

## DO DIFFERENT STRESSORS AFFECT WORKING EFFICIENCY OF PUBLIC UNIVERSITY PERSONNEL DIFFERENTLY?

Haque U.A., Basuki, Aston J., Widyanti R.\*

**Abstract:** This comparative study examines varying types of stress affecting university personnel's working efficiency in Pakistan and the UK. Total 320 employees (160 from each economy) working in teaching and non-teaching (administrative) positions participated. A five-point Likert scale based online survey questionnaire was circulated through 'gatekeepers' via purposive, referral, networking and connections, while PLS-SEM is used for data analysis. Findings revealed that eustress significantly and positively affects working efficiency, while distress and hyper- and hypo-stress significantly and negatively affect university personnel's working efficiency. Additionally, experienced and aged personnel have higher 'eustress', while young employees exhibit higher 'distress' due to lower emotional and moral support at the workplace. The UK university personnel are more vulnerable to stress than Pakistani university staff. Experienced employees frequently use social support to deal with hyper-stress.

**Keywords:** Eustress, Distress, Hyper-Stress, Hypo-Stress, University Personnel, working Efficiency

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### Introduction

Stress is frequently observed in organisational settings (Haque and Aston, 2016). It is defined as "disturbance of body's natural equilibrium (Stranks, 2005). Organisational stress is a common response to the attack that reduces organisational productivity and efficiency (Schabracq and Cooper, 2000; Kumasey et al., 2014; Haque, Aston and Kozlovski, 2018). In the era of "survival of the fittest", it becomes essential to understand the types of stressors and their impact on the working efficiency of the employees because employees are the most significant intangible asset of the organisation (Widyanti et al., 2020). It is also evident that stress works differently for different individuals as it is constructive to some while destructive to others (Haque, Aston and Kozlovski, 2016). The impact of distinctive stressors on university personnel in contrasting economies is still

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\* **Adnan ul Haque** Prof. Ph.D. Business and Management Yorkville University, Canada  
**Rahmi Widyanti** Dr. M.Si, **Basuki** Dr. M.Si, Master of Management Program, Universitas Islam Kalimantan MAB, Banjarmasin Indonesia **John Aston** Prof. Ph.D. University of Brunel, UK

✉ corresponding author: ahaque@yorkvilleu.ca

✉ basuki@uniska-bjm.ac.id; John.Aston@brunel.ac.uk; Rahmi\_widyanti @uniska-bjm.ac.id

under research. Hence, there is a need to explore, primarily focusing on the young versus experienced employees to know the stress-coping strategies of professionals.

The organisational researchers and professionals have shown keen interest in exploring the relationship between stress and working efficiency because stress significantly affects the working efficiency and attitude of employees (Kumasey et al., 2014; Haque and Aston, 2016). Largely, stress is treated as an obstacle to the swift flow of operations (Marks and Smith, 2011). There is no conclusive evidence about the focal point or elastic limit that when good stress becomes the bad or vice versa. Haque et al. (2018) extended the work of Stranks (2005) by considering personal, organisational and environmental factors in the light of interactional and transactional theories of stress to investigate the various causes and consequences of stress for contrasting gender. However, types of stress affecting the working efficiency of the professionals are still under research. There is a need to explore the relationship from a comparative lens to have a broader generalizability rather than region specificity.

Eustress (good stress) works as a creative and motivational force for employees to achieve organisational goals (Zehra and Faizan, 2017). On the other hand, distress is regarded as traumatic stress, which is destructive by nature and could likely have a negative physical and psychological impact (Singh, 2014). Hence, eustress is largely found to impact the overall performance positively. In contrast, distress has negative consequences on the overall performance and health of the individuals. Hernandez-Gonzalez et al. (2015) stated that “the level of corticosterone under stress increases, which activates the glutamatergic transmission within the prefrontal cortex. It facilitates the working memory and decreases the level of testosterone that employs negative impact of sexual motivation”. In other words, a chemical reaction within the body is due to the stress that disturbs body’s natural equilibrium, and thus, the negative physiological symptoms appear.

