

Occupational stress among academic coordinators at university level in Pakistan: a gender based comparative study

Saba Khalil^{*1} | Wajeeha Aurangzeb¹ | Sumaira Batool² | Zoya Zahoor³

1. Department of Education, National University of Modern Languages, Islamabad, Pakistan.

2. Department of Education, International Islamic University, Islamabad, Pakistan.

3. Department of Education, University of Lincoln, England, United Kingdom.

*Corresponding Author Email: sabakhalil99@yahoo.com

Abstract:

This research compared the stress level among male and female academic coordinators at the post-graduate level in public sector universities. The study's conceptual framework was based on a meta-analysis study where the factors affecting job stress were discussed. The study was based on a quantitative research approach with a descriptive research design. To select the population and sample size, universal sampling was used. The number of whole academic coordinators was 32, 16 males and 16 females, at the National University of Modern Languages, Islamabad, Pakistan. To collect the data, a self-developed questionnaire was made. The data were analysed through Percentage Frequency Distribution and Independent t-test methods. According to the results, job satisfaction and workload have shown a significant impact on occupational stress. The study could not find significant difference in gender-based comparison as it was found that both genders were at the same level having the same situations to face, and duties to perform, so their stress regarding each indicator was also similar. In the case of other indicators that cause stress, that is, role conflict, work-family conflict, and total working hours also need to be focused on, as they also have a significant impact on increasing stress among coordinators.

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1. Introduction

Occupational stress has been a significant concern for many years, as it can lead to various health problems and negative consequences in the workplace. It is particularly relevant in the academic context, where educators and administrators are frequently exposed to high levels of pressure and demands. In recent years, there has been an increasing focus on occupational stress among academic coordinators, who are responsible for managing and coordinating post-graduate programs. The term occupational stress refers to the physical, emotional, and psychological strain that individuals experience as a result of their work environment and job demands. According to the World Health Organization, occupational stress is a major health hazard in the workplace and can lead to a range of negative outcomes, including anxiety, depression, burnout, and physical health problems. It is important to note that occupational stress is not limited to individuals in high-pressure jobs such as healthcare or emergency services; it can affect anyone in any profession (Burman & Goswami, 2018). Shen and Slater (2021) further explained that it has been a long period of time since occupational stress turned out to be a global situation due to raising problems regarding job environment and work demand level, positioned for employees.

According to The Guardian (2019), in the past global academic year, the educational professionals have faced hectic work situations which cause society's financial burden. The environment of job is changing constantly in current society along with globalised economies, latest strategies and tools that bring latest challenges to employees. Vera and González-Ledesma (2018) mentioned that higher education is one of most affected sectors among changes, as it promotes development of research and deliver human capital to country that is essential to attain a maintainable expansion towards society, technology, economy, and policy. Occupational stress is affected by internal and external factors both equally. Regardless of central focus, a person is most commonly affected by a few stress levels. People who are working in an educational institute are also included in the rule. It varies among public or private sectors, that have a few reasons, and among these reasons one is difference in structure of organization and other facets of job performance in the institutes. Moreover, the efficiency of work is influenced by the individual's procedure and perception regarding information. Quraishi et al. (2018) explained further that in the 21st century the higher education system has raised insecurity of job and job tasks involving academic staff.

Urbina-Garcia (2020) mentioned a report, according to which in the institutes of higher education, 30% to 60% academics, among the China's and UK's universities faced, mostly has reported middle level of stress (Shen & Slater, 2021). Kavosi et al. (2018) added more to the causes of work-related stress that at administrative level, job environments with complexities that are affected with globalisation, advancement of rapid technologies, increasing costs and reducing resources together with latest service/job developments, involve long duration of job hours, growing demands, management's pressure and lacking security of job, all of the mentioned situations lead the leaders of organization and managers to work stressed

environment. One important aspect of occupational stress among academic coordinators that has received increasing attention in the literature is the role of gender. It is well-established that men and women experience work-related stress differently, and this is likely true for academic coordinators as well.

Research has shown that women are more likely than men to experience stress in the workplace, particularly due to factors such as discrimination, harassment, and a lack of support from colleagues and supervisors. Furthermore, women in academic leadership roles may face additional challenges, such as a lack of representation and opportunities for advancement. Occupational stress becomes a common phenomenon among academic positions, while there is a growing body of research on occupational stress among academic coordinators, there is a need for more gender-specific analysis to better understand the unique experiences and challenges faced by men and women in this role. This study aimed to address this gap by conducting a comparative analysis of the occupational stress among male and female academic coordinators at the post-graduate level of thirty-two departments of the National University of Modern Languages (NUML), Islamabad, Pakistan.

