Determinants of Stress Causing Dissatisfaction Among University Teachers Of Khyber Pakhtunkhwa, Pakistan

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A Dissertation <u>Presented to</u>

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Of Doctor of Philosophy

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By
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CERTIFICATE OF APPROVAL

<u>DOCTORAL DISSERTATION</u>

This is to certify that the Doctoral Dissertation of

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PhD Research Thesis

Determinants of Stress Causing Dissatisfaction Among University Teachers

Of Khyber Pakhtunkhwa, Pakistan.

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ALLAH

THE MOST MERCIFUL

THE MOST GRACIOUS

DEDICATION

This belittled effort is cordially dedicated to my parents and my wife who have always been source of inspiration to me in pursuing all my endeavors of individual and collective nature.

ABSTRACT

Stress has been introduced as a creatively ambiguous term that brings detrimental consequences to both individuals as well as the organization. Stress if left unchecked may result in burnout that is the stage where person develops feelings of exhaustion, lack of accomplishment and depersonalization.

The study is an effort to find out the pertinent stressors of public and private sector universities' faculty members in Peshawar. Another objective of the research is to find out the level of stress among the faculty members of public and private universities. The study tends to find that stress is more in private or public sector

Various studies have brought in front number of variables both individual as well as organizational inciting stress out of which work overload, Rewards, Student's interaction, collegial support, self efficacy, but the greater achievement was to identify those factors which were either considered secondary in previous researches or were neglected; were identified here in first instance like; leadership style, organizational politics, distributive justice and procedural justice and further these pertinent factors came out to be very important in causing stress.

The scope of the study is limited to the business management universities/institutions who have got degree awarding status only; therefore the population includes eighteen universities of Peshawar recognized by Higher Education Commission. Through Simple random sampling 398 faculty members were selected and contacted through questionnaire instrument. The questionnaire was pilot tested. The reliability of the pilot test (.94 alpha) revealed the justification for the further data collection.

The analysis of data indicated the following major findings:

- *The faculty serving the public as well as private sector universities of Peshawar experience stress with varying magnitude. In public sector the level of stress is comparatively higher than the private sector. Whereas for both sectors stressors relating to work overload are the prime stress instigators.*

- *Universities must also review their policies regarding employee maintenance like compensation, distributive as well as procedural justice that is needed to be ensured for the purpose of reducing employee stress and frustration.*

- *Communication dependent problems were identified as student faculty interaction (SFI) and collegial social interaction (CSI) which are causing stress and are to be addressed by the universities.*

- *Other then the reward procedural (PJ) and distributive justice (DJ) was identified as a major factor in causing stressful environment among faculty members.*

Also the additional factors reported by the faculty includes Limited technical support for computer problems, working with new administrators, Insufficient classrooms and office space for new faculty, Budget cutbacks by the governments.

Stress among teachers makes the dream of quality education as an infertile reality by placing teachers venerable to various health risk, therefore the factors inciting stress among teachers should be explored with a view to either eradicate them altogether or at least coping mechanism should be developed in order to deal stressors effectively.

Based on the findings of the data analysis the researcher's recommendations include the following:

- *Stress management training programs and seminars for the faculty.*

- *Redesigning jobs in a manner so that there is reward dynamism on one side and clear career path of promotion and development on the other.*

- *Attractive employee maintenance; like compensation, distributive as well as procedural justice needed to be rejuvenated and applied.*

  Administration should take steps in providing procedural and distributive justice to their employees for ensuring reduction in stress. Furthermore, steps should be taken to reduce discrimination amongst teachers for the purpose of job promotion, reward, and performance evaluation.

ACKNOWLEDGEMENT

Indeed human by nature is incapable to perform the related assignments in its decorous manner single handedly. Similarly, this thesis has attained completion with the support and technical assistance of esteemed personalities who have extended their possible support at all phases.

My supervisor Dr. Khiar –uz- Zaman has provided technical support time to time by corresponding through mail and face to face meetings.

I thank my many friends and colleagues who shared the joys, tedium, frustrations and personal issues attendant to the long, and sometimes painful, process of self-discovery.
I will not hesitate to mention my co-supervisor Dr. Qadar Bakhsh Baloch for his unlimited support and time. He has always shared his esthetical and technical remarks which have been the source of maneuvering thesis in its appropriate direction.

Engr. Owais
Mufti

CHAPTER-1

INTRODUCTION TO THE RESEARCH THESIS

CHAPTER – 1   INTRODUCTION

BACKGROUND OF THE RESEARCH STUDY

Stress is a phenomenon that is experienced by human beings in life. It is the response of human beings to change and the results of stress can be positive, negative, or both. Either, it can motivate a person to perform better or it can de-motivate the person altogether.

Teaching is a complex job which carries too much of stress dimensions. Study of teacher's dynamics shows; increase in the work load of the teachers, or long working stay at institutions, or greater number of student's supervision or extra paper checking leads to stress of teachers (Vaghn, 1990). On the other hand, certain degree of stress is necessary so that staff is committed and focused to achieve objectives. But when stress exceeds certain limit it becomes negative, and can demoralize and de-motivate employees in the organization.

The "Stress" amongst teachers is a prominent area of interest for educationists, researchers, policy makers and decision makers throughout the world. Hence, they do research to find out the factors affecting stress! Teaching is an important profession globally; but it still not has the place it deserves. People prefer other professions over this profession because they think teachers have high degree of 'occupational stress' or 'work related stresses'. Teaching is considered a noble profession that has both intrinsic and extrinsic rewards attached to it, but still there are problems (pressures) related to this profession which cause different level of stress. (Hamman, 1990)

Although, internationally several researches have been conducted on this area across the globe but it is the time to find the problem related to stress in Pakistan. Teachers are unhappy with their profession; because of socialistic and as well as economic reasons.

Currently many research studies have highlighted this stress in their work and our education institutions are targeted and criticized because of the changing facets of the knowledge, customer's perceptions and technological advances, however; rewards of teaching job are usually smogged by the complex working conditions and the political environment that are rampant in many of our private and public universities. Major emotional state (psychologically) felt by teachers is reportedly stressing; higher than anxiety, angst, misery despair and depression, causing loss in confidence and motivation. Teaching holistically is a dignified profession; (our prophet's profession) and people expect a lot from it. Teachers have the responsibility of providing knowledge and to do effort to develop new generation. These expectations are social obligations that, in turn, will cause more stress in teachers.

Enormous financial and humanistic costs are linked with occupational stress of teachers and advocate that some positive steps should be taken in order to decrease employee stress, Arandelovic (2006). At different level of education stress levels are also different, specifically at the primary level, it is necessary to find the problems and issues in organization and to reduce stress. Furthermore, at the secondary level, strategies may perhaps be developed to help, individuals or groups of employees coping with stress and so on.

Rational of Study:

Kyriacou, (2001); Guglielmi and Tatrow, (1998) and other so many authors have focused their attention on stress in their research topics for the last two or more decades. Several

studies have furnished that teaching is a job full of pressures. Stress and Strain affect greater number of teachers.

The stress related to teaching profession can be very high in economical, physical, emotional and academic terms. In country like Pakistan, faculty members are no different as they are experiencing high level of stress in this profession. Teaching job has more stress because of poor economic conditions, unemployment etc. (Naheed, Rehman, & Shah, 2000).

Education plays major role in personality making as it imparts the concept of efficiency in individuals by making them competent enough to lead the economy towards economic growth **(**Memon, 2007). Human capital can be enriched by education.

Pakistan is a developing country and the education system here is not up-to-date, and encouraging; as it does not meet the needs and expectations of the society and the government and people are criticizing it for long now. Problem is worse in underdeveloped countries because they have other physiological needs as their priority.

This research is conducted on occupational stress of teachers of public and private sector universities of Khyber Pakhtunkhwa (KP)**.**

As stated earlier; quality of education in Pakistan is largely dependent on quality of teachers; and if teachers are stressful their performance will be affected and they won't be able to produce the desired qualitative outcomes. Hence, stress in teachers is the main focus of the study here.

In 1980's the higher education institutions were limited but with the passage of time, have grown in number in Pakistan. However in KP, private sector higher educational institutions started functioning in 2001 September; that started providing education in

different fields among which leading areas are; Medicines, Engineering, Information Technology, and Business Studies. Among these contemporary educational fields; business education is gaining popularity and lot of private educational institutions had been opened to provide quality of education. About 128 recognized higher education institutions have opened in Pakistan and the number is increasing day by day (HEC, 2004); among the list 58 are in private and 70 are in public sector. Hence, in this competitive and growing educational environment, it is highly demanded to study the role of these institutions and teachers, and to address teacher's problems. There are different issues which raise questions in one's mind but the main idea would remain the same, that how teachers can be satisfied so that they can perform better and what working environment and facilities will suite them?

Nowadays, modern countries have identified occupational stress as one of the major problem among teachers, so it is important to find the solution of this problem in Pakistan also. Few researches have been conducted on the topic of stress and stressors in teachers of KP. There is, therefore, a need to explore this study. Education policy makers can help in this regard and can take serious steps to alleviate this problem. For example; to know and explain occupational stress, what are the determinants of stress in education sector of Pakistan? and what steps should be taken to control teachers stress. These researches are not only important for the faculty members but also for the administrators and chairperson of the departments/institutions.

Purpose:

Three basic purposes of conducting this research study are highlighted below:

First; to find the factors of work-related stressors perceived by teachers in public and private sector universities located in KP and its magnitude. Secondly; to find and compare the level and magnitude of stress through Anova and descriptive statistics (sum of frequencies) among teachers of public and private universities and to identify the primary reasons of stress also. Thirdly; to find the relationships between the stressors and the demographic variables (like; age, gender, and salary etc:) of the survey respondents.

Research Questions:

What are the factors perceived by faculty members of the public and private sector universities, which cause stress and will lead to job dissatisfaction?

To know who assume more stress; public and private sector universities employees?

Are demographic factors like gender, age, salary and professional rank etc: and stressors having any relationship with stress or not?

Is there any significant relationship between stress and stressors of different universities working in KPK?

Research Objectives:

In the light of rigorous literature review, following objective of the study were devised:

- To identify and explain the stressors among the faculty members serving in public and private sector universities of KP.

- To find the level (magnitude) of the stress and to draw comparison to know who assume more stress; public or private sector universities.

- To find out primary occupational stressors as perceived by teachers in the institutional environment and its effects on job satisfaction.

- To find out, the relationship between demographic factors like; gender, age, salary, and professional rank etc: and stress.

Hypothesis:

Based on the objectives of the research study and literature review; following hypothesis were developed:

Hypothesis 1

- (Ha): 'WORKLOAD' is related to job satisfaction of the employees.

- (Ho): 'WORKLOAD' is not related to job satisfaction of the employees.

Hypothesis 2

- (Ha): 'REWARDS' are positively related to employee job satisfaction.

- (Ho): 'REWARDS' are not positively related to employee job satisfaction.

Hypothesis 3

- (Ha): 'STUDENT/FACULTY INTERACTION' will affect job satisfaction of employees.

- (Ho): 'STUDENT/FACULTY INTERACTION' will not affect job satisfaction of employees.

Hypothesis 4

- (Ha): 'COLLEGIAL SOCIAL INTERCATION' is related to employee job satisfaction.

- (Ho): 'COLLEGIAL SOCIAL INTERCATION' is not related to employee job satisfaction.

Hypothesis 5

- (Ha): 'SELF EFFICACY' will affect job satisfaction positively.

- (Ho): 'SELF EFFICACY' will not affect job satisfaction positively.

Hypothesis 6

- (Ha): 'PROCEDURAL JUSTICE' is positively related to employee job satisfaction.

- (Ho): 'PROCEDURAL JUSTICE' is not positively related to employee job satisfaction.

Hypothesis 7

- (Ha): 'DISTRIBUTIVE JUSTICE' (or equitable compensation) is positively related to job satisfaction.

- (Ho): 'DISTRIBUTIVE JUSTICE' (or equitable compensation) is not positively related to job satisfaction.

Hypothesis 8

- (Ha): 'LEADERSHIP STYLE' is related to employee job satisfaction.

- (Ho): 'LEADERSHIP STYLE' is not related to employee job satisfaction.

Hypothesis 9

- (Ha): 'ORGANIZATIONAL POLITICS' has an effect on job satisfaction.

- (Ho): 'ORGANIZATIONAL POLITICS' does not affect job satisfaction.

In total there are nine hypotheses that need to be tested in systematic way to answer the main research question; 'Determinants of stress causing dissatisfaction among university teachers'. Increase in stress will affect performance and ultimately leads towards dissatisfaction and turnover.

Assumptions:

Certain assumptions were considered before conducting this research study that are listed below;

1. The research instrument "Questionnaire" will make available all the relevant and valid data for the purpose of the research study.
2. It is assumed that every respondent of the study will comprehend the research instrument properly; and will be able to respond objectively and honestly.
3. It has been assumed that the researcher's "interpretation and conclusion" will give a proper reflection of the actual perceptions of the respondents.

Significance of the Study

Increasing in demand for teacher also increases the institutional uties and thus pressures Thorsen (1996). Increased teacher work load is one of them defined by Easthope &

Easthope (2000). Irrational beliefs, experience of distrust are the other factors considered important in creating stress as narrated by; Zingle & Anderson (1990) and Troman (2000).

Stress not only has negative shades for teachers but it also affect students, as described by; Burke, R.J., Greenglass, & Schwarzer, (1996) and also the families of faculty members (Westman, 2001).

Benefits and contribution of the study

- So far job-related stress researches have been conducted almost in all kinds of professions; but very few stress related researches have been conducted specific to the teaching profession.

- This research will be beneficial for the top management (chairpersons and administrators) in order not only to comprehend the stress, but also to explore the relationship between stressors and satisfaction.

- Another benefit of this study will emerge in the shape of better production from universities faculty members as they will understand the stressors and overcome those stressors to reduce the level of uncertainty and anxiety. This will create awareness about stressors and reason of universities faculty members' turnover will decline and also the satisfaction will be increased in universities faculty members.

- More better results can be obtained upon conducting occupational stress research in education system because the respondents have more understanding of this area and they can share ideas and more better results for this study can be found.

- Completion of the research will help faculty members of universities to understand the level of stress and stressors and how it can be handled.

- It will be a good addition to literature of stress and stressors in local context.

- Very few studies are conducted on faculty stress in higher education institutions in Pakistan furthermore; there is no study in KP on occupational stress of private and public sector universities. Hence this study will be a good contribution to knowledge and not only it will help in identifying the stressors in this field but also results will throw light on the relationship of stress and stressors.

Questionnaire Design:

The research instrument was design in a manner that can be facilitative to the respondents. The questionnaire of the study is based on the literature review and feedback of the respondents which helped in identifying stressors in first place. For the reason of convenience, questionnaire was divided into three prominent sections; demographic, sources of job stress on five point likert scale, and open ended section to rank primary source of stress.

In order to get high response attempts were made to make the questionnaire more attractive and for this very reason tables and colouring shades are used. Questionnaire technique is designed on the basis of funnelling approach in which, respondents are asked questions from specific to broad. In order to find the reliability of the items used in the instrument cronbach's alpha test was used. Pilot test was conducted also to find limitations in the research instrument like linguistic barriers, typing errors and other

mistakes or any other factor which respondent wants to add, which were added in the final questionnaire.

Population and Sample

Targeted population was carefully selected, that includes all the business institution offering management education serving in KP while all affiliated institutions are eliminated from the list. In KPK, 18 universities offering business degrees (inclusive of the two institution; Institute of Management Sciences, and Institute of Management Studies). Amongst them 11 are in public; Hazara University Mansehra, Gomal University Dera Ismail Khan, NWFP University of Agriculture, University of Malakand, Kohat University of Science & Technology, Institute of Management Sciences Peshawar, Institute of Management Studies Peshawar university, Islamia College University, Abdul Wali Khan University Mardan, University of Science & Technology Bannu, Shaheed Benazir Bhutto University Sheringal Upper Dir. On the other hand, seven are in private sector: University of information Technology & Emerging Sciences Pehawar (CECOS), City University of Science & Information Technology Peshawar, Qurtaba University of Science & Information Tecnology, Sarhad University of Science & information Tecnology Peshawar, Northern University Nowshehra, Abasyn University Peshawar, Preston University Kohat[*].

There are universities whose branches are in KP but they have chartered from other provinces or chartered from other recognize universities; so they are also excluded from the sample, like (IQRA, Fast, NAML, Peshawar Business School, COMSATS, and Allama Iqbal Open University etc).

*Source:http/hec.gov.pk available at *list of private and public sector chartered universities*

Simple Random Sampling was done from universities with no gender discrimination. For the analytical purpose, approximately 32% faculty members were selected. Here, the study employed chi square and anova for checking the variable dependency and finding out the primary stressors which are causing more dissatisfaction then others.

Survey tool was pilot tested to check that the questions asked were valid or not. Then final survey instrument was developed containing open and closed ended questions for the respondent ease and research accuracy.

