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THE IMPACT OF OCCUPATIONAL STRESS ON JOB PERFORMANCE: THE MEDIATING ROLE OF COGNITIVE COPING

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KEYWORDS	ABSTRACT
Occupational Stress, Job Performance, Cognitive Coping	<p>The present study determines the impact of occupational stress on job performance with mediating role of the cognitive coping in connecting occupational stress and job performance. The finite population of the present study comprised colleges' lecturers in the physical education, Khyber Pakhtunkhwa, Pakistan. The scales of the job stress, coping mechanism and job performance were adapted from previous studies and were used for obtaining the desirable information. The statistical tests like correlation, regression and mediation process were used to test hypothesis. Results of study indicated a positive and significant association and impact among independent, dependent and mediator variables ($r = .662$; $.881$ & $p = .000 < .01$). Moreover, results indicated that cognitive coping produced partial mediation in-between job stress and job performance of the lecturer physical education. The physical educationists may ensure the contribution of the cognitive coping strategy in the perspective of enhancement of the occupational performance.</p> <div style="text-align: center;">  </div> <p style="text-align: right; color: red;"><i>2020 Gomal University Journal of Research</i></p>
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INTRODUCTION

Numerous challenges faced by an individual lead to a stress. Stress has become a very common issue that exists in different aspects of human's life especially in the educational arena where the teachers are engaged in some intellectual activities. The teaching as career is a challenging job which therefore requires highly intellectual activity. The Physical Education teachers play their vital role in the educational institutions because they concentrate on drill and exercises of the pupils to provide opportunities to participate in the recreational and the physical activities according to their choice/wills and resolve their problems through different games (Wright & Burton 2008). However, research reveals that stress in teaching leads to job avoidance, while stress in overwork and poor interpersonal relationships lead to job dissatisfaction (Banerjee & Mehta, 2016). The term stress is the general response to internal and external demands of the

human body to sustain life (Hoffman & Woehr 2006). In the scientific area, most of the people became the victim of the stress through variety of ways (Oteer, 2015). Research indicates that rapid technological change, role conflict, role doubt and lack of feedback, are causes of stress and anxiety which affect the occupational performance of the employees (Ahmed & Ramzan., 2013).

Occupational stress may affect the capability and ability of the teachers (Salami, 2011). The research in the field of education identified that factors such as occupational insecurity, and poor relation with a boss and role ambiguity, are causes of stress and anxiety which have bad impact on occupational performance of administrators and teachers (Manabete et al., 2016). Stress occurs when there is an interaction between an individual and the environment. Stress results in discomfort which affects mental and physical condition of the person. Resultantly, job performance is cause stress. Stressors are such situation or circumstances which lead to a state of unbalance within a person (Michie, 2002). Stress causes a lot of worries, tension and deviant behavior in employees. As a result, the productivity provided in employees gets badly affected (Moore, Detert, Treviño, Baker & Mayer, 2012; Parks & Smith, 2018). Job stressors as like unsporting behavior of the teachers, workload and the students' misbehavior affect the teaching process and the teachers fail to achieve their desired results (Asimeng, 2012). The different mechanisms are developed and used to cope with the work stressors among teachers and research reveals that it is much necessary to understand that coping mechanism is part of emotions statutes of the teachers wherein they can easily adjust him/her in existing and new environment.

In this regard, researchers are of the views that hobbies, social resources and reading books are sources to manage the stress and improve their teaching performance (Brackenreed, 2011). In this connection, different coping mechanism are adopted by agriculture teachers such as seeking social support, positive revision, escape avoidance, self-control and painful problem coping for the purpose of eliminating stress and enhance their occupational performance. Research suggests that sharing problem with staff and family members is also the basic coping strategies to minimize stress. In this way, stress can be controlled by recreational activities such as playing cards, watching comedy movie and break in working hour also play a pivotal role in reducing stress (Lawver & Smith, 2014; Waqar, Kumar & Awasthi, 2016). To the best of researcher knowledge, no study has so far been conducted to determine effect of occupational stressors on occupational performance of lecturer physical education mediated by cognitive coping. Consequently, keeping in view the recent trends, the present study has been designed to determine the role of the cognitive coping strategy as mediating variable in connecting occupational stress and job performance among colleges' lecturers in physical education, KP, Pakistan.

