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THE RELATIONSHIP BETWEEN TEACHERS' OCCUPATIONAL STRESS AND LIFE SATISFACTION: THE ROLE OF RESILIENCE

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KEYWORDS	ABSTRACT
Occupational Stress, Employees' Resilience, Life satisfaction, Higher Education	The present study examined the impact of occupational stress on the life-satisfaction with mediating role of resilience in context of higher education institutions. To explore the effect of employees' resilience in connecting the occupational stress and life satisfaction, the data were collected through convenient sampling from higher educational institutions teachers over a structured questionnaire and were analyzed statistically by using different tools as per the nature and requirements of study. The data analysis reveals that life satisfaction is important for the teachers to improve their living standards. The findings of study revealed significant association between predictor, mediation, and criterion variables whereas teachers' resilience shows the mediating effect through full mediation. Therefore, the results are significant and offer new insights to existing database of knowledge as well as brings forth valuable suggestions to policymakers. Additionally, the recommendations of current study offer new research avenues to better understand the issues related to occupational stress and life satisfaction in different contexts.
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INTRODUCTION

The higher Education Institutions (HEIs), being the highest seats of learning and teaching, are not only responsible for shaping learners' attitude and behaviors towards their academic outcomes but are also responsible for the workforces' inspiration toward the achievement of the desired objectives (Khan, Gerald, Islam & Saif, 2023). The students might be able to attain the effectiveness of their academic credentials only when institutions ensure a conducive environment (Singh, Saini, Kumar, Seeram & Mousumi, 2022), while workforces may be able to reach desired objectives efficiently

only when the institutions ensure stress-free environments to their employees in diverse situations (Nawaz & Khan, 2020). The employees are one of significant human assets of institutions and need additional institutional attention in the contemporary competitive market segmentation (Tynjala, Valimaa & Sarja, 2003; Pages & Stampini, 2007). Employees apprehensions about certain issues need to be considered by institutions while striving for realizing the desired objectives (Linilholm & Szelenyi, 2008). In this drive, occupational stress is one of potential phenomenon towards employees' commitment, performance, and life satisfaction in diverse contexts, which of course, include higher education institutions.

The occupational stress is the outcome of various undesirable actions and their consequences that individual experiences at workplace (Nawaz & Khan, 2020). It not only affects working potential and performance of individuals but also affects their job satisfaction and life satisfaction from both personal and professional dimensions (Khurshid, Butt & Malik, 2011). The individuals are always concerned with quality of life and thus confront diverse factors in diverse situations that effect their lives either in direct or an indirect way (Gholami, 2022). The occupational stress is thus is one of the leading issues significantly responsible for life satisfaction of individuals (Ozkan & Mahmut, 2013). Life satisfaction is outcome of pleasing eventualities that concerned individual experiences during their professional tenure (Bano & Malik, 2014). In institutional context, life satisfaction is therefore, vital for both the employees and institutions in attaining their interests and showing the resilience based on the personal norms and professional values (Ukil & Ullah, 2016). Nonetheless, resilience is thus another potential phenomenon that connects life satisfaction and occupational stress in diverse leading environments.

Life satisfaction is the main desire of each and every individual that brings along certain positive consequences such as happiness, comfort, and satisfaction in their lives. The satisfaction, comfort and health are undesirably affected by emotional exhaustion and are mainly caused by occupational stress (Matthews, Zeidner & Roberts, 2017; Nawaz & Khan, 2020). Yang, Xia, Han and Liang (2018) indicates that individuals' resilience is the dynamic factor that acts as the facilitator in the linkages between life satisfaction and occupational stress. The resilience of individuals is their flexibility and readiness to familiarize themselves with the institutional environment in diverse situations (Anita, Tyrone & Khamisa, 2023). Hence, it is resilience that can play an active role when the individuals feel that their lives are disregarded over certain stresses that individuals' experiences at their social surroundings and professional framework (Prayag, Spector, Orchiston & Chowdhury, 2019). In this connection, this study is an effort to examine facilitating (mediating) role of employees' resilience with the occupational stress and life satisfaction in the higher education institutional context in KP province, Pakistan.