Figure -1 Research Framework

Independent variables	Dependent variable

WORK LOAD →

REWARDS →

STU/ FACULTY INTERACTION →

COLLEGIAL/SOCIAL INTERACTION →

SELF EFFICACY →

PROCEDURAL JUSTICE →

DISTRIBUTIVE JUSTICE →

LEADERSHIP STYLE →

ORGANIZATIONAL POLITICS →
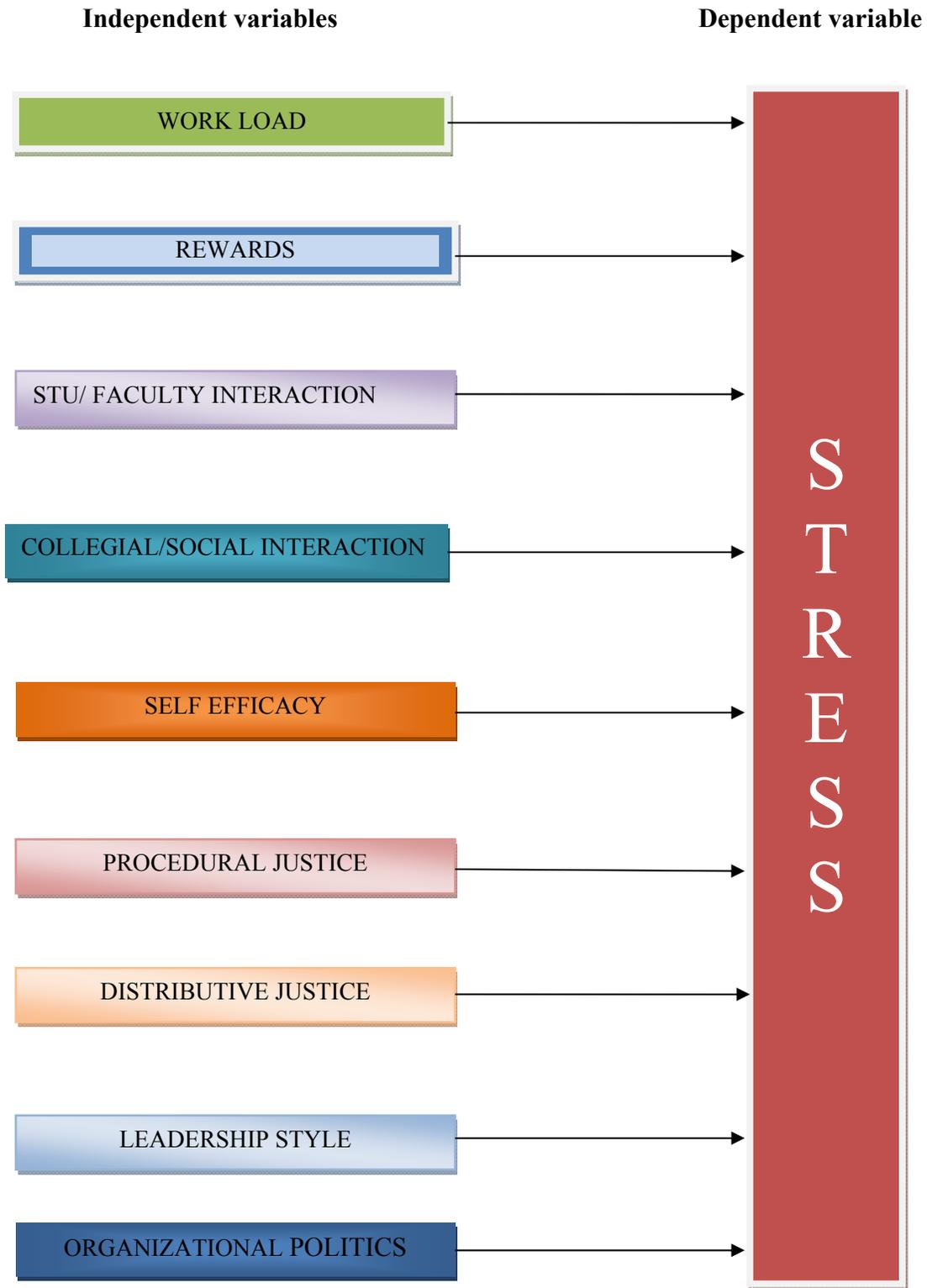
STRESS

Data Analysis:

For data analysis the descriptive statistics were used in order to arrange and manage data into frequencies, percentages, and means. Chi square test was used, to find the relationship between the variables (stressors) and to find out the significance of the stressors with the help of Statistical Package for the Social Sciences (SPSS-16). Anova test, sums and regression were used to check the magnitude of each stressor on faculty members. Furthermore to find who assume more stress, among faculty of private and public sector universities

Theoretical Models of Workplace Stress:

Kyriacou & Sutcliffe. J (1978) and Dick & Wagner (2001) suggested the framework to find primary school teachers' stress reactions. Figure: 2, (below) shows this situational model. Model demonstrates that stressors are background of teacher stress and explains the difference between corporeal (physical) stressors for example, too many students in the classes etc and mental (psychological) stressors for example, poor relationships with colleagues etc.

An attempt was made to reduce the stress and perceived threat of those situations which they encounter. Teacher stress cause psychological stress like; job dissatisfaction, and physiological stress like; high blood pressure, fatigue etc, and behavioral stress like; absenteeism, turnover etc. However, if employees are under stress for longer periods of time it will lead to diseases, burnout and finally turnover.

Figure- 2: A theoretical framework defined by Kyriacou and Sutcliffe

Characteristics of the individual teacher Biographical Personality e.g support, self efficacy	**Potential stressors** Physical psychological	**Coping mechanism** To reduce perceived threat	**Teacher stress** Negative effects Response correlates Psychological Physiological Behavioral	**Chronic symptoms** Psychosomatic Coronary Mental
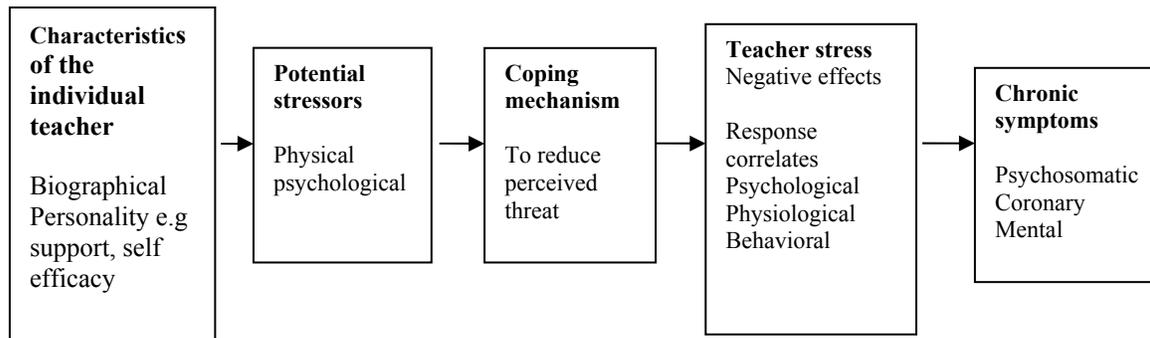
Source: Dick & Wagner, (2001, p.2)

According to Tennat (2007) gave a theoretical framework which explains work-related source of stress that are; social and psychological paradigms mainly. Further his model covers environment in which employees are working and nature of individual also.

Tennat also gave another *interactional Job-person fit model*, and shows that if a person is assigned with the task which is not of his field 9linked it is a major factor for the stress.

Another model is the *demand control/ support model given by* Guglielmi and Tatrow, in 1998, that shows that stress, is caused by extensive work required by the organization (work over load) and is moderated by the organizational environment.

Similar to this there is a model for *effort-reward imbalance model*, shows that a person is performing well but he is not equitably rewarded for his performance this also lead to the stress and some time will lead to employee turnover. Firstly however, all these factors depend upon the nature of individual and secondly what kind of the factor is a stressor for a person varies from person to person also.

Taris, Horn, Schaufeli &Schreurs (2004) Model that shows the relationship among Inequity (injustice), stress-strain and psychological withdrawal for the purpose to check the relationship between factors causing stress and its impact on the organizational productivity. On the other hand inequity will cause strain that will lead to burnout and low levels of employee's commitment.

McCormick, Ayres and Beechey, in 2005 found the correlation between work-related (professional) stressors and coping strategies related to management of stress of faculty members. Further, they addressed self efficacy of teachers in an institutional environment.

Figure 3, below shows theoretical framework that explains conscientiousness for stress model, different dimensions of 'social cognitive theory' and reaction to stress. Furthermore, the author stated that 'changes in curriculum' will also make the teacher's environment stressful. It also shows that how new task from organizations associated with the teacher's perceived stress while implementing that task.

 Lesser the Teachers' self efficacy lesser understanding of change and greater the chances of stress creation and vise versa. Model also explains stressors and teacher mental situations and their response to the change within working environment.

Figure- 3: Teachers occupational stress Model:
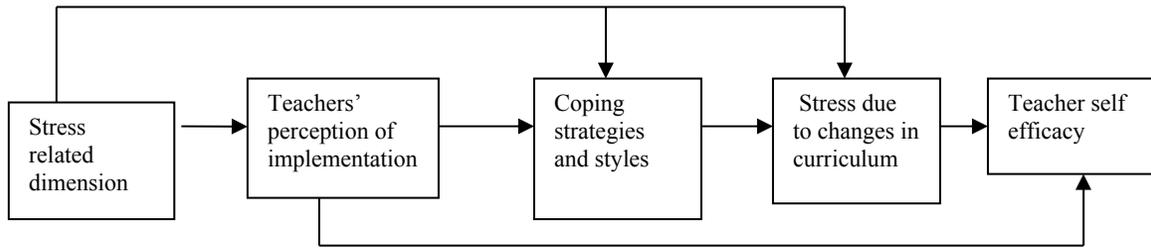
Source: (McCormick, Ayres & Beechey, 2005. p.5

According to Schafer W.(2000) and Lazarus, R.S. & Folkman, S. (1984) propose a model showing that stress is a relationship between the faculty members and its work-related environment and in reaction response to the environment can be positive or negative. This model is more inclined towards the negative dimensions of stress. But it has number of advantages like; it shows that stress in teachers is dynamic in nature and it is a process in which people react according to the environment.

Van Dick, Wagner, U (2001), Organization Safety and Health (2003) represent a model that explains; stress and anxiety are the consequences of human beings personal resilience, and their struggles to replenish the stress. Interest in work or support from collegial relationship and good working environment support it.   But hard working environment that cause imbalance in life or organizational conflict or heavy work load or problems at home don't support these conditions. Stress can be reduce when individual balance themselves against these conditions. According to the model if stressors continuously affect the person then it's difficult to avoid the stress and it will ultimately cause damage.

According to Hanif (2004) and Kurt Lewin's, gave the Personal-Environment Fit Model which is mostly quoted in researches. They suggested that human reaction (reply) is a function of interaction between person and work related conditions. So a person realizes stress when the conditions are against his will and behaviour. While professional/job stress is a consequence of interaction between an employee and his workplace environment, or one can say that; 'a positive or negative relationship between the working conditions and worker behaviour'. Professional stress is of two types;

1) The relationship between basic requirements and employee outcome from that post

2) The skills and experience of employee and its relationship with job-description imposed over him.

Another famous model is the 'demand control model' presented by Karasek in 1979. This model is focused on stress and its measurement and suggested that heavy work load, job-demands and the decision making power (control) of employee are the major factors which alleviate stress. So the kind of job which has greater demands and has low control over it will in turn cause greater stress.

Limitations of the Research study:

- This research is restricted to teaching staff of charted management universities/institutes, having a degree awarding status and the respondents are; professors, associate professors, assistant professors and lecturers working in KP.

- One of the restraints will be the Gender biases during survey response.

- Business schools having affiliation from other universities (outside the province) are not included in the research population.

- The scope of the research is limited to the teachers (faculty members). In KP, there are eighteen business schools and management science departments working in public and private sector which were under the research focused area.

Content of the Thesis:

This research thesis consisted of five chapters. Chapter- I includes the introduction part of the research, problem statement, the need for the research, research objectives and its limitations. Hypotheses are also mentioned so that research area and focus is absolutely clear right from the start.

Chapter II consists of literature review; which was collected from different research articles highlighting 'stress and its causes' in the context of stressors on one hand and 'employee dissatisfaction' on the other. Famous stress models are studied that provide clarity of stress and its dynamics. Hypotheses were formed based on the literature study.

The chapter III, explains methodology and procedures of data collection and questionnaire design used in research. It also throws light on type of research and portrays evidence of selecting certain tool for analysis and not others.

Chapter IV is a detailed analysis and discussion about data collected. It consists of tables for stressors showing importance of the factors selected for the research.

Chapter V includes conclusions, future implications and recommendations of the research study.

While at the end the annexure and appendices are attached to support the research work.

CHAPTER-2
LITERATURE REVIEW

LITERATURE REVIEW

Defining Stress:

Since sixty years researchers are studying stress but have met with extreme difficulty of identifying and measuring stress. Because employees respond differently to the stressors they encounter in working environment. Few researches suggest that, some degree of stress is productive in nature and will create commitment and goal orientation in the employees. (Allison, G.J, 2004). For clearer understanding of stress and its indicators; it is imperative to look into the previous literature of how stress affects the faculty members in the universities.

According to Younghusband, Garlie & Church (2003) the word 'Stress' has been derived from latin word 'strictus' which means; 'strict' and 'stringere' meaning to 'draw tight'. According to the study of Ogus, E.D, Greengalss, E.R burke, R.J. (1990), stress is usually considered negative and people think that it is caused by something bad like; suffering, pain and disease. On the other hand stress also has a pleasant dimension that is usually missed by the researchers. Stress caused by good things or positive stress in other words is known as 'eustress'. This later term "eu" was coined by the greek background, that means 'good'. Troman, G. (2000) however, states that stress is common among employees working in the organization and a buzz word but it is difficult to escape from the effects of it.

With the rapid growth of globalization, job demands of the employees have changed. Now they are required to do more work and take responsibility. Stress is also escalated by capital demands, communications requirements, and the rapid growth of information and technological developments.

According to survey conducted, it was found that in UK two hundred and seventy thousand workers are absent from work because of stress on each working day since 1996. Further employees sickness, absenteeism, lack of interest in work and reduced performances are growing in UK since 1994. And organizations in UK are suffering a loss of 12 billion or more pounds accompanying 90% rise in mental health insurance claims.

According to Quick (1998); 'occupation stress in teachers' is one of the most interesting topic for research, but still no clear definition for the stress was narrated by researchers. Similarly, Memon, G.R, (2007) stated that stress is an unspecific reaction of humans to re-adjust. Some manage stress by physical and mental ability while many are upset with it. According to Jex, Bheer & Roberts (1992), whenever there is a gap between the individual's abilities and the working environment employees react to it in their own unique way. Often there are conditions threatening in the organization that are new to the employees or they are beyond their control and will make them psychologically depressing; in agony, suffering and pain.

According to Health and safety Executive (2008), who were the first one to differentiate between stress and pressure. Pressure is felt by the employees on daily basis while stress is continuous. Pressure motivates peoples to enhance the productivity level as stated earlier as 'eu-stress'. But when employees cannot enhance the productivity with pressure it converts to the stress.

Chamber of Commerce and industry (CCI), Review (2002) in Australia gave definitions of 'working stress' but the most important and accepted definition is published by the United States National Institute for Occupational Health and Safety (2008) which states

that: stress is a physical and emotional response of human beings at work; whenever capability, resources and needs of the worker don't match the requirements of the job, In reaction stress is caused and it will lead to poor health, burnout and turnover.

Stress is "The adverse mental and physical response that is produced in an employee when they are unable to perform the task". Stress is defined by Ivancevich & Matteson (1993) in detail and suggested that stress is an internal retort of employees which appears when external factors or environment affect the workers. Schafer, W. (2000); explain that stress will cause non specific reply of the human beings posed by the demand of task or activity.

A medical student Hans Selye at McGill University became fascinated by the "stress" phenomena and in his studies he stated that stress is continuous pressure which will make human beings to suffer. Over here consistent stress will make employees ill; by effecting weight and appetite, absence of ambition, and reduction in internal body strength are common names associated with this issue.

Schafer (2000), defined stress as 'sick syndrome' which means stress can be one major reason for loss of weight and low self esteem. His curiosity about the sick syndrome led him towards the detailed study of the stress which he performed in the laboratory with rats. He tested on rats that whenever they are placed in conditions similar to humans, like heat/cold, and electric shock etc: they show stressful body gestures. This phenomenon is known as general adaptation syndrome (GAS) defined by Luthans (1995). There are three stages of GAS; alarm-resistance-exhaustion. In "alarm" stage, outside environmental factors leads to stress factor, which results in many body disorders like high blood pressure, and increased heart rate etc. If these factors are continuous, then GAS moves to

the next stage which is ''resistance'', where the body now demands that the needed system should encounter the stressors on priority bases. Still in case of persistency of the second stage then it causes ''exhaustion'' (the third stage) in which the bodily resources are depleted and suffering is started.

Different psychologist and management consultants have given different definitions of stress. Schafer, (2000) stated that the main problem with definition of stress is that it is made up of multiple factors: it may be concerned with family, working experiences, and results caused by a different activities and circumstances. Different researchers identify different dimensions of stress with their own perception and gave diverse definitions. These definitions are neither right nor wrong but they are helpful in dissimilar situations.

Overview of stress (history)

Researchers have studied stress previously but the problem they face in it is its measurement and approaches that help in overcoming the stress. Some researchers augmented that, low level of stress is useful in employee performance and it make employees committed and on the track. Kausar, Dogar & Khattak , 2006). Walter Cannon, a physiologist working at the Harvard Medical School, was a first person who started work on stress in 1914. He defined for the first time that stress is a body retort; meaning, 'fight or flight response'.

According to Schafer (2004), who presented the thought of 'self esteem' is affected by stress and stated that digestive system malfunctioning is largely due to stress. Further work on stress from medical point of view established that there is a strong connection

between stress and headache. Similarly, Friedman and Rosenman (1995), develop a relationship between stress and coronary heart disease (CHD).

Many studies have explained that teaching is a demanding profession and teachers are mainly affected by (professional) job stress. (Kyriacou, 2001; Guglielmi and Tatrow, 1998). In a comparative study, conducted in USA in 2005, Johnson, Cooper, Cartwright, Donald, Taylor and Millet observed 26 occupations and furnished that teaching was one of the most stressful occupation.

According to Ravichandran and Rajendran, **(**2007**)** stress has become a major dilemma amongst teachers due to quick changes in education system during 1980-1990. Teaching is a noble job and parents of the students have many expectations from the teachers and these expectations pose more stress on them. Nowadays, stress is a major problem of modern workforce, and modern working environment faced by regular up downs, takeovers, and fierce competition. Few researches here describe that stress is inescapable Tennant, (2007). If in the preliminary stages, stress of teachers is remain unimpeded and un-known it may leads to burnout (Hamman, 1990).

Stress and burnout:

According to the Ganster & Schaubroech (1991); showed in their research study, the relationship between 'stress and burnout'. Burnout is a type exhaustion which the employee experience in the organization, if he is exposed to continuous stress.

According to Cordes & Doughtery (1993) burnout (exhaustion) is caused by depersonalization, over working, emotional hurt and low levels of personal achievement**.** Stress doesn't have one definition which can be considered as a standard but according to Hamman (1990**)** stress-burnout is a syndrome that affects human beings. Actually it is a

psychological portion that includes emotions, behaviour, and expectations, and mostly it is negative; (discomfort, distress, negative consequences and dysfunction). But some time some stress is important for better productivity. According to Tang, Tung Au, Schwarzer & Schmitz, (2001) people having greater confidence and proactive attitude to overcome the stress and burnout. Some demographic factors like educational experience, age, and income are negatively interconnected to burnout (exhaustion). Although, the stress and burnout are different words with different meanings but are generally used interchangeably.

According to Decenzo (1998); many researcher gave different definition of the word burnout but it is the function of the following: chronic feeling which disturbs the individual physically and mentally that is usually characterized by lowered job productivity, fatigue and over depersonalization.

According to Guglielmi and Tatrow (1998); if there is a mismatch between job demands and abilities of teachers, in reply negative responses will be created or simply employees under constant stress will lead to burnout. They showed that burnout is a major challenge in educational sector especially for teachers. In order to make teachers stress, less stressful, a healthy environment should be provided to teachers. According to Maslach & Jackson (1981) because of stressful environment teachers cannot produce good results and this also affects student's productivity. They put emphasis on the future research of teacher stress and to find some coping strategies to reduce the teacher stress.

Cordes & Dougherty (1993) shows that burnout is found in three broad categories (1) employee status-customer relationship; and explains the occupations having employee's direct interaction with clients / customers are more prone to burnout. (2) The second part

explains the rewards and punishment system of the organization for it employees. (3) The last part explains demographic factors and the social support.

If stress is not controlled in the early stages, then it will lead to exhaustion therefore stress and burnout is positively correlated to each other. The association between stress, burnout and their consequences could be diagrammatically presented as:

Figure-4: Job occupational stress and Burnout
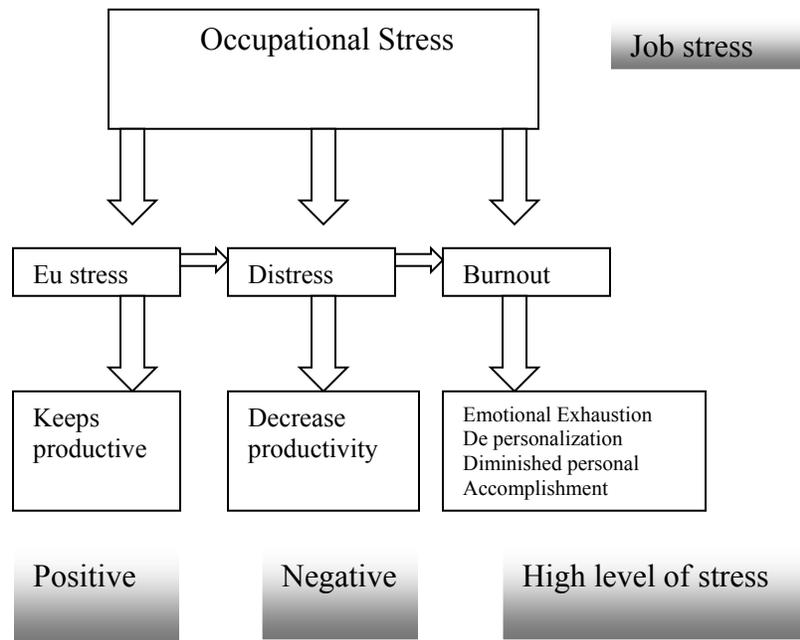
Stress and burnout of Teachers:

According to Thorsen (1996), Hammann (1990), Easthope & Easthope (2000), Troman (2000), Vigoda (2002). All these researchers have mentioned that stress in teachers is

increasing and causing mental and physical diseases. They found that employee especially in the professions; such as police work, social work, or teachings were more affected by stress. However Cordes & Dougherty (1993) found that stress is not just limited to effect the services of the employees but it also affect professions as well.

Cannon (1914), found that in case of a stressful situation employee has two options; escape or face that situation.

According to Guglielmi and Tatrow, in (1998) gave insight into teacher stress variables and its affects like; burnout-exhaustion. They discuss a range of methodological issues, like moderating variables and its importance. They believe that moderating variable were overlooked, additionally they object on cross-sectional designs associated flaws in empirical researches and further added that the need is to device a mechanism of measurement of stress acceptable to all.

They further recommended a 'multivariate, longitudinal and theory-driven' research to get better conclusion: so that, nature of relationship between stress and its variables are more accurately explained. And a more rigorous approach, (equivocally positivist) essentially views and criticized the data collection process of such researches. It claimed that self-reported perceptions of teachers are unreliable and of limited validity (soundness) with respect to the tertiary sector. Organizations need to work for the reduction of job stress as it is their responsibility to take care of the employees both physically and emotionally. The major aim of organizations is to identify the reasons for stress and solve it in order to enhance the productivity level and overcome the stress problems.

Stress Indicators

According to Hanif (2004) 'occupational health and job stress' is the topic of interest for new researchers. During the late 1960's researcher were focused on health sector and welfare (wellbeing) of the society, as stated by Tennant (2007). Whereas, after that decade in early 1970's stress researches gained popularity. Researcher has used questionnaire as a research instruments for data collection and analysis part for stress research.

A great criticism on Guglielmi and Tatrow, (1998) gave a review of research into teacher stress and burnout, after discussing a large number of methodologies including moderating variables. Problems occur in the cross sectional design and uniform measures of stress from different researches; it is concluded that majority of teachers are under extreme stress and are affected by it.

Sources of Teacher's stress and stressors:

According to Hanif, (2004) in different professions the occupational stressors vary and it also depends upon the working environment. These stressors are classified into three working categories; first category includes: all the issues related to customer's demands, effectiveness and restrictions. The second category of stressors includes; the financial and non financial motivational factors like less salary, supervisors support etc. The third group of stressors includes the factors like politics in organization, grouping and poor operations etc.

On the basis of above discussion it can be concluded that not just one factor is responsible for stress there are certain reasons for teachers stress in their working environment. Because of the qualitative nature the exact measure of stress of teacher is

difficult but according to Colangelo (2004) who defines teacher's job in a narrower sense that is; to be a teacher requires imparting, learning (knowledge) or skill through medium of instruction. What this definition excludes; is the other roles and duties that a teacher performs.

According to (Hanif, 2004) stressors can be measured but there are limitations of directly measuring stress of teachers. Researcher has developed several instruments to measure the stress (Fimian, 1984; Pratt, 1978). Several studies have designated that level (magnitude) of teacher stress is more than other occupation (professions).

Anderson (1997) shows that factors in teaching professions which are interconnected like job features, job stress and teachers characteristics. Quitting teachers mostly blame bureaucratic nature of organization. Friesen & Williams (1985), conducted research to find out major stressors for teachers by categorizing teachers in sex, age, level of education, grade experience, size (area) of school, and perceived personal life stress and then finding out relationship among them. Major findings of the research showed that primary variables here are role-over load, relationship with students and colleagues.

Self efficacy is the factor which works as moderating variables between employees stress and stressors. Study of Karasek's (1979), supports job-demand-control, model that efficacy help teachers to reduce the stress level.

According to (Madya, Yahaya & Hashim); misbehaviour, resource difficulties, teacher workload, recognition and interpersonal (collegial) relationships as probable sources of stress. According to his study misbehaviour was the primary factor from which teachers are under pressure. While the remaining factors has a moderate effect over the respondents of the survey. And results shows that there is no significant difference among

the teachers stress with their demographics factors like gender, marital status, salary and qualification.

Ravichandran & Rajendran (2007) find the different factors which are faced by the higher secondary teachers. Research shows that the personal demographic variables like gender, age, educational levels, teaching experience and types of school, play a significant role in relation to teaching profession.

According to Lease (1999) in male and female faculty members there is a difference in their level of job (occupational) stress and tension. The study shows that there was no clear difference in measurement of male-female stress and the experience they had. However, work load contribute in stress for the teachers. According to Lease (1999), in teaching profession the major factor behind teacher stress is misbehaviour of the students and the feelings of low attainments. And the female teachers get more stress when the male student's behaviour is not good to them and the interaction of male colleagues as well. Results shows, those young teachers feel high burnout and think about leaving the job, while the older (experience) teachers absorb high level of stresses.

The study of Jing (2008) shows; that teachers face high stress, when they have high expectations from the organization and on the other hand low stress due to the job requirements, organizational rules and policies. Furthermore, he showed that one of the reasons of stress in teacher is the low level of self efficacy and the support of the organization.

Litt & Turk, (1985) find the factors of stress and dissatisfaction due to which teacher leave the job. In his study four dependent variables were prominently identified; school (work place environment), coping strategies and resources, stereo typing role of teachers,

and specific work related issues. Further he predicted a multiple relationship of teacher stress encompassing job satisfaction, negative health, absenteeism, and intention to leave teaching. Low financial support, status and misbehaviour were identified as the major factor of job stress. The study suggested at the end that working climate should be better in order to overcome the job stress.

Vigoda (2002) find that politics in the organization and aggressive behaviour of the employees with one another or with management is also responsible for the stress. Therefore job-distress is a corollary of organizational politics (OP) that exceeds other factors.

In several studies organizational politics and stress were found highly correlated. Actually it is a psychological condition that is stress-strain related and has a possible impact on the employee's behaviour and can lead to sufficient levels of strain and anxiety (Kacmar, Bozeman, Carlson, & Anthony, 1999).

However, many research studies have not considered the organizational politics as a major factor which cause stress and can decrease the productivity level of the employees.

Stress and work overload:

"Workload" is the factor which causes teacher stress identified by Blix & Lee (1991). Due to workload people feel more anxiety, and there are greater chances of stress sentiment. In a longitudinal study stretched over 10 years period from (1984- 1994 at Tasmania & Australia) by Easthope (2000) found that teachers become stressful when they are ask to work for more hours and with more work load and other management duties. According to Maslach & Jackson (1984); stress arises as the consequence of qualitative and quantitative work overload load and job demands. He found that

employees feel qualitative overload because they don't have capability (professionalism) to achieve the allotted goals while the quantitative stress refers to the individual's opinion that the task cannot be completed in the given period of time. In each organization level of stress is different because of the different stressors. Less financial resources invest on education is another factor for the stress (Easthope & Easthope2000). According to Ashendon (1990) most of the teachers get stress because they were asked to do things, which are not concerned with teaching. So the increasing management responsibilities in the form of extra overload causing stress in teachers.

The extra work load in shape of administrative responsibilities from management give less time for the teachers to interact with the students. If they reuse these responsibilities for those extra management responsibilities then administration is faced by the anger which will give more stress of teachers (Easthope & Easthope 2000).

Stress and Collegial/Social interaction (CSI) Relations:

Poor relation with colleagues also causes stress in employees as defined by Boyle, Falzon, & Baglioni (1995). They suggested that strong interaction and good relation with colleagues reduce the stress in working environment. Troman (2000) explains that trust (belief) and distrust (disbelieve) in between colleagues in the job environment, and there relationship is important to consider while studying stress. Factors which can avoid stress are; support of colleagues, security and acceptance of suggestions, reward etc: reduce the stress level. Friesen & Williams (1985) explain in his work four stressor; 'poor relations with colleagues' among them were the major stressor which cause stress in the faculty members. This Poor relationships with colleagues is one of the major factor and is also

supported by the study of (Madya, Yahaya & Hashim; Antoniou, Polychroni, Vlachakis, 2006; Colangelo, 2004).

Stress and Self efficacy (SE):

According to definition of schmitz and Schwarzer(2000) self efficacy is the capabilities of and confidence to resources, and the task which need to be completed according to demands. Schwarzer and his colleagues (Jerusalem and Schwarzer, 1995; Schmitz and Schwarzer, 2000) work on self-efficacy level and the burnout of the teachers. Low self efficacy will cause greater mental stress, frustration, irritation, and anger. On the other hand low self efficacy causes Schizophrenia and dejection (depression).

Greater magnitude of stress will affect the self esteem (dignity) of individuals and make them more prone to diseases. As indicated by Arora (2007) when teachers compromise on self esteem and respect, the body goes out of balance psychologically and burnout will be caused.

Zingle & Anderson (1990) hypothesizes that those teacher who face greater stress they are less interested in teaching profession. Further, the result of the study identified that there was a significant correlation between teaching stress-strain and irrational beliefs.

In order to measure teacher stress many researchers has emphasized on internal behavioural characteristics in evaluating stress as describe by Allison (2004). Internal characteristics states that how individuals react to stressful situations, as minimum amount of stress required by an individual to remain productive, varies and is dependent on individuals personality.

According to Schafer (2000) Type-A personality are those personalities who never stop struggling (hard working) and always try to accomplish task and produce the expected

results. According to Holmes (2005) Type A-people were more hard working and more interested towards the achievements of the task and the stress level is less in this kind. They try to complete task in perfect manner and try to relax as even in hard environment to overcome stress and stressors.

According to a study in Canada on Type A-behaviour, working performance of employees and well being in college teacher's shows that the behaviour they exhibit is positively correlated with burnout and turnover. (Jamal & Baba 2001).

Matteson & Ivancevich (1979) found that aggressive Type-A are more susceptible to CHD than their more relaxed Type-B counterparts (who are not that active and are not working that hard) they seem to be relaxed in their work by nature and don't assume stress and burnout.

Stress and Rewards:

According to Farrugia (1986), conducted a study that why people select teaching as their career. As an answer two motivational factors (Intrinsic attraction and Extrinsic attraction) were found; intrinsic factors, including the inherent satisfaction of the employees and they are mostly qualitative and external factors which derived as there extrinsic motivation (and they are mostly quantitative).

Younghusband, Garlie & Church (2003) 'rewards' to teachers and positive 'interaction' between students and class 'environment' motivate them to work hard and vice versa. Organizations should give performance based pay to their employees and should give additional reward time to time to enhance positive motivation. A reward is the factors which contribute in decrease of stress. Both financial and non financial compensation is important for the employee's motivation and to avoid their stress. A teacher cannot

produce goods students if he himself is not satisfied. So to achieve organizational goals fist it is important to avoid the teachers stress. According to research of Maslach and Jeckson (1984) teachers acquire stress because of 'extra classes' burden, misbehaviour of students and lack of support of the other colleagues in organization. According Okpara, Squillace & Erondu, (2004) found the effects of gender on the job satisfaction of US institutions. The study showed that there exists a positive relationship between satisfaction and gender (male/female). It was concluded that female staff is more comfortable in the organization with respect to the pay, supervision, promotions and working with colleagues as compare to male staff.

Stress and Student/Faculty Interaction (SFI):

According to study of Colangelo (2004), if the class environment is not good it is a major factor for the teacher stress. Some of the issues identified by the research are; class room problems, lack of interest of students in studies and verbal or physical abuse are giving teachers variable degrees of strain.

According to Madya, Yahaya, Hashim and Kim (2006) identified five prominent factors that add to the teachers stress. These factors are misbehaviour of the students, workload (WL), more working time, and lack of appreciation by the management. Among these factors 'misbehaviour' was major the determinant causing stress. Younghusband, Garlie & Church (2003) identified that it is difficult to control a huge class (strength) of students and teacher has to manage the verbal and physical aggressions of students. He further stated that student's misbehaviour is a major source of stress, as also concluded by Friedman (1995) and Blase (1986). According to Friedman (1995) another major cause of

teacher anxiety is; 'disrespect of teachers' especially for the female gender and this disrespect come in verbal and non verbal form.

Previous studies shows that stress is caused when extra tasks are assigned to the teachers Thorsen (1996) ;in his study he stated that increased work overload (WL) is the major factor for stress. Similarly Easthope & Easthope, (2000) identified that when employee is not trusted, respected and not recognized he feel pressure in the organization. Previous studies shows that stress causes different diseases; both mental and physical affecting employees (Blix, and Lee, 1994). Therefore solution for the stress and burnout is to be found in order to deal with working environment. Different researches show that teachers face stress in their teaching career, that affect them physically and mentally (Borg, 1991; Guglielmi & Tatrow, 1998). Stress in teaching cause detachment to profession, affect educational objectives, cause absenteeism, etc: and finally depart (turnover) from teaching. Jenkins and Calhoun, (1991).

According to the study of Chiu & Lam (2006) professional job stress causes neck and upper limb pain problems in secondary school teachers in Hong Kong. With the help of analytical tool (multiple regression) research concluded that some of the demographic factors like; gender (M/F), growing age and working in head down posture were identified as major variables for neck pain.

Arora (2007) shows that there are many reasons for the stress and sleeplessness; caffeinated products, caffeine and alcohol intake, being on the internet all the time, socializing late till night, watching late night television are all categorized as stressors, especially if done regularly. Sleep deprivation leads lack of concentration and irritability in teachers and, it will eventually, make the person ill. Schafer (2000); shows in his

researches, that inappropriate sleep is a major health hazard in America. It can cause migraine, high blood pressure and number of other health diseases that are also identified by McGinnis & Foege, (1993). Different researchers has developed different methodological framework and identified that one of the reason for the teacher stress is there weak physical and mental health.

Stress and Performance:

Although so far the negative side of stress has been discussed by the researchers but stress also has a positive impact on the performance of employees. According to Arora (2007) every time is not bad, some stress is good in motivating people towards higher performance. Students having stress in examination period, players during games, doctors or paramedics during an emergency, are motivated during their activities and they try to perform well in these stressful situations. Stress affects performance positively as well as negatively.

Stress and life are interconnected with each other. However life depends upon stressors that how these factors affect it. In teaching profession the females feel more comfortable as compare to other professions but still stress level is more on females (gender) as compare to male (gender). As females have more roles to play; they have to be good teachers at the in the university and good wives and mothers at home that is not only difficult but stressful also (Ninomiya & Okato, 1990).

Further the researcher stated that gender as variables is denied by the researchers but it is identified that it has importance in stress studies. They suggested that women feel more stress in uncertain circumstances as compare to males.

Study of Schwartz, Pickering & Landsbergis (1996) they have worked on gender differences and showed that there is a strong relationship between work stress and blood pressure in men then in women's which was quite amazing. On the other hand biologically, female teachers are more prone to occupational stress and burnout (they are more prone to diseases) since they are much pressured to play successfully the different roles.

Arora (2007) stated that it is important not only to learn stress, but to find out the positive limit (zone) of stress in which employees can productively work, and to determine the ranges in which can tilt towards negativity.

According to (Wilke, Gmelch, Lovrich, 1985) shows the relationship with productivity; as low levels of stress will lead to good performance, but up till a limit. After that if stress is further increased it will case decrease in performance, so this will make an inverted U-shaped curve (in relation to performance). Studies show that this inverted U function is applicable both in problem solving and physical activities. People are use to this when they have more time and little work to do they take time but when the time factor is less and they have more work they perform more efficiently. In other words work expands to fit in the time available to the employees.

Organizational Consequences:

According to Borg & Ridding (1991); stress when passes a certain limit will be harmful for health and will cause diseases. Additionally, with consistent stress variables in the organization will make employee emotionally exhaustive, they will feel lack of accomplishment, fatigue and will result in high turnover among teachers.

In teaching profession rewards give the satisfaction to the teachers. Secondly the relationship between students and teachers is also important if the relationship between them is good then job stress is less and in case the relationship between them is not good greater stress will be felt by the teachers. Another aspect is the level of tolerance that teachers has is also important because greater the self efficacy and tolerance; lower the stress is realized by the teachers. This tolerance factors come with experience (Easthope & Easthope 2000).

Stress should not be considered as individual employee problem but it should be considered as 'organizational problem' as with the stress of employees the organization productivity is affected so organization should to be focused upon the solution of stress if found.

CHAPTER-3
METHODOLOGY OF THE REPORT

CHAPTER – 3

METHDOLOGY

The primary aim of this study was to find out primary level stressors in private and public sector university employees that were affecting the employees and causing them to be in constant stress. Another purpose of this research is to find out that employees were more stressed in private or in public sector and moreover, if any demographic factor is responsible for the assumed stress of the employees concerning the public and private sector universities employees.

Nature of the Research

Research study was causal in nature that revolves around stress and stressors causing dissatisfaction among faculty members of chartered universities of KP, rendering business education. There were nine prominent causes (variables) of stress identified in previous researches see figure 5, below. Data revolves around primary and secondary sources of data. The sources utilized for the collection of primary data for the study includes, the faculty members of the universities working in KP whereas, the secondary data was cited from the literature on stress, stressors and satisfaction.

Figure-5: Research Framework

Independent variables   **Dependent variable**

WORK LOAD

REWARDS

STU/ FACULTY INTERACTION

COLLEGIAL/SOCIAL INTERACTION

SELF EFFICACY

PROCEDURAL JUSTICE

DISTRIBUTIVE JUSTICE

LEADERSHIP STYLE

ORGANIZATIONAL POLITICS

STRESS

Dissatisfaction
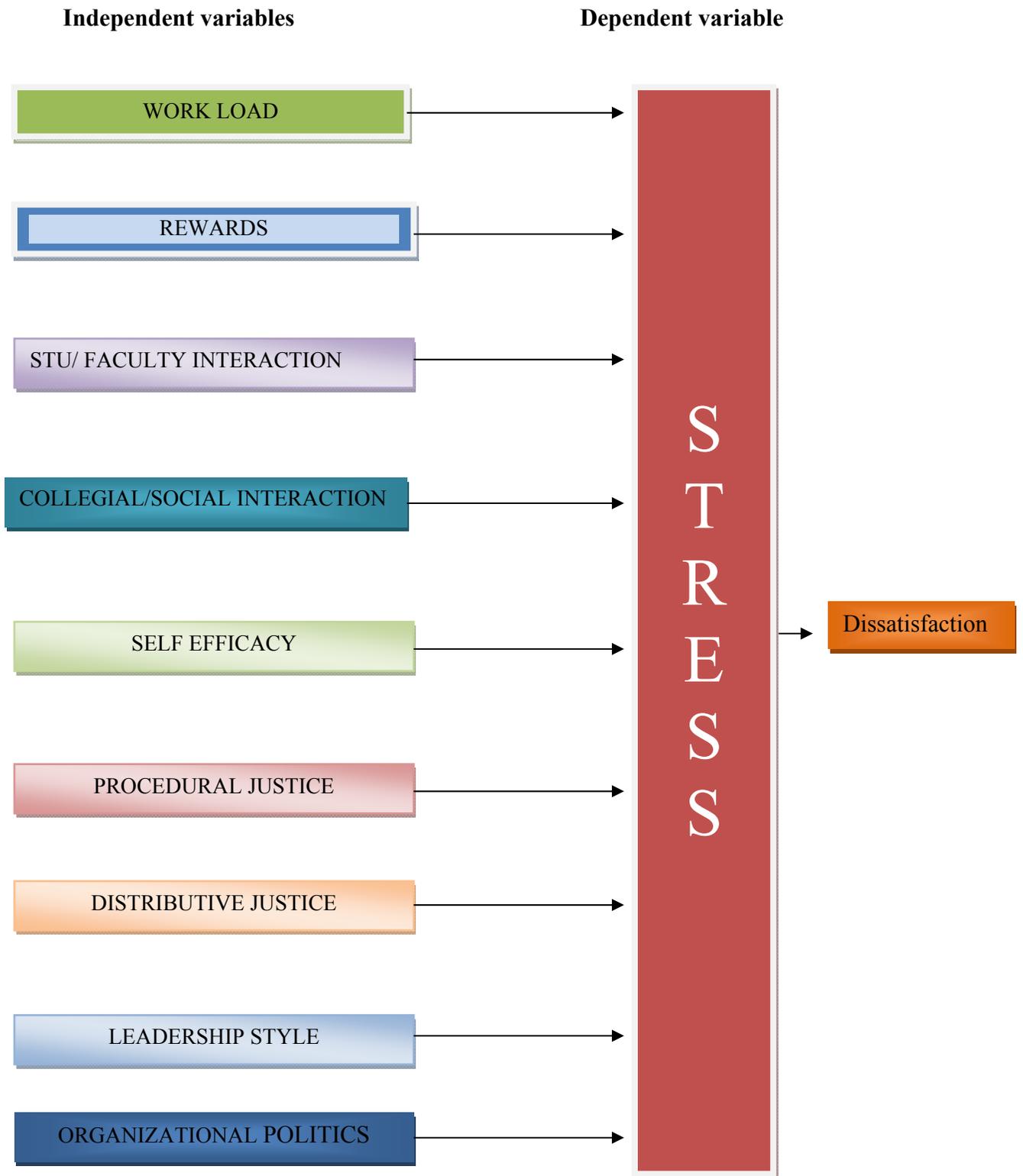
To have proportionate and unbiased sample and sample size that would lead the research towards reliability and validity simple random sampling (through balloting) was done with 32% sample size (which is approximately equal to 398 number of teachers)

Population Surveyed

Population of the research study includes all the Public and Private sector universities of KP focusing on chartered universities offering business administration degrees. There were about 18 universities offering business degrees in Peshawar, amongst them 11 were in public and 7 were in private sector. List of universities are as follows;

Table-1: **TARGET POPULATION AND SAMPLE**

S:no	Private sector universities	Number of faculty members	Public sector universities	Number of faculty members
1	City University of Science & Information Technology Peshawar	71	Gomal University D-I Khan	80
2	CECOS University of information Technology & Emerging Sciences Peshawar	75	Hazara University Mansehra	85

3	Qurtaba University of Science & Information Tecnology	65	Kohat university of Science & Technology	82
4	Sarhad University of Science & information Tecnology Peshawar	55	NWFP University of Agriculture (IBMS)	96
5	Northern University Nowshehra	68	University of Malakand	40
6	Abasyn University Peshawar	55	Institute of Management Studies Peshawar university	55
7	Preston University Kohat	110	IM/Sciences Peshawar	80
8			Islamia College University	65
9			Abdul Wali Khan University Mardan	51
10			University of Science & Technology Bannu	55
11			Shaheed Benazir Bhutto University Sheringal Upper Dir	40

Private sector faculty members are equal to 499 approximately

Public sector faculty members are equal to 729 approximately

Private +Public =1228 (grand total)

32 % of 1228 number of teachers is equal to 398 teachers approximately (which is the sample size chosen in the study).

Reliability of the instrument:

Reliability of the data is needed in any research for authenticity, as described by Friesen (1985). Overall reliability of the instrument was checked with Cronbach's Alpha Coefficient. It is commonly used for measuring questionnaire 'tool consistency' or reliability. Psychometric test score for a sample of examinees whose value was calculated equal to 0.94 or 94% > 0.70 and it showed significant reliability (as more than 70% value is significant in its range).

Data collection instrument

Two types of instruments were devised; structured interview and self administered questionnaire; for the identification of the stressors and data collection respectively. Initially at the start of the research structured interview was conducted which was given name Field Study 1, (FS-1) with 25 respondents conveniently selected. Two questions were asked from the respondents;

1) Are you under stress?

and 2) What are the leading factors causing stress?

(See appendix 2 for interview conducted with 25 respondents)

Questions for interview were intentionally designed, precise, simple and logical.

Interview was conducted for the purpose to know, whether respondents were under stress or not. Already literature review endorsed that faculty of universities are under stress.

Additionally, focus of the interview was to dig out key factors which cause stress among employees working in education sector (in local context).

Some determinants that were earlier identified by the researches were endorsed by the respondents additionally some new factors were also identified that was quiet amazing development. Clearly, giving indication that there is a difference between global and local context of teachers stress. It was a healthy discussion with 25 respondents and all responses were recorded through audio aid. Then these factors were given a shape of a questionnaire in the light of previous literature reviewed in this regard. This interview not only helped in identifying factors causing stress but also clarified many avenues of the objectives of the research.

These identified factors were then given properly organized in the form of research instrument "questionnaire". Questionnaire was printed with the stressors identified by the respondents and were given this time to the next 25 respondents conveniently selected by the name of Field Study 2, (FS-2). This time written responses were recorded from the respondents before giving final shape to the instrument "questionnaire". All the recommendations from the respondents were taken into account and after thorough

discussion with the research supervisor "self administered questionnaire" instrument was finally developed.

Here extreme care had been taken to make questionnaire short, simple and interesting as required. But not so small, so that, objective of the research is lost.

Aiming for the positive and deliberate responses on part of the respondents the items of the questionnaire were designed unambiguously. In addition the questionnaire was appraised by the teachers (respondents) who participated in the pilot study.

Instrument was formally designed after pilot testing and respondent's acceptance of primary stressors which proves true in the universities of KP. Instrument (questionnaire consists of four sections for respondent convenience and to research the above mentioned objectives which were as follows;

Table-2: Questionnaire Sections

Section 1	Demographic survey questions (like age, gender, marital status, rank etc) and Question regarding level of stress from 1-5 (low to high
Section 2	Questions regarding stress and factors of stress in five point likert scale
Section 3 Question-1	Questions regarding ranking of five factors (variables) causing stress among the list of 48 variables available; from most important to least important (from 1-5)
Question-2	Questions regarding if there is any other factor which is not present in the list (from 1-48) and respondent wants to identify and rank from most important to least important (1-5)

Community College Business faculty stress survey (Allison, 2004) and Teachers stress inventory (Fimian, 1984) were referred before finalization of the tool in which five stressors were taken to check level of stress among faculty members. Also stress inventory was compared with Toon, w. Taris, (2004); Suzanne, H. Lease, (1999) so to finalize the stressors causing stress in KPK environment.

Level of Stress is distributed on five point likert scale given below;

Table-3: FIVE POINT LIKERT-TYPE SCALE

Level of Stress	Score
Not stressful	1
Somewhat stressful	2
Considerably Stressful	3
Decidedly stressful	4
Extremely stressful	5

Pilot Testing:

In pilot test, data was collected from 25 respondents. Respondents were conveniently selected who were University teachers. Analytical tool chi square and anova was applied initially to check the preliminary results in order to ensure that the designed instrument was proficient with the testing of the hypothesis of the study.

The results of the pilot questionnaires were consistence with the objective of the thesis which was an encouraging sign to proceed further and run analysis on complete data. Before applying final instrument on large scale; questionnaire was pilot tested to reveal and to omit errors wherever essential.

Then after a detailed discussion and approval of the supervisor design instrument "Questionnaire" were given final shape and were sent for printing. Introductory briefing and instructions were attached with the questionnaire and it was distributed among the faculty members of different universities. (See appendix 1, for questionnaire).

In first case, where chi square was applied to check that frequency distribution of events observed/recorded in a sample is consistent/inline with a particular theoretical standard distribution or not. On the other, hand Anova test was used, that provided a statistical test of whether the means/average of groups were all equal or not for the variables used in the research.

Reference of tool used from previous literature

Statistical tests used were cited in preceding studies conducted by (Mokdad, 2005), where the author applied t-test and F-test on Algerian teachers to find out level of occupational stressors.

Similarly, Thomas et.al. (2007) applied chi-square and Anova test on the type of data collected from 949 teachers in Germany. This particular research study was focused to find burnout and effort-reward-imbalance.

Direction also was given by Suzanne, H. lease (1999) about occupational stressors are predictors of strain; where Anova, t-test and F-test were conducted on female faculty only. Furthermore, coping support and hardiness was also researched to find out level of strain on female teachers in the same study.

Teacher's burnout was researched in a dynamic exchange model where Inequity, burnout and psychological withdrawal among teachers were researched by Toon et.al. (2004) through application of Anova and Posthoc test.

Another study conducted in Australia, where data was analyzed through Anova and factor analysis to confirm the revised inventory of occupational stress by Hicks, R. E., Fujiwara, D., and Bahr, M.. (2006).

Faculty members in Texas were researched by Allison (2004) where difference of perceived and reported occupational stressors were pointed and data was analyzed through test and Anova. Furthermore, coping strategies were made in the end for stressed respondents.

Data collection procedures:

Finally questionnaire was distributed along with the covering letter. This instrument was personally distributed to the respondent and before asking them to fill it they were given a brief introduction of the research so that no mistake is committed on their part while responding.

During data collection the major problem encountered was reception of on time feedback. Though teachers were cooperative and enthusiastic about the results of the survey, however, due to their busy schedule and other priorities they were late to submit it back. In this regard, repeated reminders were given to them to ensure maximum response. Respondents were given ample time and their convenience was ensured for the purpose of collecting unbiased responses. Questionnaires were administered in October 2009, to February 2010, in which universities were opened and cooperation of the respondents

was highly admired as they were critical for the research findings and without which it could not have been possible.

All these measures were taken to ensure maximum return rate. 450 Questionnaire were distributed and 414 questionnaires were returned (after repeated reminders). Among which 16 were dropped from the real statistical interpretation because of ambiguity/errors. 398 Response rate is nearly 92 % of the total questionnaire distributed. Questionnaire were approved with the mutual consent of the supervisor for applying statistical test, where statistical test chi square and Anova were used to get the result which helped in testing the hypothesis and making interpretation in the analysis section. Additionally demographic characteristics of the respondents causing stress were also discussed using stastical package; SPPSS 16.

These self administered questionnaires were user friendly and questions marked with in it were self explanatory. Small briefing as stated earlier also was given to respondents, and was helpful for the respondents. In case of any query of the respondents, they were given email address and telephone number.

Table-4:

General Profile of the Respondents

Sector	Private sector =	170
	Public sector =	160
Age	20-30	188
	31-40	126
	41-50	50
	51-60	22
	60+	04
Gender	male	282
	Female	104
Marital status	Single	166
	Married	220
Type of employment	Regular/permanent	190
	Contract	118
	0thers	26
Rank of the respondents	Lecturer/instructor	250
	Assistant professor	72
	Associate professor	30
	Professor	14
	Others	24

Problems/ Limitations encountered

    1- Interview/questionnaires

Respondents were reluctant to give formal appointment because of their working load and other priorities.

It was difficult to make the respondents understand on the structured questionnaire design for interview. And because of the distant locations of the universities, obtaining data was cumbersome.

    2- Total Number Of Employees

Exact total number of employees working in private and public sector was difficult to find, because each time universities were asked they gave different answer. Secondly, there were few universities which have their web sites updated and don't show exact number of faculty. So it was decided to take initial response of the administration into consideration about total number of faculty irrespective of the exact total. Taking that into consideration, that minor change in the total number of employees won't make much of the difference in the results of the study.

Research Schedule

The manner in which all the research activities are applied are listed in 'research schedule' given below in chart 1. It is a pictorial view of the research process in chapter form developed with respect to time.

Chart-1: Research Thesis Schedule

Activities	2009												2010											
	Jan	Feb	march	April	May	June	July	August	Sept	Oct	Nov	Dec	Jan	Feb	march	April	May	June	July	August	Sept	Oct	Nov	Dec
Introduction					█	█	█																	
literature review	█	█	█			█	█	█	█				█	█	█									
methodology							█	█	█															
Questionare Data Collection									█	█	█													
Analysis																█	█	█						
Recomendations																			█	█				
Ammendments	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█	█

Initially literature review was done for making a proposal for defence and afterwards for writing introductory chapter on stress and stressors (Jan-March, June-Sept 2009, Jan-March 2010).

Literature also runs parallel to methodology, questionnaire development and analysis because in each of these stages; guidance was taken from the previous researches. Specifically, in designing methodology, where previous researches paved way and showed different techniques of conducting research. And also, for questionnaire development where items were compared with stress inventory taken into account by different researchers. Notably, amendments are shown parallel to every chapter, which was done by the supervisor time to time.

CHAPTER-4

ANALYSIS AND DISCUSSION

CHAPTER 4   **ANALYSIS AND DISCUSSION**

Figure-6: Analysis Layout

| STEP-1 | To find out level of Association between stressors and stress (that will cause dissatisfaction); chi- square test was conducted. |

| STEP-2 | To find out contribution of each factor (stressor) on stress (that will cause dissatisfaction); Anova test was conducted. |

| STEP-3 | Descriptive statistics were used to check that there is a change in level of stress (dependent variable) with demography or not? |

| STEP-4 | To know who assume more Stress; private or public sector universities faculty members Simple Linear regression was conducted |

Above diagram is of analysis layout showing the logical sequence in which research analysis was conducted in the thesis. It's a four step approach; where, **step-1**, was focused to conduct 'Chi-square' to check level of association between stress and its factors.

Step-2, was concentrated to perform one way anova for finding out each factor contribution for stress as it will cause dissatisfaction

Step-3, was about descriptive statistics developed to check level of stress with respect to demographic factor of the respondents, just showing the frequencies etc:

And finally **step-4** was focused to run linear regression and compare the results of private and public sector university teachers for determining that who assume more stress?

Pilot test was conducted initially, in which data was collected from respondents 25 and 25; (25 from FS-1 structured interview, and 25 from sample2 questionnaire instrument) conveniently selected; who were University teachers. The results of the pilot questionnaires were in lined with the objective of the thesis which was a positive signal to proceed further and run analysis on complete data.

Table 5: FACTORS RELIABILITY

	Dependent variable	Independent variable	Cronbach's Alpha
1	Stress	Workload	.721
2	Stress	Rewards	.726
3	Stress	Student and faculty	.807
4	Stress	Collegial	.715
5	Stress	Self Efficacy	.809
6	Stress	Procedural justice	.872
7	Stress	Distributive justice	.780
8	Stress	leadership styles	.886
9	Stress	Organizational Politics	.811

Individual factor reliability is shown in the table-5 above. Cronbach's alpha was calculated on complete data to find out internal tool consistency. As the values of alpha is more then 0.7 for all individual factor showing that tool designed is reliable.

DATA ANALYSIS

Step -1: To find out level of association between stress and stressors; chi-square test was conducted.

In first case, as a step-1 for data analysis; level of association was checked between the nine identified 'stressors' and the 'stress'. Here, high powered two tailed test; Pearson Chi square was applied on the data collected from 398 university teachers. See Table 6, for the summarize result of the analytical tool used.

Table-6: SUMMARIZED RESULT OF PEARSON CHI SQUARE FOR 9 STRESSORS

Pearson Chi Square	Value	Df	Asymp. Sig(2 sided)	Remarks
Work Load (WL)	47.451	12	.000	**Significant**
Rewards (R)	22.388	8	.004	**Significant**
Student/Faculty Interaction (SFI)	22.069	16	.141	In-Significant
Collegial/Social Interaction (CSI)	47.717	16	.000	**Significant**
Self efficacy (SE)	22.860	12	.118	In-Significant
Procedural Justice (PJ)	1.109	28	.000	**Significant**
Distributive Justice (DJ)	34.297	12	.001	**Significant**
Leadership Style (LS)	69.810	28	.000	**Significant**
Organizational Politics (OP)	1.587	20	.000	**Significant**

Clearly from the table-6 all categories (WL, Rewards, CSI, PJ, DJ, LS, OP) with values; 0.000, 0.004, 0.000, 0.000, 0.001, 0.000, 0.000 are the values which are less then (alpha α = 0.05) showing that strong relationship between level of stress and categories which cause stress exists and result is significant for these seven categories (stressors). Other two categories are insignificant and there is no or less association between stress and SFI, SE whose values are 0.141, 0.118.

Figure-7: Chi Square and 'P value' of Stressors

WORK LOAD	χ2 = 47.451 P= 0.000
REWARDS	χ2= 22.388 P=0.004
STU/ FACULTY INTERACTION	χ2=22.069 P=0.141
COLLEGIAL/SOCIAL INTERACTION	χ2=47.717 P=0.000
SELF EFFICACY	χ2=22.860 P=0.118
PROCEDURAL JUSTICE	χ2=1.109 P=0.000
DISTRIBUTIVE JUSTICE	χ2= 34.297 P=0.001
LEADERSHIP STYLE	χ2=69.810 P=0.000
ORGANIZATIONAL POLITICS	χ2=1.587 P=0.000

STRESS
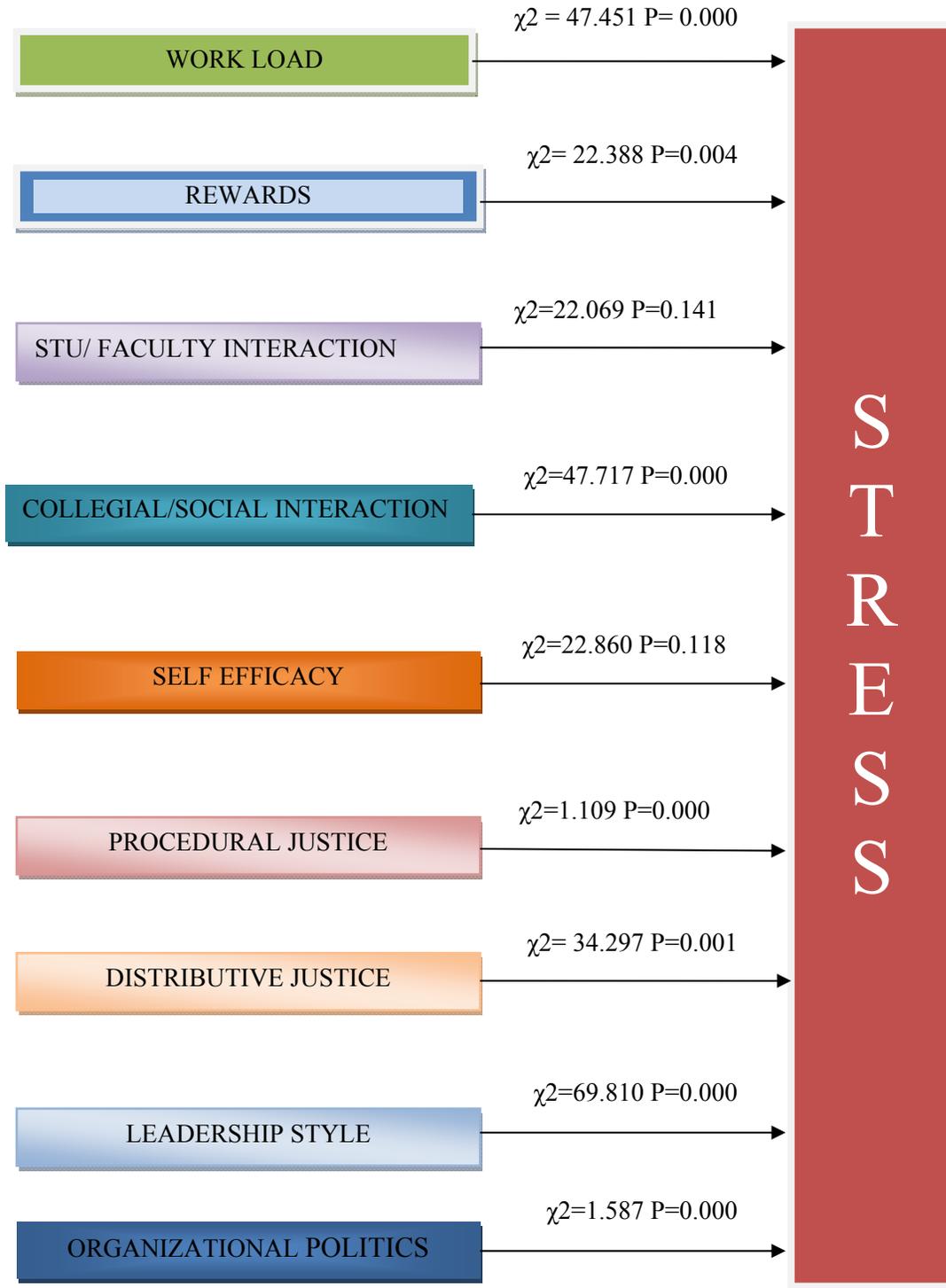
DISCUSSION

1- Workload

In case of "workload" where chi-square test was applied to check the significance level in a two tailed specification, it was found that; p value is 0.000 which is less then level of significance alpha α = 0.05 at χ2 value equal to 47.451. Hence, high level of association exists between 'stress' and workload that clearly suggests that more work load would lead to stress among university teachers. (In other words workload causes stress)

Table-7: WORKLOAD   **Chi-Square Tests**

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.451ᵃ	12	.000
Likelihood Ratio	48.776	12	.000
Linear-by-Linear Association	.313	1	.576
N of Valid Cases	1970		

2- Rewards

"Reward" was a second stressor at which chi-square test was applied using SPSS-16. As the 'p value' is equal to 0.004 which is less then α =0.05 at χ2 value 22.388 showing high level of association between reward and 'stress'. It means that university teachers are giving considerable importance to rewards just like other society members where rewards are the biggest motivator.

Table-8: REWARDS

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.388[a]	8	.004
Likelihood Ratio	22.887	8	.004
Linear-by-Linear Association	1.769	1	.183
N of Valid Cases	1172		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 49.45.

3- Student/faculty interaction (SFI)

Table-9: STUDENT/FACULTY INTERACTION (SFI)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.069ª	16	.141
Likelihood Ratio	22.308	16	.134
Linear-by-Linear Association	.017	1	.896
N of Valid Cases	1968		

"Student /faculty interaction" is another factor identified as the stressor in literature review. To find out its importance with reference to stress chi –square test was applied which showed p = 0.141 and χ2 = 22.388.Suggesting that at significance level, α =0.05 the value calculated was 0.141 which is greater; hence no strong association can be found between SFI and stress. It means that student faculty interaction is causing less/no stress among faculty members and this factor was found to be irrelevant with stress parameters.

4-Collegial social interaction (CSI)

In case of "Collegial social interaction" where chi-square test was applied to check the significance level in a two tailed specification, it was found that; p value is 0.000 which is less then level of significance alpha α = 0.05 at χ2 value equal to 47.717. Hence, high level of association exists between 'stress' and workload that clearly suggests that collegial social interaction lead to high level of stress among university teachers.

Table-10: COLLEGIAL SOCIAL INTERACTION (CSI)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	47.717[a]	16	.000
Likelihood Ratio	48.007	16	.000
Linear-by-Linear Association	.764	1	.382
N of Valid Cases	1974		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 27.43.

5- Self efficacy (SE)

In case of SE and stress where; $\chi2 = 22.860$ and $\alpha = 0.118$ which is greater than $\alpha = 0.05$ showing that no strong relationship exist between SE and stress. Hence university teachers do not think of self efficacy as a major cause of stress which in turn, reflects insignificant relationship between the two variables.

Table-11: SELF EFFICACY (SE)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.860[a]	16	.118
Likelihood Ratio	23.641	16	.098
Linear-by-Linear Association	.020	1	.887
N of Valid Cases	1580		

a.   0 cells (.0%) have expected count less than 5. The minimum expected count is 12.64.

6- Procedural justice (PJ)

In case of "procedural justice" chi-square test revealed that value of $\chi 2 = 1.109$ and $\alpha = 0.000$ which is less then $\alpha = 0.05$ significance level. It suggests that there is a strong relationship between PJ and stress. So teachers take more stress because of procedures and systems which are in place in the universities and if they are not based on justice, then they can be potential source of stress.

Table-12: PROCEDURAL JUSTICE (PJ)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.109E2[a]	28	.000
Likelihood Ratio	107.390	28	.000
Linear-by-Linear Association	16.583	1	.000
N of Valid Cases	1550		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 15.19

7- Distributive justice (DJ)

In case of "Distributive justice" where chi-square test was applied to check the significance level in a two tailed specification, it was found that; p value is 0.001 which is less then level of significance alpha $\alpha = 0.05$ at $\chi 2$ value equal to 34.297. Hence, high level of association exists between 'stress' and DJ, that clearly suggest that any change in distributive justice lead to high level of stress among university teachers. Hence unjust DJ will cause more stress.

Table-13: DISTRIBUTIVE JUSTICE (DJ)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	34.297[a]	12	.001
Likelihood Ratio	35.081	12	.000
Linear-by-Linear Association	9.497	1	.002
N of Valid Cases	1538		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 41.01.

8- Leadership style (LS)

Chi-square test was applied to check level of association between LS and stress. Where $\chi2 = 69.810$ $\alpha = 0.00$ which is less then $\alpha = 0.05$ showing that strong relationship exist between LS and stress. Hence for university teacher's leadership and leadership style is very important factor causing stress full environment for teachers.

Table-14: LEADERSHIP STYLE (LS)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	69.810[a]	28	.000
Likelihood Ratio	72.680	28	.000
Linear-by-Linear Association	10.451	1	.001
N of Valid Cases	3041		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 24.34.

9- Organizational politics (OP)

In case of "organizational politics" and stress where; $\chi2 = 69.810$ and $\alpha = 0.000$ which is less than $\alpha = 0.05$ showing that strong relationship exist between OP and stress. Hence university teachers do think of OP as a major cause of stress and more the OP more will be the stress.

Table-15: ORGANIZATIONAL POLITICS (OP)

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.587E2ª	20	.000
Likelihood Ratio	156.269	20	.000
Linear-by-Linear Association	26.672	1	.000
N of Valid Cases	3269		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 32.26.

Conclusion of step 1

(Association between Stress and the Stressor that will cause dissatisfaction)

It is clear from table-6 (summarized result of Pearson chi square for 9 stressors) and individual discussion that (WL, Rewards, CSI, PJ, DJ, LS, OP) show strong relationship with stress. Hence respondents give more importance to these variables that will cause stress and dissatisfaction among them. It means that result is significant for these seven categories (stressors). Other two factors SFI, SE are insignificant and there is no or less association between stress and these factors (see table 6). Hence it clearly means that respondents give less importance to these factors and they are causing less or no stress (or dissatisfaction) in the faculty members working in the university. Hence first objective of the research that is to identify and explain the stressors among the private and public sector universities is addressed. Furthermore, third objective is proved also in which it was imperative to find the relationship between the stressor and stress (in context of job satisfaction).

Step 2: To find out contribution of each factor (stressor) on stress; anova test was conducted.

According to (figure-6 analysis layout) second step is 'One way ANOVA' (analysis of variance) was conducted to check contribution of each factor (stressors) in causing stress. It is used to show that means/average of groups (stressors) were all equally contributing or not in creating stress level of the people working in the universities.

Table-16: ANOVA OF 9 STRESSORS

ANOVA	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	54337.517	8	6792.190	2.078E3	.000
Within Groups	10392.323	3180	3.268		
Total	64729.840	3188			

Anova tests was applied which gives p=0.000 which is less than $\alpha = 0.05$. Hence test concludes that all factors (stressors) taken as a category of stress are not equally contributing to the level of stress. (Some stressors are causing more stress than the others) For this reason multiple comparison is applied to see which pairs are significantly different from others.

Table-17: Multiple Comparisons (Post hoc)

Multiple Comparisons

VAR00001
LSD

(I) VAR00010	(J) VAR00010	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
WL	Rewards	-17.41326*	.16774	.000	-17.7421	-17.0844
	STI	-1.48750*	.14393	.000	-1.7697	-1.2053
	CSI	-1.16589*	.14115	.000	-1.4426	-.8891
	SE	-.94938*	.14115	.000	-1.2261	-.6726
	PD	-.13523	.14115	.338	-.4120	.1415
	DJ	-.29396*	.14268	.039	-.5737	-.0142
	LS	-.02618	.14145	.853	-.3035	.2512
	OP	.13066	.14237	.359	-.1485	.4098
REWARDS	WL	17.41326*	.16774	.000	17.0844	17.7421
	STI	15.92576*	.15945	.000	15.6131	16.2384
	CSI	16.24737*	.15695	.000	15.9396	16.5551
	SE	16.46388*	.15695	.000	16.1561	16.7716
	PD	17.27803*	.15695	.000	16.9703	17.5858
	DJ	17.11929*	.15833	.000	16.8089	17.4297
	LS	17.38707*	.15722	.000	17.0788	17.6953
	OP	17.54391*	.15804	.000	17.2340	17.8538
STI	WL	1.48750*	.14393	.000	1.2053	1.7697
	Rewards	-15.92576*	.15945	.000	-16.2384	-15.6131
	CSI	.32161*	.13120	.014	.0644	.5789
	SE	.53812*	.13120	.000	.2809	.7954
	PD	1.35227*	.13120	.000	1.0950	1.6095
	DJ	1.19353*	.13285	.000	.9331	1.4540
	LS	1.46131*	.13152	.000	1.2034	1.7192
	OP	1.61815*	.13251	.000	1.3583	1.8780
CSI	WL	1.16589*	.14115	.000	.8891	1.4426
	Rewards	-16.24737*	.15695	.000	-16.5551	-15.9396
	STI	-.32161*	.13120	.014	-.5789	-.0644
	SE	.21651	.12815	.091	-.0348	.4678
	PD	1.03066*	.12815	.000	.7794	1.2819
	DJ	.87192*	.12983	.000	.6174	1.1265
	LS	1.13970*	.12847	.000	.8878	1.3916
	OP	1.29654*	.12948	.000	1.0427	1.5504

SE	WL	.94938*	.14115	.000	.6726	1.2261
	Rewards	-16.46388*	.15695	.000	-16.7716	-16.1561
	STI	-.53812*	.13120	.000	-.7954	-.2809
	CSI	-.21651	.12815	.091	-.4678	.0348
	PD	.81415*	.12815	.000	.5629	1.0654
	DJ	.65541*	.12983	.000	.4008	.9100
	LS	.92320*	.12847	.000	.6713	1.1751
	OP	1.08003*	.12948	.000	.8262	1.3339
PD	WL	.13523	.14115	.338	-.1415	.4120
	Rewards	-17.27803*	.15695	.000	-17.5858	-16.9703
	STI	-1.35227*	.13120	.000	-1.6095	-1.0950
	CSI	-1.03066*	.12815	.000	-1.2819	-.7794
	SE	-.81415*	.12815	.000	-1.0654	-.5629
	DJ	-.15874	.12983	.222	-.4133	.0958
	LS	.10905	.12847	.396	-.1429	.3609
	OP	.26588*	.12948	.040	.0120	.5198
DJ	WL	.29396*	.14268	.039	.0142	.5737
	Rewards	-17.11929*	.15833	.000	-17.4297	-16.8089
	STI	-1.19353*	.13285	.000	-1.4540	-.9331
	CSI	-.87192*	.12983	.000	-1.1265	-.6174
	SE	-.65541*	.12983	.000	-.9100	-.4008
	PD	.15874	.12983	.222	-.0958	.4133
	LS	.26778*	.13015	.040	.0126	.5230
	OP	.42462*	.13115	.001	.1675	.6818
LS	WL	.02618	.14145	.853	-.2512	.3035
	Rewards	-17.38707*	.15722	.000	-17.6953	-17.0788
	STI	-1.46131*	.13152	.000	-1.7192	-1.2034
	CSI	-1.13970*	.12847	.000	-1.3916	-.8878
	SE	-.92320*	.12847	.000	-1.1751	-.6713
	PD	-.10905	.12847	.396	-.3609	.1429
	DJ	-.26778*	.13015	.040	-.5230	-.0126
	OP	.15684	.12981	.227	-.0977	.4113
OP	WL	-.13066	.14237	.359	-.4098	.1485
	Rewards	-17.54391*	.15804	.000	-17.8538	-17.2340
	STI	-1.61815*	.13251	.000	-1.8780	-1.3583
	CSI	-1.29654*	.12948	.000	-1.5504	-1.0427
	SE	-1.08003*	.12948	.000	-1.3339	-.8262
	PD	-.26588*	.12948	.040	-.5198	-.0120
	DJ	-.42462*	.13115	.001	-.6818	-.1675
	LS	-.15684	.12981	.227	-.4113	.0977

*. The mean difference is significant at the 0.05 level.

Above table shows that WL is significantly different than Rewards, STI, CSI SE (when compared in pairs) in affecting stress as p= .000 less than .05 significance level.

Rewards are significantly different than all the available factors in effecting stress, as the values are less than .05. (i.e; WL, STI, CSI, SE, PD, DJ, LS and OP)

STI is significantly different on average from all the other groups (i.e; WL, Rewards, SE, PD, DJ, LS, and OP) accept CSI.

CSI is significantly different on average from (i.e; WL, Rewards, PD, DJ, LS, and OP) and rest of the factors are similar (i.e; STI and SE).

SE is significantly different on average (i.e; WL, Rewards, STI PD, DJ, LS, and OP) as P value is less than .05 and only CSI is similar in affecting stress.

PD is significantly different on average from Rewards, STI, CSI, SE as p value is less than .05.

DJ is significantly different on average from the group (Rewards, STI, CSI, and SE) as p value is less than .05

LS is significantly different in effecting stress from the group (Rewards, STI, CSI, and SE) as p value is less than .05.

OP is significantly different from the group on average (STI, CSI, SE and PD) in effecting stress.

So, the question arises that which factor (stressor) is the causing more stress than the others. To address this problem sum of frequencies were found for qualitative variables.

(*See appendix-1, Questionnaire Section 3: Ranking By the Respondents factors 1-48 listed in the questionnaire.*)

Table-18: SUM OF FREQUENCIES OF ALL QUESTIONS

Items No	F1 choice (1-5)	F2 choice (1-5)	F3 choice (1-5)	F4 choice (1-5)	F5 choice (1-5)	SUM
1-WL	4	2	0	2	2	10
2-WL	8	2	4	4	6	24
3-WL	16	6	2	4	2	30
4-WL	6	4	6	2	0	18
5-R	8	8	6	0	4	26
6-R	16	14	6	2	4	42
7-R	6	10	16	10	4	46
8-SFI	**32**	**10**	**8**	**10**	**12**	**72**
9-SFI	8	14	14	8	0	44
10-SFI	6	6	2	4	0	18
11-SFI	6	4	10	6	4	30
12-SFI	8	2	4	6	4	24
13-CSI	8	4	6	2	8	28
14-CSI	10	14	0	6	4	34
15-CSI	**6**	**14**	**12**	**10**	**8**	**50**
16-CSI	4	12	8	8	2	34
17-CSI	10	6	6	2	6	30
18-SE	2	6	2	6	10	26
19-SE	2	8	2	4	2	18
20-SE	0	6	2	4	0	12
21-SE	6	2	2	2	0	12
22-SE	2	4	6	4	0	16
23-PJ	6	4	12	6	0	28
24-PJ	6	6	10	4	6	32
25-PJ	6	14	4	6	4	34
26-PJ	2	6	2	8	6	24
27-PJ	4	6	4	4	4	22
28-PJ	2	2	6	4	8	22
29-PJ	4	8	8	4	2	26
30-PJ	0	6	6	10	0	22
31-DJ	6	2	14	2	2	26
32-DJ	6	4	2	6	4	22
33-DJ	0	8	6	6	4	24
34-DJ	8	4	14	8	4	38
35-LS	12	2	4	4	10	32
36-LS	0	2	2	2	2	8
37-LS	4	4	4	4	0	16
38-LS	0	4	4	0	8	16
39-LS	**12**	**12**	**12**	**14**	**14**	**64**
40-LS	6	4	0	4	2	16
41-LS	2	0	2	8	0	12
42-LS	0	2	10	4	8	24
43-PE	8	2	2	2	2	16
44-PE	0	2	0	0	2	4

45-PE	0	0	2	0	2	4
46-PE	0	0	4	0	6	10
47-PE	4	4	4	2	0	14
48-PE	6	6	2	6	22	42

0 = Missing value

Discussion

1-48 questions (items) are sub factors which makes the category of nine stressors. These are the prime factors due to which stressors are present in the stress inventory. Choices were made by the respondents from level (1-5)

Clearly sub factor (8) that is ; "students come unprepared in the class" under the stressor **SFI** is mentioned 72 times by the respondents in level 1, 2, 3, 4, and 5. Where, at level one it was stated 32 times, at level two it was stated 10 times, at level three it was stated 8 times and at level four and five it was stated 10, and 12 times respectively. This means that respondent's inclination towards the stressor SFI is prominent and it is causing more stress than the other stressors.

Similarly, at second position sub factor (39) that is; "favouritism/nepotism" which comes under the heading of stressor **LS** is mentioned 64 times by the respondents irrespective of the level of stress 1, 2, 3, 4, and 5.Where, at level one two and three it was stated 12 times by the respondents and at level four and five it was stated 14 times.

At third position, sub factor (15) that is; "not knowing, that how my performance is evaluated in the organization" which comes under the stressor **CSI**, is mentioned 50 times by the respondents showing its importance. Where, 6 times it was mentioned at level one, 14 times at level 2, 12 times at level 3, 10 times at level four and 8 times at level five. Hence SFI, LS and CSI are important stressors motioned by the respondents which are causing more stress than others.

Conclusion of step 2

To find out contribution of each factor (stressor) on stress (that will cause dissatisfaction).

Anova was applied initially to see the association between stressor and the stress but it showed equal association and no significant difference was found. Hence frequency was calculated of the responses to know the preferences and association of the respondents (faculty members). Frequency distribution showed clear result where; Student Faculty Interaction, Leadership style and Collegial social interaction were the stressors repeatedly motioned by the respondents which were causing more stress level in private and public sector university faculty than others. Furthermore SFI is mentioned 72 times, LS is mentioned 64 times, and CSI was mentioned 50 times by the respondents.

Hence according to the faculty members it can be concluded that SFI is number one stressor, where LS and CSI are on second and third number in causing stress. So the research objective that was to find out primary stressors is answered by these three outcomes mentioned above i.e SFI, LS, CSI.

Step-3 of analysis Layout

In this step not only demographic profile of the respondent is explored but also it was checked that, is there any change in level of stress with respect to demography or not?

 (*See appendix 1, Questionnaire Section 1:DEMOGRAPHIC FACTORS).*

There were number of questions regarding demography that were asked from the respondents that is discussed one by one below. First question was about the type of institution respondent was working in.

Table-19: TYPE OF INSTITUTION THE RESPONDENT IS

       WORKING IN ?

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	private sector	170	42.7	51.5	51.5
	public sector	160	40.2	48.5	100.0
	Total	330	82.9	100.0	
Missing	System	68	17.1		
Total		398	100.0		

As the above table shows that there were 170 private sector respondents and 160 were from the public sector and out of total 398, 68 respondents didn't mention that they were from private or from public sector.

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Chart- 2: Type of institution the respondent is working in
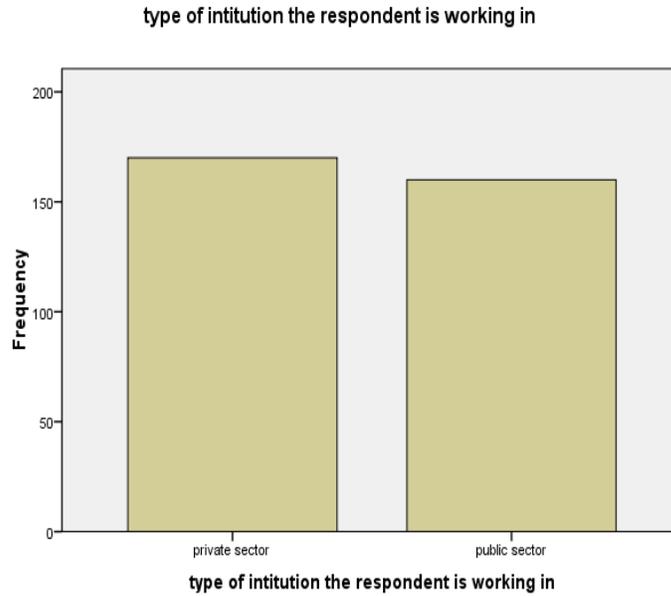
Chart 2, shows the graphical representation of the private and public sector university respondents.

Table-20: TYPE OF INSTITUTION THE RESPONDENT IS WORKING IN ?

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Work	Between Groups	.068	1	.068	.099	.753
	Within Groups	131.213	191	.687		
	Total	131.281	192			
Sfi	Between Groups	.191	1	.191	.174	.677
	Within Groups	209.439	191	1.097		
	Total	209.630	192			

reward	Between Groups	3.439	1	3.439	.088	.768
	Within Groups	7506.306	191	39.300		
	Total	7509.745	192			
Csi	Between Groups	.005	1	.005	.006	.940
	Within Groups	153.418	191	.803		
	Total	153.423	192			
Se	Between Groups	.020	1	.020	.030	.862
	Within Groups	129.219	191	.677		
	Total	129.240	192			
Pj	Between Groups	.085	1	.085	.120	.730
	Within Groups	134.882	191	.706		
	Total	134.966	192			
Dj	Between Groups	.012	1	.012	.011	.918
	Within Groups	207.479	189	1.098		
	Total	207.491	190			
Ls	Between Groups	.040	1	.040	.050	.824
	Within Groups	152.355	189	.806		
	Total	152.395	190			
PE	Between Groups	.676	1	.676	.564	.454
	Within Groups	224.291	187	1.199		
	Total	224.967	188			

Anova test was applied to check that which type of institution in which respondents were working assume more stress (public or private). Result shows that irrespective of public or private sector, stress exist across the board and respondents feel equally stressful as all the values of different "factors causing stress" are more than 0.05 and lie in insignificant range.

Second question in the demographic section of the questionnaire instrument was about how much faculty members of the private and public sector feel that their job is stressful.

Table-21: HOW MUCH YOU FEEL YOUR JOB IS STRESSFUL?

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all stressful	50	12.6	13.0	13.0
	somewhat stressful	170	42.7	44.0	57.0
	considerably stressful	96	24.1	24.9	81.9
	decidedly stressful	42	10.6	10.9	92.7
	extremely stressful	28	7.0	7.3	100.0
	Total	386	97.0	100.0	
Missing	System	12	3.0		
Total		398	100.0		

When respondents were asked this question that how much they feel their job is stressful? Out of (398) total respondents (28) said extremely stressful, (42) were decidedly stressful (96) were considerably stressful (170) were somewhat stressful, and (50) were not at all stressful. In total (170+96+42+28=336) were under constant stress irrespective of the level (magnitude) of stress leaving 50 behind who were under no/less stresses.