1.1. Purpose of the study

This paper aimed to compare level of occupational stress among academic coordinators at the post-graduate level, with a particular focus on gender-based differences. The study was drawn upon the latest research in the field to analyse the factors that contribute to occupational stress among academic coordinators, the impact it has on their wellbeing and job performance, and the strategies that can be implemented to mitigate its effects. There was one main purpose of this study and five sub-purposes. The first objective was to compare the level of stress among male and female academic coordinators at post-graduate level in public sector universities. To achieve this objective, a survey was administered for academic coordinators working in post-graduate programs across multiple universities. The survey included questions related to workload, role clarity, social support, job insecurity, job satisfaction, burnout, and turnover intention.

The data collected was analyzed using statistical techniques to identify any significant gender-based differences in the levels of occupational stress experienced by academic coordinators. The findings of this study have significant implications for universities and academic institutions. By identifying the factors that contribute to occupational stress among academic coordinators and the gender-based differences in their experiences, universities can develop targeted interventions and support mechanisms to address these issues. This, in turn, can lead to improved wellbeing and job performance among academic coordinators, which can have a positive impact on the quality of post-graduate education and research. By studying different indicators of stress, it would be possible to have a better understanding of the level of stress among the academic coordinators at post-graduate level.

1.2. Statement of the problem

Occupational stress is putting great effect on job related problems, including job satisfaction, role conflict, work family and total working hours, among academic coordinators it is a significant issue that requires further investigation, particularly in terms of gender-based differences. As it has been noted in many studies that there is an imbalance between employees' personalities' imbalances and growth at job place. Therefore, it was necessary to compare the level of stress among the academic coordinators at post-graduate level in private and public sector universities. By conducting a comparative study of male and female academic coordinators, this paper aimed to contribute to the existing literature on occupational stress and provided insights into the challenges and experiences of academic coordinators at the post-graduate level. The results of this study would be valuable for universities and academic institutions seeking to improve the wellbeing and job satisfaction of their employees, particularly those working in high-pressure roles such as academic coordination.

1.3. The objectives of the study

The main objective of the study was “to compare the level of stress among male and female academic coordinators at post-graduate level in public sector universities” and sub-objectives:

- a. To compare job satisfaction among male and female academic coordinators at post-graduate level in public sector universities.
- b. To compare role conflict among male and female academic coordinators at post-graduate level in public sector universities.
- c. To compare workload among male and female academic coordinators at post-graduate level in public sector universities.
- d. To compare work-family conflict among male and female academic coordinators at post-graduate level in public sector universities.
- e. To compare total working hours among male and female academic coordinators at post-graduate level in public sectors universities.

1.4. Null hypotheses

H₀₁: There is no significant difference between occupational stress among the male and female academic coordinators at post-graduate level in public sector universities.

H₀₁ a: There is no significant difference between job satisfaction among male and female academic coordinators at post-graduate level in public sector universities.

H₀₁ b: There is no significant difference between role conflict among male and female academic coordinators at post-graduate level in public sector universities.

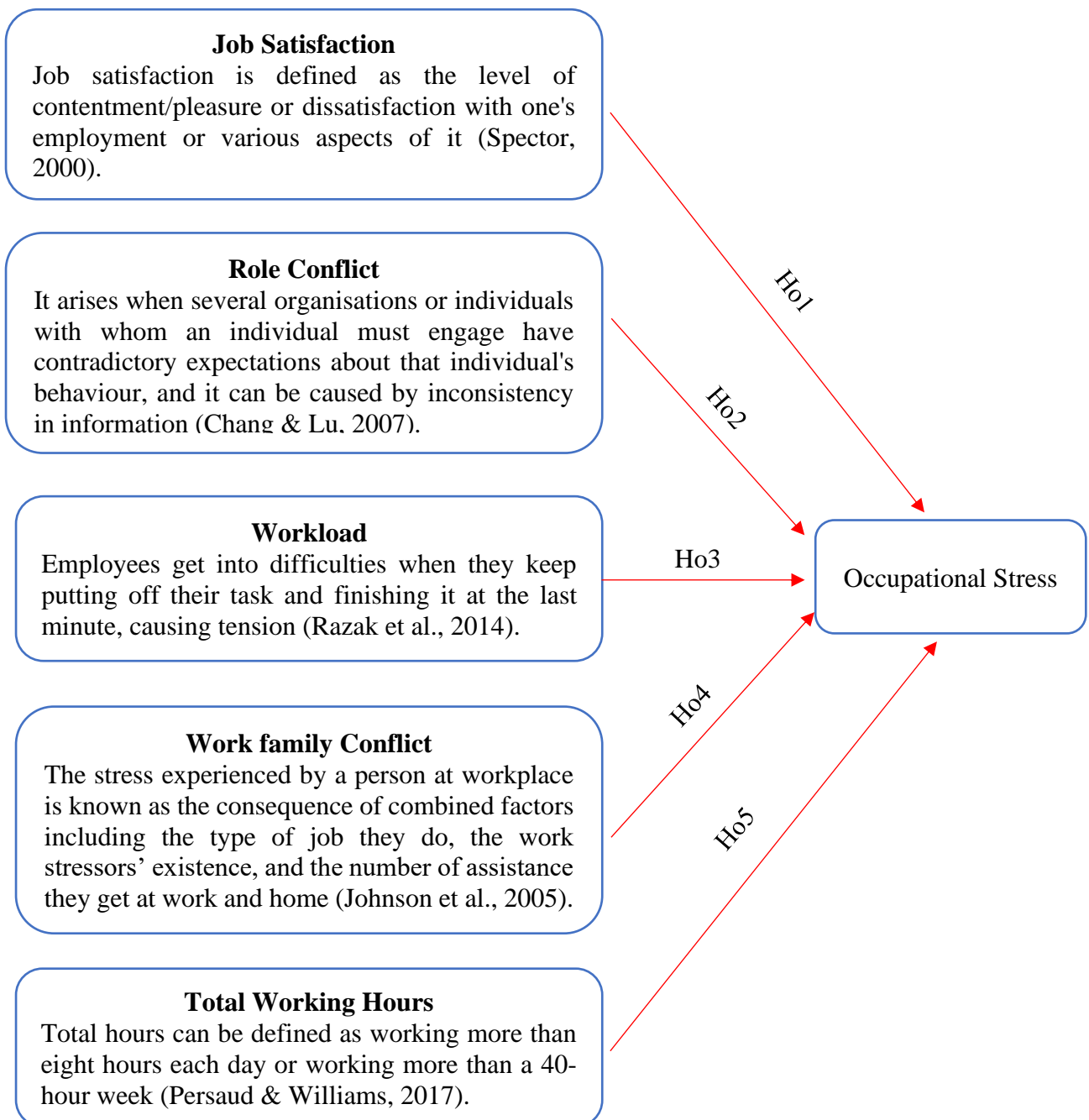
H₀₁ c: There is no significant difference between workload among male and female academic coordinators at post-graduate level in public sector universities.

