

## **Impact Analysis Of Organizational Stress On The Job Performance Of Women Faculty Members Among Public Sector Universities In Quetta**

**Neha Maryam**

MPhil scholar Department of Commerce,  
University of Balochistan.

**Dr. Uzma Mukhtar**

Associate Professor Department of Commerce,  
University of Balochistan.

**Dr Saud Taj**

Pro.Vice Chancellor,  
Institute of Management Sciences,  
University of Balochistan.

### **Abstract**

*The purpose of this study is to analyze the impact of organizational stress on job performance of women faculty member among public sector universities in Quetta. The participants of this study are the female faculty member of public sector universities of Quetta. Questionnaire was developed using Likert scale. The data is collected from 183 female faculty of public universities in Quetta city. There are four independent stressors include working hours, harassment, workload, working condition and dependent variable is job performance. The research design of study was quantitative in nature and data was analyzed through regression and correlation analysis.*

*Findings of the study depict that the stress have a significant negative impact on the job performance of female teachers of university. Other variables i.e. workload, working hour and female harassment and working condition also have significant negative impacts on female teacher's performance too.*

**KEYWORDS:** Organizational Stress, Job Performance, Workload, Working Hours, Working Condition, Harrassment.

## 1. Introduction

The status of women of Pakistan is different from all over the world. There is gender differences, inequalities and several other factors that impact the women (Chaudhry & Rahman,.2009).Now in Pakistan more and more women are taking part in all fields both for the productivity and personal earnings. The Finding of Sadaquat.M et al., (2011) has shown that during 1990 women encountered various situations, they were facing discriminations, and for instant they were paid lesser wages for the same work as compared to men. They were facing harassment of various levels and nature. Another study revealed that in Pakistan, employment of women was very limited on the highly paid skilled jobs in 1980s (Subramanian, 1977 & Banerjee, 1985). Similarly, ratio of employment of women was very low on such jobs. (Mahpara .B.2011).

Economic Survey of Pakistan ranks Balochistan as the less developed of the four provinces due to cultural barriers; women are not encouraged to get education, due to which the literacy rate of women of Balochistan is 27 percent and Balochistan stand badly. As a result women in workplace were rare or even in 60s or 70s they had no contribution in workforce except at lower level or work from home such as in small industries. Globalization provided opportunities and awareness among women and after many movements and law enforcement in 70s, now they are participating in all professions.in balochistan most of female's population are engaged in teaching.

This study focus on female faculty member. Faculty member around the world are experiencing high level of stress (Gmelch, W. H.1993).As the employment of females increased in education system they start facing stress. Teaching profession is becoming a stressful profession that effect the person personal life and his job (Alan and others, 2010). As the responsibilities of a teacher is increased the teaching is become more stressful day by day( Kaur, 2011). Stress occurs due to different reasons like poor working environment, delay in salaries, long working hours, workload, lack of working resources, no supervision ( Burke,2011)(Rani and Singh, 2012). These stress factors affect the teacher's performance. Rizwan Raheem Ahmed et.,all(2016) also highlighted issues of working women of universities that are harassment, working life balance, working

hours, work environment, workload. Smith and Glenn, (1994) states that there are diverse internal and external factors that affect the performance of a teacher like low wages, lack of support, time etc.

The main objective of the study is to analyze the effect of job stress on the job performance of women. This study include the are four independent stressors include working hours, harassment, workload, working condition and dependent variable is job performance

## **2. Theoretical framework and literature review**

### **2.1 job stress**

Naomi Soto *et al.*, (2010) define stress as the physical response to the body. In stress, the body gives a reaction which is called stress response. The stress factor are different between men and women .most of the men experience stress due to the job performance evaluation and female report stress due to unreasonable expectations and strict treatment (Lambert et al., 2010). The work and performance of universities teachers has largely changed from last recent year. Thorsen EJ (1996) was the first who observe the academics and says that academics have lost the characteristics which traditionally consider as stress-free. The Sabherwal et al (2015) finds the stress among the teachers. The factors of stress are no break, poor pay, long working hours, change in timetable, and lack of career development. According to Martin &Schormerhorn(1983) stress is different from the stressors because stressors are the cause of stress of an individual. The effect of stress on job performance of employees is getting more interest from several years. Khan and others (2014) found the job stress among lecturer in Faisalabad collage and negative relationship of job stress with job performance, job satisfaction. The finding shows level of stress among the unmarried is high. Due to job stress the job performance and job satisfaction decreased and turnover intension increase.