The negative consequences of stress include physiological and psychological symptoms for contrasting gender, such as males exhibit higher physiological while females demonstrate psychological effect (Sackey and Sanda, 2011; Haque et al. 2018). There is also evidence of reduced organisational commitment due to higher stress levels (Cicie, 2012; Kumasey et al., 2014; Haque and Aston, 2016; Haque et al., 2016). Interestingly, Simons and Nelson (2007) argued that stress often emerges due to no or lack of experience regarding dealing with human resource procedures and, as a result, ineffective and inefficient functional role of employees. In other words, stress affects the working efficiency, performance and functionality of the workers. However, still, there is limited evidence regarding the variation within the types of stress, namely, eustress, distress, hyper-stress and hypo-stress among workers towards work at the workplace.

The present study is significant in providing the evidence from the UK and Pakistan education sector by offering a broader generalization. It delimits the

earlier region-specific knowledge while offers a more holistic view regarding research variables. Furthermore, there are similarities among the education sector of contrasting economies, such as employee vulnerability is higher in the education sector of both economies (Subiyakto et al., 2020; Rajiani & Ismail, 2019; Ramzan, 2015). Thus, this research aims to “investigate the working efficiency of the public university personnel under different types of stress in the UK and Pakistan”.

### **Literature Review**

The plethora of research confirmed that employees are vulnerable to stress at the workplace (Sackey and Sanda, 2011; Cicie, 2012; Kumasey et al., 2014; Haque and Aston, 2016; Haque et al., 2016; Zehra and Faizan, 2017; Haque et al., 2018). Nevertheless, within the organisational setting, there is limited evidence from a comparative lens regarding the types of stress. Tourigny et al. (2019) argued that understaffing, shift work rotation and stressful work are the contextual factors increasing stress at the workplace. Kundaragi and Kadakol (2015) have attempted to explain the types of stressors at the workplace along with the consequences; however, the study only offers the general outline rather than specifically exploring the types of stressors affecting the working efficiency of the professionals in a specific type of industry. Interestingly, the work of Sackey and Sanda (2011) found the variation in perception and reception of the social support at the workplace among the opposite gender at managerial and non-managerial positions to overcome stress. Although the study hinted towards higher depression and anxiety and use of personal resources to cope up with organisational stressors, it falls short to assess the working efficiency under specific types of stress, such as eustress, distress, and hyper and hypo-stress.

Similarly, Haque et al. (2018) attempted to use comparative analysis for assessing the stress and commitment of employees. However, it also focused more on the specific gender, management level and economies while did not convey the types of stressors concerning working efficiency. Interestingly, there are mixed results regarding social support enabling professionals in dealing with stress. For instance, Kets de Vries Guillen and Korotov (2009) found males using effective social support, while Haque and Aston opposed it by confirming females using it constructively than their counterparts. Even the types of support, such as moral and emotional support, differ in terms of gender, management level and economies (Sackey and Sanda, 2011; Haque and Aston, 2016; Haque et al., 2016; Haque et al., 2018). It is not clear whether the type of support differs or not under a specific type of stress.

#### ***Eustress***

In the organisational context, eustress is a type of positive stress that enables the workers to do well at the workplace (Stranks, 2005). “This type of stress has a positive linkage with employees’ working efficiency” (Lazarus, 1995; Simons and

Nelson, 2007; Kunderagi and Kadakol, 2015). The working efficiency of employees enhances due to it as it stimulates them to demonstrate their best at work, which makes an overall positive impact on the performance of the individuals and the organisation (Kunderagi and Kadakol, 2015). Nevertheless, there is no certainty regarding the change of good stress becoming bad stress (distress). Kupriyanov and Zhdanov (2014) stated that despite stressful events, positive and healthy results are exhibited by the individual. It is a positive cognitive response by people after facing a stressful situation (Fairbrother and Warn, 2003). Interestingly, Simmons and Nelson (2007) argued that different individuals' attributes, perceptions and personality are differently affected by stressful situations. In other words, not all individuals respond similarly when experiencing stress. Thus, it indicates that what could be good stress for one might be bad stress for others, or perhaps what could be lesser stress to one might be unbearable to others.