Ho1 d: There is no significant difference between work-family conflict among male and female academic coordinators at post-graduate level in public sector universities.

Ho1 e: There is no significant difference between total working hours among male and female academic coordinators at post-graduate level in public sectors universities.

1.5. Conceptual framework

The conceptual framework is illustrated below extracted from the model of occupational stress adapted from a meta-analysis study where the factors affecting job stress were discussed (Kavosi et al., 2018).



2. Literature review

2.1. Theoretical basis of occupational stress

In an organisation, a stressed leader fails to assure productive and profitable outputs. Because professions, jobs, work, and organisation are often identical ideas, the terms such as occupational-stress, job-stress, organisational-stress, and work-related stress are treated mutually. Occupational stress has been defined in a variety of ways. Darus et al. (2016), indicated the definition of occupational stress which was defined by the US National Institute for Occupational Health and Safety, "dangerous mental and physical reactions that emerge when the demands and necessities of the job are incompatible with the skills and resources of the personnel". Occupational stress, according to this definition, is an ongoing condition caused by situations in the workplace that negatively impact an individual's employment advancement (De-Silva et al., 2017).

Jadeja and Sanghvi (2016) stated, environmental, organisational, and human factors can all contribute to stress. Employees have been known to experience job stress because of organisational variables. Teaching as a career entails a variety of difficult work conditions, which can contribute to excessive stress. Organizational stress encompasses environmental elements or stressors such like workload, role ambiguity, role conflict, and difficult conditions related to work. Moreover, working environment is a primary cause of stress; proponents of this viewpoint say that people who work in specific occupations, regardless of individual variations, are considerably more prone to feel stress. The focus here is on the individual demands of various tasks, which have the potential to drain the physical and psychological resources of individuals in an organisation over time (Murali et al., 2017).

2.1.1. Job satisfaction

Occupational stress is known as a distressing effect regarding psychology and physiology, which are experienced by the people in result of being unable to handle their job place responsibilities. The rates of employees' turn over and level of stress rise in parallel form which results in showing that job stress has significant role to make multiple issues at workplace like, truancy, incompetence, and insufficient health sources. Moreover, job stress also caused due to a negative environment at workplace (Wadesango et al., 2015).

2.1.2. Role conflict

Another factor that influences workplace organisational stress is role uncertainty. Usually, role conflict happens when people are unaware of their duties for which their job demands, including the unawareness regarding fulfilment of their duties and achieving their goals successfully. Hence, role conflict destroys the level of confidence in employees, and create an atmosphere of despair and nervousness. In accordance with Suleman et al. (2018) viewpoints

there are such stress creating indicator such as, workload, role-established variables like absence of power, role uncertainty, and role conflict, create stress among workers or employees. Suleman et al. (2018) added that work overload as well as variables based on role, e.g., lacking power, uncertainty of role or position, and role conflict can be stressful. The workplace's characteristic in social atmosphere, as well as leader behaviours, are linked to stress. Threats to job advancement and achievement, such as the possibility of staying put off, devalued, and uncertain promotion at job are such prospects that are very stressful.

2.1.3. Workload

Suleman et al. (2018) defined workload that issues created by high-level workload and facing stress at workplace is getting increased eventually, as every individual, no matter from which background they are coming, must face the problems created by workload. In today's market, businesses have little choice but to pursue complex goals or objectives that are frequently difficult to reconcile to become more productive, lucrative, or competitive. Globalisation, economic liberalisation, and ICT advancement appeared to "push to shaft" in various directions. Burden must be defined appropriately to operate methodically and efficiently, and when a workload is either too low or too high, it can have a negative impact on an employee's overall performance. Employees are expected to have a wide range of skills, be adaptable, and be accessible when duty demands. Employees appeared to be overwhelmed because of these variables, and they appeared to find it difficult to complete their responsibilities within the time constraints imposed.

Workload refers to the task force or a duty; as it become the reason of psychological stress which results in losing interest in performing job accurately, even to avoid facing failure in such situation they try to ignore them. Ironically, the work distribution in the public sector differs from that in the private sector. Employees in the public sector typically do little more than seek additional benefits; they are not typically overworked, but they have exposed themselves under the guise of workload stress. On the one hand, burden is not always a bad thing; it allows people to gain expertise and raise their productivity more quickly, but on the other hand, tremendous work overload can lead to lower productivity. In creating job stress, workloads and time restrictions were found to be major contributors. Individual performance in the job has been linked to stress. Stress has been linked to a variety of aspects of working life. Workload and problems related to designations like lacking power, role uncertainty, and role conflict are all known as stressful factors.

2.1.4. Work family conflict

Occupational stress has a variety of negative impacts on the emotional, bodily, and behavioural reactions of employees. Job stress is found to be a major problem in organizations' management and leadership. Unsatisfactory performance, family issues, bad social interactions, health challenges, and ineffective organisation are all caused by stress. The effects

of stress vary based on the circumstances and characteristics of the individuals concerned. Stress has a negative impact on employee well-being, with despair, anxiety, tension, and disillusionment as possible outcomes. Stress in the workplace has severe consequences for employees' behaviour, which has a detrimental impact on personal and organisational productivity (Wadesango et al., 2015).

2.1.5. Total working hours

Total working hours are a problem for workers since they not only deprive them of free time, but they can also be harmful to their health. A considerable deal of study has been done to determine the link between long working hours and health, but the results are still inconclusive. As a result, a previous systematic review focused on differences in definitions of long working hours among previous studies as well as the negative health effects of shift work schedules which causes anxiety, depression, and sleep disorders (Bannai et al., 2015). The conflicts among home and job place are quite unpleasant, also the effect of work over family or personal relationships. Physical factors such as excessive loudness, excessive number of people at workplace, or having less privacy also cause stress. Satisfaction and commitment have always been linked to a lower likelihood of leaving and turnover. High amounts of work-related stress linked with minimal job satisfaction including work stressors that are in connection with dissatisfaction of position which leads towards leaving the job probably (Areekkuzhiyil, 2014).

2.1.6. Gender-based differences

Many studies have been done to compare the occupational stress experienced by men and women in various contexts. Research investigations produced a variety of conclusions. In some, it was discovered that gender differences have no bearing on professional stress, while in others, it was discovered that men experience higher levels of occupational stress than women. Yet, several research investigations found that women are more occupationally worried than their male counterparts, leading them to the conclusion that male instructors are more stressed at work than female teachers. In contrast, due to different environmental and organisational circumstances, female employees were shown to be more occupationally stressed than male employees (Suleman et al., 2018)

3. Research methodology

The methodology of the current study dealt with the research approach, research design, population, sampling technique, sample size, research instrumentation, validity and reliability of the instrument, data collection, and data analysis. In the current study the quantitative approach was used which Bryman (2012, p. 35) has defined as, it's a research approach that stresses quantification in the data collection and analysis, that indicates quantitative research is related to amounting of something. According to this research method, its efforts to find answers to questions that start with how many, how much, or to what extent (Rasinger, 2013).

In additional words, the method puts strong emphasis to measure the variables occurred in the social world. Quantitative methods (usually used deductive logic) pursue consistencies in human lives, by separating the social world from experiential components that are called variables, and that can be signified by numeric figures as frequencies or rate, also they have associations with each other and can be explored by using statistical techniques and recovered by researcher introduced stimuli and systematic measurement.

3.1. Research design

The current study has used descriptive research design. One of the main strengths of descriptive quantitative research is that it allows researchers to provide objective and accurate descriptions of the phenomena they are studying. By collecting and analyzing numerical data, researchers can identify patterns, trends, and relationships that may not be immediately apparent through qualitative research methods. Overall, descriptive quantitative research is a useful tool for providing a detailed and objective description of a particular phenomenon or population. It can be used to inform decision-making in a variety of fields, including business, education, healthcare, and social sciences.

3.2. Population

The population contained all the coordinators of post graduate level, of all faculties of National University of Modern University (NUML). There are five faculties working at NUML, whereas there are thirty-five disciplines of these faculties, where 32 coordinators are working at postgraduate level. The data was obtained from official website of NUML.

Table 3.1: Population and sample size of the study

National University of Modern Languages									
6 Faculties									
Engr. & Comp.		Languages		Mgmt. Sciences		Soc. Sciences		Arts & Humanities	
4 Disciplines M. Phil. = 3 Ph.D. = 2		16 Disciplines M. Phil. = 7 Ph.D. = 4		2 Disciplines M. Phil. = 2 Ph.D. = 2		8 Disciplines M. Phil. = 6 Ph.D. = 5		2 Disciplines M. Phil. / Ph.D.= 1	
Academic Coordinators									
M	F	M	F	M	F	M	F	M	F
3	2	5	6	2	2	5	6	1	-

3.5. Sampling Technique

The study has used universal sampling technique. It is used when the total population is less than or equal to 100, this same number may serve as the sample size. As in this study only one university's academic coordinators were taken as population of the study, so all the academic coordinators were taken as sample of the study using universal sampling.

3.6. Sample size

The sample of the study was drawn through universal sampling technique, where public universities of Islamabad city were selected, whereas only NUML was selected as sample of the study, within that sample of 32 coordinators was taken through universal sampling.

3.7. Instrumentation

To attain the research objectives, the researcher has developed an instrument for this study. It was a self-developed questionnaire for academic coordinators of National University of Modern Languages (NUML), to compare the stress level among male and female academic coordinators at post-graduate level in public sector universities. A closed ended questionnaire for the respondents was developed, in which the asked questions were closely related to the objectives of the study. The tool was finalized after experts' suggestions. Moreover, the questionnaire was proceeded through pilot testing to make it more refine.

3.8. Data collection

The data for the present study was collected through a five-point likert scale questionnaire (Closed-ended) for academic coordinators of NUML. The researcher has collected data through personal visits to selected university. According to Glesne's (2011) viewpoint in-depth description, purpose, and triangulation add up to the intricacy and validity of the observation of the researcher. The researcher has collected the data from all selected coordinators of NUML. The researcher has personally visited all the sampled disciplines of the faculties of NUML. The researcher has personally administered the questionnaire to collect data from respondents.

3.9. Data analysis

The data collected by the researcher was analyzed by putting the data into Statistical Package for the Social Sciences (SPSS). The data was collected, scored, tabulated and analyzed by using Percentage Frequency Distribution and Independent samples t-Test methods as tests of statistical significance. The SPSS version 16 software was applied by the researcher to analyze collected data.

3.10. Delimitations of the study

The study was delimited to public universities of Islamabad only. The respondents of the study were selected from National university of modern languages (NUML), Islamabad. The participants were only coordinators of postgraduate level of NUML.

4 Results and findings

Table 4.1: Reliability test calculations

Parameter	Cronbach's Alpha	No of Items
Occupational Stress	0.634	32

The reliability analysis was done to check the internal consistency of sub-variables which were, job satisfaction, role conflict, workload, work family conflict and total working hours. All the variables were found questionable, good, and excellent respectively. In general, the reliability test indicates that the tool of research was reliable to collect data.

Table 4.2(a): Scores of occupational stress regarding job satisfaction among academic coordinators

SN	Items	SA	A	UD	D	SD	Mean
		Percentages					
1.	I take pleasure in doing my job.	53.3	46.7	-	-	-	4.53
2.	My workplace provides all the necessary trainings to perform the job.	6.7	73.3	13.3	6.7	-	3.80
3.	I am satisfied with the opportunities of promotion given by the workplace.	-	80.0	6.7	13.3	-	3.67
4.	My superiors take care of self-respect.	40.0	60.0	-	-	-	4.40

Table 4.2(a) is signifying mean values and percentages of the respondents of the study. Each item of job satisfaction is showing that a maximum number of male and female academic coordinators' responses fall in agreement (80%), it indicates that job satisfaction is an important indicator regarding job stress for both male and female.

Table 4.2(b): Scores of occupational stress regarding role conflict among academic coordinators

SN	Items	SA	A	UD	D	SD	Mean
		Percentages					
1.	I and my colleagues work well together.	33.3	66.7	-	-	-	4.33
2.	Most of my seniors often give contradictory instructions concerning my job.	-	60.0	-	40.0	-	3.20
3.	Most of my ideas are regarded and applied in the department.	33.3	53.3	-	13.3	-	4.07
4.	Because of the ambiguity and uncertainty of my authorities, I am unable to carry out my responsibilities effectively.	6.7	13.3	13.3	60.0	6.7	2.53

Table 4.2(b) is representing mean values and percentages of the respondents of the study. Each item of role conflict is showing that a maximum number of male and female academic coordinators' responses fall in agreement (66.7%), it shows that role conflict is also considered as an important indicator regarding occupational stress for both male and female.

