



The Relationship between Job Stress, Coping Mechanisms and Job Performance among Instructor Physical Education

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ABSTRACT- Stress is considered as a crucial part of contemporary life; it may be positive or negative. Literature highlights variety ingredients of job stressors, conflict, overload, insufficient salary, lacking of teaching material etc. in connection with job performance. The main focus of present study was to examine the Relationship between job stress (workload), coping mechanisms (behavioral modifications) and job performance among instructor physical education working at Government Higher Secondary School of district Kohat, Bannu and lakki marwat in Khyber Pakhtunkhwa Pakistan. Population of the present study comprised on (N=171), as it was finite population, no sampling technique was adopted. Explanatory research with cross-sectional approach was used for the empirical study. Self-administered cumulative closed ended questionnaire was used for the data analyses. Variety of sources such as messenger, email and what's App and other postal services were used for data collection. Inferential statistics were entertained to run the set hypotheses. Finding of the study highlighted that there was adverse association in between job stress and job performance of IPEs but after adopting coping mechanism, the instructor physical education has improved/enhanced their job performance. It was recommended that coping mechanism may take under special consideration to boost up working culture among LPEs.

Keywords: Job Stress, behavioral modifications, Physical Education

I. INTRODUCTION

Occupational stress is a condition of negative emotion like worry, frustration and anxiety related to work (Kyriacou, 2001). Occupational stress is a condition of being uneasy and the physically uncomfortable. The author further says that such condition is felt by an individual when he/she face a tense situation or event and find him/her unable to cope with them properly. The occupational stress is a very common state and often found in every workplace. Occupational stress results in dissatisfaction among employees. It makes them feel extremely tired. Their work performance and interpersonal relationships are badly affected (Kayastha & Kayastha, 2012). Occupational stress is directly linked with job satisfaction; six aspects of job satisfaction have a negative association with occupational stress. Controlling factors like co-workers, Work, pay, supervision, Promotion and Job in General (Chaplain, 2001). The job stress is universal phenomenon which is undesirably affecting institution in general and teachers in particular respecting their performances (Roeser et al., 2013). The job stress is changing the response of an individual to such the situation that creates disturbance in different parts of the profession (Dyson & Renk, 2006). Moderate stress can prompt good quality like motivation, improvement in performance and achievement as well, but it continues over a longer period, then psychological problems are created and badly affecting human body and mind (Tulenian, 2015). Occupational stress results in dissatisfaction among employees. The occupational stress is a very common state and often found in every workplace. It not only affects the employees' commitment by their performance as well as it is the main cause that leads the employees towards emotional exhaustion further leading to job burnout and absenteeism in the concerned institutions at wider scales. It also affects the health and emotions of the concerned employees in the institutions the lead them to show the inferior performances and commitment with their respective work at workplaces through different attributes wherein the working load is more important. The concept of workload is used in research to identify a situation in which factor related to a job are seen negatively affect the general health and happiness of employees (Loft, Sanderson, Neal & Mooij, 2007). Workload may be defined as the amount of work that has been finished by particular person or organization (Ilies et al., 2007). The excessive workload is a factor which can cause stress in an individual within given period of time (Fox, Spector & Miles, 2001). Workload means the number of various activities over which an employee has to spend time (Gruskin et al., 2000). Work overload and under load are such job-related factors that can generate pessimism in employees resulting in depression, poor performance and lack of the motivation (Amalu, 2014). The amount of work to be completed by an employee within a specific time along with required effort is called workload (Nixon, Mazzola, Bauer, Krueger & Spector, 2011). Yet, the

