**JOB STRESS AND ITS IMPACT ON MOTIVATION, CAREER DEVELOPMENT AND INTENTION TO LEAVE.**

**Salman Ashraf Qureshi1, Mr. Rabnawaz Lodhi1**

1Institute of Business & Management, University of Engineering and Technology, Lahore, Pakistan

\*Corresponding Author’s Email: [Salman.aq@gmail.com](mailto:Salman.aq@gmail.com)

***ABSTRACT:*** *Job Stress is a known phenomenon and focus of international studies. Popular way of measuring job stress is through psychological stressors. In Pakistan research gap exists about the identification of stressors and job stress leading to performance lapses in higher education institutions. This research was done to fill this gape and identify main stressors and prioritize them according to their impact on university teachers. Secondly, to check the impact of job stress on motivation, organization commitment and intention to leave. Research was survey based and the sample comprised of 200 university teachers from, semi government and private sector. 186 responses were received and analyzed for this study. The tool used for research had significant reliability and validity. This study provides a theoretical framework for the identification and prioritizing of stressors in university teachers. Results showed presence of stressors in teachers. They were prioritized and discussed according to their significance. Weak signs of job stress were found in teachers of universities. Which is a significant finding compared to literature review. The elimination of identified job stressors and psychological trainings of teacher needs to be addressed to get job stress to adequate level for better productivity gains. The study was limited to private and semi-government sector in Lahore only due to limited access and recourses. Further insights can be captured in future studies to generalize it on public sector as well.*

**Key words:** career development, Intention to leave, Job Stress, motivation, Role Stressors, University Teachers, Pakistan

1. **INTRODUCTION**

Occupational stress in in teachers is part of active discussion due to increased social mobility and changing performance needs. It is estimated that 40-50 % new teachers leave their jobs in the first three years [32]. The study intends to add to proven relations between stress and burnout, Stress and intention to leave, etc. Research has shown that increase in stress can cause low job satisfaction, more burnout and low commitment towards the organization and the intention to quit increases [29].

Researchers already pointed out that stress is present in the teaching profession, however, due to differences in salary, classroom sizes and publishing, etc. [10] it was felt that the study should be focused on one discipline i.e. universities only. Furthermore, researches have been done on gender based stress [2,27] however a focused study gap was found in Pakistan including both genders belonging to higher education institutions.

In Pakistan a teacher goes through great problems economically, emotionally and socially the condition becomes even worse. Due to many reasons such as the pay structure, working conditions, work load, general status, work environment, etc. teaching is taken as one of the most stressful occupations [25]

“When human beings face a problem they face stress and anxiety. They try to solve the problems and if they are unable to solve it, they become obsessed with it and will face trouble in sleeping and other disorders [13]”.

This study aims to find out the causes of job stress and its impact on motivation, commitment to organization and intention to leave. This study will try to verify the levels of job stress in teachers. Whether the causes and symptoms conform to the previous studies or not. This study will help in identifying the reasons for job stress so they can be rectified in order to improve the mental and physical health of university teachers thereby increasing performance on job.

1. **LITERATURE REVIEW**

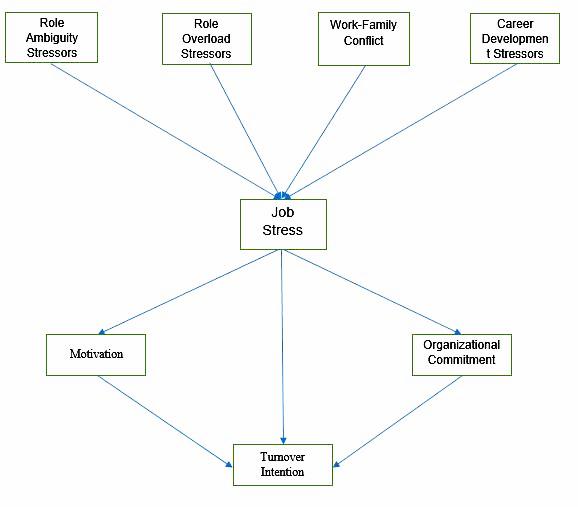
Teaching is a stressful occupation with all sorts of pressure coming from administrator, students, colleagues, work overload and lack of recognition [30]. Studies have suggested that when an employee is faced with a demand that can result in a negative consequence for him he will be prone to psychological disorders such as anxiety and tension. Which can cause poor performance at job [15]. Secondly a stressor can cause several unwanted physical outcomes which can tamper with an employee’s work perception and thirdly a stressor can cause him to ignore performance standards thus resulting in poor performance [9,19].