Problem Statement

The issue addressed in current study pivots around the dynamic role of resilience in connecting the employees' life satisfaction and occupational stress. The negative relationships of the occupational stress with life satisfaction have been researched widely in the diverse contexts, however, the same seems to have the potential of diverse impact with regards to aforementioned variables. However, limited research is available concerning mediating role of resilience in connecting the occupational

stress and life satisfaction in educational context, particularly with reference to higher educational institutions. Consequently, this study aims to fill this gap through offering significant information to the prevailing database of knowledge about occupational stress, resilience, and life satisfaction in higher education.

Objectives & Hypotheses

✓ To explore association between occupational stress, employees' resilience and life satisfaction in higher education context (H1).
✓ To examine the mediating role of employees' resilience in relationship between occupational stress and life satisfaction (H2).

LITERATURE REVIEW

In the educational context, certain dynamic factors are responsible for the inspiration of employees thereby reshaping their behaviors. The inspired employees are not only important for institutions in attaining the desired standards but this inspiration is also vital for the employees about their life satisfaction (Tynjälä, Välimaa & Sarja, 2003). On other hand, this inspiration is likely to be boosted by some factors that influence the employees' behavior as well as performance in declining trends among which occupational stress is the foremost (Linilholm & Szelenyi, 2008). Occupational stress is widely researched as a significant phenomenon that affects the file satisfaction of the employees (Nawaz & Khan, 2020). In this situation, it is the employees' resilience which inspires the concerned employees to show flexible behavior and maintain the balance between stress and life satisfaction (Abolghasemia & Taklavi, 2010). Ozkan and Ozdevecioğlu (2013) demonstrated that occupational stress has undesirable effect upon life-satisfaction of the employees. However, resilience has been explored to encourage concerned employees to cater to the situation through flexible behaviors in the concerned institutions.

The employee resilience is the key to various employees and institutional outcomes as it enables the concerned employees to show their abilities to quickly recover from the hardcore and difficult work situations. Moreover, resilience is helpful for employees in accommodating stressful and uncertain situations (Shi, Wang, Bian & Wang, 2015). Resilience also helps in declining stress at workplace and paves the way towards life satisfaction (Yang, Xia, Han & Liang, 2018). The existing literature reveals positive and significant relationship between employee resilience and life satisfaction as it helps in easing the workforces' lives at workplaces by offering innovative techniques to cater to the situation (Prayag et al., 2019). Resilience is the employees' psychological ability to meet uncertain situation by gripping the environment as per desired standards (Annarelli, Battistella & Nonino, 2020). Hence, previous research exhibits enough evidence about the diverse nature of relationships between occupational stress and employees' resilience, employees' resilience and life satisfaction, and the life satisfaction and occupational stress which is the foremost and leading theme of the current study.

Occupational Stress

The occupational stress denotes individuals' apprehension and anxieties developed from emotional exhaustion fatigue and workload at workplace. The emotionally exhausted employees are likely to

have minimal devotion toward the assigned tasks and responsibilities leading to overwhelmingly declining trends in performance level at workplaces (Miller, Buckholdt & Shaw, 2008). When the environment is not favorable, the tasks are complex, resources are unsuitable, working affiliation is not responsive, and recognition is missed, then in such situation, concerned employees are likely to get physically tired and emotionally exhausted, that in turn lead to occupational stress (Khurshid, Butt & Malik, 2011). Occupational stress hence, leads to job dissatisfaction and paves the way for life dissatisfaction (Shi et al., 2015). The situation may be controlled to some extent when concerned employees and institutions show flexible behavior and intelligence to cater to the situation thereby providing opportunity for professional development through certain well-concerted efforts (Ishaq, Shabbir & Khan, 2020). Consequently, occupational stress not only affects the life satisfaction of employees but also have a strong influence on institutional credibility, performance, development and ultimate success.