outcome of excessive workload could adverse and can result in mental and physical exhaustion (Schaufeli & Taris, 2014). Psychological stress work condition badly affects the psychological health, attitude and behavior of the teachers and their job performance (Bartholomew, Ntoumanis, Cuevas & Lonsdale, 2014). Indeed, previous studies used different conceptual parameters have shown that an individual requires good working environment, in case it does not provide s/he may suffer from emotional exhaustion, lower job performance (Miraglia & Johns, 2016). Workload allocation shows how much of given time is to be used by the academic staff; in doing various activities. It allows academic, their departments and institution to assess which person is doing which activity and how much time they dedicated to it (Perks, 2013). The workload of academic staff has direct influence and increase by good performance expectation and increase pressure (Hallinger & Ko, 2015). There is a need to investigate the workload issue and concluded that if there is burden on the staff, they will not be able to develop positive result and maintain basic source of work satisfaction to promote the quality (McInnis, 2000). The workload can be defined as concentration or assignments or tasks to be completed by employees at work (Warraich, Ahmed, Ahmad & Khoso, 2014). Workload can be denoted by the degree of stress experienced by person that he find him-selves, unable to adapt the amount of work assigned to him (Idris, 2011). The workload divided into two categories such as role overload: when there is an expectation to do more available time, resources and ability such hope could be from immediate colleagues, subordinates, boss, top-level management and so on (Ammar, 2006). Role lower load, when assigned task and duties are below the level of an individual's capability it generates a feeling of stress and burden, in both stress and burden situation, they face job stress. The basic features like knowledge and skill of teachers may get affected when expectation from them is more than their abilities (Waters, 2004). Employees like who lack the skill to tackle workload cannot respond positively due to foiling (Amalu, 2014). Another research study conducted on the mentors indicates that people normally avoid becoming mentors due to the high workload and ordinary time required for it Creativity has gained much more importance in current area of competition. The main competitive factors around the globe now are human capital (Ongori & Agolla, 2008). Mostly organization need employees who are creative therefore, employees are thinking to devise ways to decrease stress. Stress which harms employees the question is whether every individual reacts in the same manner while facing stress (Probst, Stewart, Gruys, & Tierney, 2007). Most of current literature suggests more and inconsistent result regarding the relationship between work-related stress and performance (Hon, Chan & Lu, 2013). Organizational environment and occupational stress are connected with the workload and affect health and performance of college teacher; however it has not been confirmed whether effect is positive and negative the performance of individual employee can be affected positive or negative when workload exceeds the available sources (Ablanedo-Rosas, Blevins, Gao, Teng & White, 2011).

Objectives of study

To determine the relationship of job stress, coping mechanism and job performance of instructor physical education at college level in KP, Pakistan

To evaluate the effect of predictor and mediator on criterion of the instructor physical education at the colleges of KP, Pakistan

To determine the role of coping mechanism as mediator in-between job stress and job performance of instructor physical education at college level in KP, Pakistan

II. LITERATURE REVIEW

In global arena stress is commonly found in every individual. In educational institution, the major cause of poor performance is due to job stress. Teachers need variety of coping mechanism and motivation to overcome the stress. Highest level of teaching profession has been often considered tension-free, flexible, lower load and foreign tours (Austin, Shah & Muncer, 2005). While the current scenario is being changed with reference to carried out the different tasks of institutions such as research activities, improvement of grades of the students as well as universities and higher qualification to attract the intelligent faculty (Taris, Schreurs & Van Iersel-Van Silfhout, 2001). Such type of the pressure and burden is being the cause of stress in the higher academic institutions, ultimately teachers facing serious health and well-being risk (Barkhuizen & Rothmann, 2008). Standards, personal resources and beliefs vary teacher to teacher and stress is not in a similar way in the working place (Karimi & Alipour, 2011). Facing of the un-pleasure situation and remain happy are being possible through coping strategies. Awareness about mediators, stressors and coping mechanism are the helpful tools to overcome and reduce the effect and burnout of stress (Srivastav, 2007). Stress is the focused phenomena of the current research and it is a very complicated area, the researchers have not developed the specific consensus upon the definition so far, while sometimes burnout and stress have been used synonymously (Herbert, 2011). Burnout is a condition of the job exhaustion, which is entirely different from the stress; however, depression is the feature of stress (Rössler, 2012). In the contemporary age everyone particularly teacher is facing or the

