



Mediating Role of Social Support Between Job Stress and Job Performance of Lecturers (Physical Education)

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Abstract

The research study aimed to investigate the role of social support as a mediator between job stress and job performance of lecturer physical education. All male and female 97 and 73 respectively were the target population of the study. For obtaining the desired result the researcher used descriptive research with cross-sectional research design. The research study was carried out through three different types of self-administered close-ended questionnaires. To test the hypothesis inferential statistical test was applied to draw the finding and conclusion and the process v3.3 by Andrew F. Hayes was used for mediation to obtain the desire result. The research study indicated that social support played a partial mediating role between job stressors and job performance of LPEs, as the coefficient value decrease but the connection between job stressors and job performance remain significant after adopting the social support as a mediator (.86). It was suggested that the same study may be conducted at university teachers, use qualitative method with a longitudinal research design to dig out unearthen phenomena.

Key Words: Job Stress, Job Performance, Social Support and Lecturer Physical Education

Introduction

According to Roeser et al. (2004), Job stress is a general problem that is badly affecting the institution in general and teachers in particular. According to Dyson and Renk (2006), job stress is changing the response of an individual to such a situation that creates difficulties in various parts of the occupation. Similarly, Tulenan (2015) is of the view that modest stress can prompt good quality like motivation, improvement in performance and achievement as well, but it continues over a longer period, then psychological problems, badly affecting mind as well as body. Occupational stress is a condition of negative emotion like worry, frustration and anxiety related to work (Kyriacou, 2001). Malik (2011) indicated that occupational stress is a condition of being uneasy and physically uncomfortable. The author further says that such a condition is felt by an individual when he/she face a tense situation or event and field him/her unable to cop them properly (Chaplain, 2001). According to Kayastha and Kayastha (2012), occupational stress is a very common state and often found in every workplace. Occupational stress results in dissatisfaction among employs. It makes them feel extremely tired. Their work performance and interpersonal relationships are badly affected. The workload of academic staff has direct influence and increase by good performance expectation and increase pressure (Hallinger & Ko, 2015). According to Ablanedo-Rosas et al. (2011), organizational environment and occupational stress are connected with the workload which affects the health and performance of college teacher However It has not been confirmed whether the effect is positive and negative the performance of the individual employee can be affected positive or negative when workload exceeds the available sources. The personality type of an individual also matters in this connection, Increase and decrease in workload can also cause low performance (Fried et al., 2008). Alla and Ajibua (2012) stated that the quality and quantity of sports equipment in the majority of secondary schools are poor, and the same is used repeatedly. Equipment could negatively affect the performance of an athlete and he/she might not be able to do well in a sports competition or practical activities in the class. Inappropriate safety

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equipment could limit the performance of an athlete and trainer similarly, to the teachers and students (Feltz & Lirgg, 2001). Marshall and Hardman (2000) reported that in the opinion of experts the quantity and quality in the secondary school in central and Eastern Europe, Asia and Africa were not adequate and had a negative impact on the teaching of physical education. However, according to Amanchukwu and Ololube (2015), the basic facilities and sports equipment are very much necessary for successful human participation; development and promotion, paper maintenance of equipment extend their lifespan. It becomes difficult to provide justification when expensive sports gear is not covered for and go waste poorly repaired tools badly affect the program development. Salanova, Agut and Peiró (2005) performance as a quantity of the quality and quantity of work done at the cast of resources spent. The job performance of the teachers plays a pivotal role in accomplishing organizational performance (Wang, Yen & Liu 2015). Teachers need to balance their personality spiritually, psychologically and physically as they are considered to be social, well-educated and emotionally stable people of the society (Klassen, & Chiu, 2010). Teaching is one is of the most important and valuable profession which serves the community and work for welfare and betterment of the students (Huberman & Miles, 2013).