Employees Resilience

The resilience is an important concept that denotes the ability to succeed in adverse circumstances (Wagnild & Young, 1993). Resilience has been characterized as individuals' ability to understand and interpret adverse experiences, endeavors toward particular tasks, tolerate negative effects, and generate optimism in stressful situations with tranquil behavior (Bonanno, 2004). For Denhart and Denhart (2010), resilience describes the mechanism for coping stressful situations to maintain the equilibrium amid employees' emotional conditions and demanding circumstances of organizations. In this regard, resilience varies from repossession that does not denote individuals' capabilities to "bounce back" when experiences negative situations, rather it stands for individuals' capabilities to preserve stable psychological state even with changing circumstances (Shi et al., 2015). The bottom line is that resilience is measured as the development (psychological and professional) wherein an individual recoils and nurtures in the encouraging track from stressful events toward these kinds of situations (Prayag et al., 2019). The resilience is consequently considered to act as a facilitator in the stressful environment, satisfaction performance of the employees in different contexts including the education sector.

Life Satisfaction

Life satisfaction is the consequence of individuals' positive behavior. It is amalgamation of various dynamic leading issues (personal & occupational) that are responsible for affecting individuals' lives (Kinman & Jones, 2008). The consequences that positively affect individuals' lives are wellbeing, good professional status, positive feelings, satisfaction from the professional affiliations, abilities to cope with the uncertain situations, and positive experiences at both the professional and personal magnitudes (Abolghasemia & Taklavi, 2010). Conversely, consequences that negatively affect life satisfaction are unfavorable environment, undesirable professional status, non-recognition, working load, poor professional affiliations, and stress at the workplace (Shi et al., 2015). In this regard, stress is the most vibrant issue that affects individuals' life satisfaction of at the workplace that leads to emotional exhaustion and overwhelm occupational stress (Ishaq, Shabbir & Khan, 2020). Thus, one of the leading and widely researched issues in connection to life satisfaction is occupational stress that affects not only the emotional balance but also the working potential of the individuals in the particular context.

Occupational Stress, Resilience & Life Satisfaction

The occupational stress, resilience, and life satisfaction are interconnected aspects of an individual's well-being, particularly in the context of work environments. Occupational stress is the main factor in bringing negative changes in the behavior of employees while life satisfaction is the basic desire of each and every employee which can be maintained through better care and resilience (Bonanno, 2004). Therefore, occupational stress brings along the negative consequences in individuals' lives that influence employees' desires for life satisfaction (Abolghasemia & Taklavi, 2010). Resilience has positive relationship with life satisfaction while occupational stress has negatives consequences towards life satisfaction. The employees who are more concerned about their professional affiliation are expected to cater to undesirable situations through the effective resilience (Shi et al., 2015). The resilience helps in nurturing employees' behavior to stand firm and to meet undesirable situations to attain the desired standards. The occupational stress can be managed effectively over the active resilience leading to a higher level of job satisfaction overwhelmed at life satisfaction (Yang et al., 2018). Thus, a diverse type of relationships exists between occupational stress, employees' resilience, and life satisfaction.

Figure 1 Theoretical Framework
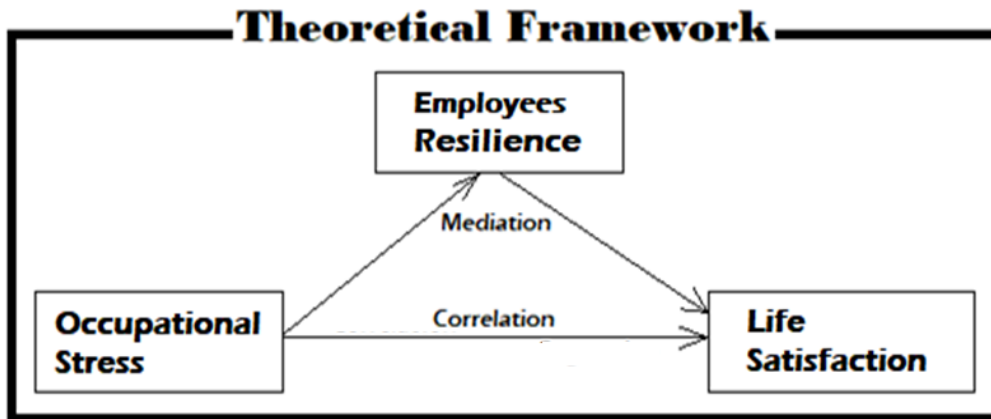
RESEARCH METHODOLOGY

The procedures and methods supported by the required tools and techniques necessary to conduct the study have been presented in this section. The application of these tools and techniques as per the nature of study are vital for conducting the research study systematically and to achieve the desired objectives.