Problem Statement

Job stress have created various problems in different institutions and particularly in the area of the teaching of physical education and sports. As indicated by literature that workload is a salient factor which affects job performance. The teachers have to do a lot of tasks such as the writing of relevant papers and books, experimentation, meeting tutorials, while in some cases physical education teachers teach another subject as an additional work. In these contexts, the present study conducted to assess job stress and its effects upon teaching the performance of lecturers working in government colleges of Khyber Pakhtunkhwa; mediating role of coping

mechanism. In the homeland, during the past few decades; terrorism, poverty, unemployment and migration has infinitely and continually affected every individual. In this environment, the researcher considerably select occupational stress and the effect on occupational performance or output of physical education lecturers (classroom teaching, field teaching, conducting sport events and discipline maintenance) from the vicinity perspective, then in an effort to find a solution to these job stress, coping mechanism was also seen purely from regional perspective along with its effects on job performance. This relationship of extracted variables was new as little work was done from these perspectives, as a very few studies were conducted upon the secondary school teachers and students from different approaches as well as from different perspectives.

Objectives of Study

1. To determine the association through correlation among independent, dependent and mediating variables.
2. To examine the impact of the predictors (job stress and cognitive coping) on criterion (Job performance).
3. To determine the role of cognitive coping between job stressors and job performance of lecturer physical education.

LITERATURE REVIEW

Research in the field of organizational behavior has increased its interest among researchers. Researchers have focused on determining the factors affecting job performance in different sectors of the society (Alnaqib, 2012; Dar, Akmal, Naseem & Khan, 2011; Husain, 2013; Setar, Buitendach, & Kanengoni, 2015). Some others researchers have worked on the impact of work-related stress in educational institutions (Ali, Raheem, Nawaz, & Imamuddin, 2014; Kholifat & Almatarneh, 2010; Vazi, Ruitter, Borne, Martin, Dumont & Reddy, 2013). The teachers have tremendous role in developing and advancing any society. Therefore, teachers wish to have conducive working environment where they can enthusiastically perform their assigned duties and responsibilities. Research in this field revealed that teachers cannot fulfill their desired work until and unless they are equipped with congenial and stress-free working environment. It is commonly accepted that various stressors can have an impact on the job performance of teachers.

Occupational Stress

Occupational stress creates problems and complexities in educational institutions especially in field of sports and physical education. Occupational stressors affect effectiveness, productivity, quality of work and personal health which ultimately affect their job performance. Ahmed and Ramzan (2013) highlighted that rapid technological change, role conflict, role doubt and lack of feedback, are the causes of stress and anxiety which affect job performance of employees. Unpleasant working condition, occupational insecurity and the role of an organization are also considered the causes of anxiety and stress which have apathetic effects on proficiencies and capability of working of the teacher (Worrall & Cooper 2007). Pokhrel (2017) argued that job stress perennially has bad impact on PE teachers' performance because long duty hours leads to lacking personal accomplishment, depression, anxiety and emotional exhaustion. Workload of academic staff has direct effect and increase by good performance expectation and increase pressure (Hallinger & Ko, 2015). It was argued by Shen (2009) that environment predecessor

which causes stress negatively/positively that affect JOB performance and satisfaction of the teacher.