Literature Review

Demirtas, Ozdevecioglu and Capar (2015) indicated that social support is an important coping strategy and plays a significant role in reducing the stress. Wallace, at el. (2009) found a positive coping strategy which enhances the role-based performance of the employees and eliminates the negative effect of stress. Buch, Dysvik, Kuvaas and Nerstad (2015) highlighted that social support plays their significant role as a coping mechanism in decreasing and increasing the stress and performance respectively of industry employees. Sarson and Sarson (2005) Social support is required both in normal life as well as in the state of pressure and tension. Individuals who do not get proper social support may suffer from various problems in everyday working and social relations. The reduction in social support results in psychological collapse. For Brannon, Dick and Wagner (2001), corporeal stress occurred due to workload, while the support of head and colleague can minimize the negative aspects of workload and social support work as a moderator in stress condition. Roques and Roger (2004) explained the significance of social support as a mediator between stress and stressors in different contexts, particularly in job performance. On the basis of findings it was concluded that social support is one of positive coping source. Erkoc et al. (2018) indicated that social support is a positive mediator between job setting and job-related stress. Ditzen et al. (2008) found that psychological reactions to stress can be reduced by social support. It was indicated by the finding of the previous research study regarding the predictor job stressors, mediating variable social support and criterion job performance. These research studies provided diverse finding regarding the mediating role of social support. Inline and link, some other studies found that social support plays a mediating role between the predictor and criterion. Roques and Roger (2004) explained the significance of social support as a mediator between stress and stressors in different contexts particularly in job performance. On the basis of these findings, it was concluded that social support is one of the coping sources. Pro-active coping that is one of the dimensions of problem-oriented coping recommends that strategies are elaborated in advance to deal with prospective stressors. Folkman and Moskowitz (2004) explored that active coping involves techniques that are aimed to resolve problems. In order to minimize stress and lower its consequences, direct action is required. Rowe (2000) revealed that persons utilizing proactive coping approaches may efficiently deal with the stressors, experience advanced level of personal achievement as well as less mental tiredness. Research reveals that the utilization of active coping mechanisms may help in reducing the depression level and their consequences (Updegraff & Taylor 2000). Social support is a general phenomenon in daily life. Support groups present a suitable environment for the people to share a variety of problems. In such forums people may also get support from people facing similar problems. Such types of groups are very famous in the United States (Davison, Pennebaker, & Dickerson, 2000).

Conceptual Framework



Method and Material

The population refers to all those objects, individuals having same characteristics in nature. The population of the current research study consists of male and female lecturers’ PE at college level 97 and 73 respectively. For obtaining the desired result, the researcher used descriptive research with cross-sectional research design. In this current study, the researcher adopted a quantitative research method to investigate the mediating role of social support between job stressors and job performance of lecturer physical education at the college level KP. The questionnaire was the main/basic instrument followed for the data collection. Questionnaire is a simple way the data collection Burton, (Diana, & Steve, 2009). Three different types of self-administered close-ended questionnaires encompassing all the aspects of the study and validated by the academic staff in the Department of SS & PE of Gomal University, To measure the reliability of the tool; the researcher conducted a small scale preliminary study i.e. a pilot study with 25 lecturers PE (12 female and 13 male), the subsection of the entire population. Face and content validity were done from the expert in the field of SS & PE. Before the data collection, we took a formal approval from SS&PE department for the data collection, after receiving formal approval; the survey began in the second week of February 2019 and collected the required data in five weeks. The entire college principal helped in soliciting the responses from lecturers. It is essential to describe that total of 171 questionnaires were distributed among the respondents, however; 151corrected filled questionnaires were received back and used in data analyses. The collected were then analyzed, tabulated and arranged with the help of Statistical Package for Social Sciences (SPSS) version, 24. To test the hypothesis inferential statistical test was applied to draw the finding and conclusion and the process v3.3 by Andrew F. Hayes was used for mediation. The aim of the researcher regarding the use of these statistical tests was to investigate the hypothesis for obtaining accurate and precise conclusion.

There is significant role of social support (Coping Mechanism) in-between job stressors and job performance

The mediation Model

X= Job Stressor

Y= Job performance

M= social support (coping Mechanism)

The First Step in Mediation (a)

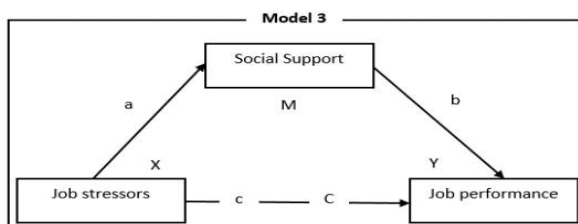


Table 1. The Model Summary

R	R Square	MSE	F	df1	df2	P
.6537	.4273	.2758	111.1559	1.0000	149.000	.0000

Table 1.1a The Coefficient of Regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.1020	.3242	.3146	.7535	-.5387	.7427
Job stressor	.9605	.0911	10.5431	.0000	.7805	1.1405

Independent Variable: Job stressors

Dependent Variable: Social support (Coping mechanism)

The second & Third Step in Mediation (b & c)

Table 1.2. The Model Summary

R	R Square	MSE	F	df1	df2	P
.9333	.8711	.0620	500.1491	2.000	148.000	.0000

Table 1.2a The Coefficient of Regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.0269	.1538	.1751	.8613	-.2771	.3309
Job stressor	.1367	.0571	2.3948	.0179	.0239	.2496
Social support	.8665	.0389	22.3013	.0000	.7897	.9433

Independent Variable: Job stressor and Social support (Coping mechanism)

Dependent Variable: Job Performance

The forth Step in Mediation (c)