Philosophy & Approach

The study is based upon the positivist approach as it aims to explore the existing realities in a native environment by collecting data, analyzing data and to produce new knowledge about relationships amid research variables in particular context (Saunders, Lewis & Thornhill, 2009). Likewise, survey approach is used to access the sample from population. A survey is believed as the most effective approach as it helps to gain a comprehensive range of information through the reliable data on the

attitudes and opinions of the respondents (Creswell & Clark, 2011) about the phenomenon under the considerations.

Population & Sample

The population is the collection of entire elements selected for the study to collect and analyze their views about certain issues (Boyd, Westfall & Stasch, 1977:302-303). The population of the study includes faculty members (764) working in the southern region higher institutions of KP, Pakistan. Thus, a sample of 262 was selected over statistical formula (Yamani, 1967). Among 262 distributed questionnaires, 244 were recollected with 93% response rate, and used for data analysis to chase hypotheses of study.

Table 1 Sampling Formula (Yamani, 1967)

E	N	Sample Size
0.05	764	262.542
Formula used $n = N/1 + Ne2$	$n = 764 / (1+764(0.0025))$ $n = 262.542$	Distributed = 262 Recollected = 244

Methods & Procedures

The secondary (existing) data and primary (first-hand) data have been used to conduct study which is the important element of systematic study (Blumberg, Cooper & Schindler, 2008). The secondary data were collected from existing online databases by analyzing through process of argumentation. Primary data were collected over a structured questionnaire and were analyzed by using different statistical tools and techniques to find out the answers to research hypotheses as developed from theoretical framework.

Questionnaire Design & Measurement

The design of questionnaire is a complex multistage process that required more care. In this regard, researchers adhered to using an adapted version of questionnaires by ensuring some modifications in the existing questionnaire as per the context and requirements of the study. In this connection, the questionnaires were adapted from previous studies and used for the data collection. Occupational stress was thus assessed through Cohen Kamarck and Mermelstein (1983); resilience was assessed over scale (Wagnild & Young, 1993); and life-satisfaction was assessed over scale used by Diener et al. (1985). Therefore, 7-point Likert scale was used to measure research variables and record the respondents' responses.

Validity & Reliability

Validity and reliability are important concepts that are used to assess quality of instrumentation. The validity represents the precision of the measure(s) whereas reliability designates the consistent dependability of measure(s) that indicates how well the techniques and methods are offered to test the measures (Hair, Black & Anderson, 2010). Validity was examined through KMO and Bartlett's tests while reliability was examined through Cronbach Alpha. These tests have provided sufficient evidence/information in deciding the "validity and reliability of the measures" in the instrument for current study.

Table 2 Validity Statistics on Occupational Stress

KMO and Bartlett's Test			Matrix	
			Score	Items
"Measure of Sampling Adequacy (Kaiser-Meyer-Olkin)"		.756	.595	OCP1
"Bartlett's Test of Sphericity"	Approx. Chi-Square	458.634	.555	OCP2
	df	15	~~.349~~	~~OCP3~~
	Sig.	.000	.461	OCP4
			.586	OCP5
			~~.358~~	~~OCP6~~
Required		Computed	.581	OCP7
= KMO test	or > .7	.712	.611	OCP8
= Bartlett's test	or < .05	.000	.734	OCP9
= Factor Loadings	or > .4		~~.248~~	~~OCP10~~

Table 3 Validity Statistics on Life Satisfaction

KMO and Bartlett's Test			Matrix	
			Score	Items
"Kaiser-Meyer-Olkin (Measure of Sampling Adequacy)"		.798	.436	LST1
Bartlett's Test of Sphericity	Approx. Chi-Square	551.759	.452	LST2
	df	18	~~.325~~	~~LST3~~
	Sig.	.000	.649	LST4
			.642	LST5
			.580	LST6
Required		Computed	.702	LST7
KMO test	= or > .7	.884	.572	LST8
Bartlett's test	= or < .05	.000	~~.321~~	~~LST9~~
Factor Loadings	= or > .4		.597	LST10