Table 4.2(c): Scores of occupational stress regarding workload among academic coordinators

SN	Items	SA	A	UD	D	SD	Mean
Percentages							
1.	Sometimes it becomes difficult for me to handle multiple tasks.	33.3	40.0	6.7	-	20.0	3.87
2.	Sometimes I get assignments that are boring in nature.	-	86.7	13.3	-	-	3.87
3.	The task I have to complete each week is reasonable.	6.7	73.3	-	20.0	-	3.67
4.	My job demands hard work.	46.7	53.3	-	-	-	4.47
5.	Due to an excessive workload and a lack of time, I am unable to complete assignments to satisfy myself.	20.0	26.7	-	53.3	-	3.93
6.	I have to complete my work quickly, due to the heavy workload.	-	93.3	-	6.7	-	3.87
7.	Due to high workload, I am forced to manage with a limited number of employees and resources.	6.7	86.7	-	6.7	-	3.93
8.	I have a great responsibility for the development and success of the department.	13.3	86.7	-	-	-	4.13

Table 4.2(c) is indicating mean values and percentages of the respondents of the study. Each item of workload is showing that a maximum number of male and female academic coordinators' responses fall in agreement (93.3%), which means workload is a vital indicator regarding job stress for both male and female regarding their performance.

Table 4.2(d): Scores of occupational stress regarding work-family conflict among academic coordinators

SN	Items	SA	A	UD	D	SD	Mean
Percentages							
1.	I can't accompany my family or participate in their activities due to over workload.	46.7	53.3	-	-	-	4.47
2.	I am mostly unable to join family activities due to work overload.	40.0	60.0	-	-	-	4.40
3.	When I get home from work, I'm so emotionally exhausted often that I'm unable to contribute to my family affairs.	40.0	60.0	-	-	-	4.40

Table 4.2(d) is showing mean values and percentages of the respondents of the study. Each item of work-family conflict is showing that a maximum number of male and female academic coordinators' responses fall in agreement (60%), it highlights that work-family conflict has a significant role in occupational stress.

Table 4.2(e): Scores of occupational stress regarding total working hours among academic coordinators

SN	Items	SA	A	UD	D	SD	Mean
		Percentages					
1.	I always get enough time to do job responsibilities.	-	66.7	13.3	20.0	-	3.47

Table 4.2(e) is presenting mean values and percentages of the respondents of the study. Each item of total working hours is showing that a maximum number of male and female academic coordinators' responses fall in agreement (66.7%) which means total working hours is playing an essential role regarding occupational stress for both of them.

Table 4.3(a): Level of occupational stress among female academic coordinators

Sub Scales	Occupational stress	Mean	Remarks
1.	Job satisfaction	16.22	Strongly agree
2.	Role conflict	13.33	Agree
3.	Workload	29.89	Strongly agree
4.	Work family conflict	12.44	Agree
5.	Total working hours	3.56	Agree

Table 4.3(a) represents the means of occupational stress among male academic coordinators. Whereas the mean score of job satisfaction is 16.22, role conflict is 13.33, workload is 29.89, work family conflict 12.44, and total working hours 3.56. Mean of job satisfaction, role conflict and total working hours show average stress, whereas mean of workload shows high stress among male academic coordinators. So, in facing occupational stress the mean value shows average effect.

Table 4.3(b): Level of occupational stress among female academic coordinators

Sub Scales	Occupational stress	Mean	Remarks
1.	Job satisfaction	16.00	Strongly Agree
2.	Role conflict	12.67	Agree
3.	Workload	32.17	Strongly agree
4.	Work family conflict	14.50	Agree
5.	Total working hours	3.33	Agree

Table 4.3(b) signifies the means of occupational stress among female academic coordinators. Whereas the mean score of job satisfaction is 16.00, role conflict is 12.67, workload is 32.17, work family conflict 14.50, and total working hours 3.33. Mean of job satisfaction, role conflict and total working hours show average stress, whereas mean of workload shows high stress

among female academic coordinators. So, in facing occupational stress the mean value shows average effect.

H₀₁: There is no significant difference between occupational stress among male and female academic coordinators at post-graduate level in public sector universities.

Table 4.4(a): Job satisfaction among male and female academic coordinators

Gender	n	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	13	16.22	1.394	0.280	2.160	13	0.784	Accepted
Female	07	16.00	1.673					
Cohen's d				0.143				

* Significant at $p \leq 0.05$

H_{01 a}: There is no significant difference between job satisfaction among male and female academic coordinators at post-graduate level in public sector universities.

Table 4.4(a) specifies 't' value (.280) which is insignificant at level of significance (0.05). Due to which the null hypothesis is accepted by concluding that there is no significant difference between job satisfaction among male and female academic coordinators at post-graduate level in public sector universities. Moreover, the value of Cohen's d = 0.143, shows a very small effect size of t value over job satisfaction.