Table 1.3. The Model Summary

R	R Square	MSE	F	df1	df2	P
.6618	.4380	.2687	116.1224	1.0000	149.0000	.0000

Table 1.3a. The Coefficient of Regression

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

Independent Variable: Job stressor

Dependent Variable: Job Performance

In the process model (a, b & c, and \hat{C}), the first step of mediation indicates with the production of the path (a) that there is a 43% variation in the social support (coping mechanism) mediator due to the job stressors (predictors). Similarly, it also shows significant and positive (Table No. 1.1) impact of job stressors on social support (coping mechanism) ($\beta = .9605$ while $p = .000$). Similarly, the path b and c which was the third step of mediation (Table No. 1.1a) indicates that there is 87% variation in the dependent variable (job performance of lecturer physical education) is due to the predictors (job stressor and social support (coping mechanism)). The table also shows (Table No. 1.2) that there is also a statistically significant impact of social support (coping mechanism) on job performance of the lecturer physical education ($\beta = 0.866$ while $p = .000$) and job stressor on job performance of the lecturer physical education ($\beta = 0.136$ while $p = .000$) the bootstrapping was run to create the 95% confidence intervals for two parameters where lower limit confidence interval denoted as LLCI and upper limit confidence interval id denoted as ULCI.

The path (c) or the fourth step of mediation (Table No. 1.2a) indicates that there is a nearly 44% variation in the criterion variable (job performance of lecturer physical education is due to predictor (job stressors)). It also indicates (Table No.1.3) that there is a positive and significant relationship between job stressor and job performance of lecturers in physical education ($\beta = 0.9690$ while $p = .000$). The decision to check four paths about mediation was made by the researcher on significance of p-value to decide the role of mediation. But due to the significance of all paths in the current mediation model, the researcher used coefficient value to decide about the mediation. It is found that coping strategy social support, partially mediates the association in-between job performance and job stressors of lecturers (PE). As it was also highlighted that the position of coefficient becomes low but the association remains positive between job stressors and job performance of lecturer physical education after entering social support (coping mechanism) as a mediator (0.87) (Table No 1.3a). Finally, it was found that the model of mediation plays a significant and positive role in this regard.

Discussion

In this particular research study, we focus on the social support which plays a mediating role in-between the criterion and predictor. The previous findings of Pakistan with respect to the said variables and compared these finding to the result of the present study to identify the value of social support as a coping mechanism. Demirtas, Ozdevecioglu and Capar (2015) indicated that social support is an important coping strategy and plays a positive

role in reducing stress. Wallace, et al., (2009) found positive coping strategy which enhances the role-based performance of the employees. Buch, Dysvik, Kuvaas and Nerstad (2015) highlighted that social support play their significant role as a coping mechanism in the promotion of the performance of industry employees. For Sarson and Sarson (2005), Social support is required both in normal life as well as in the state of pressure and tension. Individuals who do not get proper social support may suffer from various problems in everyday working and social relations. The reduction in social support results in psychological collapse. For Brannon, Dick and Wagner (2001), corporeal stress occurred due to workload, while the support of head and colleague can minimize the negative aspects of workload and social support work as a moderator in stress conditions. Roques and Roger (2004) explained the significance of social support as a mediator between stress and stressors in different contexts particularly in job performance. On the basis of findings, it was concluded that social support is one of positive coping source. Erkoç et al., (2018) indicated that social support is positive mediator between job setting and job-related stress. Ditzen et al. (2008) found that psychological reactions to stress can be reduced by social support. It was indicated by findings of the previous research study regarding the predictor job stressors, mediating variable social support and criterion job performance. The post literature identified variety of finding of the mediating role of social support. In line and link, some other studies found that that the said mediating variable plays a mediating role between the predictor and criterion.

Result and Conclusion

The result of the present study indicates that social support plays a partial mediating role between job stressors and job performance of LPEs, as it was indicated that the coefficient value became low while the connection between job stressors and job performance remains significant after adopting the social support as a mediator (.86). Consistent with the previous study, finding of the current study validate that the lecturer in physical education tried social support as a mediation to deal with the diverse situation. Social support plays a very important role in between job stressors and job performance. Since the empirical findings show that support from colleagues in a stressful situation, friends and family members also helped them morally which lead towards self-confidence and courage for better job performance. It was also recorded that the majority of the principals support LPEs socially and financially in stressful conditions. It was also found that different there were job stressors, badly existed in the institutions for lecturer physical education i.e. workload, working environment and existing resources, but LPEs focused to uplift their job performance such classroom teaching, field teaching, conducting sports and maintaining discipline, in this regard, social support plays a significant partial mediating role. The current study results were supporting the role of social support for LPEs performance at college level. The present study might be helpful in assisting the way of social support for the LPEs to avoid and eliminate the stressors and uplift their job performance. Besides, the present study results educational practitioners may get benefits to introduce the module/framework output of the LPEs at college level in adopting relaxation coping.

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