Table 4 Validity Statistics on Employees' Resilience

KMO and Bartlett's Test			Matrix	
			Score	Items
"Measure of Sampling Adequacy (Kaiser-Meyer-Olkin)"		.874	.635	ERS1
"Bartlett's Test of Sphericity"	Approx. Chi-Square	679.524	.471	ERS2
	df	23	.581	ERS3
	Sig.	.000	~~.126~~	~~ERS4~~
			.477	ERS5
			.582	ERS6
Required		Computed	.631	ERS7
KMO test	= or > .7	.747	.473	ERS8
Bartlett's test	= or < .05	.000	~~.376~~	~~ERS9~~
Factor Loadings	= or > .4		.549	ERS10

Table 5 Reliability Statistics

SN	Research Variables	Items	Cronbach Alpha
1	Occupational Stress	10 (07)	.826
2	Life Satisfaction	10 (08)	.727
3	Employees' Resilience	10 (08)	.872
4	Questionnaire	30 (23)	.879

The validity and reliability offered the significant information in deciding about the accuracy and consistency of the measures. The KMO and Bartlett tests provide suitable information to decide the sample adequacy which is above threshold value (= or > .7), likewise the occupational stress (.756), life satisfaction (.798), and the employees' resilience (.874). Similarly, the correlation matrix for all the variables shows significance for all the measures (.000). However, items with factor loading (.4) have been retained in measure while the factor loading below (.4) were excluded from the measure. Similarly, Cronbach Alpha about reliability (consistency) shows that all variables have acceptable values above the threshold value (.6) likewise, occupational stress (.826), life satisfaction (.727), and employees' resilience (.872) while the complete questionnaire (.879). Consequently, the validity and reliability statistics provide enough data in deciding the accuracy and consistency of the measures used in study.

DATA ANALYSIS & DISCUSSIONS

Analysis of the collected data is a significant part of the research wherein the researchers have to present the main findings obtained through diverse statistical tools comprising the descriptive and inferential procedures about relationships amid research variables. The descriptive (describing the variables) and inferential (testing of hypothesis) have been presented in this section to reach desired conclusion systematically.

Table 6 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Occupational Stress	244	2.00	6.60	2.9648	.74618
Employees Resilience	244	3.10	5.10	4.3336	.49659
Life Satisfaction	244	3.27	6.91	5.9322	.60959
Valid N (listwise)	244				

The descriptive statistics provide the information to describe the research variables in terms of N (sample-size), response rate (maximum & minimum) supported by "mean and standard deviation" about the research variables under considerations (occupational stress, employees' resilience, and life satisfaction.

Table 7 Correlation Analysis (H1)

		Occupational Stress	Employees Resilience
Employees Resilience	Pearson Correlation	-.247	
	Sig. (2-tailed)	.000	
	N	244	
Life Satisfaction	Pearson Correlation	-.481**	.392**
	Sig. (2-tailed)	.000	.000
	N	244	244

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

Correlation analysis offered significant information concerning hypothesis # 1 about relationships between occupational stress, employees' resilience, and life satisfaction. Correlation "results show that occupational stress has the significant but negative" association with life satisfaction (R= -.481

and P-value = .000). The occupational stress has thus significant and negative correlation with the employees' resilience (R= -.247 & P-value =.000) while life satisfaction has positive & significant correlation (association) with the employees' resilience (R=.392 & P-value =.000). Thus, the results provided significant information about the diverse nature of relationships among life satisfaction, occupational stress, and employees' resilience. The study results have been supported through the results of the existing research studies (Abolghasemia & Taklavi, 2010; Shi, Wang, Bian & Wang, 2015; Yang, Xia, Han & Liang, 2018; Ishaq, Shabbir & Khan, 2020). Consequently, the results have been validated through previous studies which are comparable to some extent with results of the present study.