victim of stresses such as competitions, domestic issues, violence and environment, but seeking pleasure and ignorance as well as avoiding pain is the inborn tendency of human (Dunham, 2002). Stress adversely affects physical and psychological health, when it does not cope and quit (Ongori & Agolla, 2008). Positive and effective intervention coping strategies can minimize and reduce the level of stress in the organizations (Giga, Cooper & Faragher, 2003). Stresses and avoidance behavior can exist among those teachers who have limited resources and burden of their academics as well as job description (Pestonjee & Azeem, 2001). Physical education teachers have a lot of job stressors due to students dealing, improvement of their students' grades and performance and try to cope with the current situation (Connolly, 2012). Teaching related stressors such as workload, inappropriate interpersonal relationship with staff, unsupportive attitude and behavior of colleagues, students and parents affect the teacher performances (Asimeng-Boahene, 2003). Stressor affects individual health such as psychologically, emotionally and physically (Hauge, Skogstad & Einarsen, 2010). Stress is a response to the environment or stimuli (Koolhaas et al., 2011). While the management, encountering of stressors and control process is considering the coping mechanism (Jones, Norman & Wier, 2010). A coping mechanism is an effort of the individuals which reduce the severity as well as a negative effect of stressors on physical, psychological and emotional well-being (Rees & Redfern, 2000). Coping strategies depend upon the nature of stressor and can be copied as well as evaluated on the basis of personality traits and their functions (Peklaj & Puklek, 2001). Different methods of the mechanism are used to eliminate the level of stress such as cognitive, self-control and distancing approach. Some personality traits and the functions are helpful to manage and control the stress (Fishbach & Shah, 2006). Personality profile is key indicators which identify the preferred method of coping mechanism (Hobfoll, 2002).

Potential stressors such as hyper or hypothermic can manage and control through the usage of specific behavioral or psychological coping mechanism (Pozos & Danzl, 2001). Direct action is the effective and important coping strategy which reduces and eliminates the stress (Kyriacou, 2001). Direct action techniques are the actions in which one can eradicate the source of stress and teachers first recognizes source of stress, then develop a strategy to eradicate the stressors in a precise manner (Wood, 2012). Self-control and distancing approach strategies can be helpful to control the emotions and the intolerable behavior of the students, while teachers did not lose their calmness and temper (Shen, 2009). It is necessary for teachers to develop abilities, skill and knowledge to cope with job stress and teaching profession and descriptions (Ovens & Tinning, 2009). However, it is difficult for a teacher to concentrate and use all the strategy and knowledge which are needed for the stressful condition.

Hypotheses of the study

There is significant association between the predictor, mediator and criterion variables.

There is Significant Impact of Independent & Mediator on Dependent variable
Coping Mechanism Mediates Link between Working Load & Job Performance

III. METHOD AND MATERIAL

The existing study concentrated on the association of job stress (workload), coping mechanisms (behavioral modifications) and job performance among instructor physical education working at Government Higher Secondary School of district Kohat, Bannu and lakki marwat in Khyber Pakhtunkhwa Pakistan. Population of the present study comprised on (N=171), as it was finite population, no sampling technique was adopted. Explanatory research with cross-sectional approach was used for the empirical study. Three self-administered cum close ended questionnaire was used for the data analyses. Reliability of the scale were reliable through Cronbach's alpha Coefficient the result of the shows that it was good result. Separately the Cranach alpha Coefficient score in respect of job stress (working load) scale was found .786 and fall in good range, the Cronbach's alpha Coefficient score of coping mechanism scale (Behavioral Modifications) was .882 and job performance scale .862 excellent zone. Face and contents validity were from 5 exports in the relevant field. Prior to data collection pilot study was done from 12 respondents which not the port of the actual population. The questionnaire were distributed among the 171 IPEs, the return responses were approximately 88% which were excellent. Variety of sources such messenger, email and whatsapp were used for the data collection. Inferential statistics such as correlation, regression and Andrew F. Hayes Process procedure was used to examine the mediation which aim was entertained to test the set hypotheses. SPSS version #24 was carried out for the data analyses. It was recommended that coping mechanism may take under special consideration to boost up working culture among LPEs.