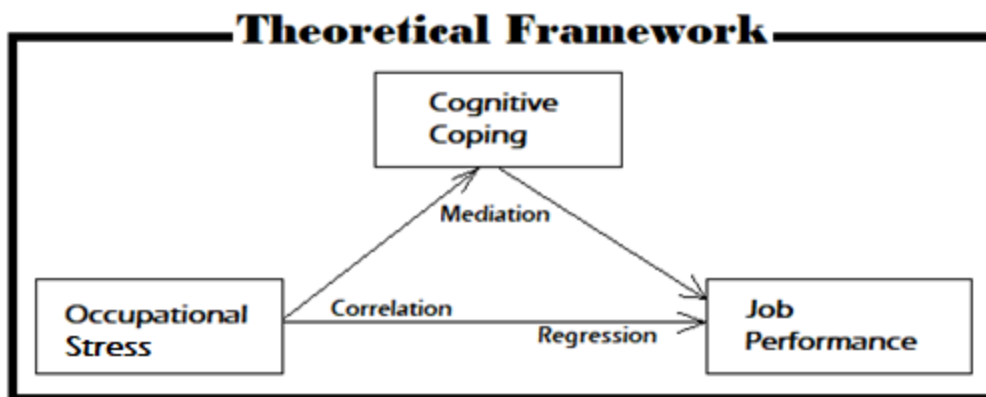
Job Performance

Job performance of teachers plays a pivotal role in accomplishing organizational performance (Wang, Yen & Liu 2015). Teaching is one of the fragile and delicate professions, which requires unique behavior. The teachers need to balance the personality spiritually, psychologically and physically as they are considered to be social, well-educated and emotionally stable people of society (Klassen, & Chiu, 2010). Teaching is one of the most important and valuable professions which serves the community and work for welfare and betterment of the students (Huberman & Miles, 2013). Teaching is the high-profile occupation that needs maximum commitment and effort. In the present scenario, physical education teachers perform a variety of jobs in educational organizations like teaching, execution of various activities, contribution to administrative task arrangement of co-curriculum activities such as coaching and training the students. Jaakkola and Watt (2011) P.E teachers adopted different teaching methods like lecture method, audio-visual aids, trails, errors and demonstration method to improve performance to attain desired goals.

Cognitive Coping

Smith (2012) indicated that most teachers adopt a positive coping mechanism to eliminate stress and to improve their teaching performance. The researcher also argued that there is a variety of coping mechanisms such as social restorative experiences, social supports and action planning which enhance the performance of physical education teachers, maintain their fitness level and lead to overcome stressful situations. Cognitive coping is an individual's capability in managing their activities in such a manner that helps them in attaining their desired goals. In the same line and link Richards (2012) stated that a majority of teachers adopt a personal coping mechanism to focus on the positive aspect of the problem and to neglect the negative to overcome stress. PE teachers have become the victims of occupational stress and anxiety while dealing with students' affairs for the purpose of eliminating stress and anxiety and to cope with the current situation which ultimately aims to enhance their performance (Pokhrel, 2017).

Figure 1 Theoretical Framework



Research Hypothesis

The following hypotheses have been developed based on the theoretical framework (figure 1) and then tested in the data analysis.

- H1: There is a positive and significant association among the independent, dependent and mediating variables.
- H2: The predictors (occupational stress and cognitive coping) have significant impact on the criterion (job performance of lecturer physical education).
- H3: There is a significant role of cognitive coping in connecting occupational stress and job performance.

RESEARCH METHODOLOGY

Research design of any research project determine the blue print or the overall process that researcher select to investigate the project such as population, sample and sample size, method of sample, tools for data collection procedure for data collection (Ader, Mellenbergh & Hand, 2008). Descriptive research design with cross sectional survey approach was adopted for the existing study. The population of this present study comprised of all female and male lecturers in physical education working in the government colleges of KP, Pakistan. The total number of the study participants was 170; females were 73 and males were 97. Quantitative research method was adopted to measure the mediating role of cognitive coping in between job stressors and job performance of lecturers in the physical education at the college level. Williams (2007) argued that quantitative method emphasis on objective measurement and the statistical, mathematical, and the statistical analyses of the collected data attained through the questionnaire and survey approach. In this regard, three self-developed scales (occupational stress, occupational performance and coping mechanism (cognitive coping) was used for data collection.

In initial stage, self-developed questionnaires circulated among the experts in field of social sciences for face and content validity. Some of the items were deleted while some items were added in response of the experts and with the consultation of research supervisor. To measure the reliability of the tool; the researcher conducted a small-scale preliminary study i.e. a pilot study with 25 lecturers' physical education (12 females and 13 male), subsection of the entire population. The Cronbach's alpha reliability of occupational stressor questionnaire appears as .786 for coping mechanism questionnaire .882 of occupational stress and for the occupational performance questionnaire .862. The results from liability analysis show that the instrument has good reliability in terms of the internal consistency. Similarly, different tools are applied to obtained the results from statistical procedure related to the main objectives. Both inferential statistical regression and the process v3.3 Andrew F. Hayes for mediation was used to test the hypothesis.

Table 1 Cronbach's Alpha Reliability Statistics for Scales

S.No	Questionnaire	Items	Cronbach's alpha Reliability
1	Job Stress	17	.786
2	Cognitive Coping	16	.882
3	Job Performance	19	.862
	Total	52	.843

DATA ANALYSIS

This is the main section where the results from the statistical procedures have been presented. The main results obtained through the correlation about the association among the research variables and regression about the cause-&-effect relationship obtained through the regression analysis.

