

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Teachers are believed to be an engine of society. Teachers play a vital role particularly in the field of developing a better society along with spreading education to the masses. University teachers are in particular inculcating youth of the society. Learners are being the product of the society, can flourish without the moral, ethical, and technical of the teachers. In this regard, the teacher is the one who polishes the skills of the learners. These skills consist of knowledge, skills and abilities (KSA) which are part and parcel of every individual in any society. The teacher is one of the major sources who understand the psychology of the learners, and also identifies the difficulties in the learning process. Teacher is the person who guides and motivates the learner and also provides the instructions for developing better thinking or learning capabilities among students. Method of teaching is the process to transfer the accurate knowledge that focused in a strategic way. Knowledge and information sharing through communication is a two way process. Teaching profession is honored, respectable and although may be considered to think that identify accurately what it requires to be a teacher; several teachers contain further views (Fisher, 2016).

Teaching profession is mainly reflected as one of the major profession that develops and train the young generation as a productive citizen. A teacher within the boundary of an organization is called an employee of the organization. Earlier studies in this field suggested that teachers of special populations are believed to be more stressful than other teachers (Ghani, Ahmed & Ibrahim, 2014).

Teaching is a very challenging profession in present days because the teachers have to perform a lot of duties and responsibilities in a daily routine with the latest developments in the field of technology and education. The instructors need to be up to date with technological advancements and meeting with the latest challenges. This is one of the most important reasons that profession of teaching is getting stressful day by day. Sometimes, Teachers as an employee feel a burden because of the multitasking in teaching profession. As a result, teachers feel stressful, anxiety, depression in their jobs. Principally speaking stress is the feeling that is related to once mood, emotions, tiredness, worries, tension, and anxiety.

Stress may be the reaction of worry that consists of two types i.e. emotional and physical. It can happen in a certain condition where teacher as an employee feels inequality between competences and skills to meet up difficulties at their workplace. In the organization stress describes as the responses of physiology, psychology and behavior due to the long term outcome of one or more stressor on individuals (Yan & Xie, 2016). Stress among teachers may generate the different sources such as low inspiration in students, problem in maintaining discipline, management of time with respect to workload, relationship with co-workers, clashes and misunderstandings, poor condition of work and self-respect, problem in students discipline, the insufficient support of social groups (Detert, Derosia, Caravella & Duquette,2015).

Stress in the occupation is described the confusion that supposed the level among the individuals' generated by different event or conditions that extremely common in the environment to go over the individuals' abilities to apply techniques to handle them effectively. Occupational stress is the product of certain response or reaction, which people may present with the demand for occupation and pressure that coordinated to their information and capabilities.

Dollar et al., (2017) asserts that the physiological and physical effect of negative activity in workplace result into a factor of external or internal events, job demand and behavior of colleagues. As a result, stress in occupations directly affects the interpersonal skills of the teachers. Interpersonal skills are those abilities which are used in daily life to commune and interconnect with people individually as well as collectively. People are more successful in their personal and professional lives that have strong interpersonal skills. Stress affects the making good decision ability of the person. Teacher's as an employee perform different functions at the workplace and also deals with unpleasant events frequently. Job stress is one kind of stress that affect upon teacher's performance.

Teachers may not be a good listener or a good communicator and may not be able to deal with critical situations due to occupational stress. Teachers may not be able to understand the reality of the circumstances and cannot use their interpersonal skills effectively. Occupational stress decreases the dissatisfaction of job opportunities and resultantly their interpersonal skills lack underperformed.

Occupational Stress affects the individual mind and body directly. In this connection, occupational Stress has five indicators: sleep, behavioral, emotional, physical and personal habits. These indicators leave a tangible impression on the individual at the workplace. Interpersonal Skills are those skills which we use in daily life. At workplace university teachers job demands to communicate with colleagues, students and society in an efficient manner. When teachers are in the state of stress, usually inclined to have less effective communication with other people and their thinking skills impairs them to communicate effectively. University teachers need to do a lot of things on regular as well as on interval basis but due to lack of sufficient interpersonal skills and certain occupational stress, their behavior remains unfulfilled as well as underperformed in which they are being paid.

University teachers can manage the stress and problems at the work place with the use of their good interpersonal skills. Through the use of interpersonal skills, teachers can perform their activities very well as occupational stress and Interpersonal skills are interlinked with each other.

In an organizational context, interpersonal skills are commonly used to refer to communicate with others. It generates a positive image in building relationships with the people while dealing with all the stakeholders' i.e. internal and external public of the organization in a very effective and efficient manner. Interpersonal skills directly connected with occupational stress. Occupational stress can effect on the professional work of the university teachers.

It may affect the work efficiency of the individual. It is highlighted that due to lack of awareness as well as scheduled routine tasks university teachers may not be able to know about the reasons that can produce stress at workplace and unknowingly unaware how to deal with it. Occupational stress aggravates difficult situations that can change the views of the university teachers for interpersonal skills. Due to occupational stress university teachers remain underperformed and cannot be able to apply their teaching skills in their professions. This study helps teachers particularly in Pakistani university teachers to manage their work stress in their occupations and utilize their interpersonal skills in an effective way to perform this best of their duties and build hassle free working environment.

1.2 Rationale of the Study

The major reason to pursue the research is to identify the connection between teachers' occupational stress and interpersonal skills. In this study, the researcher explored the Interplay between teachers' occupational stress and interpersonal skills at higher education

level. Cotton and Hart (2003) has reported that occupational stress is a rising problem in worldwide, which results in considerable failure to the employees and organizations both. Further, stress at work or profession is called occupation stress and stress is a phenomenon of universal. Occupational stress deals with the human mind and body and also an effect on it. Due to occupational stress, university teachers are unable to perform their duties and responsibilities in a better way. The potential increase in rate of stress at workplace is creating exhaustion and fatigue which resultantly posing a major challenge to the welfare workplace environment, in the countries of European Union especially (Milczarek, Schneider, & Gonzalez, 2009).

Level of high stress at the place of work reported as 55% in Greece, 38% in Slovenia, while the low level was reported as 12% in the United Kingdom and 16% in Germany (Milczarek et al., 2009). In 2009 report of stress by the Agency of European for the Health and Safety that strain was most general in the field of teaching and health-relevant occupation (up to 28.5%) as compared with the additional work sector (Milczarek et al., 2009). Stress in the workplace creates a harmful effect on the productivity of the organization. Employees are not capable to perform their jobs properly in a stressful environment. Certainly, the health issues along with working conditions in the profession of teaching have been examined above the past 30 years, chiefly due to the level of high stress on the workplace as explained by (Krause, Dorsemagen, & Alexander, 2011). Due to occupational stress university teachers cannot apply different strategies to reduce the pressure at workplace. Occupational stress affects the interpersonal skills that are why teachers cannot complete their tasks and unable to think critically.

For instance, facts regarding the conditions of work investigation carried out in 1995, 2000/2001, and 2005 from the European confirm little difference among the stress level reported by the male and female.

According to Milczarek et al., (2009) in a study that low stress level has been found in men as compared to women. Stress may shows the way related to the mental and emotional troubles in the occupations. In the Pakistani context, a study was conducted on 400 primary and secondary schools teachers. It was found that gender was a very physically powerful predictor of teachers' stress (Rubina, Sadaf, & Masood, 2011). In the 21st century, female teachers experienced more strain in their workplaces because they faced a lot of difficulties in their professions. They need to adapt the strategies for reducing the stress in their jobs. Interpersonal skills are very important for university teachers. Teachers may be able to operate with the unexpected conditions in their occupations. Teacher's occupational stress and interpersonal skills of the teachers are interconnecting with each other. Occupational stress causes unexpected situations at the workplace and university teachers require tackling these conditions that affect interpersonal skills.

1.3 Statement of the problem

Occupational stress is a major area that needs to be investigated with reference to the teaching profession. Researcher planned to assess the interplay between teacher's occupational stress and interpersonal skills at the workplace in public and private university teachers. Occupational stress is associated with interpersonal skills because of occupational stress the professional work of the teachers also be affected. Occupational stress enhances difficult situations that can change the views of the teachers for their interpersonal skills.

1.4 Research Objectives

1. To explore the level of occupational stress among faculty members at higher education level.
2. To identify the interpersonal skills among faculty members at higher education level.

3. To assess relationship between occupational stress and Interpersonal skills among faculty members at higher education level.
 - 3a. To assess relationship between sleep indicators of occupational stress and Interpersonal skills among faculty members at higher education level.
 - 3b. To assess relationship between behavioral indicators of occupational stress and Interpersonal skills among faculty members at higher education level.
 - 3c. To assess relationship between emotional indicators of occupational stress and Interpersonal skills among faculty members at higher education level.
 - 3d. To assess relationship between physical indicators of occupational stress and Interpersonal skills among faculty members at higher education level.
 - 3e. To assess relationship between personal habits of occupational stress and Interpersonal skills among faculty members at higher education level.
4. To examine the difference in occupational stress between male and female faculty members at higher education level.
5. To assess the difference of interpersonal skills between male and female faculty members at higher education level.

1.5 Research Hypothesis

Ho1 There is no statistically significant relationship between occupational stress and Interpersonal skills among faculty members at higher education level.

Ho1a There is no statistically significant relationship between sleep indicators of occupational stress and interpersonal skills among faculty members at higher education level.

Ho1b There is no statistically significant relationship between behavioral indicators of occupational stress and interpersonal skills among faculty members at higher education level.

Ho1c There is no statistically significant relationship between emotional indicators of occupational stress and interpersonal skills among faculty members at higher education level.

Ho1d There is no statistically significant relationship between physical indicators of occupational stress and interpersonal skills among faculty members at higher education level.

Ho1e There is no statistically significant relationship between personal habits of occupational stress and interpersonal skills among faculty members at higher education level.

Ho2 There is no statistically significant difference in occupational stress between male and female faculty members at higher education level.

Ho2a There is no statistically significant difference in sleep indicators of occupational stress between male and female faculty members at higher education level.

Ho2b There is no statistically significant difference in behavioral indicators of occupational stress between male and female faculty members at higher education level.

Ho2c There is no statistically significant difference in emotional indicators of occupational stress between male and female faculty members at higher education level.

Ho2d There is no statistically significant difference in physical indicators of occupational stress between male and female faculty members at higher education level.

Ho2e There is no statistically significant difference in personal habits of occupational stress between male and female faculty members at higher education level.

Ho3 There is no statistically significant difference in interpersonal skills between male and female faculty members at higher education level.

Ho3a There is no statistically significant difference between in “belonging” related to interpersonal skills between male and female faculty members at higher education level.

Ho3b There is no statistically significant difference between in “affiliation” related to interpersonal skills between male and female faculty members at higher education level.

Ho3c There is no statistically significant difference between in extension related to interpersonal skills between male and female faculty members at higher education level.

Ho3d There is no statistically significant difference between in recognition related to interpersonal skills between male and female faculty members at higher education level.

Ho3e There is no statistically significant difference between in control related to interpersonal skills between male and female faculty members at higher education level.

Ho3f There is no statistically significant difference between in influence related to interpersonal skills between male and female faculty members at higher education level.

1.6 Conceptual Framework

The conceptual framework was based on two variables. The first variable was occupational stress and second was related to interpersonal skills. Conceptual framework of the study was based on the Interactional theory of occupational stress and interpersonal skills presented by the (Johns & Kinman, 2001). In this theory both variables of the study such as Occupational Stress Indicators and Interpersonal Skills were discussed. Interaction describes the association among the personal and environmental stress. This line describes that how interaction leads towards the clarification of stress. Further the concept of interactional theory was more elaborated by The Counseling Team International in (2018). They presented the comprehensive model of Occupational Stress Indicators which include five basic indicators were sleep, behavioral, emotional, physical and personal habits. While, the Interaction theory also explains how to create the associations and connections with other people. According to the views of (Goleman & Gardner, 2002) theories related to interpersonal relationships were facilitated to build the relations with others. Further the concept of this theory was more elaborated by the Pareek & Purohit. Interpersonal Skills indicators model was presented by Pareek & Purohit (2010) was selected as the conceptual framework of the study. It includes six dimensions that were related to belonging, affiliation, extension, recognition, control and influence.

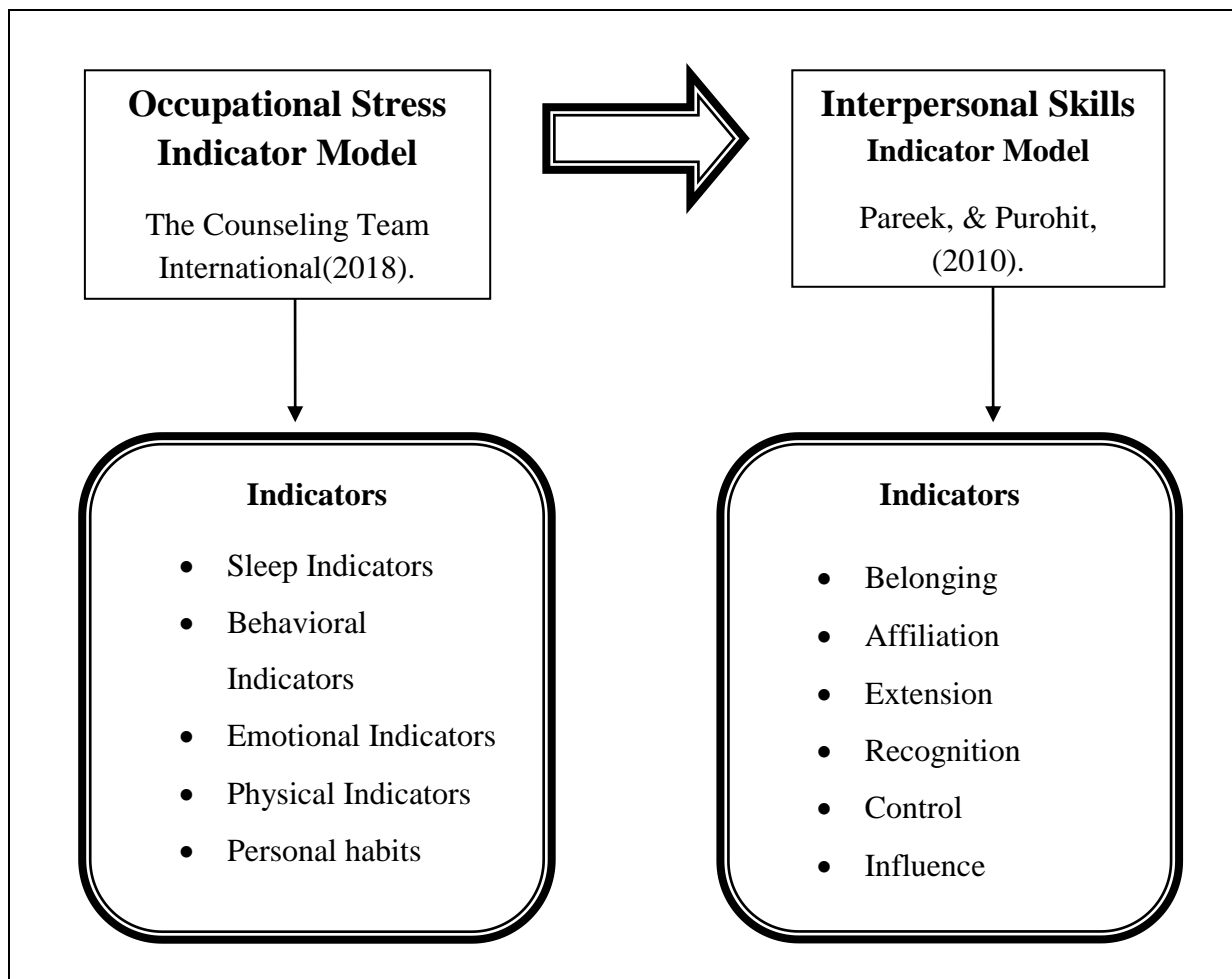


Figure 1.1 Conceptual Framework of the study

1.6.1 Occupational Stress Indicators Model by the Counseling Team International (2018)

The occupational stress model was based on the basic five indicators presented by The Counseling Team International (2018). Those five indicators are as follow:

1.6.1.1 Sleep indicators

Sleep indicators are linked with the sleep problems of the person. It involves mentally tired, bad dreams, feeling trouble in the sleep can create stress at occupations.

1.6.1.2 Behavioral indicators

Behavioral indicators consist of attitude, misleading of ethics, tongue tied; dealing others with bad behavior also gives the reason of pressure for negative thinking and misunderstandings in the occupation.

1.6.1.3 Emotional indicators

Emotional indicators are associated with the feelings of a person related to being sensitive, irritation, thoughts of hurting, forgetting things and negative thinking. A behavioral problem shows the emotions that produce stress at workplace.

1.6.1.4 Physical indicators

Physical indicators are interconnected to the body of a person. These indicators include headache, back pain, skin rashes, disorders of sleeping, low energy, chest pain also generate stress at the workplace.

1.6.1.5 Personal habits

Personal habits indicate those habits which include interests, hobbies, and also participate in other activities like watching TV; playing games etc. these habits are the basis of occupational stress.

1.6.2 Interpersonal Skills Indicators Model

Interpersonal skills indicators model presented by Pareek & Purohit (2010) was selected as the conceptual framework of the dependent variable for this research. The model explains six further types of Interpersonal skills as sub indicators: Belonging, Affiliation, Extension, Recognition, Control, and Influence. These indicators are briefly explained as below:

1.6.2.1 Belonging

Belonging is the feeling of a person that is accepted through the relationships and prepared association with the family, friends, co-workers, a religion, something else. Belonging is the term used to describe or shows that how an individual considers a sense of pleasure and satisfaction. To belong someone or not to belong someone takes place due to choice of one's self, or the choice of others. Without belonging the individual cannot recognize someone as clear and feels difficulty to communicate with and connecting to their environment.

1.6.2.2 Affiliation

Affiliation is the act of linking ,involving or associating with a human being or any organization. A person has an attachment, connection and association to an organization. Affiliation creates with a member of the society or organization. Every individual has affiliated with the family, society and friends in the world. Without an affiliation, the person cannot survive alone in society.

1.6.2.3 Extension

The extension is to facilitate working with people in a community that includes social,economic and technical complexity in the environment. The higher level of information leads to self-assurance in which result in making a change and providing facilitation to help people. This pheonmenona is bascially signing undeclared contract between two or more people or group to extend their mututal cooperation for specific period of time and making an affirmation. Extension involves the community or society that may consist of

any grouping of people with a common interest such as a township, area, production and societal issues.

1.6.2.4 Recognition

The process of identifying or knowing someone in a particular manner. Recognition of a thing or person from earlier fact or information. Recognition is to do something and recognize someone or identify something when you look towards someone. Recognition of something is to consider and making approval of it.

1.6.2.5 Control

Control is the ability of power that influence the behaviour of the people or the course of dealings. In other words, it can be said that control is the leading factor that influences the behavior of other people as well as changing the psychology of the other people. Basically, it involves the ability, command, pressure, leader, dependable, managerial and directive. Control is the dimension of measurement and improvement of presentation in order to ensure those development objectives and the plans , procedures are devised to achieve them are accomplished.

1.6.2.6 Influence

The capacity to have an effect on people or things. Influence is the power to make other people agree with your opinions. Influence is the capability to contain an effect on the personality, growth, attitude or behaviour of someone or oneself.

1.7 Significance of the study

Occupational stress and interpersonal skills are the important area in the field of research. This study was conducted to find out the interplay among the stress in teacher's occupation and their interpersonal skills at higher education level. Teachers often feel fatigue due to occupational stress at higher education level. In this regard, this study increases the awareness about the stress indicators for the teachers. After studying this research, teachers may find out new techniques, instructions and strategies to deal with occupational stress and also develop their own thinking about interpersonal skills and will utilize these skills in effective way in their professions.

Occupational stress contributes the various troubles that in a direct line effect on the interpersonal skills among university teachers in Pakistani perspective. Future Researcher would get substantially beneficial from this research. Future Researcher may bring the new dimensions in the field of the research.

The outcomes and suggestions of this study would be a fruitful source for future researcher. This study would provide awareness about the conditions at when or where stress occurs and how to tackle it in different situations. Students would get valuable benefits from this research because students may be able to know about the interpersonal skills and will encourage themselves to participate in the discussions in the field of research. Through this study students would be motivated to express their ideas and also they will feel confident to share their views with others.

Administrations would also get benefit from this research. If the management knows about those strategies which will help to tackle the occupational stress and interpersonal skills then, the instructions would improve. They would assign the tasks, duties to the teachers according to their qualifications and experience. Through this study they would be

informed about the teacher's occupational stress and intrinsic purpose of their employee's at workplaces.

1.8 Methodology

1.8.1 Research Design

This study depended on quantitative approach for the achievement of research objectives. In a quantitative study, the data is created in quantifiable structure and suitable statistical techniques are used to analyzing the data. Now a day, the relationship between teachers' occupational stress and interpersonal skills is one of the current variables of the research that must be discussed so the research falls in the category of descriptive research. According to the objective no 3 of the research study was to assess the relationship between occupational stress and interpersonal skills among faculty members at higher education level so the correlation was used as well as. Co-relational was applied to determine the relationship between two or more variables involves the collection of data that gives the answer to the research questions. In this research study the relationship between teachers' occupational stress and interpersonal skills at higher education level was examined.

1.8.2 Population

Population of the study based on 7294 faculty members (Male & Female) of Islamabad universities (public and private). List of the universities is attached as an (appendix C). Total number of universities were 18 among these include 14 public universities and 4 private universities. Total numbers of teaching faculty in the universities of the Islamabad were 7294. Faculty members serving in the public universities were 6119 and 1175 were serving in private universities. The detail of the study population is clarified in the following table.

Table 1.1

Population of the study

Sr. No.	Year	Province	Public	Private	Total Full time Faculty
1	2017- 2018	Federal (Islamabad)	6119	1175	7294

Table No. 1.1 explains the population of the research study. Total faculty members serving in public and private universities were 7294. In the year of 2017- 2018 faculty members serving in public universities were 6119 and 1175 were serving in private universities (Higher Education Commission, 2018).

1.8.3 Sampling Technique

To draw the sample of this research stratified sampling technique was used. The Population of the research was distributed into two strata. Population of the research study was based on the teachers that were divided into the public and private universities of Islamabad. Stratified sampling technique was utilized to give a delegate splits to every stratum. The main purpose of stratified sampling was to provide an appropriate section to every division.

1.8.4 Sample Size

The population of the research study was separated in two most important divisions for example public and private division. The sample was selected from the population of the public and private universities of Islamabad. According to Cohen (2007) 10% sample is quite enough and justifiable sample size. 10% sample was targeted from the public universities that were 612 teachers and 10% sample was targeted from private universities that were based on 118 teachers. The detail of the sample of the study is explained in the following table.

Table 1.2

Sample Size

Serial No.	Universities	Population	Sample Size
1	Public	6119	612 (10%)
2	Private	1175	118 (10%)
Total		7294	730

Table No. 1.2 explains the complete description of the sample in the research study. 10% sample was targeted from the public and private universities that were consist of 612 teachers from public universities and 118 teachers from private universities were selected as a sample in the research study.

1.8.5 Instruments for Data Collections

Two adapted scales were used to collect data. Occupational Stress Indicators Questionnaire (OSIQ) was used for assessing teacher’s occupational stress adapted by the Counseling Team International (2018) and the other scale Interpersonal Needs Inventory was adapted for the assessment of teachers Interpersonal skills. The validity of the tool ensured by the opinions of the three experts in the field of education. Reliability of the tool ensured through the pilot trial.

Occupational stress model is very closest to my study. Indicators of the model actually demonstrate occupational stress. Questionnaire relevant to stress indicators are nearly related to assessing the occupational stress of employees those who work in stress environment of the job. After the content validity, the experts are suggested to correct some statements in the context of Pakistan. That’s why the researcher improved the statements of the questionnaire in the light of the valuable comments and suggestions of the experts.

Occupational Stress Indicators Questionnaire (OSIQ) adapted from the work of The Counseling Team International (2018) was used. This scale had 5 sections that were consisting of 65 items.

Table 1.3

Occupational Stress Indicators Questionnaire (OSIQ)

Serial No	Sub Scales	Items	No of Items
1	Sleep Indicators	1-5	5
2	Behavioral Indicators	6-15	10
3	Emotional Indicators	16- 36	21
4	Physical Indicators	37- 56	20
5	Personal habits	57- 65	09
	Total		65

Table No. 1.3 explains that the five indicators related to occupational stress were sleep indicators, behavioral indicators, emotional indicators, physical indicators and personal habits. This scale had five sections that were consisting of 65 items in total.

Interpersonal Skills were addressed by using Interpersonal Needs Inventory (IPNI) developed by Pareek & Purohit (2010). Interpersonal Needs Inventory had 12 sections that were consisting of 60 items.

Table 1. 4

Interpersonal Needs Inventory (IPNI)

Serial No.	Sub Scales	Items	No. of Items
1	Belonging	1,2,13,14,25,26,37,38,49,50	10
2	Affiliation	3,4,15,16,27,28,39,40,51,52	10
3	Extension	5,6,17, 18,29,30,41,42,53,54	10
4	Recognition	7,8,19,20,31,32,43,44,55,56	10

5	Control	9,10,21, 22,33,34,45,46,57,58	10
6	Influence	11,12,23,24,35,36,47,48,59,60	10

Table No. 1.4 describes that 6 dimensions related to interpersonal skills that were belonging, affiliation, extension, recognition, control and influence. This scale had consisted of 60 items total in number. Each dimension had consisted of 10 items.

1.8.6 Data Collection

Two sets of questionnaires were used for data collection in the research study. The researcher personally visited the universities and provide the questionnaires to the teachers from the public and private universities to collect data.

1.8.7 Data Analysis

The procedure of the data analysis comes as the next step after data collection. The information was gathered through the assistance of questionnaires and examined with the assistance of “Statistical Package for Social Sciences” (SPSS) 20th version. Analysis of the data was completed by utilizing statistical techniques, for example, Mean score, Regression and t-test were utilized in the study.

Table 1.5

Data Analysis

Serial No.	Objectives	Statistical Techniques
1	To explore the level of occupational stress among faculty members at higher education level.	Quantitative / Individual score Mean score
2	To identify the interpersonal skills among faculty members at higher education level.	Quantitative Mean score
3	To assess relationship between occupational stress and Interpersonal skills among faculty	Quantitative Regression

	members at higher education level. (sub objectives)	
4	To examine the difference in occupational stress between males and females at higher education level.	Quantitative t-test
5	To assess the difference of interpersonal skills between males and females of faculty members at higher education level.	Quantitative t-test

The first objective was to explore the occupational stress among the faculty of higher education level. For this purpose mean score was used.

The second objective was to identify the interpersonal skills among faculty members at higher level of education. Mean score was used for the identification of interpersonal skills.

The third objective was to assess the association among occupational stress and interpersonal skills among faculty members at higher education level. To assess the relationship between occupational stress and interpersonal skills regression analysis was used.

The fourth objective was to examine the difference in occupational stress between males and females at higher education level, to examine the difference in occupational stress between males and females' t-test technique was used.

The fifth objective was to assess the difference of interpersonal skills between males and females of faculty members at higher education level. To assess the difference of interpersonal skills between males and females statistical technique of t-test was used.

1.9 Operational Definitions

1.9.1 Occupation

Occupation can be defined in terms of a job as a set of responsibilities and tasks accepted by an individual for a particular owner, or means of getting a living. Occupation has several kinds' i.e. teaching, medical, engineering and agriculture are kind of occupation in which one engages.

1.9.2 Stress

Stress is the feeling of emotional and physical tension. Stress leads to negative response which greatly affects both individual and organization by discouraging the goals achievement.

1.9.3 Occupational Stress

Occupational stress stems from lack of resources, unexpected responsibilities and pressure which affect individual physical condition and one's capability to work efficiently.

1.9.4 Physical Indicators

Physical indicators are related to the human body. It operates all the parts of body. Any change or pressure which leads to alter normal functioning of body reflects stress i.e. headache, back pain, skin rashes, sleep disorder, chest pain and lack of physical energy etc.

1.9.5 Sleep Indicators

Sleep is utmost indicator and directly affects the performance. Lack of sleep is the indicator of stress which indicates trouble falling in sleep due to pressure i.e. feeling tired, bad dreams, disorder of sleeping and irregular sleep patterns.

1.9.6 Behavioral Indicators

Attitude at workplace reflects stress of an individual which might be due to others bad behavior. Lack of proper management of time is one of the examples of behavioral indicator.

1.9.7 Emotional Indicators

Emotional indicators are associated with the feelings of a person related to being sensitive, irritation, feeling nervousness, restless, increase distressing, helpless feelings, irritability, lack of self respect and self-confidence. Thoughts and behavior of an individual can be challenged due to emotional distress. Lack of capability to decide property indicates emotional stress.

1.9.8 Personal Habits

Person's interest in daily life are the indicators of habits which emphasize on hobbies, planning of time, reading books, watch television and participate in extra activities.

1.9.9 Interpersonal

Interpersonal relationships are some sort of interaction or connection between individuals for communication at physical and emotional level. Basically, interpersonal is the body language of the person to communicate with others i.e. family, friends and people in the professions.

1.9.10 Skill

Skill is the capability to do something well, expertise, train to do a particular task. It is the ability to expose the duties of everyday jobs.

1.9.11 Interpersonal Skills

Interpersonal skills mainly deal with communication with other individuals either in effective way or not. These skills are very important for the growth of better relationships via talking and active listening.

1.9.12 Belonging Skill

Belonging is capability to have formal connection that can experience different kinds of connection with people, friends, and family in efficient way.

1.9.13 Affiliation Skill

Affiliation is a skill which involves the emotional dealing with others, close or personal relationships. The command of relationship agrees to connect with other people to generate effective relations, enhance creativity and promote respect for the different point of views of others.

1.9.14 Extension Skill

Extension is a skill which relates to helps and serves other people including the group or society. Extension skill provides the direction for people to interact with each other and enhance their abilities and respect the views of others.

1.9.15 Recognition Skill

Recognition is a skill to acknowledge others or appreciate others. It helps the individuals to work in a harsh or a challenging environment for the achievement of goals by acknowledging others.

1.9.16 Control Skill

Control is a skill to deal with others in an authoritative manner. Achievement of objectives and tactics to get control in tough situation falls under domain of control skill.

1.9.17 Influence Skill

Influence is a need that deals with power to have an impact on people or events.

Influence as a skill means to deal with others in a democratic manner. People with influencing characteristics have capacity to deal in tough situation

CHAPTER 2

LITERATURE REVIEW

This chapter presents the broad review of related literature and offered a wide number of views on the description and meaning of teachers' occupational stress and interpersonal skills. In this chapter, all the experiences and researches related to the occupational stress and interpersonal skills are discussed.

Section 1 General Introduction of the Area of Research

2.1 Teaching as a Profession

A procedure that facilitates learning is called teaching. Teaching is the specialized function to apply knowledge, skill and attributes design to give a unique service to meet the learning requirements of the individual and society needs. The target of education and selection of activities for learning are realized in the discipline which is the responsibility of the teaching profession. Teaching is the process which defined as the communication in which teacher and student interact with each other in order to positive change in the personality of human being (Anderson, 2004). In addition, to provide the opportunities of learning for the learners to get together the outcomes of curriculum, emphasize teaching, the growth of value and guide to the learners in their societal relations. Teachers as an employment practice which build up self-concept in students positively. While teacher works typically take place in classroom setting, the direct interaction between teacher and learner is the most significant aspect in teaching.

2.1.1 Teachers

Teachers play a vital role in the procedure of both teaching and learning at a higher level because they have an essential part to cooperate in the students'

career building. The purpose of the teaching cannot be materializing without complete satisfaction of teachers (Ibrahim, 2014).

Teachers play a role as a guide or facilitator in the field of education. Teachers develop global vision and are responsible to lighten the future of the students. Teachers build up the wisdom and understanding of the practical problems of life among students.

Teachers follow the ethical values or manners to show as the role model for the students. There are higher expectations by teachers at the university level. At the same time they have to deal awfully challenging tasks demands related to the field of teaching and research. While performing their duties, university teachers faced a lot of stress in their profession.

2.1.2 Role and Responsibilities of the Teachers

In daily life, teachers come across many difficult situations. The teachers in their professions faced challenges related to physical and mental. Teachers need to utilize lots of force to fulfill the requirement of multiple tasks in daily routine. Teachers are the most responsible source to promote a secure and encouraged learning atmosphere, to promote equal opportunity and diversity, to inspire the learners through modeling the professional behavior, to improve the experience and accomplishment of learners through contribute to a team of professional in sequence, to keep accurate records of the progress of an individual and future needs (Jones, 2001). These are the following role and responsibilities are: impart technical skills, maintain discipline, impart technical knowledge, develop ethical dimensions updated knowledge, improve professional status of teaching, integration of modernized curriculum, involved in different activities for social interaction among workers, career development, improving job satisfaction,

develop leadership qualities, reducing turnover, absenteeism, job security, built motivation, enhance interpersonal skills and decision making skills and serving to the better life pattern for students to become creative society members.

2.1.3 Challenges faced by Teachers

In the teaching profession teachers are also deals with a lot of troubles and critical situations. In the context of Pakistan, teachers faced many challenges in their workplace are the result of a poor system of educational institutions and lack of resources. Every teacher needs job security in their profession but they are unable to fulfill their needs. Teachers often feel difficulties to manage the time during teaching. Teachers are not able to do their work properly due to an unhealthy environment. The English language is also the major challenge faced by the teachers because every teacher is not capable to use their skills in English. Mostly, teachers are not aware to use the information technology (ICT) that is also a rare challenge. Integrate curriculum with 21st century learning skills are the great challenge which considered by the teachers. In teaching profession lack of quality education and support from the institutions are the major issue for the teachers. During teaching the disruptive behavior of the students creates a negative atmosphere. Lack of communication skills is a huge challenge faced by teachers in the field of education. Overload curriculum is the main issue in the teaching profession because every teacher is not able to teach the curriculum with in a specific time.

2.1.4 Problems faced by the Teachers

Teachers faced different problems in the field of teaching. Increasing the rate of absenteeism and turnover is the major issue for the teachers at their work place. Low confidence among teachers is the major problem in the 21st century.

Changing in curriculum and courses usually teachers suffer in very difficult situation in the field of education. Teachers faced hurdles for the poor management of the institutions that are including in major problem. Lack of parental cooperation and guidance create an issue for teachers. Increase the rate of conflicts and misunderstanding in the institutions are caused problems among teachers. Low decision making skills are also creating the issue for teachers because with low decision-making skills teachers cannot be able to take any decision. Reduce job satisfaction and moral built a great problem among teachers at their work place.

2.2 Stress

Stress is referred as the response of mental, emotional, and physical required perceiving as frightening to interests of individual's (Bloisi et al., 2007). A good place of work can also be a healthy workplace for every person. All the workers, including employee an employer can complete their work efficiently and effectively at workplace. Professionals should show their best performance in their occupations that increases the profit of organization to generate productivity at workplace. Lekaet al., (2004) different workplaces have their own stress level everywhere. The actual world is full of competition and challenges faced under the condition of something by human being. Occupational Stress is clearly described as an individual's mental and physical reaction towards a stressor in the situation. In everyday life, stress is an essential part and cannot be avoided simply. Many times a day people meet stressful stimulus in their personal and social domain and, as work is a fundamental aspect of human existence, at the place of work. The experience of personal stress at the workplace in individual level the employee is representing by the solid line.

2.3 Types of Stress

There are two main types of stress

(a) Eustress: Positive stress is called eustress.

(b) Distress: Negative stress is called distress.

2.3.1 Eustress:

Eustress produce a positive effect and develop inspiration and production. Lacking eustress, life can be apparent as strain full for the reason that eustress is measured as a positive type of stress. Most of the people think of stress as a negative experience, but stress can be positive as well. Positive stress facilitates to escape from an unsafe situation, encourages personal development, or helps to achieve objectives. Stress is connected with two types; positive or negative namely or eustress and distress (Selye, 1975). Eustress can increase the employee job performance, promote positive emotions and decrease the errors which influence employees overall drive to succeed. Eustress acts as a motivator and pushes employees to engage at work and become more productive.

2.3.2 Distress:

Distress is supposed as incapability to manage a stressful chapter and consequences in a failure of productivity and refuse in pleasure. Distress produces a negative effect and develops negative emotions among the employees. The elimination of strain must not expect in view of the fact that the low progress evaluated for the reason that little amount and high amount of stress whilst the quality progress is visualized through modest strain (Sharpley, 1996).

Distress can reduce performance, make ineffective workers and negatively affect production and commitment. Distress can provide outcomes in tiredness and further

health challenges mentally and physically. These are the following examples of the comparison of eustress and distress is:

Table 2.1

Comparison of Eustress and Distress

Eustress (Positive stress)	Distress (Negative stress)
Receiving a promotion	Excessive job demands
Getting a raise at work	Excessive hours with limited flexibility
Starting a new job	Manager employee relationship
Job change	Job insecurity
Special project	Conflicts with peers
Professional development	Lack of training

2.4 Stages of Stress

1. Alarm
2. Resistance
3. Exhaustion

2.4.1 Alarm Stage:

This is a first stage that occurs the sign of stress. In this stage, a lot of chemical reactions and responses of physiology appears. In this procedure includes the hormonal secretion from the glands of endocrine, high blood pressure, muscles panic, respiration raised and maintenance of body function reduced and irregular pattern of digestion (Cohen, 2002). Throughout this stage, activation of the body found a high level of stress (Hubert, 1984). The critical psycho-physiological response is identified as the reactions of the alarm stage ensue less stress on the early shock (Steenkamp, 2003).

2.4.2 Resistance Stage:

This is a second stage of stress that is known as resistance. If the alarm stage is not managed in time, the organs of the body expand the confrontation but leave its unwell effects. During the resistance, stage individual is not capable to relax and develop irritating nature. In day to day the work environment increased anxiety, worry, frustration, nervousness and the individual raises ulcer, loss of desire food and sickness. A person experienced that he has conquered the stress circumstances but its poor health causes persevere for a longtime. Therefore, it's essential to recognize the roots of stress and removes them for an everlasting solution. The bodies strengthen response generated by physically and enhance the activities of the individual whichever stay or leave condition, attempt to adopt coping strategies to the stressful events (Hubert, 1984; & Steenkamp, 2003).

2.4.3 Exhaustion Stage:

The last stage is exhaustion, someone has been opposed to the worrying occasion extended to facilitate the power is at last discolored in addition to they weigh downward, and the end result is tiredness (Cohen, 2002). Throughout this stage the sickness of person is developed and performance is cut down and in result occurs the physical and mental break down (Selye, 1983; Hubert, 1984).

Individual experiences physical and high mental pressures and develops ulcer during this stage. Exhaustion stage develops fatigued, moodiness, negative thinking and helpless behavior appears in the individual. Organizations are also effected when the employees suffer from exhaustion stage, poor health and depression decreases the efficiency of the organization to a large extent.

2.5 Occupational Stress

Occupational stress is the term as mismatching of an individual's capabilities and responsibilities in nature (Jones, 2001). The conception of work-related stress is the deepest feature of stress theories in the modern days and now it reflects in practitioners and academic awareness. In modern life topic of job-related stress has developed into an increasingly universal component (Cooper & Cartwright, 1994). Endure stress that is associated with workplace moreover, physical or psychological in environment as well as identified work-related stress (Cox, 2000).

Workplace stress visualized as dependability practical in global; with frequent results of opposite profession signifying levels of anxiety that are rising for the occasion, among executive, and those connected with education, physical condition and service industry. However, a little amount of representation of stress is to allow the study, to assess the present situation, on the basis of starting point related to across occupation evaluate the strain and its intermediaries or arbiter and resultant outcome of stress among people (Dollard, 2003). Occupational stress refers to take action in response to the powerful working situation and lack of capacity of the employees.

Occupational stress defined as a disturbance of the expressive strength of the person that persuades a situation of incompetence in the traits and the behavior (Nwadiani, 2006).

Stressor in their occupations can possibly refer to the quality place of work which creates a warning for person (Bridger et al., 2007). They have an effect on the managerial performance by dropping the production and competence that negative effects on the organization (Dua, 1994; Brown & Uehara, 2008; Reskin, 2008). Work pressure between technical workers is too much higher than further industry. This creates because of different work scope and environment. The workers in technical industries get pressure higher than in traditional industries (Mondal, & Bhaila, 2011).

Kostanski and Rocca (2001) justified that the size and environment of the classroom, educational performance and burden of teachers contribute to improving production of the institution of higher education. The teachers also perform their duties with passion and enthusiasm. Even though, the material source plays an important role in education and enhances to improve the quality in universities but teachers perform an essential function in the teaching and learning process. Universities are the fundamental responsible for human manufacturing and nurturing human being investment for all sphere of life to accommodate the requirements of all public, private and community sectors of the society.

2.6 Occupational Stress and Teachers

Largely, stress has grown to be rising in the teaching profession because of enhancing the working complexity and financial pressure increasing on the individuals. Distress is the main source between teachers is the outcome of failure educational institutions to meet up the desires of society and demands of the job. The teachers required to be attentive for his visible role to build up the nation. In general, many factors cause stress among teachers in their jobs arising from the working circumstances and environments of an organization. During the teaching process, teachers face a high level of strain for managing the students; under developing countries, classrooms remain overcrowded and teacher faces harsh verbal communication and over workload. According to Akinboye (2002) the job stress present as the disease in the 20th century that described by United Nations.

Raising stress at the place of work depends on the nature of work that is affected by the present modifies; total quantity of time spends in the worth of the work that is required by society (Szmanski, 1999).

Work stress is considered as a complex job. Actually, it is job stress but the strain in job creates a pressure among the individuals. In developing countries, it has improved the significance of stress in the workplace (Kyriacou, 2001).

Teachers are over loaded with unusual work of teaching as the duties of an election, counting populations etc. In the society the professions of teaching takes place a very important role. Role of teachers in the society are as the creators of the good leader, scientist, philosopher, politician and administrator. A teacher is the standard means to apply in all educational programs of the organizations. Over the previous decade, the huge issues happened at the place of work related to the healthiness and professional stress concern worldwide. Work gives the value in the society, the quantity of time spent at work and the current change that affect on the nature of work.

On a daily basis, 70% workers explain their profession as stressful with more than one in five reporting high stress levels over the entire world (Akinboye, 2002). Occupational pressure expresses the physically, intellectually and emotionally wear and tear brought in relation to in equality among the capabilities of someone, resource and need of the employees to manage with the demands of the job (Akinboye, & Adeyemo, 2002).

Workplace stress is reflected as a visible fact of the universe. There are a lot of studies concerning different occupation recommended the stress level raises for example, among educationists, managers, in the service and health industries (Brown, 2002; Peterson, 2007). Everybody reacts through stress, reaction differ broadly across persons. Occupational stress contain of work blend stressors one's uniqueness, and additional managerial stressor, these stressors can warn about physical condition or to real illness directly in their occupations.

2.7 Factors of Occupational Stress

Occupational stress has included three major factors given by (Robbins, 2007). These are the five major factors that are further divided into sub factors.

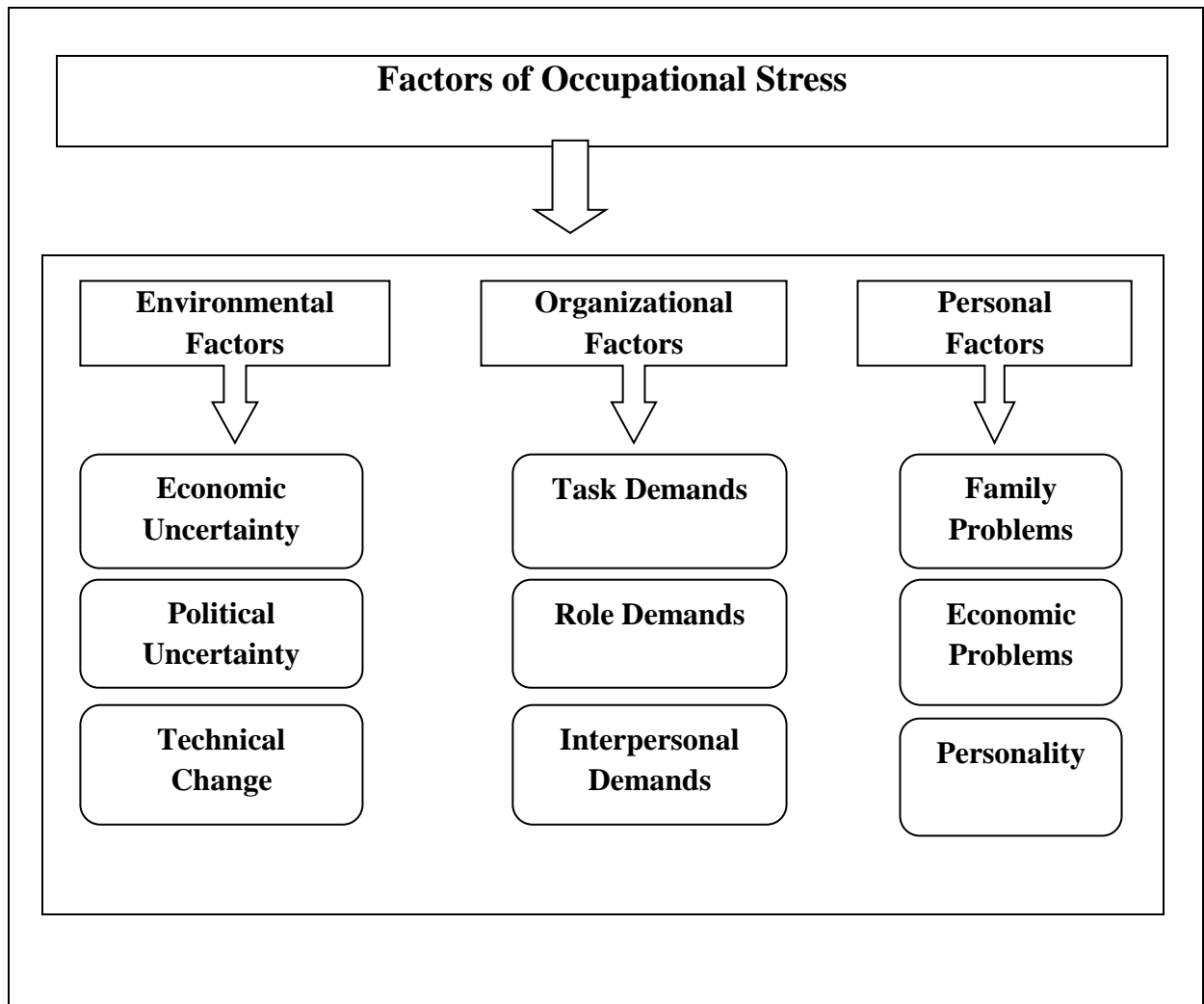


Figure 2.1 Factors of Occupational Stress by Robbins (2007)

2.7.1 Environmental Factors

Environmental factor includes the atmosphere and design of an organizational arrangement. Teachers in the organization have different levels of stress. Environment directly reflected on their jobs, and make the environment of the organization fully stressed (Robbins, 2007). It includes further subheadings as:

2.7.1.1 Economic Uncertainty

This is an important feature that creates stress among teachers. Economic worries bring change in the occupation succession. If the teachers are anxious about their job insecurities, they are stressed (Addae and Wang, 2006). They could not control the level of stress and would not be able to strong economically.

2.7.1.2 Political Uncertainty

Political uncertainty is the major factor that creates stress at the work place. Teachers may not tend to control the occupational stress at workplace. If the political uncertainty seen by the teachers in their occupations then they could not avoid the stress and problems, at their occupations. Political uncertainties indirectly influence the teachers' interpersonal skills (Robbins, 2007).

2.7.1.3 Technical Change

Addae and Wang (2006) reported in his research that in the modern world, all the teachers are not aware of how to utilize the technology in their workplace. Technological change also causes stress among university teachers. Teachers must be aware of technology but are not trained to deal with technical changes in the profession.

2.7.2 Organizational Factors

Organizational factors are very important for any kind of organization. University teachers could not complete their tasks on time because they are under stress during their occupation. Due to occupational stress, university teachers cannot deal with the critical situations (Robbins, 2007). Organizational factors are further divided into other sub factors as:

2.7.2.1 Task Demands

According to the research by Addae and Wang (2006) task demand is a sub factor including in organizational factors. It is interrelated to the individual's job. Basically, it is correlated with the plan or nature of the university teachers' job. Teachers in their professions may complete varieties of tasks. Crowd, noise and disturbance of the other people can increase anxiety and tension among university teachers at the workplace. Teachers need to complete their tasks in a suitable place without any kind of disturbance.

2.7.2.2 Role Demands

Role demand is the aspect which includes an organizational factor of occupational stress. Teachers play a different type of roles and responsibilities in their profession. The pressure of the workload at work place creates stress on an individual's thinking. They are facing critical situations in their jobs and not able to engage in the hands-on attitudes of the people that increase their stress levels high (Addae and Wang, 2006).

2.7.2.3 Interpersonal Demands

Interpersonal means the affiliation between other people in the workplace. Interpersonal relationships of the university teachers with the other colleagues and their unawareness of maintaining the support with other collaborators are also the reason for stress causing and reducing their interpersonal skills (Addea and Wang, 2006).

2.7.3 Personal Factors

These factors are related to a teacher's personal life: family issues, personal or financial problems, and intrinsic personality traits/characteristics. If the teachers feel happy from their work and salary then the outcome of the productivity will be high

and that will achieve a good relationship among teachers' interpersonal skills (Robbins, 2007). It also includes further three sub factors are:

2.7.3.1 Family Problem

Addae and Wang (2006) without family an individual cannot survive in life. Family and interpersonal relationships are the same. Teachers may supported their families and deal with serious situations or matters in life like married life, children, relationships breaking, misunderstanding etc. All these bring occupational stress.

2.7.3.2 Economic Problems

University teachers immediately survive in financial crises. Actually, the low income of the employees is also a big problem that produces stress among the teachers. Low income generates stress at the workplace (Addae and Wang, 2006). Due to this reason they could not be able to manage their budget properly.

2.7.3.3 Personality

The personality of the University teachers is very significant in the profession. Robbins (2007) reported that if the behavior of the university teachers' is good with other people at work place it reduces the stress level. But if the attitude of the university teachers is not acceptable in the workplace, it can create problems in their jobs. It builds stress among them. It is a cause of great loss for the progress of the organization.

2.8 Effects of Occupational Stress

Today's society is facing troubles/problems due to stress. A university teacher does their work with higher pressure, and also suffering in the environmental changes and feeling pain for the demands of challenging in their occupations. University teachers improve their progress to look at the results/consequences includes like absenteeism, staff turnover, and managerial mistakes due to the occupational stress (Michie, 2002). Occupational stress provides a huge range of signs and symptoms which differs according to the individuals, situations, and demand of the work that affects the teachers' interpersonal skills badly. The physical health of the teachers at the work place, turn down and transfer into the depression at the workplace. In the organizational context, occupational stress may effect on the productivity of the organization internally and externally both.

These are the types of occupational stress like; irritations, sadness, conflict, nervousness, which produce physiological and psychological, stress (Antoniou, 2006). Occupational stress directly effect on teachers' performance. It may create a good form of stress or may be bad. If the stress is positive in nature it generates a good effect on the teacher's performance. But if stress is not positive then it goes to the negative side. Two kinds of stress effects on occupations may be some time positive and may be some time negative.

This research aims to clarify the association/interplay between occupational stress and interpersonal skills. Because every teacher have different expressions to explains the level of stress which effect on the teachers interpersonal skills weather they have affected or not. The variety of personal troubles like the overload of work, physical work environment, work position and conflict among colleagues and managers at workplace cause the stress. Many employees do great efforts with pressure, in most awful case foremost to doubts and harsh impairment on their health and routine.

In daily routine when the stress level goes above in to certain limits of the individual's that will destroy the outcome of the performance of teachers. Negative consequences of stress lead to reduce the performance because stress is not bad all the time. Stress causes low morale, job satisfaction, and high rate of absenteeism, low level of production, poor job relationships and high rate of accidents of employees.

Occupational stress includes five main indicators that directly affect the teachers interpersonal skills are: physical, sleep, behavioral, emotional and personal habit as presented by The Counseling Team International (2018).

2.8.1 Effects of occupational stress and Physical functioning

Symptoms of physical functioning that might takes place to work-related strain including headache, digestion problem, pain in the back, pain in muscles, heart disease, disorder in eating, high blood pressure, exhaustion, mild/chronic sickness etc(Schultz, 2002). If the workplace stressors are extensive when unrelieved the problems of health can take place the range from the usual cold to chronic pain. Some qualified workers like female social organizer and workers of the community have to travel to different areas, which causes stress and may possibly consider as an unsuitable or else undesirable manner in their relations unit social association thus rising clash and pressure (Friedman, Rosenman, 1974).If the work pressure is unlimited, it can go forward to deprived intellectual health, high blood pressure, a variety of minor sickness, personal relationships poor, extreme smoking and behavior.

2.8.2 Effects of occupational stress and sleep routine

According to Malta (2004) tension and nervousness may create a trouble in sleep make existing difficulties harms. Sleeps confusion may characterize by irregular pattern of sleep to interfere with the functioning of intellectually, physically and

emotionally. People who have feels difficulty in a sleep, poor attention, disturbance in sleep, sadness, low self-respect, lack of confidence, feeling tired (Motowidlo, Packard, & Manning, 1987).

2.8.3 Effects of occupational stress and Behavioral functioning

According to Mead (2000) stress linked to behavior warning signs contain reduction in production, absenteeism, rapid speech, tongue tied, and disruptive behavior. Occupational stress also causes angry, outbursts, hair pulling, grinding teeth's, wrinkling forehead, loss of interest in physical appearance, social withdrawal, lack of motivation focus, exercising less often, restless, and sadness.

2.8.4 Effects of occupational stress and emotional ability

Emotional ability is an element which includes in the personality of the individuals' which keeps away from showing nervousness, panic, tension and stress at the workplace. It is often used in contrast to neuroticism (Rumbol, 2012). Due to occupational stress the individual feels sometimes good emotions, sometimes negative. Emotional stress causes the health problem, mental disorder, irritability, loneliness and unhappiness. Emotional stress causes emotional distress and pain to the sufferer. It activates the negative feelings such as heartache, hatred and jealousy.

2.8.5 Effects of occupational stress and personal habits

Occupational stress may change the personal habits of the individual's because stress at work place disturbed a lot of matters like overburden, tiredness, work load etc. It causes anxiety, depression and also decreases job satisfaction (Dollar, 2001).

Occupational stress changed the personal habits of the individual's like different interests, hobbies, watch television, reading books, time planning and participate in extra activities.

Recently due to globalization stress is rising very high almost in diverse professions and worldwide economic crisis which is affecting all the categories of countries, workers, families and societies. Stress is a major drain on corporate productivity observed by many organizations and these organizations desired to decrease and prevent the stress among the employees. Stress is not harmful always and nobody is free from it. Stress is may be good in small quantities, it can motivate the employees and helps to become more creative and productive, but the high level of stress or a strong response of stress can be harmful.

2.9 Interpersonal Skills

Interpersonal skills refer to as people skills or societal skills and with good reasons; these are the skills that we use whenever communicate with others. When interact with other people at an individual or group level these skills are essential. Communicate and interact with one another with effectively, human being desires interpersonal skills. Increasing interpersonal skill enhance success personally and professionally both. At the work place, with this skill an employee will be in a position to efficient communication with his or her colleagues. A good quality of interpersonal skills will allow to dealing smoothly and successfully.

Interpersonal skills are those skills which are used for proficient translate and transmit the information in sequence, being able to perfectly interpret other people's emotion, being sensitive to other people's outlook, sincerely arriving at a resolution to conflict, avoid gossip and being polite.

2.10 Domains of Multiple Intelligence

Multiple Intelligence give details about the individuals that have different fields of multiple intelligence and every individual can learn through different styles. If they learned through the main domains of intelligence they learn better. Multiple Intelligence provides advanced approaches in the field of education that are also the most important to promote the development in the area of personal and social development.

The real meanings of this theory or approach contain a lifelong development in the process of learning (Saban, 2001). According to Gardner (1993) individuals' may be capable to improve their level of intelligence towards in the education as long as they had sufficient.

These three major levels are: Academic, personal and social intelligence.

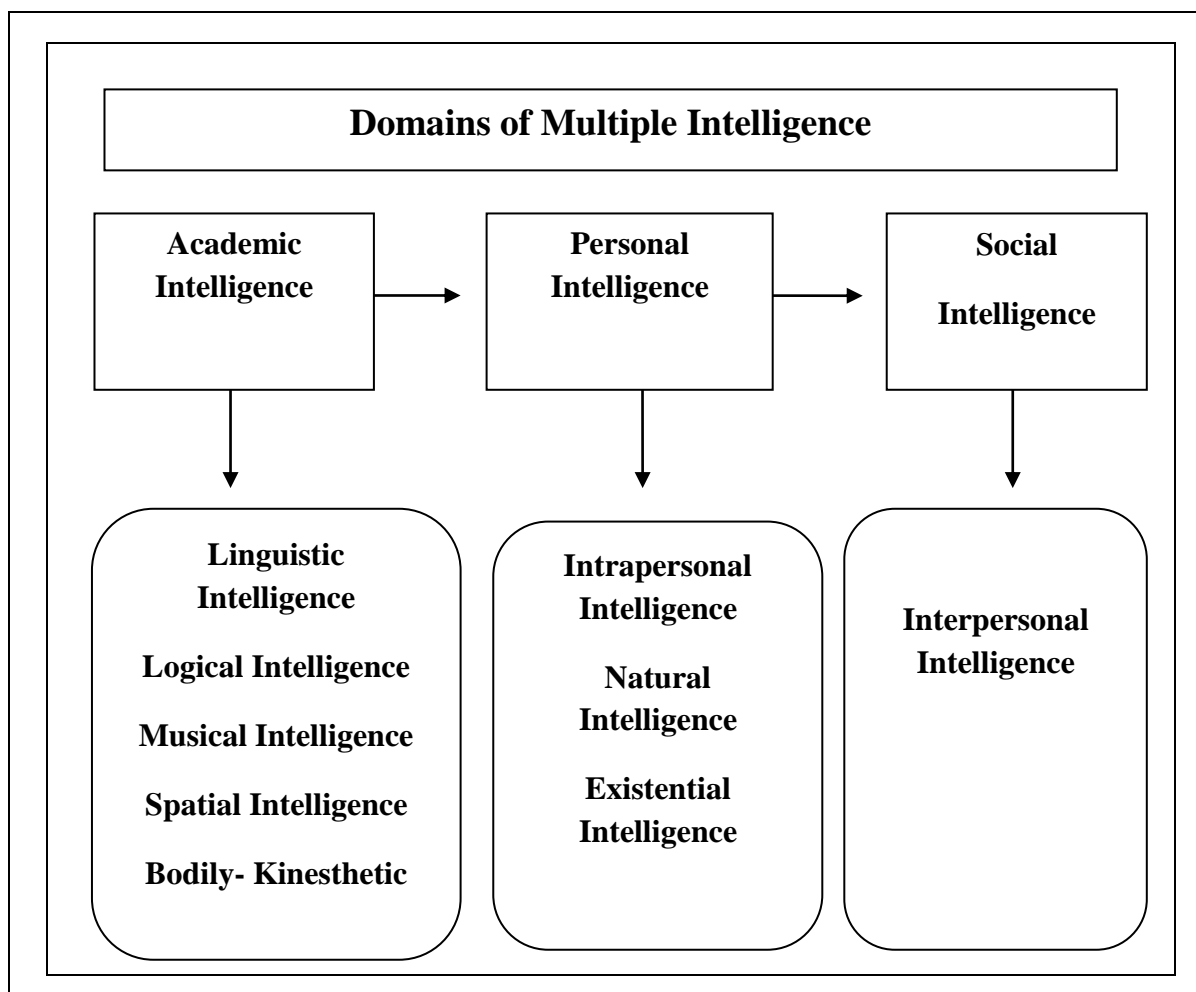


Figure 2.2 Domains of Multiple Intelligences by Gardner (1999)

There are nine different types of intelligences that classified everyone in groups developed by (Gardner, 1999). These are three main domains of intelligence namely academic intelligence, personal intelligence and social intelligence. These three domains further divided into nine domains are linguistic, mathematical, logical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalist and existential. This domains area follows:

2.10.1 Academic Intelligence

Academic intelligence is the ability to understand the various aspects of particular domains and opinion supported information related to self and values evaluation produced through the practice in relation to individuals' environment (Eccles, 2005).

The surroundings where interpersonal relationships become accomplished with hearing impairment flourish requirements to be assessed in organize to promote societal contact that directs to the growth in educational advancement (Barker, 2006).Self- concept is also composed of the academic, physical, social and emotional dimensions.

2.10.1.1 Linguistic Intelligence

Linguistic Intelligence is the approach to understand and learn verbal communication, and the capability to apply language to achieve goals. It gives chance to learn the foreign languages, to share views and opinions to understand another person (Stanford, 2003).A linguistic domain is an advanced ability to communicate with instructor and author in an effective way. Learners who have a high linguistic skill they are able to talk effectively and proficient views of others. Educationalists and students may develop linguistic skills for learning different foreign languages, present verbally, written coursework and learn new terms. This approach improved learning process through educating the learners' with spoken

teaching in addition to the distribution of diverse views, stories, jokes and civilization development of in series within the classes. An individual with linguistic skill explains the language capacities that motivated to do the finest verbal conversation with others. This approach gives confidence to individuals who are best in this intellectual skill to speak easy words for facilitating to other people.

2.10.1.2 Logical Intelligence

Logical domain develops high numerical abilities among the individual that capture and realize the ideology of work completed by the individuals who can see the next logical step in instructions frequently (Gardner, 2001). These individuals involve performing different activities like manipulating numbers, functions and a quantity does as mathematicians, as a scientist or a logician. Such kind of individuals' has high logical intelligence that understands how to develop work. Individuals with this high intelligence more expected to present additionally. Individuals with this type considered as superior people because they disposed in traditional intelligence academically, the logical method of coaching set-up, and these individuals are competent to regulating in a harshly designed group and present their response within the classroom.

2.10.1.3 Musical Intelligence

Musical intelligence is similar to the linguistic abilities approximately. Music requires the skill in the presentation and appreciation in the patterns of music. It is the capability to be aware of the arrangements of musical pitch, tone and rhythms. The competencies assume in song, may be proficient to perceive patterns of sound distinguished them, memorize and

influence them (Gardner, 2006). If the individuals' enhance their intellectual capacity in music then they can sing a song to give explanation of the subject matter suggested by Campbell (1997). Musical intelligence approached easily if the emotions make the melody to expresses physically, understand.

2.10.1.4 Spatial Intelligence

Spatial engages the prospective to be familiar with the use of a sample of broad space and more restricted areas (Gardner, 2006). Spatial Intelligence individual having potential, they have to work as an airplane pilot or sailor. These individual navigates the large spatial world internally in our mind (Checkley, 1997). A person recognizes to find out the accurate spelling, with the use of two bits of intelligence e.g. spatial and linguistic intelligence. As a teaching tool the figure and picture elements used and the spatial intelligence can be easily approached. If movies, diagram and other images elements are used, then learning becomes quiet easier for the students with this intelligence.

2.10.1.5 Bodily Kinesthetic

This domain involves the power of using the individuals' physical parts to explain the problems (Kornhaber, 2001). Bodily Kinesthetic refers toward the capability to utilize the parts of body including; hands, legs, head and arms to the resolution of difficulties, and several type of creation. Bodily Kinesthetic domain used by athlete, surgeon, dancer, choreographer and craft. Through this domain individuals obtain different skills like throw disintegrate article correctness into bins crossways the area and choose to the draw symbols, figures relatively than written information. Armstrong

(1994) states that individuals may be able to use the physical parts of the body to decide how to overcome their troubles and produce formation. This dimension is promoted through the use of hands-on techniques from the views of Gardner's classroom. If learners are allowed to physically touch different things that are available in the classroom through this method, students learn more easily.

2.10.2 Personal Intelligence

Personal intelligence is the ability of the individual to understand his or her own experiences. It is related to the feelings, thinking, and perception of the individual. Personal intelligence includes the experiences related to a friend, family, teachers, colleagues, and others who awaken and develop intelligence, or actively control them (Armstrong, 2009).

2.10.2.1 Intrapersonal Intelligence

According to Cavazos (2013), this dimension involves the capacity to understand, to appreciate one's feelings, fear, and motivation. Intrapersonal intelligence prefers an understanding to know about your own self, able to know about the strong points and weaknesses related to one's self, which types of equipment and needs to gravitate or are needed. Learners experienced a lot of troubles can be judged by the unconventional statement (Driscoll, 1994).

Learners with high intrapersonal intelligence can build their future better in the light of their past incidents and enhanced facilities to influence for a better future. A person who engages intrapersonal intelligence to make extremely creative writing, stories, and novels with efficient and effective use of optimistic support in the process of educational atmosphere with

the help of teacher frequently. Intrapersonal intelligence is the easy and capable approach.

2.10.2.2 Naturalist Intelligence

Naturalist intelligence related to the “nature”, and other features of the natural world including; animals, plants, surroundings, weather, human being and birds. Individuals learn more sufficient throughout their social setting and communications through their atmosphere include co-curricular activities, foreign trips and association with natural world. Individuals in this intelligence to observe the natural scenery and experience it personally and realize the suitable meaning and pattern in the surroundings. Naturalist is the capability to categorize and differentiate between the types of plants, animals, farmers, gardeners and all geologists. In this intelligence include those students who are able to know the name and explain the features of nature that are having around them. In the global education, naturalist intelligence engages the ability to make out nature patterns in the mastery of taxonomy and sensitivity to the natural world (Stanford, 2003). Moreover, the individuals’ like the natural domain and performs great work in surroundings relatively than in classrooms.

An individual have an opportunity to present and seems others as well carry out to getting practice for better future. The learner must aware about different places to visits and get the opportunity to create the sense to enjoy the universe.

2.10.2.3 Existential Intelligence

Existential aptitude proposed the skill to make inquiries concerning with the reality of human being, life importance, death and the reason in

support of survival (Armstrong, 2009). Existential intelligence, as the capacities toward learning oneself with a high opinion to the distant possessions of the natural world that identifies by (Gardner, 1999). It is also connected to the death and provides the meaning of life.

2.10.3 Social Intelligence

Social intelligence appears the capacity of the individuals in appreciative others, suitable response with those of diverse motives, developing friendships, interaction with others and conducting yourself intelligently with them. Basically, the success of the individuals depends on the degree of observation and understandings about the multi-variables toward the troubles that the individual faces in his life (Al-Khaldi, 2009).

Gardner defined as social intelligence is a skill of the opinion and the mood responses, desires and their hidden feelings and aptitude of the others. Social intelligence is very important in different occupations for their better development such as, teaching profession which requires high-quality interaction among the teachers and students. Social intelligence includes the interpersonal intelligence.

2.10.3.1 Interpersonal Intelligence

Intrapersonal intelligence demands the ability to recognize the goals, inspirations and requirements of others. It develops the awareness among people to work efficiently with each other (Cavazos, 2013). In this intelligence, a person appreciates others work. It's ability or the best skill for those who are working in different professions like if you are a teacher, clinician, salesperson or politician. Any person who deals with other people has to be skillful in the interpersonal sphere (Gardner, 2001). A teacher may have teaching another student with different concepts in interpersonal intelligence. In the classroom where the learners in groups

work together, their mental power is nurtured and polished in them through learning that is experienced in the classroom and facilitates to motivate in this intelligence. Among people, group activity is the best method of learning. There are further six main types that are relevant to interpersonal skills are belonging, affiliation, extension, recognition, control and influence by Pareek & Purohit (2010).

2.10.3.2 Belongingness

Belongingness is a need which essential for every person. Belonging as a skill of interaction, formal dealing, that can practice different types of connection with family, people, students and friends. Belongingness can emerge from the relations that make with people, places, culture and groups (Adina & Medet, 2012). Belonging needs provide the sensitivity to everyone that feels very important in the society.

2.10.3.3 Affiliation

Affiliation is the need to establish close and personal relationships. This might tend to a need to belong and the person will do anything to belong to the group. Affiliation is a skill which involves the emotions dealing with others, close or personal relationships (Levy,2008). Affiliation is the need of human being which provides strength to the people to allow them to connect with each other to make something impressive or stronger and more imaginative than any individual in the group.

2.10.3.4 Extension

Extension is a skill which relates to helping and serves other people. They may be likely to compassionate others and make people dependent on them. 'Extension' motive is very essential for the organizations and must

put onward approaches to enhance interest to meet the goals of a subordinate in the organization. According to Pareek (2010) extension is a skill that is reflected in concerning others including a group or society.

2.10.3.5 Recognition

Recognition is a need to know a person from earlier fact or information. Recognition as a skill to do something and be familiar with someone or recognize something when you see it (Pareek, 2010). Recognition is a skill to acknowledge and appreciate the work and perceptions of other people. With the use of recognition skill, the person can enhance their views, expectations and capabilities about others and also gives respect to others.

2.10.3.6 Control

Control is the need to direct and control the events and people. The person tends to be very mistrustful of people and events that are not in control. They may or may not give freedom to act as per their will (Kaila, 2005). They are little concerned with the organization and have little argued to monitor and take corrective action in relation to their work when needed. This can be increased by developing strategies to give importance to the ideas given by the telephone operators in regard to bringing improvements in their work. Control is a skill to deal with others in an authoritative manner.

2.10.3.7 Influence

Influence is the need to use power to have an impact on people or events. People may use power for self recognition. "Influence" having been found the lowest motive, that offers different argues related to work concern in the organizations for making a comprehensive and high-quality impact on

their co-workers and deal with other in a democratic manner (Pareek, 2010).

2.11 Interpersonal Intelligence in Classroom

According to Brualidi, (1996) teachers must organize their methods of teaching and shows presentation that all the domains of intelligences should be applied in classrooms. Lazear (1992) develop this idea is more effective by stating that each individual is born acquires with these intellectual abilities naturally, that represents each individual has own special type of academic intelligence abilities, that can dissimilar in the high opinion of his strong points as well as limitations. Every learner comes into the educational process along with exceptional also diverse set of talent and expertise.

Lazear expresses the intelligences to find out styles of learning of a particular individual and directed the way to easy or difficult for learner to gain knowledge and information and gives explanation in a particular way in the classrooms. Consequently, there are multiple types of students in the classrooms. In one classroom a number of learning styles can be originating. Within the classroom thus, it becomes quiet unfeasible, or unrealistic, in support of instructor to prepare each lecture related to different styles of learning being originated. Furthermore, the teachers may able to provide support to learners to utilize special capabilities and direct to the knowledge and information relevant to subject matter that focus on the strong points of the learners and also guide to know about their weak area of the intelligence. Additional, present views and implications specified by Giles, Pitre, & Womack, (2003) with the aim of educating, several tutors located multiple coaching center including material and resource with the purpose of encouraging a variety of intellectual abilities and there are numerous techniques to apply, intelligence theory put into the courses but there are not skilled for the integration of theory.

2.12 Teaching Strategies to deal Interpersonal Skills in Classroom

According to Dreher (1997) the process of teaching include different ways and styles of learning that required by the teachers to use particular techniques to enhance the skills and potential of the students in the learning process. It is essential for teachers to deliver knowledge and information according to individuals' interests and learning style.

According to Armstrong (2000) in the classroom, instructor must be able to teach the students with using the types of intelligence such as verbal discussions and demonstrate the objects or figures to develop critical thinking among students and also give the opportunities for peer learning to the students for the improvement of quality in teaching and learning. According to Gardner (1999) Multiple Intelligence motivates the educators to understand the qualities of the learners to interrelate with the content knowledge and also guide them about the trends related the society. This theory gives direction to the understanding of special methods and principles that essential for delivering the lectures to the students in their classrooms. Gardner puts forward this theory in process of teaching and learning. Multiple Intelligences theory includes the teaching strategies for classroom activities. Educational instructors planned a variety of different techniques to teach the individuals into the circumstances in the reality of life. In the classroom excellence guidelines to provide students practices that can ensure during careful procedure of lesson planning.

Table 2.2

Teaching strategies and Classroom Activities

Intelligences	Instructional Strategies	Classroom activities and assessment
Linguistic	Give confidence the make use of new vocabulary words, engage learners in debate and give an oral presentation. Explain how poems can expressive	Lectures, debates, storytelling, journals analysis

	feeling.	
Logical- mathematical	Use mind map, figures, graphs, perform mathematical calculation, Diagram, table, shapes, give chance to the students to draw these objects and show their abilities.	critical thinking, tackling Problems, knowledge investigations, Intellectual calculations.
Spatial	Draw maps: visualization activities teach mind mapping, clothing, Scenery to represent an event or period. Give opportunity to the students to explain their views through visualization of images.	Visual appearance, art tricks, painting, imagination games, mind mapping, metaphor,
Bodily- Kinesthetic	Give activities related to body movement, provide opportunity to present role-play and acting eye and body coordination, Prefer learners to do physical actions, give opportunity to learners to go upstairs and downstairs once during the working hour.	Teach sports instruction, Physical actions, Body exercises, Demonstrate technique, ridding.
Musical	Understands relationship between sounds and feeling, recognize tone and rhythmic patterns, support learners to generate tips of music, awareness, appreciation, Use of sound, teach characteristics and natural features through music.	Rhythmic learning? rapping, using songs that teach, compose media jingles, review a musical play, provide a chance to play musical instruments.

Interpersonal	<p>Enhance peer learning abilities, assigned grouping projects; give opportunity to learners to highlight the societal demands,</p> <p>Involve in community work,</p> <p>Generate different tasks in which learners observe the things critically and present their valuable opinions.</p>	<p>Cooperative learning,</p> <p>Peer tutoring,</p> <p>Community,</p> <p>Simulations</p> <p>Involvement,</p> <p>Social gatherings,</p>
Intrapersonal	<p>Develop self-confidence among students to work at their own pace, promote positive thinking about their talent among students,</p> <p>help learners to observe the individual targets,</p> <p>Enhance learners in self write, journal, article and stories.</p>	<p>Personalized education,</p> <p>Choices in progress of study, build self-actualization, one's own aims and personal changes.</p>
Naturalist	<p>Involve the students in outdoor actions like see the elements of nature i.e. plants, birds, and animals.</p> <p>Conduct hands-on experiments; care of animals and plants, generate a view including these features.</p>	<p>Natural objects learn</p> <p>Environmental consciousness,</p> <p>Care of plants and animals.</p>

Due to occupational stress interpersonal skills of the teachers were affected. Occupational stress brings different challenges for the teachers in a daily routine. Occupational stress provides unexpected situations as a task for the teachers to deal or manage it with the use of their interpersonal skills.

2.13 Effects of Occupational Stress on Interpersonal Skills

Stress is a feeling that gives two directions it may be positive either negative. There are some negative or positive effects of the stress that causes the reason of the occupations stressful.

2.13.1 Effects of occupational stress on Belonging

Belonging is the very common and most important skill that is associated with the family, friends or relationship with other people. Due to occupational stress belonging skills creates a negative effect on the relationships. People could avoid cooperating with the relations with others (Medet, 2012). Today's life is very busy and no one has time for other people. Occupational stress generates an unsupportive logic among people that causes the sense of difficult communication and distance of connection with people.

2.13.2 Effects of occupational stress on Affiliation

Occupational stress directly effects on the affiliation skills because due to stress people cannot link with society. Without affiliation skill, a person cannot survive in the society or world. Occupational stress creates the distance among affiliation and the member of society (Adina, 2012). A person who has attached or connects with any organization could not perform the duties effectively and could not increase the productivity of the organization with due to occupational stress.

2.13.3 Effects of occupational stress on Extension Skill

The extension is the skill that is reflected in concerning others including a group or society. Occupational stress creates the consequences on extension skills. Due to occupational stress teachers' may not be able to connect with the groups and society. Extension skills give chance to the individual's to cut off the society and groups rules and regulations (Kaila, 2005). It causes very negative and ineffective thinking. The individual feels themselves helpless and disturbed mentally and emotionally.

2.13.4 Effects of occupational stress on Recognition Skill

Recognition skills means to recognize yourself, or someone identity. Occupational stress causes the negative thinking, disliking, unrealistic appreciating and disrespect of others (Pareek, 2010). Stress ruins the relationships with colleagues and groups at workplace. They don't want to appreciate or like other groups and the people of the society. Through occupational stress, the individual's cannot be able to enhance the views with others and also ignore the views of others.

2.13.5 Effects of occupational stress on Control Skill

Control is the skill to deal with others in authoritative manner. Every boss wants to hold the control of the organization but stress provides the misunderstanding among the teachers and their seniors in organizations. Control skills cannot provide the freedom to everyone in the organization to do what they want. Occupational stress provides the authoritative manner to the heads of the organization to implement their rules strictly (Malta, 2004).

2.13.6 Effects of occupational stress on Influence Skill

Influence is the skill to deal with others in democratic manner. Everyone wants to perform their duties in democratic manner but occupational stress restricted to the individual's to keep away from living in a democratic manner (Mead, 2004). Workers and co-workers behave with each other in democratic manner but cannot complete their tasks due to occupational stress.

Section 2 Theories & Models of the Area of Research

2.14 Theories of Occupational Stress and Interpersonal Skills

A number of theoretical positions are developed for examining and understanding about stress and disorders related to the stress. Around the world the employers and government have rising attention concerning occupational stress for the previous two decades and for that reason, a lot of researches examine in this field. Popular and broadly useful models are discussed beneath and an effort has been completed to transport in the light of commonality in the research and also draw a suitable model for the current study (Fever et al., 2003). In addition, there are many theories or models related to occupational stress and interpersonal skills. There are the following two main theories of occupational stress namely as transactional and interactional.

2.14.1 Interactional Theories of Stress

Interactional theories explain work pressure in terms of individuals' interaction with the work environment. According to (Jones & Kinman, 2001) theories of interactional describe the associations amongst personal and environmental stress. This theory focuses on structural characteristics of stress process. The Interactional methodology point by point that the consequence of strain on account of interface the factors identified with the situational and personal. On alternate terms,

personality perspectives make a person's appealing much powerless and the occasions of pressure and how an individual adjustment can influence the degree, period, and repetition of distressing occasions. The interactional model suggests that objective circumstance takes place to a person and personality feature determine the impact of that is conditioned by the influence of the person's capacity to manage and personality is unspecified to modest the relation among stress and illness (Ryan, 1996).

One of the main criticisms has been pointed beside interactional theory that it is too simple and ignores the modest effect of the support of social on the main variable.

These are the two basic theories are:

- (a) Person- