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**MEDIATING ROLE OF COPING STYLES BETWEEN THE RELATIONSHIP OF  
STRESS, PERFORMANCE AND JOB SATISFACTION AMONG UNIVERSITY  
TEACHERS**

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**ABSTRACT**

The current study was proposed to investigate the mediating role of coping style between the relationship of stress, performance and job satisfaction among teachers. A correlational research design was used. Sample was consisted on 200 university teachers from Multan City, who were approached by employing systematic random sampling. Survey was utilized for purpose of gathering data through questionnaire method. Teacher Stress Inventory (Schutz & Long, 1988), Brief Cope (Carver, 1997), Teacher Satisfaction Scale (Ho & Au, 2006), Job Performance Scale (Goodman & Svyantek, 1999) were used as research instruments for measuring responses. Data was analyzed through Statistical Package of Social Sciences (SPSS -23) by applying Pearson Correlation for examining relationship between study variables, Regression was used to investigate mediating effect coping style and t-test for independent samples to determine difference. Findings revealed that performance, job satisfaction and coping style were significantly negative correlated with stress, but it was founded significant positive association among coping style with job satisfaction and performance. It was assessed that performance and job satisfaction were positively mediated by coping style ( $p < 0.05$ ). Difference was significant between male and female university teachers on job satisfaction and performance.

**Keywords: stress, job satisfaction, correlation, random sampling, regression**

## INTRODUCTION

Teachers have been a central force in the facilitation of learning, playing a vital role in education and care of students, who are to become the leaders in the future. While teaching has been found to be one of the most important jobs of a country, it is also one of the most stressful jobs compared to other occupations [1]. The perception of stress and the ability to cope with it are very much determined by an individual's personal characteristics [2]. Coping strategies are basic categories used to classify how people actually react to stress. The best known classification [3] identified two major process oriented functions of coping strategies: problem-focused coping and emotion-focused coping. In the former, the individual gathers information about what to do and takes steps to change the reality of the troubled person-environment relationship. The latter function is aimed at regulating the emotions associated with the stress situation. This can involve avoiding thinking about the threat or reappraising it, without changing the realities of the stressful situation [4].

Many things in the life of a teacher are challenging. How well he/she handles challenges can enrich one's life, since it is stimulating and renewing, but on the other

hand, when a person faces challenges poorly, this response precipitates to a state of stress that is potentially dangerous to his/her performance and wellness. Some teachers feel 'used up' at the end of a working day, emotionally drained, sick, burned-out, overworked and underpaid. And others can feel alienated from their school, from their co-teachers or from administration [5]. Teaching may bring personal satisfaction, but it also brings stress, with demands from administrators, colleagues, students, and parents compounded by work overload, student misbehavior, and a lack of recognition for accomplishments [6]. Abundant research has focused on these emotional demands and their impact on teachers' well-being, mental health, stress, burnout, and job satisfaction as well as on learning outcomes for students [7].

Numerous studies found that job stress influences the employees' job satisfaction and their overall performance in their work. Because most of the organizations now are more demanding for the better job outcomes. In fact, modern times have been called as the "age of anxiety and stress" [8]. The stress itself will be affected by number of stressors. Nevertheless, Beehr and Newman [9] had defined stress as a situation

which will force a person to deviate from normal functioning due to the change (i.e. disrupt or enhance) in his/her psychological and/or physiological condition, such that the person is forced to deviate from normal functioning. From the definition that has been identified by researchers, we can conclude that it is truly important for an individual to recognize the stresses that are facing by them in their career. Some demographic factor may influence the way a university academic staff act in their workplace.

Based on extensive review of the literature on teacher stress and a broad review of theoretical teacher stress models, [10], proposed a model of key constructs related to teacher stress and coping and their interrelationship. According to their model, teachers are involved in intra-individual processes that consist of the experiences and evaluations of external stressful events, which stem from different aspects of teachers' professional life such as students, administration, colleagues, workload demands, and features of the school environment. Furthermore, problems in teachers' personal life, such as relationship with a partner or financial problems may also affect their emotional, cognitive and behavioral state. Once the stressful event is

appraised, teachers engage in active or passive coping strategies and perhaps both. Active strategies can take the forms of cognitive, behavioral, or emotional strategies. This type of strategy is also evident in individuals' physical responses or health posture. On the contrary, passive coping strategies such as resignation, wishful thinking and avoidance are characterized by lack of direct engagement with the stressful event en route to its resolution.

People generally exhibit high variability in their responses to threats and stressors, and several distinctions have been made between different types of coping. Initially, [11] distinguished between problem-focused coping (i.e., strategies aimed at solving and actively responding to stressful situations) and emotion-focused coping (i.e., strategies to manage or reduce emotions and feelings that are embedded within stressful situations) [12] further distinguished between approach coping (i.e., strategies aimed at dealing actively with the stressor or related emotions) and avoidance coping (i.e., strategies aimed at avoiding stressful situations). The distinction between approach vs. avoidance coping is independent from the distinction between problem-focused vs. emotion-focused

coping [13]. Therefore, people may cope with a stressor's emotional consequences by either approaching or avoiding them, and people may cope with stressors themselves by actively and directly approaching or avoiding problems.

### **MATERIAL AND METHODS**

The current study was aimed to explore the mediating role of coping styles between the relationship of stress, performance and job satisfaction among teachers. To fulfill the aim of this study, the following research hypotheses were formulated:

H. 1: Stress will be significantly negative correlated with coping style, performance and job satisfaction

H. 2: There will be positive mediating role of coping style in relationship between stress, job satisfaction and performance

H. 3: Difference will be significant between male and female teachers on performance and job satisfaction

Correlation research design was used in this study. In the perspective of data collection the survey research design was utilized. Sample was comprised on 200 teachers through systematic random sampling from universities of Multan City. Demographic characteristics of participants were listed; sex, age (21-30 years, 31-40 years, 41-50 years, above 50 years), education (M.Phil,

Ph.D and Postdoctrate), current academic position (Lecturer, Assistant professors, Associate professors and professors), years of experience (2-5 years, 6-10 years, 11-15 years and more than 15 years).

### **Instruments**

To measure the study variables the following research instruments were used:

Teacher Stress Inventory (Schutz & Long, 1988) with 36 items, Brief Cope (Carver, 1997) for coping style, Teacher Satisfaction Scale (Ho & Au, 2006) to measure teachers' job satisfaction, and Job Performance Scale (Goodman & Svyantek, 1999). All these questionnaires were employed for measuring the responses of research participants. Cronbach's Alpha values were listed according to above mentioned scale .931 for Teacher Stress Inventory, .928 related to Brief Cope, .618 founded Teacher Satisfaction Scale and .834 was calculated for Job Performance Scale. A booklet was given to selected sample through probability sampling technique to report their responses honestly. Informed consent was taken from respondents. It was ensured to them for their confidentiality and responses used only for the purpose of research.

### **Statistical Analysis**

The scoring, tabulation, and analyzing the data was done by using "Statistical Package

of Social Sciences'' (SPSS-23 version). Relationship was assessed among study variables through Pearson Correlation, Mediating role was analyzed by applying Regression Analysis, but differences were made by using t-test for Independent Samples. Probability ( $p$ -value)  $< 0.05$  was considered as level of significance for current study.

### RESULTS AND DISCUSSION

Results of current study (Table 1) revealed that negative significant ( $p < 0.05$ ) correlation was explored between stress, performance, coping strategies and job satisfaction,  $r = -.697$ ,  $p < 0.05$ ,  $r = -.422$ ,  $p < 0.05$ ,  $r = -.341$ ,  $p < 0.05$  respectively, but coping style was positively associated with job satisfaction and performance  $r = .567$ ,  $p < 0.05$ ,  $r = .507$ ,  $p < 0.05$ . Similar way of direction was investigated between performance and job satisfaction  $r = .199$ ,  $p < 0.05$ . According to (Table 2 and 3) a dominating or positive effect was identified of coping style on performance and job satisfaction ( $p < 0.05$ ) among university teachers but impact of stress was found significant negative with these variables. In order to deal with stressful events and to alleviate feelings of distress, teachers use means of coping that include cognitive, emotional and behavioral strategies of

comforting and adaptation to the stressful situation (Admiraal, Korthagen, & Wubbles, 2000; Kyriacou, 2001).

According to Lazarus and Folkman's (1987) transactional model of stress and coping, which concentrate on how challenging events create stressful experience, when confronted by a given event, the individual engages in two consecutive processes of appraisal. The first is a primary appraisal through which the event is judged as stressful or pleasant dependent on the situation and the individual. Then the individual will engage in a process of secondary appraisal in which s/he will cognitively evaluate her/his personal and environmental resources to deal with the stressful event. The two sequential appraisal processes are both cognitive and depend, mainly, on the appraising individual. Lazarus and Folkman's transactional model also predicts that individuals will make use of several types of coping strategies (cognitive, emotional and behavioral) to deal with any given stressful event. Based When coping style was taken as a mediator it played a dominant positive effect on study variables and eradicates the negative influence of stress on performance and job satisfaction that was significant. Coping is commonly thought of the cognitive,

affective and behavioural responses used to reduced the stress and its impact on job performance and job satisfaction among teachers or others professions (Lazarus & Folkman, 1984). Findings of (Table 4 and 5) Showed that male teachers were more

satisfied with their job and their performance level was greater as compared to female university teaching faculty ( $p < 0.05$ ). Difference was significant between sex on performance and job satisfaction.

**Table 1: Shows the Correlation between Stress, Coping Style, Performance and Job Satisfaction among university teachers (N=200).**

	Brief Cope	Performance	Job Satisfaction
Stress		-0.697**	-0.422**
Brief Cope			0.567**
Performance			0.199**

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

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

**Table 2: Shows the mediating role of coping style in relationship between stress and Job Satisfaction (N=200).**

	B	Std.Error	Beta	t-test	p-value
Constant	23.193	1.385		16.741	0.000
Stress	-0.097	0.019	-0.341	-5.098	0.000

	B	Std.Error	Beta	t-test	p-value
Constant	3.649	3.434		1.063	0.289
Stress	0.007	0.024	0.025	0.289	0.773
Coping Style	.254	.042	.524	6.128	.000

$p < 0.05$

**Table 3: Shows the mediating role of coping style in relationship between stress and Performance (N=200).**

	B	Std.Error	Beta	t-test	p-value
Constant	41.854	1.466		28.544	0.000
Stress	-0.132	0.020	-0.422	-6.550	0.000

	B	Std.Error	Beta	t-test	p-value
Constant	20.144	3.599		5.597	0.000
Stress	-0.016	0.026	-0.052	-0.640	0.523
Coping Style	0.283	0.044	0.532	0.531	0.000

$p < 0.05$

**Table 4: Mean, Standard Deviation, t-value and scores of Job Satisfaction scale between male and female university teachers (N=200)**

Variable	Gender	N	M	SD	t	df	p-value
Job Satisfaction	Male	100	17.1200	4.69532	2.214	198	0.028
	Female	100	15.5600	5.25188			

$P < 0.05$

**Table 5: Mean, Standard Deviation, t-value and scores of Performance scale between male and female university teachers (N=200)**

Variable	Gender	N	M	SD	t	df	p-value
Performance	Male	100	33.7200	3.69296	3.100	198	0.002
	Female	100	31.3500	6.69294			

$P < 0.05$

## CONCLUSION

Results of the current study concluded that performance, job satisfaction and coping were negatively correlated with stress, but it

was significant positive relationship between coping style, performance and job satisfaction, while similar association was existed between performance and job

satisfaction. Coping style positively mediated the relationship between stress, performance and as well as job satisfaction among university teachers. Comparison was significant in the context of participant's sex on performance and job satisfaction.

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