Table 2 Description of Research Variables

Research Variables	Mean	Std. Deviation	N
Job Stress	3.5280	.47070	151
Cognitive Coping	3.5304	.77301	151
Job Performance	3.5340	.68919	151

Table 2 is showing descriptive statistics of research variables before calculate the association. The table indicates that the mean of the job stressors was $3.53 \pm .470$, cognitive coping was $3.53 \pm .773$ and job performance was $3.53 \pm .689$. The total number of the respondents (lecturer physical education) was 151. Thus, total 151 questionnaires were distributed among the study respondents.

H1: There is positive association among independent, dependent and mediating variables

Table 3 Correlation Analysis

Research Variables		Occupational Stress	Cognitive Coping
Occupational Stress	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	151	
Job Performance	Pearson Correlation	-.662**	.881**
	Sig. (2-tailed)	.000	.000
	N	151	151

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

The first hypothesis was about the association among research variables under considerations. The results from correlation shows that highest association was recorded between cognitive coping and job performance ($R = .881$ & $P\text{-value} = .000 < .01$). In the same way, occupational stress ($R = -.662$ & $P\text{-value} = .000 < .01$) is significantly associated with job performance of lecturer physical education respectively. The analysis of correlation shows that the cognitive coping is highly correlated with job performance of lecturer physical education as compared to occupational stress. Henceforward, from the results of correlation, the hypothesis (H1) is thus accepted.

H2: The predictors have significant impact on criterion (Job performance)

Table 4 Regression Analysis (Model Summary)

Model	R	R ²	Adjusted R ²	Std. Error Estimate	F	Sig.
1	.954 ^a	.910	.908	.20953	369.229	.000

Table 4a Regression Analysis Coefficients of Regression

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.019	.131		.145	.000
	Occupational Stress	.190	.049	.062	1.829	.019
	Cognitive Coping	.177	.053	.087	1.454	.018

a. Predictors: (Constant): Occupational Stress & Cognitive Coping

b. Dependent Variable: Job Performance

The table illustrated cause and effect results of hypothesis testing predictability of criterion (job performance) by predictors (Job stressors and cognitive coping. The R square (coefficient of determination) appears as $R^2 = .910$ which indicates that there was 91% variation occur in job performance due to predictors (occupational stress & cognitive coping) supported by the p-values of all predictors. Therefore, H2: The predictors (occupational stress & cognitive coping) have significant impact on the criterion (job performance of lecturer physical Education) is accepted.

H3: There is a significant role of cognitive coping in occupational stress and job performance

First Step in Mediation (a)

Table 5 Model Summary

R	R Square	MSE	F	df1	df2	P
.6556	.4298	.3430	112.3303	1.0000	149.0000	.0000

Table 5a The Coefficient of Regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	-.2682	.3616	-.7418	.4593	-.9827	.4462
Occupational Stress	1.0767	.1016	10.5986	.0000	.8760	1.2774

Independent Variable: Occupational Stress

Dependent Variable: Cognitive Coping

Second & Third Step in Mediation (b & c)

Table 6 The Model Summary

R	R Square	MSE	F	df1	df2	P
.8884	.7893	.1014	277.2417	2.0000	148.0000	.0000

Table 6a The Coefficient of Regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.3030	.1970	1.5385	.1261	-.0862	.6923
Occupational Stress	.2155	.0732	2.9453	.0037	.0709	.3601
Cognitive Coping	.6999	.0445	15.7098	.0000	.6118	.7879

Independent: Occupational Stress & Cognitive Coping

Dependent: Job Performance

Forth Step in Mediation (c)

Table 7 Model Summary

R	R Square	MSE	F	df1	df2	P
.6618	.4380	.2687	116.1224	1.0000	149.000	.0000

Table 7a Coefficient of Regression

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

- Independent Variable: Job stressor
- Dependent Variable: Job Performance

The above tables are produced by process model to test mediating role of the cognitive coping between occupational stress and job performance. Four different steps were performed by the process model (a, b & c, and \hat{c}). The first step of mediation indicates with production of path (a) that there is 43% variation in cognitive coping mechanism mediator is due to occupational stress (predictors). Similarly, it also showed significant and positive impact upon job stress on cognitive coping ($\beta = 1.07$ while $p = .000$). Similarly, the path b & c which was the third step of mediation indicates 79% variation in dependent variable (job performance of lecturer physical education) established by the predictors (job stress & cognitive coping mechanism). In same way, it also shows that there is also statistically significant impact of cognitive coping on job performance of the lecturer physical education ($\beta = 0.699$ while $p = .000$) and occupational stress on the job performance of the lecturer physical education ($\beta = 0.215$ while $p = .000$). The bootstrapping was run to create the 95% confidence intervals for two parameters where lower limit confidence interval denoted as the LLCI and upper limit confidence interval denoted as ULCI.