IV. DATA ANALYSES

Inferential analysis

4.1.1 Correlation analysis (association)

H₁: There is Significant Association among Independent, Mediator & Dependent

Table 4.13: The table of association

Research Variables		Working load	Coping Mechanism (Behavioral Modifications)
workload	P-Correlation	1	
	Sig. (2-tailed)	.000	
	N	151	
Coping Mechanism (Behavioral Modifications)	P-Correlation	.354**	
	Sig. (2-tailed)	.000	
	N	151	
Job Performance	P-Correlation	-.562**	.831**
	Sig. (2-tailed)	.000	.000
	N	151	151

** . Correlation is significant at the 0.01 level (2-tailed).

The table showing the results of hypothesis there is significant relationship between job stressors, coping mechanism and job performance of instructor physical education at Government Higher Secondary School in KP, Pakistan. Hypothesis testing the association between independent, mediators and dependent variables, The R (Correlation values) and p significant values showed by Table. The last row of the table is more understandable and valuable for readers to find out the relationship of all research variables. The highest association was recorded between coping mechanism (behavioral modifications) and the job performance (R = .831 & P-value = .000 < .01) in the table. In the same way working load (R = -.532 & P-value = .000 < .01) significantly associated with job performance of the instructor physical education respectively. The researcher concluded from above-mentioned statistics that the hypothesis H₁: there is a significant relationship of the job stress, coping mechanism (Behavioral Modifications) and the job performance of lecturer physical education at college level in KP, Pakistanis hereby accepted.

4.1.2 Regression analysis (cause-n-effect relationship)

H₂: There is Significant Impact of Independent & Mediator on Dependent variable

Table 4.14: Model summary

Model	R	R Square	Adjusted Square	R Std. Error of Estimate	F	Sig.
1	.854 ^a	.710	.708	.20953	369.229	.000

Table 4.14a: The coefficients of regression

Model	Unstandardized Coefficients		Standardized Coefficients		T	Sig.
	B	Std. Error	Beta			
1 (Constant)	-.023	.110			-.351	.664
Working load	-.269	.123	.123		-5.178	.023
Coping Mechanism (behavioral modifications)	.426	.052	.479		16.728	.009

a. Predictors: (Constant): Working load, Coping Mechanism (Behavioral Bodifications)

b. Dependent Variable: Job Performance

The table showing the results of hypothesis the predictors of job stress (working load) along with coping mechanism have significant impact on the criterion (job performance of instructor physical education), the hypothesis testing predictability of criterion (job performance) by predictor (working load). For this purpose, the multiple regression test was utilized to reach at facts about the predictive power of job stress. The R square (coefficient of determination) appears as R² = .710 which indicates that there was 71% variation which supported by p-values of predictors. Multiple regression results show that predictors have significant impact on job performance likewise working load (-.269 & .023) and coping mechanism (behavioral modifications) (.426 & .009). The above table of cause-n-effect results also validate and support the results of correlation where the association between the job stress and job performance. Therefore

from the above-given statistics concluded that the hypothesis H2: The significant effect of the predictor (working load, mediator (behavioral Modifications) on the criterion (job performance of the lecturer physical education) at the colleges of KP, Pakistan hereby accepted.