Table 8 Regression Analysis (Model Summary) (H2) (Path a)

Model	R	R2	Adjusted R2	SEE	F	Sig.
1	.427a	.149	.144	.49760	.322	.000b

Table 8a Regression Analysis (Coefficient of Regression) (Path a)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.347	.131		33.245	.000
	Occupational Stress	-.215	.043	-.197	-6.109	.027

Predictors: Occupational Stress, Dependent: Employees Resilience

Table 9 Regression Analysis (Model Summary) (H2) (path b, c & ĉ)

Model	R	R2	Adjusted R2	SEE	Change Statistics				
					R2 Change	F Change	df1	df2	Sig. F Change
1	.481a	.231	.228	.5356	.231	72.678	1	242	.000
2	.618b	.382	.377	.4811	.151	58.913	1	241	.000

Table 9a Regression Analysis (Coefficient of Regression) (path b, c & ĉ)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.096	.141		50.407	.000
	Occupational Stress	-.393	.046	-.481	-8.525	.000
2	(Constant)	5.022	.298		16.831	.000
	Occupational Stress	-.190	.041	-.148	-1.937	.068
	Employees Resilience	.477	.062	.389	7.675	.000

Predictors: Occupational Stress, Employees Resilience, Dependent: Life Satisfaction

Hypothesis # 2 examined the mediating role of employees' resilience in connecting life satisfaction and occupational stress. The regression offered four paths regarding the mediation process. Path (a) (tables 8 & 8a) provides the statistical information about the impact of predicting variable on the mediator by showing 15% variance with significant but negative impact (β = -.215 while p- .027). Similarly, paths (b, c & ĉ) (tables 9 & 9a) provide significant information over two different models.

Model # 1 offered the direct relationship wherein 23% variance is evident in the life satisfaction due to occupational stress (β = -.393 while p- .000) while the second model offered 38% variance in the life satisfaction due to the occupational stress and employees' resilience (β = -.190 while p- .068 and β = .477 while p- .000) respectively. As the β in direct model (-.393) has been reduced to (-.190) and p-values have been changed from (.000) in the direct relationship to (.068) confirmed the full mediation. It is, therefore, concluded that employees' resilience shows the role of strong mediator in the linking life satisfaction and occupational stress and thus hypothesis # 2 is accepted. The results of study are supported over existing studies (Bano & Malik, 2014; Shi, Wang, Bian & Wang, 2015; Yang, Xia, Han & Liang, 2018; Ishaq, Shabbir & Khan, 2020). Consequently, results have been successfully validated through previous studies results as conducted by researchers in diverse contexts.

CONCLUSION

The higher education has been considered as the most effective sphere for shaping the behavior of the individuals. Institutions are likely to be able to perform this critical role successfully only when the teachers/faculties feel satisfied with their work and the working environment. This satisfaction from professional affiliation leads towards higher level of life satisfaction. Life-satisfaction is likely to be influenced by various dynamic factors in which occupational stress is more critical and can be controlled through various factors such as employees' resilience. This study statistically confirmed significant and negative association and impact between occupational stress and life satisfaction (R= -.481 & P-value = .000) and (β = -.393 while P-values = .000) respectively. Likewise, diverse relationships have been evident amid occupational stress and employees' resilience and employees' resilience and life satisfaction. The study results revealed that employees' resilience fully mediated (change in β-value from -.393 to -.190) and (change in P-value .000 to .068), relationship between occupational stress which has been successfully validated through existing studies results. Thus, it is decided that faculties higher level of resilience acts as facilitator in connection amid occupational stress and life satisfaction. As extracted from results and conclusion of study, some recommendations have been offered.

Recommendations

✓ Occupational stress is the main cause for lower commitment and decreased performance level thus disrupts the life satisfaction. The institutions are required to provide a conducive environment to employees wherein they may perform their tasks & assigned responsibilities wholeheartedly.

✓ Life satisfaction is important for the employees to perform their duties more efficiently and vital for institutions to attain their objectives more effectively. Therefore, the institutions are required to offer proper direction and motivation to cater to the undesirable situation pleasingly.

✓ The resilience is a vital phenomenon that induces the moral strength and flexibility in the employees' behavior. Consequently, the institutions are required to provide proper training concerning the resilience that may help in increasing their passion to perform efficiently and effectively.

   ✓ The future researchers are required to conduct their studies on similar issues in a different context by comparing the results. In future studies, some mediators may also be added to explore the intervening role of different factors in connecting the occupational stress and life satisfaction.

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