The most common approach, researchers take to measure stress is via Stressors. The main determinants of job stress. Psychological stressors at work place are a reality and they represent a universal and occurrences [18]. Over the years,researchers have identified the presence of many stressors in the workplace and prioritized them according to their severity. Two basic dimensions of stressors as identified in recent studies are Threat or Fear and second dimension has been positively identified as the Challenge dimension which has a positive effect on job performance. [5]

Others [31] found out that there are seven stressors causing job stress, which were found in at least four samples of research in relation to job performance. Those included Role Ambiguity, Role Conflict, Role Overload, Job Insecurity, Work Family Conflict and situational constraints. Stress has become an issue of major concern among teachers’ health in a study of previous relevant literature [67,12]

The impact of job stress was observed on organizational commitment, motivation and turnover intention. Studies have shown that Job Stress has a negative relation with Organizational commitment [21]. Non committed employees tend to feel isolated in an organization and do not feel they belong there. Turnover intention if realized can cause a distiortion in the operations of an oganization inturn hampering the performance of the organization. [34]. Similarly motivation is a complex variable and a topic of continued discussion, motivation has been found to be directly linked with organization performance as well. [1]

By doing a comprehensive literature review, we devised a model which systematically determines the sources of job stress and its impact on motivation, organization commitment and intention to leave. Our model also takes into account main stressors to determine whether they are present in university teachers or not.

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**Figure 1: Conceptual Model**

1. **METHODS:**

Our research follows Quantitative Research Approach. A custom questionnaire was developed to measure the proposed conceptual model. Responses were captured using Linkert Scale method options ranging from 1-5, 1= Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5= Strongly Agree. The questionnaire was divided into two sections. First section captured the stressors of our conceptual model and second section captured personal information.

Cronbach’s Alpha was used to check the reliability of the survey, which is one of the most commonly used measures to test data. [26]. The acceptable lower limit for the standard is (Cronbach alpha = 0.70) [28]. Our questionnaire showed a result of (Cronbach alpha = 0.86) overall. Questionnaire was sent to 200 university teachers belonging to institutions with more than 1500 students and all ranked universities as per Higher Education Commission’s criteria. 186 questionnaires were completely filled and returned. These responses were used for doing further analysis. The universities who participated in the survey included University of South Asia, University of Lahore, Comsats University and Virtual University

Role Ambiguity and Role Conflict and career development stressors were measured using Job Stress Diagnostic Survey. (Fields, 2002). Work Family Conflict uses a 4 item modified scale. The original 5 item scale was proven reliable (Cornbach’s alpha = 0.82) and Job Stress was measured with a three point construct with proven reliability of (Cornbach’s Alpha =0.86) [8].

Work Motivation which is known as the direction, intensity and persistence of work as desired by the organization or its representatives [23] was measured with a five point scale validated and verified by [4] with a reliability of (Cronbach’s Alpha = 0.68). Organization commitment was measured through a three item construct. The items were adapted from [22]. The three component construct measures organization commitment at three levels affirmative commitments, continuance commitment and normative commitment with four items for each variable. The construct has an average reliability of (Cronbach’s Alpha = 0.8). However, Only 1 item from each construct was taken. Turnover intention was measured with a 3 item construct with a proven reliability of (Cronbach’s alpha = 0.95) [20,24]

1. **DISCUSSION ON RESULTS:**

Total 186 participants returned the questionnaires out of which 124 were male respondents and 62 were females. 140 of them were lecturers, 40 were Assistant professors, 4 associate professors and 2 professors. 90 of the participants had experience less than 5 years. 66 had an experience of 6-10 years. 24 had an experience of 11-15 years. 4 had an experience of 16-20 years. 2 had an experience of 21 years. Lastly 2 of the participants were bachelors, 100 had a Master’s degree. 76 were MPhil degree holders. 8 were PhD degree holders. The constructs to measure stressors have been used in previous studies and gave reliable results. All of the constructs have been in use of management researchers for more than 10 years now. The questionnaire was validated for reliability through Cronbach’s Alpha through Cronbach’s Alpha = 0.86.