H3: Coping Mechanism (Behavioral Modifications) Mediates Link between Working Load & Job Performance

A. The Mediation Model 1

X = job stress

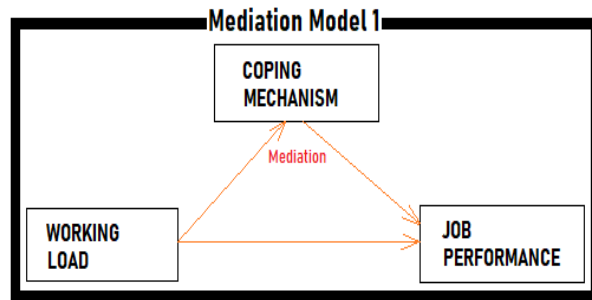
Y = Job performance

M = Coping Mechanism

(Behavioral Modifications)

First Step in Mediation (a)

Table 4.15: The model summary



R	R Square	MSE	F	df1	df2	P
.6322	.3997	.2972	99.2052	1.0000	149.000	.0000

Table 4.15a: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.1678	.3365	.4987	.6187	-.4972	.8329
Working Load	.9418	.0946	9.9602	.0000	.7550	1.1287

Independent Variable: Working Load

Dependent Variable: Coping Mechanism (Behavioral Modifications)

Second & Third Step in Mediation (b & c)

Table 4.16: The model summary

R	R Square	MSE	F	df1	df2	P
.9434	.8900	.0529	598.9614	2.0000	148.000	.0000

Table 4.16a: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	-.0278	.1422	-.1956	.8452	-.3087	.2531
Working Load	.1657	.0515	3.2178	.0016	.0640	.2675
Coping Mechanism (Behavioral Modifications)	.8529	.0346	24.6661	.0000	.7845	.9212

Independent Variable: Working Load & Coping Mechanism (Behavioral Modifications)

Dependent Variable: Job Performance

Forth Step in Mediation (c)

Table 4.17: The model summary

R	R Square	MSE	F	df1	df2	P
.6618	.4380	.2627	116.1224	1.0000	149.0000	.0000

Table 4.17a: The coefficient of regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.1153	.3200	.3603	.7191	-.5171	.7477
Working Load	.9690	.0899	10.7760	.0000	.7913	1.1467

Independent Variable: Working Load

Dependent Variable: Job Performance

The tables produced by the process model to test the mediating role of coping mechanism in between job stress (working load) and job performance of the instructor physical education. four different steps were performed by the process model (a, b & c, and C) the first step of mediation indicates with production of path (a) that there is 39% variation in the coping mechanism mediator is due to the job stress (working load). Similarly, it shows significant and positive impact of job stress on coping mechanism (Behavioral modifications) ($\beta = 0.94$ while $p = .000$). Similarly, path b & c which was the third step of mediation indicates that there is 89% variation in dependent variable (job performance of instructor physical

education) is due to predictor (job stress and coping mechanism). The table also shows that there is statistically significant impact of relaxation (coping mechanism) on job performance of the instructor physical education ($\beta = 0.85$ while $p = .000$) and job stressor on job performance of the instructor physical education ($\beta = 0.16$ while $p = .000$) the boots-trapping run to create the 95% confidence intervals for two parameters where lower limit confidence interval denoted as LLCI and upper limit confidence interval denoted as ULCI.

In the above mentioned the path (c) was the fourth step of mediation which indicated that there is 43% variation in the criterion variable (job performance of the instructor physical education due to predicting variable (working load). it indicates that there is positive and significant relationship between working load and job performance of instructor physical education ($\beta = 0.9690$ while $p = .000$). The decision for four steps in mediation process was made by the researcher on basis of significant p-value to decide about the mediation, but due to the significance of all paths in the current mediation model the researcher used coefficient value to decide about the mediation. It was found that relaxation partially mediates the relationship between job stress and job performance of instructor physical education. As the value of coefficient decreases, relationship remains significant between job stress and job performance of instructor physical education after entering coping mechanism (Behavioral modifications) as a mediator (0.85) it was concluded that the first model of the mediation is partial mediation.