Table 4.4(b): Role conflict among male and female academic coordinators

Gender	n	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	13	13.33	1.871	0.709	2.160	13	0.491	Accepted
Female	07	12.67	1.633					
Cohen's d				1.195				

* Significant at $p < 0.05$.

H_{01 b}: There is no significant difference between role conflict among male and female academic coordinators at post-graduate level in public sector universities.

Table 4.4(b) designates 't' value (.709) which is insignificant at level of significance level (0.05). Therefore, the null hypothesis stating that there is no significant difference between role conflict among male and female academic coordinators at post-graduate level in public sector universities, is accepted and it is concluded that there is no difference between male and female academic coordinators' role conflict. Furthermore, the value of Cohen's d = 1.195, shows a very small effect size of t value over role conflict.

Table 4.4(c): Workload among male and female academic coordinators

Gender	n	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	13	29.89	2.667	-2.051	2.160	13	0.061	Accepted
Female	07	32.17	0.408					
Cohen's d				1.195				

* Significant at $p < 0.05$.

Ho1 c: There is no significant difference between workload among male and female academic coordinators at post-graduate level in public sector universities.

Table 4.4(c) reveals 't' value (-2.051) which is insignificant at level of significance (0.05). Due to which the null hypothesis is accepted by concluding that there is no significant difference between workload among male and female academic coordinators at post-graduate level in public sector universities. Additionally, the value of Cohen's $d = 1.195$, shows a very small effect size of t value over workload.

Table 4.4(d): Work-family conflict among male and female academic coordinators

Gender	N	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	13	12.44	1.014	-3.546	2.160	13	0.004	Accepted
Female	07	14.50	1.225					
Cohen's d					1.832			

* Significant at $p < 0.05$.

Ho1 d: There is no significant difference between work-family conflict among male and female academic coordinators at post-graduate level in public sector universities.

Table 4.4(d) signifies 't' value (-3.546) which is insignificant at level of significance (0.05). Thus, the null hypothesis is accepted by concluding that there is no significant difference between work-family conflict among male and female academic coordinators at post-graduate level in public sector universities. Also, the value of Cohen's $d = 1.832$, shows a very small effect size of t value over work-family conflict.

Table 4.4(e): Total working hours among male and female academic coordinators

Gender	n	Mean	SD	t-cal	t-crit	Df	P	Decision
Male	13	3.56	0.726	0.492	2.160	13	0.631	Accepted
Female	07	3.33	1.033					
Cohen's d					0.258			

* Significant at $p < 0.05$.

Ho1 e: There is no significant difference between total working hours among male and female academic coordinators at post-graduate level in public sectors universities.

Table 4.4(e) indicates 't' value (.492) which is insignificant at level of significance (0.05). Therefore, the null hypothesis is accepted by concluding that there is no significant difference between total working hours among male and female academic coordinators at post-graduate level in public sector universities. Additionally, the value of Cohen's $d = 0.258$, shows a very small effect size of t value over total working hours.

4.1. Findings

Comparing occupational stress regarding job satisfaction among male and female coordinators,

the majority of academic coordinators agreed (80%) with the effect of job satisfaction over occupational stress. Whereas, to know the level of stress, the mean values of males have also responded in favour of occupational stress, which was revealed maximum at workload (29.89). However, females' response was also positive towards occupational stress' effect and found maximum at workload (32.17). Furthermore, the independent samples t-test (0.280) has not found significance difference regarding job satisfaction among male and female academic coordinators at post graduate level in public sector universities, as they both are agreed with same situations about job satisfaction. Moreover, the effect size (0.143) of t-value was also showed to be very small (Table 4.4a).

In comparing occupational stress regarding role conflict among male and female coordinators, the majority of academic coordinators agreed (66.7%) with the effect of role conflict over occupational stress. Furthermore, the independent samples t-test (0.709) has revealed that there was no significance difference regarding role conflict among male and female academic coordinators at post graduate level in public sector universities, as they both are agreed with similar situations about role conflict. Moreover, the effect size (1.195) of t-value was also revealed to be very small (Table 4.4b)

In comparing occupational stress regarding workload among male and female coordinators, the majority of academic coordinators agreed (93.3%) with the effect of workload over occupational stress. Furthermore, the independent samples t-test (-2.051) has revealed that there was no significance difference regarding workload among male and female academic coordinators at post graduate level in public sector universities, as they both are agreed with similar situations about workload. Moreover, the effect size (1.195) of t-value was also indicated to be very small (Table 4.4c)

In comparing occupational stress regarding work family conflict among male and female coordinators, the majority of academic coordinators agreed (60%) with the effect of work family conflict over occupational stress. Furthermore, the independent samples t-test (-3.546) has revealed that there was no significance difference regarding work family conflict among male and female academic coordinators at post graduate level in public sector universities, as they both are agreed with same situations about work family conflict. Moreover, the effect size (1.832) of t-value was also revealed to be very small (Table 4.4d).

In comparing occupational stress regarding total working hours among male and female coordinators, the majority of academic coordinators agreed (66.7%) with the effect of total working hours over occupational stress. Furthermore, the independent samples t-test (0.492) has revealed that there was no significance difference regarding total working hours among male and female academic coordinators at post graduate level in public sector universities, as they both are agreed with same situations about total working hours. Moreover, the effect size (0.258) of t-value was also showed to be very small (Table 4.4e).

4.2. Discussion

The purpose of the study was to compare the stress level among male and female academic coordinators at post-graduate level in public sector universities. Descriptive design and quantitative research approach was used. A self-developed questionnaire was used to gather data from the respondents and data were collected through personal visits. The response rate was recorded 100% due to personal visits of the researcher. The findings of this study revealed an insignificance difference between level of stress among male and female academic coordinators at post-graduate level in public sector universities. But the percentages of sub indicators related to occupational stress showed that these indicators are effective over job stress. In favor of job satisfaction, the study of Wadesango et al. (2015) has supported by the findings that social and psychological stress is caused by a negative work environment. Moreover, job-related stress can be produced in such circumstances, heavy workload or less workload, pressure of time, time limitations, and physical stress faced at job place. The study of Murali et al. (2017), discussed in favour of role conflict, according to the findings of their study role-established variables like absence of control, role uncertainty, and role conflict, can all found in creating stress to perform tasks.

Murali et al. (2017), findings regarding work overloads defined that workloads and time restrictions are significant contributors to work stress. Meanwhile, Suleman et al. (2018) also stated in favour of workload by specifying that it is a well-understood truth that issues regarding great workload and stress facing at job place is getting increased eventually, as every individual, irrespective from whatever background they come from are seemed to face work overload problem. Wadesango et al. (2015) reported in support of work family conflict by indicating that stress in the workplace has severe consequences for employees' behaviour, which has a detrimental impact on personal and organisational productivity. Unsatisfactory performance, family issues, bad social interactions, health challenges, and ineffective organisation are all caused by stress. Bannai et al. (2015) stated in support of total working hours that are a problem for workers since they not only deprive them of free time, but they can also be harmful to their health. According to Areekkuzhiyil (2014), high levels of work stress are linked to low job satisfaction, and jobs that create stress are related to job dissatisfaction which results in resignation or leaving job place. In reference to gender-based comparison the study of Suleman et al. (2018) has favoured the findings of the study that both male and female academic coordinators were found occupationally stressed with respect to job satisfaction, role conflict, workload, work family conflict, and total working hours. Comparatively, there was no significant difference between the overall occupational stress of male and female academic coordinators.

5. Conclusion

In accordance with the results of the study job satisfaction and workload has shown greatest impact over occupational stress. Therefore, the universities must pay attention towards these

factors by using different approaches, so to make the performance of coordinators good, and reduce the level of stress. In case of other indicators that cause stress, that are, role conflict, work family conflict, and total working hours also need to be focused, as they have also great impact over increasing stress among coordinators. The findings of the study that both male and female academic coordinators were found occupationally stressed with respect to job satisfaction, role conflict, workload, work family conflict, and total working hours. Relatively, there was no significant difference between the overall occupational stress of male and female academic coordinators. To reduce stress regarding role conflict, a description of tasks should be given to employee, therefore they can stick to their duties. The indicator, work-family conflict leads towards organizational and family problems for staff, to find the right solution, the priority should be given by dealing with conflicts of personal life and professional life. Though the present study was unable to find gender-based difference regarding occupational stress but it doesn't mean that these factors do not lie among the academic coordinators. These are the very common and significant indicators which cause stress among both male and female coordinators. As both male and female coordinators were working on same level, with having same circumstances to face, that is also a cause for not finding gender-based difference. But all the indicators cause stress that is found with the results of the study.

6. Recommendations

Based on the findings and conclusion of the study, following recommendations are suggested: Job satisfaction level among coordinators may be improved when they get rewards and chances of promotions as per their performance.

Suitable trainings may be arranged by pointing towards prominent and effective indicators that cause job stress. Through these trainings academic coordinators may get guidance about handling different kind of situations, along with multiple tasks.

Role conflict among coordinators can be reduced by giving them job description so that they can perform their duties in a smooth way without any distraction.

Work-family conflict leads towards organizational and family problems for staff, so priority should be given to deal with conflicts of personal life and professional life equally.

Declaration of conflict of interest

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ORCID iD

Saba Khalil <https://orcid.org/0009-0007-5051-5386>

Wajeeha Aurangzeb <https://orcid.org/0000-0003-0575-8489>

Sumaira Batool <https://orcid.org/0009-0003-4607-7513>

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