Bakker and Schaufeli (2008) found that there is a positive linkage between employees' eustress and customer satisfaction. Eustress enhances the employees' engagement and commitment, which further exceeds their working efficiency due to the positive impact of reduced workload (Divya and Kushwah, 2011). Husling (2017) argued that to a more significant extent, the formation of eustress among professionals depends on the individual ability to cope up with a stressful event and their personalities, respectively. Enthusiasm, creativity and physical activity enhance due to eustress, which escalates the motivation of employees to perform better. For instance, Brannon and Feist (1992) stated that before the actual start of the competition, a gymnastic highly experiences eustress. Nevertheless, the professionals working in education sectors are different as the trends and dynamics of the education industry are different, and there are no reports to confirm the relationship between variables. There is still no conclusive evidence regarding the working efficiency of the professionals under eustress in contrasting economies' education sector, which is dynamic in nature. It is still unknown if the eustress affects the working efficiency of teaching or non-teaching (administrative) staff similarly or not in distinctive economies.

### ***Distress***

Distress is bad stress, which has a negative and adverse effect on the working efficiency and performance of employees in an organisational setting (Haque and Aston, 2016; Kunderagi and Kadakol, 2015). The organisational effectiveness is negatively affected by the reduction in employees' working efficiency. The prolonged distress due to ceaseless worry at the workplace eventually forms chronic stress (The Health Centre, 2006; Kunderagi and Kadakol, 2015; Batty et al., 2017). Chronic and acute stress is the resultant of distress (Stranks, 2005). "Constant alteration and readjustments in routine results in distress creates feeling of unfamiliarity and discomfort. Acute distress arrives and disappears quickly,

whereas, chronic distress may remain for weeks, months, or even years” (Zehra and Faizan, 2017).

Tan and Lau (2012) explained distress from a psychological lens and found it to be evident in each sphere of working people’s life. It affects the physical and emotional well-being of employees leading to cause distrust, unhappiness, conflict with others and lack of respect for others (Chawla, 2017). The study of Divya and Kushwah (2011) found that rapid change in lifestyle and industrialization is the reason for higher psychological distress among working professionals. Nevertheless, various levels of distress and hyper-stress are evident to be treated through progressive muscle relaxation therapy (Simmons and Nelson, 2007). Chaudhuri et al. (2014) found that professionals experience distress due to inappropriate working hours, lack of resources, poor compensation and excessive workload. The distress at the workplace is due to psycho-physical environment, job insecurity and demotion. The same study confirmed the negative impact of distress on working efficiency. On the other hand, Haque et al. (2018) partially hinted that distress does not reduce the engagement and commitment of employees. In other words, the working efficiency does not reduce due to distress at the workplace. Hence, there is mixed evidence, and there is a need to examine the relationship between distress and working efficiency through comparative analysis.

#### ***Hyper-Stress***

Kundaragi and Kadakol (2015) defined hyper-stress as “a stress within the manageable limits”. It develops due to excessive workload. Stranks (2005) argued that it results from money-related issues that adversely affect routine working capabilities. The continuous strain (hyper-stress) negatively affects the working efficiency of individuals. CSHS (2010) stated that “hyper-stress is still under limit and the individuals continue to function adequately within the organisational setting”. Acute stress is an interchangeable term for hyper-stress (CSHS, 2010). However, in a broader context, the degree of variation of hyper-stress requires further exploration to assess how it affects the working efficiency of professionals working in contrasting economies, as the organisations operating within the developed economies have better techniques and strategies to manage their employees’ acute stress in contrast to developing economies’ organisations (Haque and Aston, 2016). Hyper-stress incurs when overloaded work is carried out while he/she keeps pushing beyond the limit to handle it. A strong emotional response could trigger by an individual experiencing hyper-stress over little things. Folkman (2013) found that often working mothers experience hyper-stress while juggling between family and work life. It is a real challenge for employees and their respective organisations, and thus, it is essential to continuously monitor it (Radhakrishnan, 2013). There are no visible traces of studies present on the working efficiency and hyper-stress in distinctive economies. Hence, it cannot be said with certainty that employees working in distinctive economies’ organisational settings have similar or different working efficiency under hyper-stress.

### ***Hypo-Stress***

Hypo-stress results from permanent stress that creates fatigue and boredom on individuals (CSHS, 2010; Kundaragi and Kadakol, 2015). Unlike hyper-stress, it is not manageable due to constantly occurring and leading to exhaust employees by ending their motivation towards work (Kundaragi and Kadakol, 2015). It reduces inspiration and excitement by forming chronic stress (CSHS, 2010). However, there are traces of employees having hypo-stress, still working in the IT sector (Haque et al., 2016). Thus, it could be argued that although some individuals experiencing chronic stress are still able to perform their assigned tasks despite no excitement towards it. For instance, a factory worker having an unchallenging job frequently experiences hypo-stress because of performing a repetitive task. It ends his/her motivation and excitement and might lead to restlessness and lack of inspiration. Endless boredom due to repetitive tasks might lead to depression that may negatively affect the lifestyle and the performance of the individual (Basuki et al., 2020; Radhakrishnan, 2013). Hence, physiological and psychological complications are largely resulting from hypo-stress (Folkman, 2013; Radhakrishnan, 2013). Having said that, though it is established that hypo-stress causes physiological and psychological complications, there is still no evidence suggesting that the working efficiency of professionals reduces to any extent due to hypo-stress.

### **Research Hypotheses**

After identifying the gap in the literature, research hypotheses are framed as follow:

H1: Eustress significantly affects the working efficiency of university personnel in the UK and Pakistan education sector.

H2: Distress significantly affects the working efficiency of university personnel in the UK and Pakistan education sector.

H3: Hyper-stress significantly affects the working efficiency of university personnel in the UK and Pakistan education sector.

H4: Hypo-stress significantly affects the working efficiency of university personnel in the UK and Pakistan education sector.

### **Research Methodology**

This comparative study opts for a cross-sectional research design following the approach of Meyer (2019); hence, only one participant reported once in a given time interval. Online survey questionnaire formed through Google doc was circulated through 'gatekeepers' approach. The self-administered semi-structured questionnaire contains a 5-points scale having 5 items each of hyper-stress and hypo-stress and working efficiency while 3 items of distress and 4 items of eustress. The questions were designed through an extended review of the literature

specifically looking at the work of Stranks (2005), Folkman (2013), Radhakrishnan (2013), Kundaragi and Kadakol (2015) and Haque et al. (2016). This strategy is significant in attaining construct and content validity. Furthermore, a pilot study was conducted by randomly picked four participants, each from the education sector in London and Karachi, to fine-tune the research instrument.

The use of gatekeepers was to avoid direct contact with the respondents so that respondents have their confidentiality and a higher degree of freedom to express their views. The networking, connections and referrals were used to reach the audience, while purposive sampling was to have equal and fair representation of the participants in both economies. A total of 320 employees working in the education sector participated while using purposive sampling; it ensured equal representation. Thus 160 each were considered in terms of faculty (teaching and non-teaching) and economies (developed and emerging country). It was ensured to have equal representation through online monitoring, and the reminders were sent to the gatekeepers to further circulate accordingly. Through 'gatekeepers' the formal consent was attained from the targeted universities, and the email contained details about the total time duration, purpose of research, option to leave and assurance of participants' anonymity and confidentiality. The sample size of over 200 is significant in reaching a conclusion (Cohen, 1988). In this study, the sample size is 320, which is sufficient to conclude. Through SmartPLS 3, the Partial Least Square Structural Equation Modeling (PLS-SEM) is used for the data analysis. For PLS-SEM, there are two steps, (a) measurement model assessment and (b) structural model assessment, respectively. Measurement model measures the validity and reliability of the model, which is the first step before determining the relationship between latent/exogenous and endogenous variables.

### **Results and Data Analysis**

The descriptive statistic revealed that majority of the respondents in this study are males (60%) in the age bracket between 42 and 49 (46%) while having on average 5-7 years' experience (35%).

#### ***Measurement Model***

In this section, the validity of the measurement model is determined through Cronbach's alpha ( $\alpha$ ), composite reliability (CR), Average Variance Extracted (AVE) and Fornell and Larcker Criterion. Considering Cronbach's alpha and composite reliability, the value of equal or greater than 0.7 reflects acceptable value while AVE should be equal or above 0.50 (Hair, Hult, Ringle and Sarstedt, 2016; Imran, Haque and Rebilas, 2018). In this study, the obtained values of  $\alpha$ , CR and AVE are acceptable (Figure 1 and 2; Table 1).

Table 1. Construct's reliability values

Constructs	United Kingdom			Pakistan		
	( $\alpha$ )	CR	AVE	( $\alpha$ )	CR	AVE
EUS	0.721	0.729	0.542	0.710	0.722	0.540
DIS	0.727	0.731	0.551	0.718	0.724	0.532
HYPR	0.744	0.759	0.562	0.732	0.761	0.592
HYPO	0.713	0.755	0.576	0.705	0.743	0.536
WRKEF	0.811	0.802	0.599	0.777	0.789	0.625

Note: EUS= Eustress; DIS= Distress; HYPR= Hyper-stress; HYPO= Hypo-stress; WRKEF= Working Efficiency

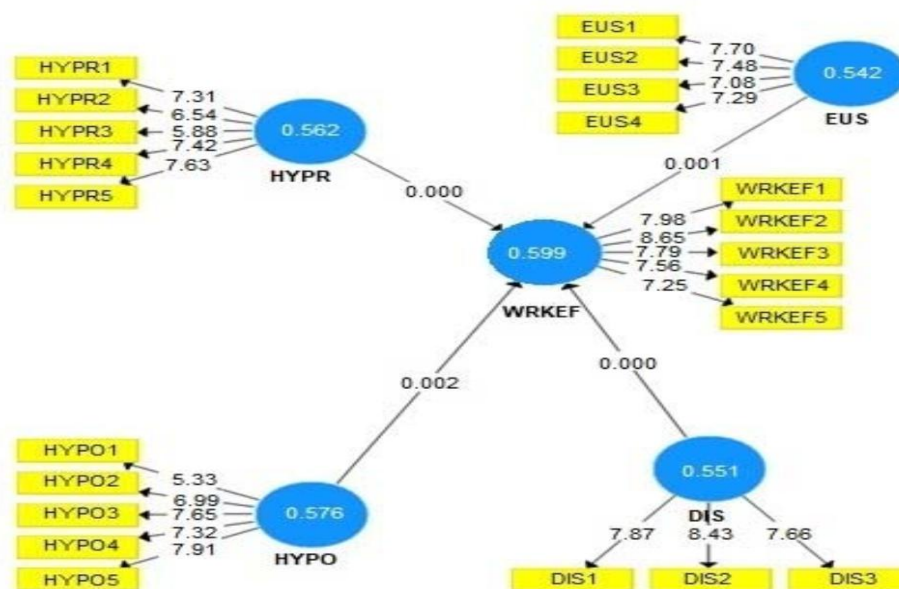


Figure 1: Findings of structural model of the UK



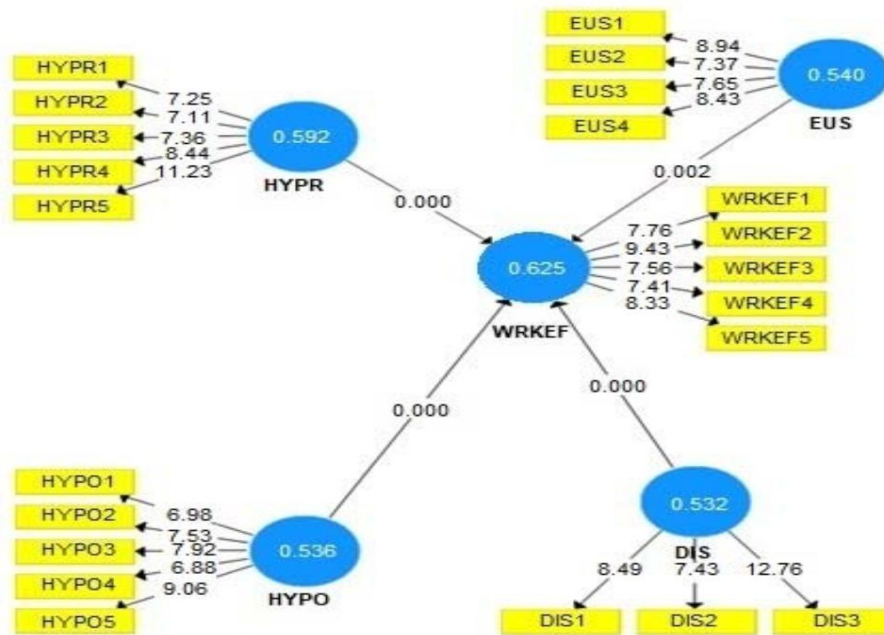


Figure 2: Findings of structural model of Pakistan

The internal consistency is checked through Cronbach’s alpha ( $\alpha$ ) and results showed that all the constructs have acceptable reliability in both countries, as obtained values are more significant than 0.7 (Table 1). Hence, there is internal consistency among the items on the scale. Similarly, composite reliability (CR) in both countries is evident to be greater than 0.7, reflecting composite reliability is acceptable, whereas AVE in both economies is more significant than 0.5 thus, the measurement model is valid.

Table 2. Fornell-Larcker Criterion (Construct’s validity values)

United Kingdom					
Constructs	EUS	DIS	HYPR	HYPO	WRKEF
EUS	0.722				
DIS	0.691	0.714			
HYPR	0.712	0.697	0.712		
HYPO	0.693	0.624	0.706	0.731	

<b>WRKEF</b>	0.712	0.661	0.711	0.726	0.744
<b>Pakistan</b>					
<b>EUS</b>	0.720				
<b>DIS</b>		0.712			
<b>HYPR</b>		0.721	0.715		
<b>HYPO</b>		0.723	0.729	0.719	
<b>WRKEF</b>		0.717	0.745	0.761	0.753

**Note:** EUS= Eustress; DIS= Distress; HYPR= Hyper-stress; HYPO= Hypo-stress; WRKEF= Working Efficiency

“The Fornell-Larcker criterion based on the correlation among the exogenous variables while such values of the variables are compared with the square root of AVEs” (Hair et al., 2016). Table 2 revealed that the correlation among all the variables is less than the square root averages (AVEs), which is highlighted cross-wise.

#### **Structural Model**

After validating the measurement model, the next step is assessing the relationship between research variables by testing research hypotheses. Three main aspects in structural equation modeling are path coefficient criteria, coefficient of determination ( $R^2$ ) and effect size ( $f^2$ ). “The criteria in path coefficient is assessed through considering t-value, which should be equal or greater than 1.96 at 0.05 significance level” (Imran et al., 2018).  $R^2$  shows the variability within the dependent variable caused by latent variables, and the rule of thumb is  $R^2=0.75$  reflects substantial, 0.50 indicates moderate while 0.25 is weak variability (Hair et al., 2016). In this study,  $R^2$  is substantial in both countries, the UK ( $R^2=0.714$ ), indicating 71.4% variability in working efficiency is caused by types of stressors, while in Pakistan ( $R^2=0.693$ ) revealing 69.3% variability. Lastly, Imran et al. (2018) explained that, “the effect size ( $f^2$ ) of up to 0.02 (small), 0.15 (moderate), and 0.35 (strong)”.

**Table 3. Structural Model results**

Hypothesis	$\beta$	SD	T Value	Decision	$f^2$	$R^2$
<b>United Kingdom</b>						
EUS -> WRKEF	.222	0.087	2.555	0.001**	0.262	0.714
DIS -> WRKEF	-.316	0.037	-8.450	0.000**	0.366	
HYPR -> WRKEF	-.189	0.062	-3.048	0.000**	0.355	

HYPO-> WRKEF	-0.327	0.036	-9.083	0.002**	0.375	
<b>Pakistan</b>						
EUS -> WRKEF	.207	0.089	2.325	0.002**	0.213	0.693
DIS -> WRKEF	-0.366	0.051	-7.176	0.000**	0.351	
HYPR -> WRKEF	-0.288	0.071	-4.056	0.000**	0.352	
HYPO-> WRKEF	-0.415	0.110	-3.772	0.000**	0.361	

**Note:** \*\*\*p<0.1, \*\*p<0.05, ns= nonsignificant (p>.05) (Two Tail)

### Findings and Discussions

Findings revealed that eustress has a significant positive impact on the working efficiency of the university personnel in the UK and Pakistan's education sector (UK:  $t\text{-value}=2.55 > \pm 1.96$ ;  $p < \alpha=0.001 < 0.05$ ; PAK:  $t\text{-value}=2.32 > \pm 1.96$ ;  $p < \alpha=0.002 < 0.05$ ; Table 3). Interestingly, 1-standard deviation in eustress increases ( $\beta=0.2$ ) positively the working efficiency of the teaching and non-teaching (administrative) university personnel in the UK and Pakistan. Thus, in the light of statistical evidence, hypothesis 1 is retained. To a large extent, the present finding is consistent with the previous empirical studies of Lazarus (1995), Fairbrother and Warn (2003), Simmons and Nelson (2007), Bakker and Schaufeli (2008), Kupriyanov and Zhdanov (2014), Kunderagi and Kadakol (2015) and Husling (2017) by establishing the positive linkage between eustress and working efficiency. The present finding extends the literature by confirming comparative lens regarding the university personnel in distinctive economies.

Distress has a significant negative impact on the working efficiency, indicating that university personnel's working efficiency is negative affected by the distress in the UK and Pakistan (UK:  $t\text{-value}=-8.450 > \pm 1.96$ ;  $p < \alpha=0.000 < 0.05$ ; PAK:  $t\text{-value}=-7.176 > \pm 1.96$ ;  $p < \alpha=0.000 < 0.05$ ; Table 3). In addition to that,  $\beta=-.3$  indicates the negative impact; thus, it is evident that an increase in the level of distress negatively affects the working efficiency of the university personnel in the contrasting economies' education sector. Thus, it fails to reject hypothesis 2. As a result, the present finding supports the earlier findings of Kunderagi and Kadakol (2015), Haque & Aston (2016) and Batty et al. (2017). Furthermore, the psychological and physiological symptoms are evident as a result of distress. In this regard, the work is consistent with the findings of Divya and Kushwah (2011), Tan and Lau (2012), and Haque et al. (2018). Nevertheless, there is no evidence found regarding professional therapy helps in the reduction of distress. Hence, the notion of Simmons and Nelson (2007) could not be confirmed. However, the inappropriate working hours and excessive workload are evident to be a significant

contributor towards distress, and therefore, partially, this study supports the work of Chaudhuri et al. (2014).

Hyper-stress has a significant negative impact on the working efficiency of the university personnel in the UK and Pakistan (UK:  $t\text{-value}=-3.048 > \pm 1.96$ ;  $p < \alpha=0.000 < 0.05$ ; PAK:  $t\text{-value}=-4.056 > \pm 1.96$ ;  $p < \alpha=0.000 < 0.05$ ; Table 3). Furthermore, the  $\beta=-1.89$  to  $\beta=-.288$  is negative, confirming that an increase in acute stress levels has a significant negative impact on the working efficiency of the employees working at the teaching and non-teaching (administrative) positions in the UK and Pakistan's higher education sector. Hence, the study cannot reject hypothesis 3. To a larger extent, the work of Stranks (2005), Folkman (2013), Radhakrishnan (2013), Kunderagi and Kadakol (2015), and Haque and Aston (2016) is confirmed by establishing the negative relationship between distress and working efficiency. There is no evidence regarding strong emotional response resulting among all types of employees due to distress. Thus, this study does not confirm the notion of Folkman (2013) in this regard.

Lastly, hypo-stress is evident to have a significant impact on the working efficiency of the teaching and non-teaching (administrative) personnel in the education sector of contrasting economies (UK:  $t\text{-value}=-9.083 > \pm 1.96$ ;  $p < \alpha=0.002 < 0.05$ ; PAK:  $t\text{-value}=-3.772 > \pm 1.96$ ;  $p < \alpha=0.000 < 0.05$ ; Table 3). Furthermore, the  $\beta=-.327$  in the UK and  $\beta=-.415$  in Pakistan revealed that there is a negative (0.327) impact of hypo-stress in the UK, while a negative (0.415) in Pakistan on the working efficiency of university personnel. Thus, the work of Radhakrishnan (2013), Kunderagi and Kadakol (2015) and Haque et al. (2016) is confirmed through the present findings. There is also evidence regarding chronic stress causing boredom and fatigue. The physiological and psychological complications are evident to be resulting from hypo-stress. Thus, the present findings align with Folkman (2013) and Radhakrishnan (2013).

The size effect ( $f^2$ ) of types of stressors on the working efficiency is moderate to strong, indicating that all types of stressors have a substantial impact on the working efficiency of the university personnel, irrespective of the type of economy and faculty. Through the funnel approach, it is evident that experienced and aged personnel (aging between 50 or above) have higher 'eustress', while young employees (aging between 18 and 25) exhibit higher 'distress' due to lower emotional and moral support at the workplace. The UK university personnel are more vulnerable to stress than Pakistani university staff. Experienced employees frequently use social support to deal with hyper-stress.

### Conclusion and Recommendations

The study concluded that the working efficiency of teaching and non-teaching (administrative) university personnel in the UK and Pakistan is significantly affected by eustress (good stress), distress (bad stress), hyper-stress (acute

manageable stress) and hypo-stress (chronic non-manageable stress). There is a positive impact of the eustress, while negatively affecting the distress, hyper-stress and hypo-stress in both types of economies. It is also found that professional therapy is not effective in reducing distress within the education sector of Pakistan and the UK. There are also traces of excessive workload and inappropriate working hours that usually transform good stress (eustress) into bad stress (distress). Furthermore, social support effectively deals with distress and hyper-stress but is not found to be highly effective in the presence of hypo-stress. Interestingly, a strong emotional response under the distress is not evident among the teaching and non-teaching (administrative) personnel. Fatigue and boredom are common among the employees experiencing a higher level of chronic stress. Hyper-stress is catered through personal resource usage and social support, while chronic stress develops due to failure to incorporate personal resources. The study also found that chronic stress results in severe physiological and psychological complications.

It is also found that experienced and aged university staff, such as aging between 50 or above, demonstrated higher 'eustress', whereas the young employees (aging between 18-to-25) exhibit a higher level of 'distress' because of the lower emotional and moral support at the workplace. Interestingly, the UK University personnel are more vulnerable to stress compared to Pakistani university staff. Lastly, experienced employees are more effective in dealing with stress because of the frequent usage of social support, which helps in the reduction of hyper-stress.

It is recommended that there should be ABC (awareness, balance, and control) strategy for dealing with stress in the workplace. It is also essential that boredom and fatigue are reduced through the introduction of flexi-work (flexible working hours) and rotation (changing courses/duty tasks, etc.) as it would be effective in managing acute stress as well as chronic stress to some extent. There should be proper workshops to create "awareness" about stressful events, educate "balance" by informing employees to ensure they do not overburden themselves and "control" situations where they feel stress is exceeding. The control could be achieved through meditation, social outing, ventilation and discussions. These implications would help to improve the working efficiency of employees and reduce their stress.

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## CZY RÓŻNE STRESORY WPŁYWAJĄ NA WYDAJNOŚĆ PRACY KADR UCZELNI PUBLICZNEJ?

**Streszczenie:** Niniejsze badanie porównawcze analizuje różne rodzaje stresu wpływającego na wydajność pracy personelu uniwersyteckiego w Pakistanie i Wielkiej Brytanii. Łącznie wzięło w nim udział 320 pracowników (160 z każdej gospodarki) pracujących na stanowiskach dydaktycznych i niedydaktycznych (administracyjnych). Kwestionariusz ankiety online oparty na pięciopunktowej skali Likerta został rozesłany przez „strażników” za pośrednictwem celowości, skierowania, sieci i połączeń, podczas gdy PLS-SEM jest używany do analizy danych. Wyniki ujawniły, że eustres znacząco i pozytywnie wpływa na wydajność pracy, podczas gdy dystres oraz hiper- i hipostres znacząco i negatywnie wpływają na wydajność pracy personelu uniwersyteckiego. Ponadto doświadczeni i starsi pracownicy mają wyższy „eustres”, podczas gdy młodzi pracownicy wykazują większy „distres” z powodu mniejszego wsparcia emocjonalnego i moralnego w miejscu pracy. Pracownicy uniwersyteccy w Wielkiej Brytanii są bardziej podatni na stres niż pracownicy uniwersytetów pakistańskich. Doświadczeni pracownicy często korzystają ze wsparcia społecznego, aby radzić sobie z nadmiernym stresem.

**Słowa kluczowe:** Eustress, cierpienie, hiperstres, hipostres, personel uniwersytecki, wydajność pracy

## 不同的压力是否会影响工作效率 公立大学人员的不同？

**摘要:** 这项比较研究考察了在巴基斯坦和英国影响大学人员工作效率的不同类型的压力。共有 320 名员工(每个经济体 160 名)在教学和非教学(行政)职位上工作。基于李克特五点量表的在线调查问卷通过“看门人”通过目的、推荐、网络和连接进行传播,而 PLS-SEM 用于数据分析。研究结果表明,压力对工作效率有显著和积极的影响,而压力和超压和超压对大学人员的工作效率有显著的负面影响。此外,有经验和年长的员工有更高的“压力”,而年轻员工由于工作场所的情感和道德支持较低而表现出更高的“压力”。英国大学工作人员比巴基斯坦大学工作人员更容易受到压力。有经验的员工经常使用社会支持来应对超压力。

**关键词:** Eustress, 窘迫, 超压, 超压, 大学人员, 工作效率