Table 4.18: Sobel test or normal theory test

Coefficient	Se	Z	P
.2405	0.087	9.2311	.0000

For the confirmation of the mediation between job stressors and job performance the process also gives the result of Sobel test process. The present research study concentrate on the mediation analysis to examine effect of mediation (indirect effect) which in some places difference between c and c' can also be computed. The Table (4.18) highlights the product of Sobel test where effect size is (.2405) which is statistically greater than zero with 0.05 level of confidence. Similarly, significant p-value (.000) where ($p < .05$) shows the mediating effect found between the research variables. Here the p-value is significant and therefore it can be concluded that coping mechanism (Behavioral Modifications) mediates the association in-between the job stressors and job performance of lecturer physical education.

V. DISCUSSION

The researcher is supposed to compare results of present study with existing literature. It was intended to investigate association of job stress, coping mechanism (Behavioral Modifications) and job performance of instructor physical education in KP, Pakistan. On the basis of data analysis, the researcher found that there is a significant relationship between job stress, coping mechanism (Behavioral modifications) and job performance of instructor physical education. Since workload, working environment and existing resources draw the true picture of teaching-learning process for physical education at college level. According to Boswell, Olson-Buchanan and LePine, (2004) stress-related workload, like taking more responsibility than usual can negative affect the job performance of individuals but after adopting mediating strategies' a person shows his good performance. Similarly, Clotfelter, Ladd and Vigdor, (2007) found that the good working condition like good relationship and suitable workload are beneficial not only for school but for also teachers. It is also helpful for elimination of teachers' stress, absence, turnover, sickness and increase teachers job satisfaction, motivation, cooperation. It was found that the working load has a significant impact on Job performance of instructor physical Education after adopting coping mechanism. Same result was also found by Betonio (2015) that stress plays a pivotal role in one's life and also has positive effects on one's behavior pattern if the stress has taken in positive manner. Similarly, Naharuddin and Sadegi (2013) highlighted that the sufficient resources results in good performance and the better output. The good working environment of physical education teachers (PET) contributes positively in the production of results.

The coping mechanism (Behavioral modifications) mediates significantly the connection between working load and job performance. A study conducted by Gebrekirstos (2015) argued that different types of the stress management strategies such relaxation, behavioral modifications, cognitive therapies are believed strong coping strategies and play their significant and positive role in minimizing of the effect of workload. In line and link with result it was also found by Nekoranec and Kmosena (2015) that relaxation was strong coping approach for employees after work which significantly uplifts the quality and performance of employees. The present study also supporting the study of Hirsch et al. (2006) that relaxation coping and training eliminates stress and arousal levels, similarly enhance quality to face stress in precise manner.

VI. CONCLUSION

The first objective of the study was to determine the relationship between job stress, coping mechanism (Behavioral Modifications) and job performance among instructor physical education at higher secondary school in KP, Pakistan. It was concluded that job stress and job performance was strongly correlated after adopting coping mechanism (Behavioral Modifications). Stress-related workload, like taking more responsibility than usual can negatively affect the job performance of individuals but after adopting mediating strategies' employees' shows good performance. The second objective of the study was to determine the effect of job stress and coping mechanism on job performance, it was concluded that the predictor significantly depicts variation in job performance of instructor physical education. Multiple regression analysis also reveals that there was 71% variation which is supported by p-values of predictor. Multiple regression results show that predictor has significant effect on job performance along with coping mechanism. Job stress has a negative effect on the teachers' performance but majority of the teachers use avoidance coping while some teachers use adaptive coping mechanisms which ultimately aim to improve their job performance. The third objective of the study was to determine the role of coping mechanism (Behavioral Modifications) as a mediator in-between job stress (working load) and job performance of instructor physical education at college level in KP, Pakistan. It was concluded that the mediation model played an interfering role in the relation between job stress and job performance of IPEs. It was indicated that coping mechanism (Behavioral Modifications) mediates the association in-between the job stressors and job performance of lecturer physical education.

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