Chart-3: HOW MUCH YOU FEEL YOUR JOB IS STRESSFUL?
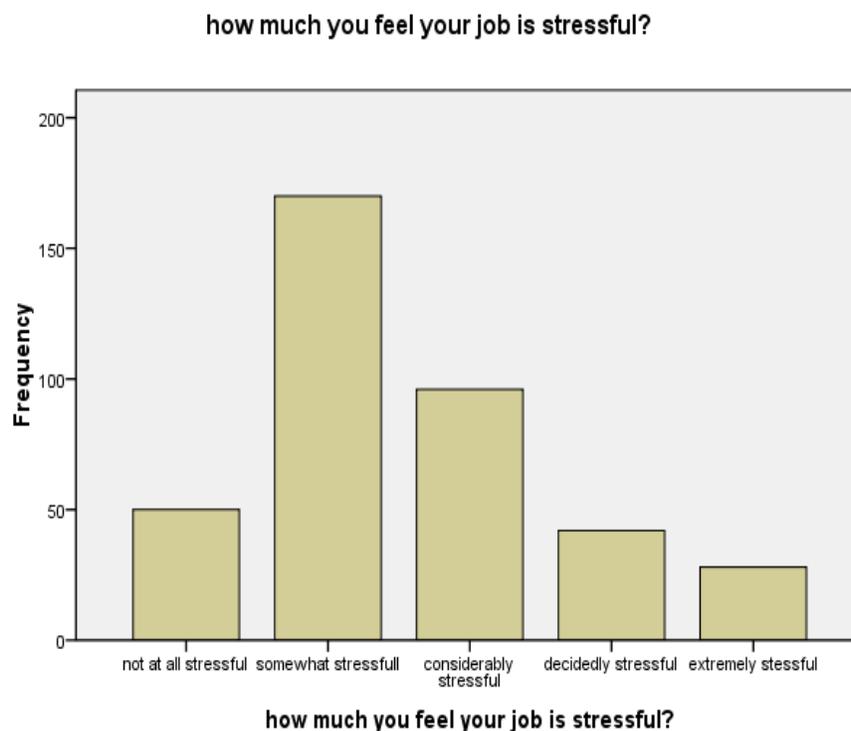
Third question in the demographic profile of the respondents was about the age of the respondent? and to know that is there any difference on the level of stress with the age or not.
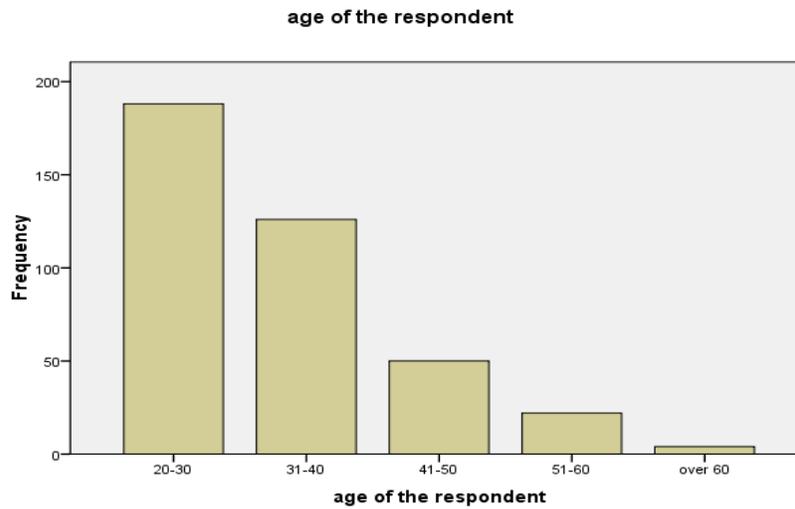
Table-22: AGE OF THE RESPONDENT

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	188	47.2	48.2	48.2
	31-40	126	31.7	32.3	80.5
	41-50	50	12.6	12.8	93.3
	51-60	22	5.5	5.6	99.0
	over 60	4	1.0	1.0	100.0
	Total	390	98.0	100.0	
Missing	System	8	2.0		
Total		398	100.0		

Age of the respondent was an important variable from the research point of view. Above table shows that 188 respondents were of the age from 20-30, 126 were of the age 31-40, 50 were of the age 41-50, 22 were of the age 51-60 and 4 were above 60 years of age. Where 8 people have not answered this question and it was assumed that they do not want to disclose their age.

Chart-4: Age of the Respondent

Fourth question in the questionnaire instrument was about the gender of the respondents and to know that is there any difference on the level of stress with the gender or not.

Table-23: GENDER OF THE RESPONDENT

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	282	70.9	73.1	73.1
	female	104	26.1	26.9	100.0
	Total	386	97.0	100.0	
Missing	System	12	3.0		
Total		398	100.0		

As the above table shows that there were (282) male and (104) female respondents and (12) people didn't reply to this question.

Chart-5: Gender of the Respondent (M/F)

gender of the respondent
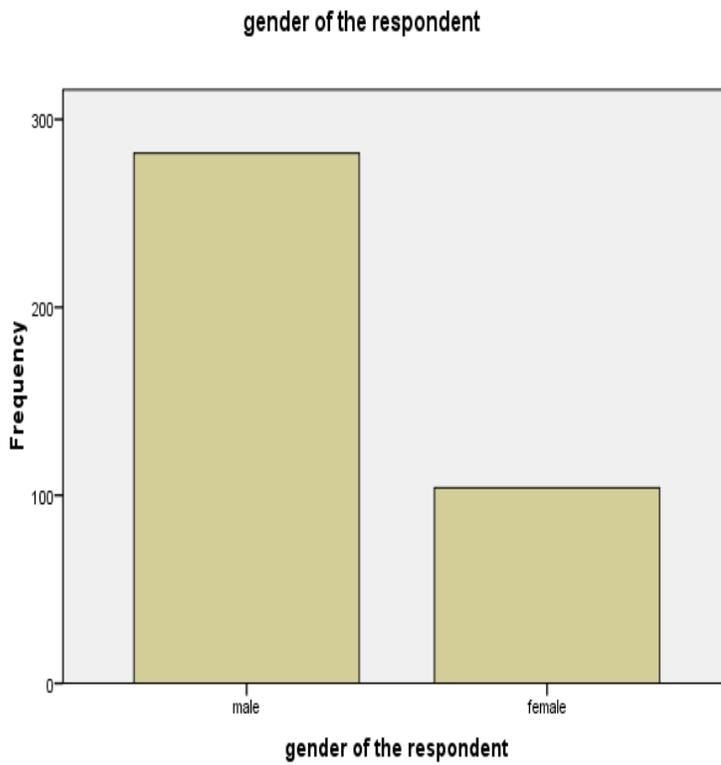
Statistical test Anova (table 23 below) shows that stress is felt by both the genders male and female equally and as all values for 9 different stressors (factors) causing stress are greater than 0.05 which means all factors are in-significant. Hence in stress, differentiation cannot be made on the gender basis.

Table-24: GENDER OF THE RESPONDENT

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Work	Between Groups	3.006	2	1.503	2.250	.109
	Within Groups	109.550	164	.668		
	Total	112.556	166			
Sfi	Between Groups	2.169	2	1.085	.980	.378
	Within Groups	181.520	164	1.107		
	Total	183.689	166			
reward	Between Groups	108.450	2	54.225	1.367	.258
	Within Groups	6503.737	164	39.657		
	Total	6612.187	166			
CSI	Between Groups	1.670	2	.835	1.031	.359
	Within Groups	132.906	164	.810		
	Total	134.577	166			
SE	Between Groups	1.306	2	.653	.950	.389
	Within Groups	112.676	164	.687		
	Total	113.982	166			

PJ	Between Groups	.300	2	.150	.205	.815
	Within Groups	119.997	164	.732		
	Total	120.297	166			
DJ	Between Groups	4.861	2	2.431	2.212	.113
	Within Groups	179.135	163	1.099		
	Total	183.997	165			
LS	Between Groups	.221	2	.111	.133	.876
	Within Groups	136.047	163	.835		
	Total	136.269	165			
OP	Between Groups	1.302	2	.651	.521	.595
	Within Groups	201.325	161	1.250		
	Total	202.627	163			

Fifth question in the questionnaire instrument was about the highest degree earned by the respondent and to know that is there any difference on the level of stress with degree or not.

Table-25: HIGHEST DEGREE EARNED?

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	master's	250	62.8	64.8	64.8
	M.Phil	116	29.1	30.1	94.8
	Doctorate	20	5.0	5.2	100.0
	Total	386	97.0	100.0	
Missing	System	12	3.0		
Total		398	100.0		

As it is evident from the above table -24 that 386 respondents answer this question where 12 respondents did not consider this question important and did not reply. Among the respondents who replied; 250 respondents were having simple master's degree, 116 respondents were having M. Phil degree and 20 respondents were having doctorate degrees.

Graph below (chart-7) is showing the respondents highest degree earned in three prominent categories; Master, M.Phil and Doctorate.

Chart – 6: HIGHEST DEGREE EARNED
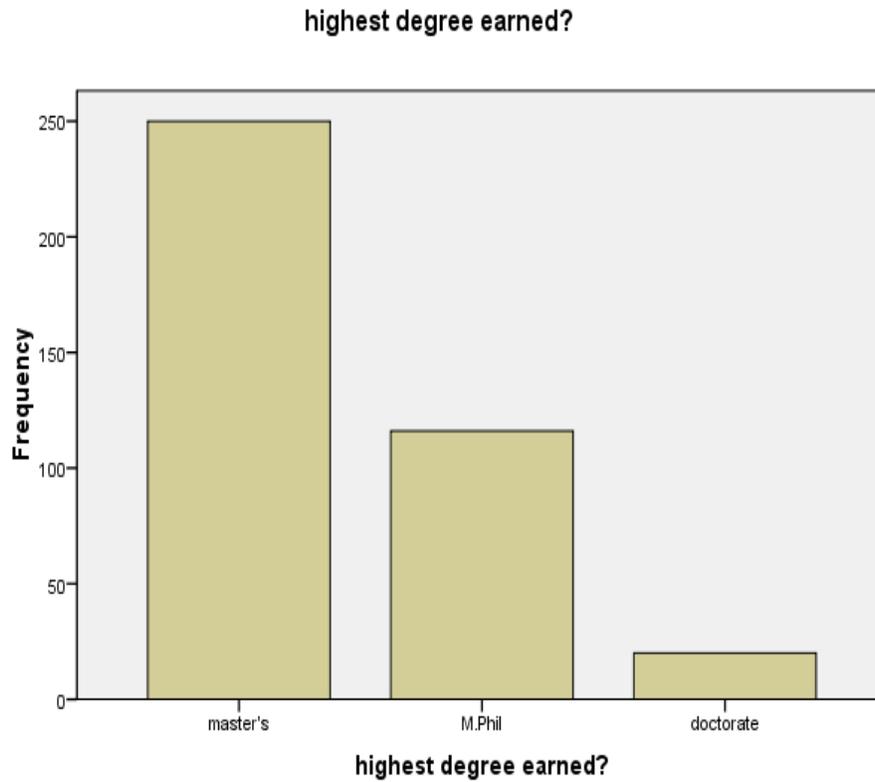
Sixth question in the questionnaire instrument was about the marital status of the respondents and to know that is there any difference on the level of stress with the marital status or not.

Table-26: MARITAL STATUS OF THE RESPONDENT

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	166	41.7	43.0	43.0
	married	220	55.3	57.0	100.0
	Total	386	97.0	100.0	
Missing	System	12	3.0		
Total		398	100.0		

Above table 24 shows that 386 respondents replied to the question of marital status of the respondents and 12 respondents didn't answer this question. Among the respondents who answered, 116 were single and 220 were married.

Chart-7: Marital Status of the Respondents

marital status of the respondent
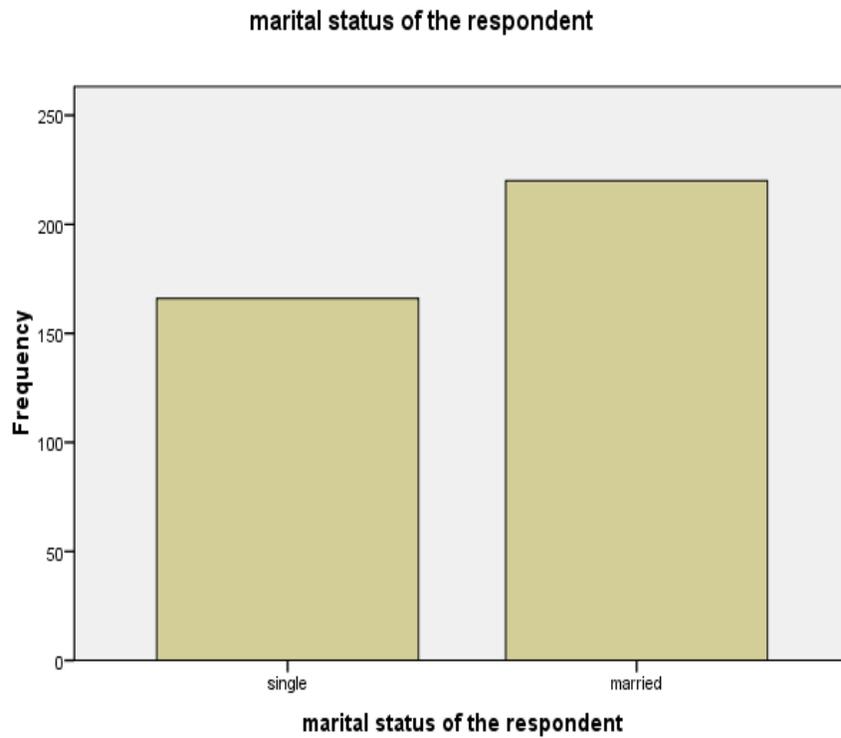
Seventh question was about the Nature of employment regular/permanent/contract/others which was asked from the respondents.

As the frequency table -26 shows that (190) respondents out of (398) are either regular or permanent and (118) are contractual employees and (26) mark others as an option.

Table-27: NATURE OF EMPLOYMENT?

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	regular/permanent	190	47.7	56.9	56.9
	Contract	118	29.6	35.3	92.2
	Other	26	6.5	7.8	100.0
	Total	334	83.9	100.0	
Missing	System	64	16.1		
Total		398	100.0		

Chart-8: Nature Of The Employment
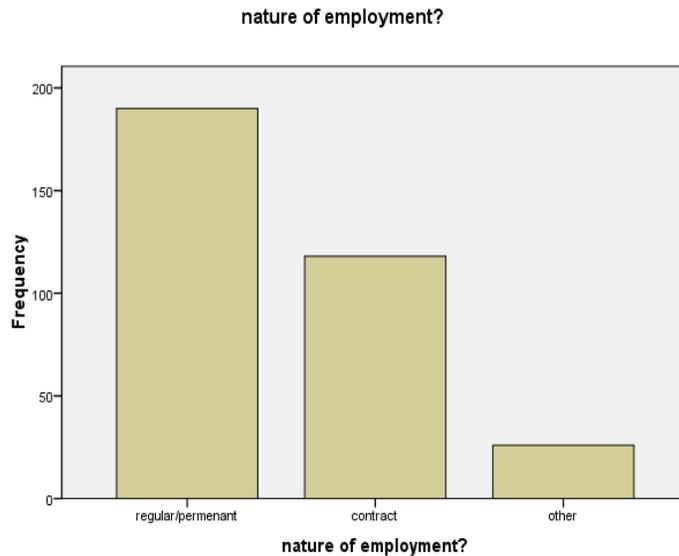
Anova over here in (table-27) is insignificant showing that all the factors are the (insignificant) same in inflicting stress accept workload (factor) whose value is 0.041< 0.05.

Table -28: NATURE OF THE EMPLOYMENT

ANOVA

		Sum of Squares	Df	Mean Square	F	Sig.
Work	Between Groups	3.067	1	3.067	4.240	.041
	Within Groups	117.890	163	.723		
	Total	120.957	164			
Sfi	Between Groups	.785	1	.785	.720	.397
	Within Groups	177.647	163	1.090		
	Total	178.432	164			

REWARD	Between Groups	48.542	1	48.542	1.214	.272
	Within Groups	6516.569	163	39.979		
	Total	6565.111	164			
CSI	Between Groups	1.112	1	1.112	1.399	.239
	Within Groups	129.576	163	.795		
	Total	130.688	164			
SE	Between Groups	.876	1	.876	1.330	.251
	Within Groups	107.430	163	.659		
	Total	108.306	164			
PJ	Between Groups	.065	1	.065	.096	.757
	Within Groups	109.930	163	.674		
	Total	109.995	164			
DJ	Between Groups	1.489	1	1.489	1.401	.238
	Within Groups	171.204	161	1.063		
	Total	172.693	162			
LS	Between Groups	.054	1	.054	.069	.793
	Within Groups	126.990	162	.784		
	Total	127.044	163			
OP	Between Groups	.050	1	.050	.053	.819
	Within Groups	155.548	162	.960		
	Total	155.599	163			

Clearly workload is a factor which will cause more or less stress and is largely dependent on nature of employment. As in employment your status changes over time so is the commitment and workload and hence ultimately stress (satisfaction).

