicated world at work has contributed to an increase in university teachers (Collie, 2012). It has created challenging, demanding learning environments that have worsened teachers' mental and physical problems. Teachers' performance has been influenced by both the pressures in their personal lives and those linked to their jobs.

Background of the Study

Over the past several years, Pakistan has seen a significant expansion in the number of Universities. As there are more universities in Pakistan, academic staff members may have greater difficulties at work because other institutions are putting pressure on management to compete. The academic staff is involved in the overall aim since almost all institutions generate new objectives to compete with one another. The academic staff at universities may experience a lot of stress as a result, which might harm their contentment and possibly their physical or mental health (Richards, 2012). In a time when the issue of teachers' stress has been acknowledged in civilized and developed nations as well, it is imperative to pinpoint the specifics of this serious issue in our nation, where teachers are regarded as members of a deprived community and face numerous challenges at their workplaces and universities. The current study compared the levels of job stress experienced by university social science and natural science lecturers.

Objectives of the study

The study is intended to accomplish the following goals.

1. To investigate the extent of job stress experienced by university teachers.
2. To analyze the extent of job stress in social sciences teachers.
3. To examine the extent of job stress in natural science teachers.
4. To compare the stress levels of teachers of social sciences with teachers of natural sciences.
5. To examine the factors that causes job stress.
6. To offer some suggestions to overcome work-related stress.

Methodology, Population and Sampling

The nature of this study is descriptive so, survey research method was designed for conducting this study (Bloomfield, 2019). All the university teachers of 31 departments and two colleges of Bahauddin Zakariya University, Multan were taken as population. The total population embraced 619 teachers. Out of the whole population 149 teachers were nominated by using simple random sampling

technique from the list issued by the Administrative offices of the Bahauddin Zakariya University, Multan. The tabular representation of the sample is as under:

Total Population = 619

Total Sample = 149

Data Collection Techniques

A questionnaire of 28 restricted response items and two (02) open-ended items was created for this study in order to collect data (Rahi, 2019). The five-point Likert scale was used to examine each item. The purpose of the open-ended questions was to get feedback from respondents and identify the main sources of job stress in order to reduce it. The tool was validated, redesigned and improved by the suggestion given by teachers and experts of Department of education. The researcher herself distributed the tool among the teachers of Bahauddin Zakariya University 100% of the questionnaires were returned.

Data Analysis

To arrive at a certain conclusion, the data gathered through the questionnaire were analyzed and displayed in table. The statistical methods of arithmetic mean, standard deviation, and t-test was used for the analysis of data.

Sr. No	Statements	Mean	Standard Deviation
1	University teachers select their teaching profession by their own choice	3.74	0.99
2	University teachers assume that profession of teaching is not gainful	3.30	1.18
3	The guardian of the Student's does not support university teachers in resolving difficulties	3.65	0.92
4	Health of the university teachers was affected by a lot of work.	2.95	1.33
5	Heavy workload on university teachers does not have any mental stress.	2.97	1.19
6	Contradictory role of administration does not affect university teachers.	2.57	1.16
7	Deficiency of reinforcement by seniors disturbs university teachers' work negatively.	3.45	1.07

8	Appearing meetings repeatedly has damaging effect on university teachers' recital.	3.12	1.17
9	No feedback about teachers' Behavior generates stress between teachers.	3.47	0.91
10	Lack of appropriate promotion policy disappointments university teachers.	3.85	0.94
11	Absence of practical support from the administration generates anxiety among teachers.	3.59	1.10
12	Biasness is the cause of professional stress.	3.55	1.24
13	Different instructions and ways make job more challenging.	3.69	1.03
14	Teachers have more responsibilities than authority.	3.78	1.01
15	Behavior of the heads of the department is inappropriate.	2.69	1.25
16	Dealing with new teaching strategies, is hard to use for teachers.	2.54	1.14
17	Sometime condition is not under direct control due to a lot of work.	3.18	1.14
18	Teachers cannot make discussion with their colleagues even they need some help from them.	2.69	1.04
19	Teachers have exhausted during their work.	3.04	1.15
20	The pay of the university teachers is not satisfactory to satisfy the teachers' desires.	3.28	1.16
21	Lack of any direction from specialists generates stress in university teachers.	3.30	1.11
22	Rules for promotion were determined by politics rather than performance.	3.17	1.22
23	Effective teaching instruments are not in grasp of university teachers.	3.01	1.09

24	University teachers have a casual of promotion even they have less merit.	3.33	1.07
25	University teachers do not feel pride in doing the job of teaching.	2.41	1.10
26	Teachers' workload generates the feeling of loneliness from the Society.	3.18	1.15
27	University teachers have no enough relaxation time for other communal actions.	2.83	1.11
28	University teacher's work disturbs their home duties.	2.81	1.01
Overall		3.18	1.11

Table 1: An Analysis of Job stress among University Teachers

Table No 1 indicates that from 28 statement eight statements has mean value less than 3 and other 20 statements have mean value greater than 3. The statement "Absence of set rules for promotion upsets university teachers." has mean score 3.85 which indicates that according to university teachers was agreed that absence of set rules for promotion disturb teachers and the statement "University teachers do not feel pride in doing the job of teaching." has mean score of 2.41 which indicates that university teachers feel pride in doing their jobs.