#### **2.1.1 Workload**

According to Shukri (1998), workload is the responsibility given to the teacher either in classroom or administrative. Tight, (2010) state that faculty workload is receiving an attention and a serious concern for the higher education institution around the world. Easthope and Easthope (2000) state that teachers are burden with new task and this lead to the

effect on their organizational commitment and affect their job performance. G. Robert J. Hockey (1997) analyse the effect of stress and workload on human performance his paper presents a cognitive-energetical framework for the analysis of effects of stress and high workload on human performance. Performance can be better under stress if efforts are apply. Tiphaine huyghebaert et al, (2018) analysis the effect of workload on teachers. The result reveal that there is positive indirect effect of workload on emotions exhaustion and presenters and negative and indirect effect of workload on job satisfaction and performance.

### **2.1.2 Harassment**

Harassment is most important element at work place and female face this problem on daily basis. Sometime women step forward and take action against this act and organization also support them. But it is not always possible that organization take action or coworker help them. Robinson v. Jacksonville Shipyards, (1991) state that Harassment produce work performance stress. And harassment have an effect on job performance Gruber & Bjorn, (1982).

Melanie Shepard and Ellen Pence (1998) stated that majority of the women are working and face battering and harassment on work place. He further says that women performance is affected by physical abuse, harassment and this lead to the absentees of female worker. Gelfand, M. J. et al (1995) study show that 70% of women harassed on job. Spratlen (1995) investigates workplace harassment among faculty of higher education institutions. He investigated faculty and staff perception bout nature and mistreatment that they experienced at work .The harassment adversely affected the work performance of employee's faculty member and resulted in job dissatisfaction and lower self-confidence. Katharine (2002) observed that harassment in the workplace is a harm of the women rights. It have a physiological effect on women and lower their performance. Gabriel A (2016) state that Harassment is perceived as an offensive act of violating the women. Harassment have an adverse effect on working women in organization.

### **2.1.3 working condition**

Karasek, R. A & Theorell, T. (1990) state that women prefer to work in organization where they find a good working environment.

Brenner (2004) state that an employee share his knowledge in an organization depend upon the work environment design for an organization. He also argued that working environment must be like that suit to an employee and he can freely exchange the ideas towards productivity (McCormick & Barnett, 2011). In past working conditions are stress free but now teachers and employees face more difficulties and face more stress. Hasun & Makhbul, (2005) state that in recent years working environment is changing due to the change in technology, social environment and the different ways of working process.

Barnett, R. C., Baruch, G. K. (1985) a survey in 2000 is conducted which shows that better the working condition better the women perform. Kohun (1992), says that working environment is combination of different forces, actions and influence factors that are connected with employee performance and activities. Chandrasekar (2001) Working environment plays an important role in term of performance. Working environment impact the employee performance negatively. Peters & O'Connor (1980) defines working condition as an environment that effect the job performance. Working condition create stress and also effect the job performance.

#### **2.1.4 working hours**

If we talk about 50years ago the demand of work is changed it is usually factory based. As the demand increased the business start extent and the demand of work is also increased. The E-commerce lead to the need of 24hours working. There are large population of world who are shift workers and they are doing this because for year are survivor population. Perlow (1997) conclude that the competition is increased the work demand from employee and that's why employee have to work longer to meet the demand.

Due to different factors the actual working hours of employees are longer than legal guidelines Lee et al., 2007. Nawaz, M. et al (2013) state that if the working hours are flexible it increase the efficiency of an employee to perform well because when an employee longer than the working hours it create stress and different physical problems, this will affect the working capability which in result decrease the performance. So government should take a step for managing flexible working hours

especially for women. Schor (1993) state that Working longer have an effect on the productivity of organization but on other hand it is also difficult for the employee to ignore the working hours because the working hours an employee spend in organization is the efficiency and productivity of employee to achieve the goal. And for better productivity the work and to save cost employer gave extra work to employees instead of hiring new employee and to save the cost of production. According to Hegewisch, A. (2009) 10% of women start doing part time job instead of full time job because they cannot manage family and work together.