Eighth question in the questionnaire instrument is professional rank of the respondents and its effect on stress and satisfaction level of the employees working in the private and public sector university.

Table-29: PROFESSIONAL RANK OF THE RESPONDENT

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	lecturer/instructor	250	62.8	64.1	64.1
	assisstant professor	72	18.1	18.5	82.6
	associate professor	30	7.5	7.7	90.3
	Professor	14	3.5	3.6	93.8
	Other	24	6.0	6.2	100.0
	Total	390	98.0	100.0	
Missing	System	8	2.0		
Total		398	100.0		

The above table- 28 shows that 398 respondents replied to this question and 8 did not. Among which 250 were lecturers, 72 assistant professors, 30 associate professors and 14 were professors.

Chart-9: Professional Rank Of The Respondent

professional rank of the respondent
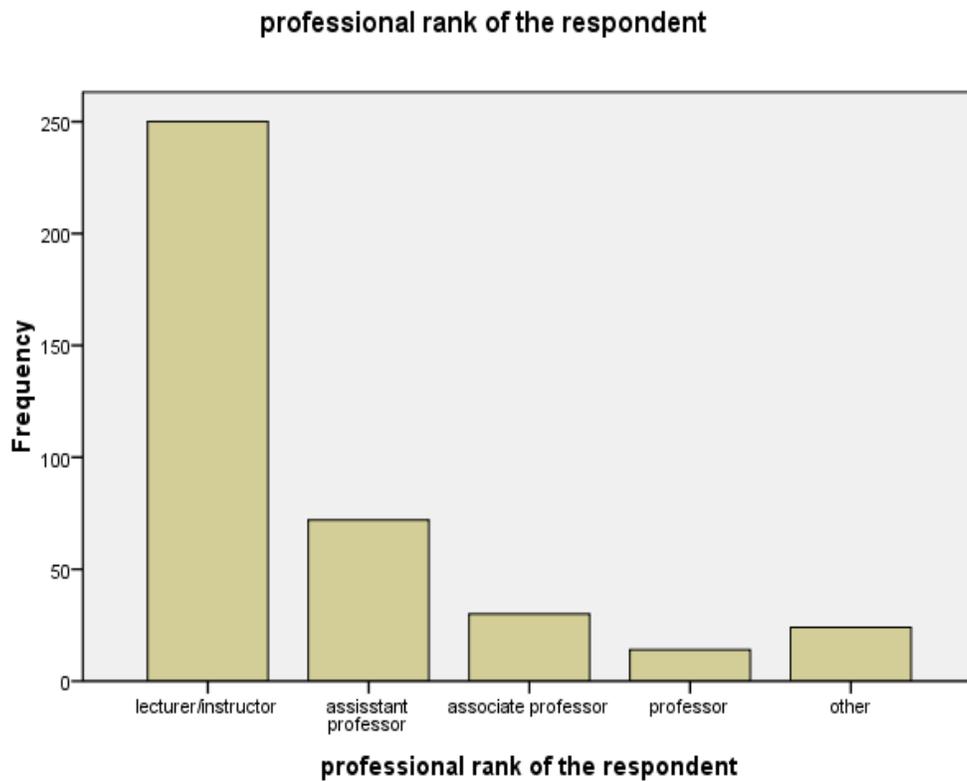
Ninth question was about the health of the respondents in the instrument questionnaire.

And the health conditions of the individual before and after the job was asked.

**Table-30 HOW DOES YOUR PRESENT HEALTH COMPARE WITH YOUR HEALTH BEFORE THE JOB**?

FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Worse	12	3.0	3.1	3.1
	Bad	40	10.1	10.3	13.3
	Same	234	58.8	60.0	73.3
	Better	94	23.6	24.1	97.4
	very much better	10	2.5	2.6	100.0
	Total	390	98.0	100.0	
Missing	System	8	2.0		
Total		398	100.0		

Out of 398 people, who were addressed through instrument 'questionnaire' explicitly stated about their health before and after the job. Among these respondents 12 stated 'worse', 40 stated 'bad', 234 stated 'same', 94 stated 'better' and 10 stated 'very much better' about their health.

This clearly indicate that (12+10=22) were inclined towards 'bad health' and (94+10=104) have improved health.

Hence research concludes that over all state (health) of the faculty members have improved after job. As market conditions also supports this idea that pay structure, medical facility, work load etc: have been revised in the last five years by HEC and universities.

Chart-10 How does your present health; compare to your health before the job?

how does your present health compare with your health before the job?

how does your present health compare with your health before the job?
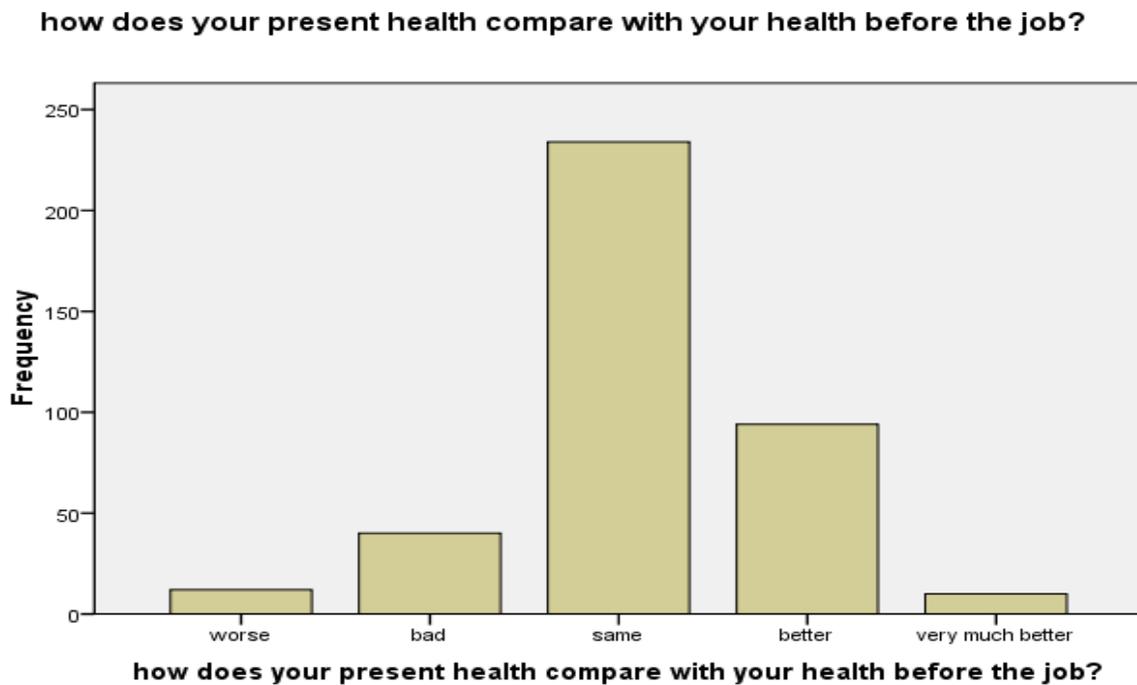
Conclusion of the step 3 of analysis layout:

In this step not only demographic profile of the respondent is explored but also it was checked that, is there any change in level of stress with respect to demography or not? Last objective of the thesis is covered in this step3 Here anova test was applied on Type of institution respondent is working in, Gender of the respondent, Nature of employment. It was found that stress exist across the board irrespective of the type of institution (private or public), gender of the respondent (male or female) and nature of employment (Regular/permanent, contractual and other). Anova is insignificant for all the three categories (i.e; type of institution, Gender of the respondent, and nature of employment) showing that all the factors are the same in inflicting stress.

Step- 4 of the analysis layout:

To address the issue and for the verification of the objective in which research aim was to know the basic question that who assume more stress? Private or Public sector chartered Universities of KP, linear regression was conducted.

Table-31: REGRESSION ANAYLSIS OF PRIVATE/PUBLIC SECTOR
UNIVERSITIES

	Dependent variable	Independent variable	Private R	Private R^2	Public R	Public R^2
1	Stress	Work Load	.571	**.326**	.619	**.384**
2	Stress	Rewards	.571	**.326**	.687	**.471**
3	Stress	Students/faculty interaction	.618	**.382**	.711	**.506**
4	**Stress**	**Collegial/ social interaction**	.783	**.613**	.608	**.369**
5	**Stress**	**Self efficacy**	.854	**.729**	.644	**.415**
6	Stress	Procedural justice	.695	**.483**	.816	**.665**
7	Stress	Distributive justice	.428	**.183**	.804	**.647**
8	Stress	Leadership style	.740	**.548**	.853	**.727**
9	Stress	Political environment	.667	**.445**	.826	**.682**

Conclusion of step 4 : regression is conducted on the stressors of private and public sector

Increasing R^2 value of public sector universities indicate that there is more stress in public sector faculty members as compare to private sector. Individual comparison also ensures that for all the variables accept for Collegial/ social interaction and Self efficacy

where value of R^2 is greater for private sector. But all the other variable support the assumption taken in the beginning of the research and was repeatedly encountered in the interview and discussion with the respondents. It is quite evident and a established fact that environment of public sector is more stressing; (as it is full of politics and problems of procedural and distributive justice and leadership style etc: are more there comparatively).

Instrument questionnaire at the end asked an open ended question from the respondents. It was descriptive in nature and many of the respondents have left it but some of the respondents have given some very good suggestions regarding stress and satisfaction.

For instance one respondent pointed out 'timing of the job' and 'over times' (which was already listed in the questionnaire and would come under the heading of workload, WL) is the cause of major stress for that individual.

'Nepotism and favouritism' in the organization was pointed by some of the respondents, which was causing stress and dissatisfaction. This variable was earlier pointed out in the interview (with 25 respondents) and it was made part of the final instrument by the name of; leadership style (LS) and organizational politics (OP) respectively.

CHAPTER-5

CONCLUSSION & RECOMMENDATIONS

CHAPTER 5 CONCLUSION AND RECOMMENDATIONS

CONCLUSION

Association between Stress and the Stressor that will cause dissatisfaction

It is clear from table-6 (summarized result of Pearson chi square for 9 stressors) and individual discussion that (WL, Rewards, CSI, PJ, DJ, LS, OP) show strong relationship with stress. So Ha: 1,2,4,6,7,8,9 were proved and also Ho: 3,5, were proved. It means that result is significant for these seven categories (stressors). Other two factors SFI, SE are insignificant and there is no or less association between stress and these factors (see table 6).

Hence first objective of the research that is to identify and explain the stressors among the private and public sector universities is addressed. Furthermore, third objective is proved also in which it was imperative to find the relationship between the stressor and stress (in context of job satisfaction).

To find out contribution of each factor (stressor) on stress (that will cause dissatisfaction).

This was the third objective of the thesis on which Anova was applied initially to see the association between stressor and the stress but it showed equal association and no significant difference was found. Hence frequency was calculated of the responses to know the preferences and association of the respondents (faculty members). Frequency distribution showed clear result where; Student Faculty Interaction, Leadership style and Collegial social interaction were the stressors repeatedly motioned by the respondents which were causing more stress level in private and public sector university faculty than

others. Furthermore SFI is mentioned 72 times, LS is mentioned 64 times, and CSI was mentioned 50 times by the respondents.

Hence according to the faculty members it can be concluded that SFI is number one stressor, where LS and CSI are on second and third number in causing stress.

So the research objective that was to find out primary stressors is answered by these three outcomes mentioned above i.e SFI, LS, CSI.

Who assume more stress? (faculty of private or public sector university)

Second objective of the thesis is the basic question (who assumes more stress?) Increasing R^2 value (table-30) of public sector universities indicate that there is more stress in public sector faculty members as compare to private sector. Individual comparison also ensures that for all the variables accept for Collegial/ social interaction and Self efficacy where value of R^2 is greater for private sector. But all the other variable support the assumption taken in the beginning of the research and also was repeatedly encountered in the interview and discussion with the respondents. It is quite evident and an established fact that environment of public sector is more stressing; (as it is full of politics and problems of procedural and distributive justice and leadership style etc: are more there comparatively).

Effect of demography on stress

Last objective of the thesis is covered in step3, where not only demographic profile of the respondent is explored but also it was checked that, is there any change in level of stress with respect to demography or not?

Hence anova test was applied on Type of institution respondent is working in, Gender of the respondent, Nature of employment. It was found that stress exist across the board irrespective of the type of institution (private or public), gender of the respondent (male or female) and nature of employment (Regular/permanent, contractual and other). Anova is insignificant for all the three categories (i.e; type of institution, Gender of the respondent, and nature of employment) showing that all the factors are the same in inflicting stress.

SUGGESTIONS FOR THE UNIVERSITIES ADMINISTRATORS:

Many recommendations can be made in the light of achieved objectives and tested hypothesis, but the great achievement of the research is identification, recognition and testification of four additional factors; (PJ, DJ, LS, and OP) other then the factors repeatedly stated in previous researches. One reason no doubt can be cultural differences; in global and local environment.

These factors were procedural justice, distributive justice, leadership style and organizational politics were identified earlier in interview and then literature was found in different researches to support it. Chi-square results were significant and were in favour of these above mentioned variables. Secondly anova was conducted and it also endorses that these factors were equally important in relation to other factors in contributing stress. Similarly sum of frequencies or respondents reply was checked (table-15) it shows that LS is a second major factor ranked by the respondents for stress. Rest of the factors PJ, DJ and OP were also important but level of stress they cause is lower than the rest of the factors or stressors. Overall these factors recognition and finding out their contribution to

stress is an achievement. Hence research concludes that these factors which were either considered secondary in previous researches or all together these factors were ignored, should be considered in Pakistani environment specially and in global environment generally because it is clearly playing an important role in creating stressful environment for faculty members of universities.

Some of the recommendations on the basis of analysis are as follows;

1. Universities administration (managers, HOD's, directors etc:) can best control the stress by means of educating faculty about the management of stress by arranging stress reduction seminars and trainings. As in the research study, stressors are identified and importance is shown; hence, the only thing left is its awareness and the way in which it can be controlled.

2. Universities must also review their policies regarding employee maintenance and do some effort in controlling factors like compensation, distributive as well as procedural justice (as pointed by the research as important factors) that is to be ensured for the purpose of reducing employee stress and frustration.

3. Budget is the basic constraint for almost all employers, but on the other hand, financial and nonfinancial rewards will give motivation to the employees working in the organization. As this research indicate that reward is a major factor causing dissatisfaction and stress. Hence, employees should be rewarded on merit basis. Revival in reward system is done by higher education council to some extent, but that is mostly inclined towards public sector; private sector still needs

improvement. As over here in this research, private sector, mostly institutions pointed out reward as major factor in causing of stress and dissatisfaction among the employees.

4. Other major factors highlighted across the board by public and private sector university teachers were; procedural and distributive justice. Employers and administration should take steps in providing procedural and distributive justice to their employees for ensuring reduction in stress.

   Employers in this regard should promote a culture free from nepotism and favouritism. Furthermore, steps should be taken to reduce discrimination amongst teachers for the purpose of job promotion, reward, and performance evaluation.

5. As like other problems, solution to the problem of stress underlie in the communication (factors; SFI and CSI). The problem could be resolved better if both the employer as well as the effected employees mutually coordinate for its proper eradication, and could mutually device coping strategies.

6. The administration of concerned universities should promote and support a culture where teachers should be provided career advancement facilities so that they feel comfort and ease of mind while working along the specific employers putting their heads and souls together to boost up the organization in the competitive environment.

7. Also the administrators could redesign the jobs of the teachers with diversity of skills they could utilize for the purpose of accomplishing their workplace objectives; additionally they must be facilitated with the equipments and other training accessories they require for enhancing their efficiencies at work.

8. Administrative policies and procedures must be calculated out and implemented which will ensure job redesigning of teachers leading towards autonomy of work. By this job enrichment of teacher will feel recognition and will have more control over their jobs. Additionally to this there is a great possibility of high morale and motivation among university teachers that will lead to reduced stress.

9. The concerned universities must arrange certain recreational activities time to time for easing the teachers from the stress they usually encounter at workplace.

RECOMMENDATIONS FOR THE FUTURE RESEARCH:

1. This study provides avenues for the future research by increasing the size of sample. In future a national sample could be taken, for the purpose of establishing concurrent validity and reliability of the scale. There are other universities like Engineering, MBBS, Law college etc: to which sample can be extended for better coverage and results.

2.   With respect to the stressors identified in the research leading to stress amongst the teachers, coping strategies for the individual stressors could be researched and designed.

3.   An in-depth study extending to the proper diagnosis of stress management programs and the attitude of administrators in the tertiary sector of education for the workplace safety and health can also be explored.

4.   For the understanding of the gravity of the problem in the most comprehensive manner, the effects of stress could be studied over the health and the performance of the teachers.

5.   A comparative study of stressors of the teachers belonging to various levels of education (primary, secondary and tertiary) could be conducted for the proper evaluation of the severity and intensity of stress.

6.   For the purpose of refining and further standardizing the scale used in the study different samples of teachers could be selected from various sectors and from different levels of universities including administration staffs that are partially involve in teaching.

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