The path (c) was the fourth step of mediation which indicates that there is 44% variation in the criterion variable (job performance of lecturer PE is due to predictor (occupational stress). In same way, it indicates that there is positive and significance relationship between occupational stress and job performance of lecturers' PE ($\beta = 0.9690$ while $p = .000$). Usually, the decision for four paths about mediation was made by the researcher on significant of p-value to decide about the mediation. But due to the significant of all paths in the current mediation model the researcher used coefficient value for below decision about mediation. It is found that cognitive coping partially mediates relationship between job stressors and job performance of lecturer physical education. As the value of coefficient decreases and relationship remains significant between job stress and job performance of lecturer physical education after entering cognitive coping as a mediator (0.70) hence, it is concluded that second model of mediation is partial mediation.

Table 8 Sobel Test or Normal theory test

Coefficient	Se	Z	P
.3127	0.0857	8.7886	.000

For confirmation of mediation between research variables the Process procedure also provides Sobel test. The focus of this analysis is likely to be on mediation effect (indirect effect) which in

some places can also be computed as difference between c and c' . The Table (4.21) provides the output of Sobel test where effect size is (.3127) which is statistically greater than zero with 0.05 level of confidence. Significant p-value (.000) where ($p < .05$) shows mediating effect found between research variables. Here, p-value is significant and it can be concluded that cognitive coping mediates relationship between the job stress and job performance of lecturer physical education.

DISCUSSION

The present study was conducted to examine effect of occupational stress on job performance of LPE mediated by cognitive coping. Hypotheses were accordingly analyzed and presented in the data analysis. The first hypothesis stated that there is a positive and significant association among the independent, dependent and mediating variables have been confirmed by analyzed data. The respondents were agreed that occupational stress (work load, working environment & existing resources) are contributory factors in the perspective of their job performance and hence the analyzed data revealed positively correlated with the job performance. Same results have been extracted by Amalu (2014) Work overloads and under load are such job-related factors that can generate pessimism in employees resulting in depression, poor performance and lack of motivation. Kumar (2017) Working environment, long working hours, inadequate material/facilities, the non-congenial work atmosphere, resources and the clerical work are the stressors faced by the physical education teachers which negative affect job performance Ahmed and Ramzan (2013) Lack of feedback, role conflict; rapid technological change and role doubt are the sources of stress and have positive relation with the job performance of the bank employees.

Based on the second hypothesis, analysis of the data revealed that the predictors (occupational stress & cognitive coping) have significant impact on criterion (job performance). The current study also supported by the previous find like Kazmi, Amjad and Khan (2008) concluded that job stress has positive and significantly effect on job performance. Similarly, Cho, Kim and Mo (2015) indicated that the nursing performance was significant effect on interpersonal relation, and negative effect on job stress. In same line Suandi, Ismail, and Othman (2014) argued that job stress has negative effect on job performance. The analyzed data indicated that there is a significant role of cognitive coping in occupational stressors and occupational performance. Findings of the study demonstrated that there is significant partial mediating role of cognitive coping in between occupational stress and occupational performance of lecturers (PE) at the college level. Martins, Ramalho, Morin (2010) highlighted linkage between job stress and the emotional intelligence and concluded that emotional intelligence improve job performance and decrease job stress. Similarly, Shahba, Alvani, Zahedi and Memarzadeh (2014) indicated that cognitive coping play significant role in promotion of job satisfaction and remove stress of employees.

CONCLUSION

The results showed that occupational stress likewise the workload, working environment, and existing resources have a positive and significant influence on occupational performance of lecturer physical education. These results have clarified that occupational stress over different parameters like work load, working environment, and existing resources among LPE at their respective colleges were normal and with an acceptable range. The cognitive coping indicated partial mediation in occupational stress and job performance. This finding demonstrated that

the lecturer physical education also tries cognitive coping to deal with the diverse situation and focus on self-thoughts, self-talks, recognizing the goal setting and remain optimistic to manage the pressure of job stressors at college level. This study has several limitations; First, the study sample comprised of Lecturer Physical Education and non-academic were not including in the study, which restricts the generalizability of the findings. Secondly, data was collected within the perspective of selected variables like occupational stressors, job performance and cognitive coping. It is hoped that the future researchers can add other variables such as job satisfaction, job commitment and job control and stability to get determined information and to generalize results.

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