## **2.2 Job Performance**

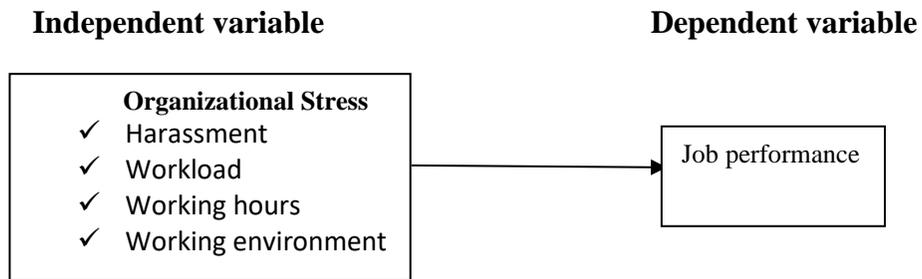
According to Gibson, (1979) the behavior of an employee or group is affected in different ways by the job an employee perform. The demand and work expectation from an employee cause stress and anxiety. A good job performance is important for organization success. Without a good job performance it is difficult to attain the organization goal. Nadeem.M (2011) says that Job performance is important for all type of organizations. Similarly job performance of teachers is also playing an important role, the performance of teachers is important factor for determining the learning outcome and effectiveness. The effect of stress on teacher's job performance is recognized in all over the world. Amjad.A (2010) states that stress is negatively effecting the job performance of teachers in shape of absentees, low morale, teaching quality, and turn over etc. Lupines & Jackson,( 2004) says that different stressors like workload, time shortage, job insecurity, resource constraints, working condition effect the job performance of teachers within internal environment

According to Jabeen(2001) a teacher is always worried about heavy workload and non-teaching task given to him due to which she has insufficient time to prepare his lectures. Lack of motivation convert into dissatisfaction, absentees, little opportunity for career development, ineffective management, overcrowded classes, insufficient material for lectures, poor incentives, low morale, are some factor create stress and affecting the performance of female teachers.

## **2.3 Conceptual framework**

Based on the research studied stress occurs due to different reasons like poor working environment, delay in salaries, long working hours,

workload, lack of working resources, no supervision (Burke, 2011). Rani and Singh (2012) states that these stress factors affect the teacher's performance. Rizwan Raheem Ahmed et al (2016) also highlighted issues of working women of universities that are harassment, work life balance, working hours, working environment, workload. The Sabherwal et al (2015) finds the stress among the teachers and says that the factors of stress are no break, poor pay, long working hours, change in timetable, and lack of career development.



H<sub>1</sub>: There is negative relationship between job Harassment and job performance

H<sub>2</sub>: There is negative and significant relationship between work load as stressor and job performance.

H<sub>3</sub>: Working hours as stressor have negative relation with job performance

H<sub>4</sub>: work environment has significant relationship with organizational performance.

### 3. Research methodology

This research is based on the analysis of the impact of stress on women faculty member of public universities. The data for the analysis is collected through questionnaire from 183 female faculty from Balochistan University of Information Technology, Engineering and Management Sciences (BUIITMS), university of Balochistan (UOB), Sardar Bahadur Khan Women's University (SBK WU) and is analyzed through SPSS version 23.

**Table 3.1 Correlation and descriptive analysis**

	variables	mean	S.D	1	2	3	4	5	6	beta
1	Job performance	3.514	.8390	1						.794
2	Organizational stress	3.1225	.77566	-.424**	1					.794
3	Working hours	3.085	.7584	-.508**	.582**	1				.845
4	Working condition	2.928	.8265	-.611**	.647**	.626**	1			.832
5	Work load	3.3515	.82909	-.307**	.580**	.644**	.598**	1		.865
6	Harassment	2.348	.9148	-.631**	.538**	.381**	.545**	.294**	1	.797

\*  $p < .05$ , \*\*  $p < .01$ .

The job performance stand for (JP), organizational stress (OS), working hours (WH), workload (WL), harassment (HARR)

The results of the correlation analysis in Table 3.1 shows significant negative correlation between job performance and organizational stress evaluation at  $r = -.424^{**}$ ,  $p < .01$ . Similarly job performance was also negatively affect working condition with  $r = -.611^{**}$ ,  $p < .01$ , workload  $r = -.307^{**}$ ,  $p < .01$  and harassment  $r = -.631^{**}$ ,  $p < .01$  and working hours  $r = -.508^{**}$ ,  $p < .01$  respectively. The relation of stressors among is positive related and with job performance they are negatively related.

**Table 3.2**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.737 <sup>a</sup>	.543	.530	.5749
a. Predictors: (Constant), AHAR, AWL, AWH, AOS, AWC				

Above model summary Table 3.2 of Regression analysis shows that there is overall 73.7% Correlation amongst independent and dependent variables and value of adjusted R square is 0.543 and after adjustment the value of R square is .530. The independent variable are moderately reacted to the independent variable.