Using SPSS AMOS it was found that the model was a perfect fit and synchronous with data. A chi square value of 20.966 was reported which indicates a good fit. Further verification was done and a CMIN/DF value of 1.613 which again suggested that the model developed had a good fit with the data gathered. [35] indicated that a lower CMIN value lying between 1 and 3, it indicates a good fit with the conceptual model and the data. GFI (Goodness of Fit Index) test was run on SPSS AMOS. A good value for GFI is when it is less than or equal to 1. The test on our data returned a good fit value of 0.947. This suggested that the conceptual model had a good fit with the data gathered. Similarly AGFI test returned a good value o 0.85 as well.

CFI (Comparative Fit Index) which is independent of sample size was also run on the data. CFI, It is suggested that in order to accept the conceptual model the value of CFI should be greater than 0.9. Our test on the data returned a value of 0.954 which makes our model acceptable. RMSEA (Root Mean square error of approximation) if RMSEA value is <0.05 it indicates a good model fit. Our test returned a value of .082. TLI (Tucker Lewis Index) test was run. A satisfactory value of TLI is when it is greater than 0.90 our TLI test returned a value of 0.90 conforming to the previous researches[17,14].

**Table 1: Regression Analysis**

|  |  |  | Estimate | S.E. | C.R. | P |
| --- | --- | --- | --- | --- | --- | --- |
| JS | <--- | RAS | .096 | .079 | 1.212 | .225 |
| JS | <--- | ROS | .257 | .090 | 2.868 | .004 |
| JS | <--- | CDS | .182 | .072 | 2.551 | .011 |
| JS | <--- | WFC | .412 | .069 | 5.979 | \*\*\* |
| CTO | <--- | JS | .167 | .086 | 1.932 | .053 |
| MOT | <--- | JS | .258 | .104 | 2.479 | .013 |
| ITL | <--- | CTO | .308 | .103 | 2.981 | .003 |
| ITL | <--- | MOT | .196 | .085 | 2.289 | .022 |
| ITL | <--- | JS | .273 | .090 | 3.042 | .002 |

The regression weights clarify the hypothesis made in the paper. Important findings of the test were that Role Ambiguity Stressor which previous researches [3,16] found to be strongly related to job stress and a major cause of job stress was found to be of low value in University Teachers of Pakistan. It suggests that teachers at te university level do not suffer from ambiguity in their roles. However, on the other hand teachers were found to be suffering from Work Family Conflict. As they find it hard to balance work and the time spent with their family. Our data shows presence of all stressors in university teachers can be further looked into. Furthermore, Job Stress shows a moderate impact on the commitment towards organization.

The conceptual model was tested in AMOS and it was found that all stressors were positively correlated with job stress. Maximum value was found between work family conflict and Job stress. It was also found that job stress has a weak positive correlation with motivation and commitment to organization, meaning it wasn’t playing a significant role and there are other factors which can be explored playing a major role in motivating and keeping the teachers committed towards the organization. Furthermore, it was found that commitment to organization and motivation had weak correlation with intention to leave. Research shows that low levels of job stress can mean that employee’s interest in work and motivation is low. [33]

1. **RECOMMENDATIONS:**

Our model of Stress in University teachers conformed and contrasted from previous studies done on job stress. Job stressors were found in teachers, however, as discussed by previous studies, Role Stressors did not play a significant role in creating job stress in teachers. Future research can be done to further probe into the main causes of job stress in university teachers of Pakistan. Furthermore job stress levels were found to be weak in university teachers which suggest that more challenge needs to be brought into the jobs of teachers. This also indicate a low interest in work which can be looked into in future researches.

1. **LIMITATIONS:**

The study was done in the Lahore only and in order for it to be generalized it can be replicated in other cities of Pakistan to confirm the research findings. The number of respondents were kept limited due to shortage of time and resources. The data and findings coming from other provinces and cities of Pakistan can be different found from this study.

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