Sr.	Major areas	Frequency	Percentage
1	Biasness	41	28%
2	Politics	35	23%
3	Workload	29	19%
4	Unfair Promotion Policies	17	11%
5	Lack of Cooperation	10	7%
6	Unawareness of Job Responsibilities	11	7%

Table 2: Analysis of the Open-Ended Questions Frequency of Causes of Job Stress

The table 2 shows the overall general views about the most important areas of causes of job stress at university level. According to table (4.2) 28% of teachers suggested Biasness, (23%) suggested Politics, (19%) suggested workload (11%) suggested unfair promotion policies, (7%) suggested lack of cooperation, (7%) suggested unawareness of job responsibilities, as the major causes of job stress.

Sr.	Major areas	Frequency	Percentage
1	Merit & justice	51	34%
2	Equality	35	23%
3	Fair administration	31	21%
4	Teamwork & cooperation	19	13%
5	Supportive behavior of Boss	7	5%
6	Provision of latest facilities	6	4%

Table 3: Analysis of the Suggestions to Avoid Job Stress at University Level

The table 3 shows the complete broad views about the suggestions to avoid job stress at university level. The table shows that (4.3) 34% of teachers were suggested merit and justice, (23 %) of Equality, (21 %) of fair administration, (13%) of teamwork and cooperation, (5%) of supportive behavior of boss, (4%) of provision of latest facilities to avoid job stress.

Group	N	Mean	Standard deviation	Calculated Value
Male	99	88.61	1.04	0.52
Female	50	89.02	5.52	

Table 4: Comparison of Total Answers of Sample

The Table 4 indicates that calculate value (0.52) is greater than 0.05. It means that difference of Answers between female and male is statistically insignificant. Moreover, the difference of means indicates slight improved attitude of female than male teachers.

Group	N	Mean	Standard deviation
Lecturer	71	88.8	2.12
Assistance Professor	60	89.9	3.86
Associate Professor	11	82.5	21.54
Professor	7	87.9	30.56

Table 5: Designation-Wise Comparisons of Responses

The Table 5 shows designation-wise comparisons of responses between teachers. The average mean of lecturer was 88.8, Assistant Professor was 89.9, Associate Professor was 82.5 and Professors was 87.5. The difference in the mean values is insignificant. Additionally, the mean value of 8.9 was the greatest which indicates that the group of Assistant Professor is satisfied with their profession. The mean value 82.5 is the lowest which indicates the higher level of job stress on Associate Professor.

Group	N	Mean	Standard deviation	C.V
Social	89	79.20	1.04	0.32
Natural	60	102.72	5.52	

Table 6: Comparison of Job Stress Level among Social Sciences and Natural Sciences Teachers

The Table 6 indicates that calculate value (0.32) is greater 0.05. It means that difference in answers between Social Science Teachers and Natural Science Teachers is insignificant. Moreover, the difference of means shows higher level of job stress on the Natural Sciences Teachers at University Level.

Conclusion

Most educators will strongly concur with the following claims: University teachers choose to become teachers. Teachers become anxious when they don't receive feedback on their work as university instructors. University professors are angry because there are no clear guidelines for advancement. Stress among university instructors is brought on by the department's lack of practical assistance. Stress at work is a result of favoritism. A lot of regulations and procedures make the work challenging. Teachers at universities have a lot of duties but little authority. The department chiefs' attitudes are not admirable. For instructors, keeping up with contemporary teaching methods can be challenging. Due to their heavy workload, instructors do not have direct influence over their position. When it is essential, university lecturers cannot confer with their peers. The lack of any competent counsel among university professors causes concern. Despite their poor merit, university instructors have an

opportunity to advance. Teachers at universities do not take pride in what they do. Overworked teachers give off a sense of seclusion from the society. University professors don't have enough free time for social activities. The work of university professors interferes with their family duties.

On the Following Claims, the Educators Disagreed

Teachers at universities believe that the teaching profession is not a profession. Parents of students don't assist university teachers in finding solutions to issues. University teachers' health is impacted by their heavy workload. Teachers at universities do not experience any psychological strain from their workload. University teachers are unaffected by the conflicting roles of the administration. The caliber of work produced by university teachers suffers from a lack of support from superiors. The performance of university teachers is negatively impacted by frequent attendance at meetings. Teachers at universities experience fatigue while at work. University teachers' salaries are insufficient to cover their needs. Politics, not achievement, determines the standard for advancement. Effective teaching tools are out of the range of university teachers.

Recommendations and Future Directions

The suggestions made below are based on broad discussion: As it was noted from information provided by university professors that Biasness, leg pulling, Politics, prejudicial promotion strategies, no collaboration and a lot of work etc. are the primary causes of workplace stress, these may be avoided.

- For reducing workplace stress, the department head might work with the instructors.
- Teachers must be chosen fairly and based on merit.
- Teamwork may be promoted to reduce workplace stress.
- Department head need to promote cooperative behavior.
- This study has restricted scope to identify the amount of job stress among university teachers, it has been advised for future researches. Future research may uncover a connection between teachers at various colleges.
- The sample used in the current study includes 149 teachers, or total. Future research can be done with a big sample.
- Future research might extend the number of data collection methods, including questionnaires and interviews.
- Bahauddin Zakariya University in Multan was the sole focus of the current investigation. Future research might be done at the college and school levels.

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