**Table 3.3 Anova**

ANOVA <sup>a</sup>					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	69.616	5	13.923	42.127	.000 <sup>b</sup>
a. Dependent Variable: AJP					
b. Predictors: (Constant), AHAR, AWL, AWH, AOS, AWC					

The ANOVA table 3.3 shows that there is significant impact of independent variables on dependent variable because  $F=42.127$  &  $P<0.05$ . the degree of freedom is 5. The overall impact of taken predictors is very significant over dependent variable. It is also concluded that the overall model fit is very good for dependent variable, and this is also known as a test for goodness of fit.

**Table 3.4 Coefficients Analysis**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.574	.206		27.023	.000
	AWH	-.562	.071	-.508	7.932	.000
	AOS	-.459	.073	-.424	-6.303	.000
	AWC	-.620	.060	-.611	-10.390	.000
	AWL	-.311	.072	-.307	-4.337	.000
	AHAR	-.579	.053	-.631	-10.953	.000
a. Dependent Variable: AJP						

The table 3.4 of coefficient analysis shows that overall relationship is significant because the value is less than 0.5. the standard coefficient of organizational stress is (-.424), working hours (-.508), workload (-.307), harassment (-.631) and working condition (-.611).

#### 4. CONCLUSIONS AND RECOMMENDATIONS

The women employees working in public sector universities of Quetta are facing problem due to the different stress element like working condition, workload, harassment, and working hours. The independent variables have a significant negative impact on the dependent variable. As the stress in organization increases the job performance of teachers is decreased.

The result of my study showed significant negative correlation between job performance and organizational stress evaluation at ( $r = -.424^{**}$ ,  $p < .01$ ). Similarly there is significant negative correlation between harassment and job performance evaluation at harassment

( $r = -.631^{**}$ ,  $p < .01$ ), workload and job performance( $r = -.307^{**}$ ,  $p < .01$ ). Between job performance and working hours was also found to be significantly negative ( $r = -.508^{**}$ ,  $p < .01$ ). Work environment is negatively affect the job performance ( $r = -.611^{**}$ ,  $p < .01$ ).

So it was finally concluded that if there is poor working environment, non-availability of resources, the teacher feel difficulty in delivering the lecture and are stressed. Similarly harassment in organization also leads to the organization stress in result of this the performance of a teacher is decreased. Long working hours, increase of workload creates a negative impact on women employee performance in public sector universities. It can also create hurdles on their career development and also impact the women teachers' performance and eventually organization will also be suffered.

#### References

Alan, Chan, K. C., & Chong, E. Y. L. (2010). "Work Stress of Teachers from Primary and Secondary Schools in Hong Kong". Paper presented at the Proceedings of the International Multi conference of Engineers and Computer Scientists, Hong Kong.

Akhlaq, M., Amjad, M., Mehmood, K., Seed-ul-Hassan, & Malik, "An evaluation of the effects of stress on the job Performance of secondary school teachers", Journal of Law and Psychology, 1(1)(2010), 43-54.

Beverly Messick Huey and Christopher D. Wickens, "Implications for Individual and Team Performance" national academy press vms Washington. DC 1993

Burke, S. (2011). "Stress and Coping Behaviors among Primary School Teachers East Carolina University, Carolina".

Brenner, P. (2004). Workers physical surrounding. Impact bottom line accounting: Smarts Pros.com.

Barnett, R. C., Baruch, G. K. (1985). "Women's involvement in multiple roles and psychological distress". *Journal of Personality and Social Psychology*, 49, pp. 135-145.

Chandrasekar K (2011). "Workplace Environment and its Impact on Organizational Performance in Public Sector Organizations". *International Journal of Enterprise Computing and Business Systems*, Vol: 1, Issue: 1

Chaudhry, I. S., & Rahman, S. (2009). "The impact of gender inequality in education on rural poverty in Pakistan: an empirical analysis". *European Journal of Economics, Finance and Administrative Sciences*, 15(1), 174188.

Easthope, C. and Easthope, G. (2000), "Intensification, extension and complexity of teachers' workload". *British Journal of Sociology of Education*, Vol. 21 No. 1, pp. 43-58.

Gibson, James J., Ivancevich, John and Donnelly, James H. *Organizations, Behavior, Structure, Processes*. Dallas, Texas: Business Publications, Inc., 1979.

Gmelch, W. H. (1993). *Coping with faculty stress*. New York: Sage Publications.

G. Robert J. Hockey. "Compensatory control in the regulation of human performance under stress and high workload: A cognitive-energetical framework" Department of Psychology, University of Hull.

Gelfand, M. J., Fitzgerald, L. F., Drasgow, F. (1995). "The structure of sexual harassment: A confirmatory analysis across cultures and settings". *Journal of Vocational Behavior*, 47, pp. 164– 177.

Hasun, F. M. & Makhbul Z.M. (2005). "An overview of workplace environment and selected demographic factors towards individual's health and performance enhancement". *Synergizing OSH for Business Competitive*, 45-53.

- Idris Haruna(2016), “analysis of the causes and effects of sexual harassment on the performance of female employees in some selected organizations in kogi state, nigeria” *International Journal of Democratic and Development Studies (IJDDS)*”, Vol. 2, No 2, March, 2016.
- Katharine, T. B. (2002): *Gender and Law, Theory, Doctrine, Commentary*, Aspen Publishers, Inc. 3<sup>rd</sup>.
- Kaur, S. (2011). “Comparative Study of Occupational Stress among Teachers of Private and Govt. Schools in Relation to their Age, Gender and Teaching Experience”. *International Journal of Educational*.
- Khan, E. A., Aqeel, M., & Riaz, M. A. (2014). “Impact of Job Stress on Job Attitudes and Life Satisfaction in College Lecturers”. *International Journal of Information and Education*.
- Karasek, R. A., Theorell, T. (1990). *Healthy work: stress, productivity and the reconstruction of working life*. New York: Basic Books.
- Kohun, S. (1992). *Business environment*. Ibadan: University Press.
- Lambert, E. G., Hogan, N. L., Altheimer, I., & Wareham, J. (2010). “The effects of different aspects of supervision among female and male correctional staff: A primary study *Criminal Justice Review*”, 35, 82-120.
- LePine, J. A., LePine, & Jackson, Challenge and Hindrance Stress: “Relationships With Exhaustion, Motivation to Learn, and Learning Performance”. *Journal of Applied Psychology*, 89(5) (2004), 883-891.
- Mohammad Nadeem (2011). “Teacher’s Competencies and Factors Affecting the Performance of Female Teachers in Bahawalpur (Southern Punjab) Pakistan”. *International Journal of Business and Social Science* Vol. 2 No. 19.
- McCormick, J., & Barnett, K. (2011). “Teachers' attributions for stress and their relationships with burnout”. *International Journal of Educational Management*, 25, 278–293. doi: 10.1108/09513541111120114.
- Melanie Shepard and Ellen Pence (2015), “The Effect of Battering on the Employment Status of Women” *affilia* vol 5 no.2 summer 1988 55-61 women and social work inc.
- Mahpara Begum Sadaquat Qurra-tul-ain Ali Sheikh, (2011), "Employment situation of women in Pakistan", *International Journal of Social Economics*, Vol. 38 (2) pp. 98 – 113.

Naomi Soto, Rhonda Atkinson, Gregory Smith book coping with Stress 2010.

Price Spratlen, L. (1994). Perceived workplace mistreatment in higher education: Characteristics and consequences. *American Association of Occupational Health Nurses Journal*, 42, 548-554.

Peters, L. H., & O'Connor, E. J. (1980). Situational constraints and work outcomes: The Influences of a frequently overlooked construct. *Academy of Management Review*, 5(3), 391-397.

Rani, R., & Singh, A. (2012). "A Study of Occupational Stress In Relation To Demographic Variables". *International Journal of Innovative Research & Development*, 1(9), 253- 270.

Subramanian, K.N. (1977), *Wages in India*, Tata McGraw-Hill, New Delhi, p. 194.

Sabherwal, N., Ahuja, D., George, M., & Handa, A. (2015). "A study on occupational stress among faculty members in Higher Education Institutions in Pune SIMS". *Journal of Management Research* 1, 18-23.

Shukri, M.S. (1998), "Beban tugas di kalangan guru sekolah rendah", unpublished master dissertation, University Utara Malaysia, available.

Thorsen EJ. Stress in academe: What bothers professors? *High Education* 1996; 31:471-89.

Tiphaine Huyghebaert et.,al, (2018). "The effect of workload on teacher functioning" Received: 25 September 2017 Revised: 10 April 2018 Accepted: 30 April 2018. DOI: 10.1002/smi.2820.

T. Martin and T. Schormerhorn, "Work and Non-Work Influences on Health: A Research Agenda Using Inability to Leave as a Critical Variable," *Academy of Management Review* (1983), pp. 650-659.

Tight, M. (2010). Are Academic Workloads Increasing? The Post-War Survey Evidence in the UK. *Higher Education Quarterly*, 64(2), 200-215. <http://dx.doi.org/10.1111/j.1468-2273.2009.00433.x>

Jabeen, N. (2001). "Facilitators and Barriers to Career Advancement of Women Civil Servants". *Social Sciences and Humanities Journal*, 8: No, 1, spring, 2001.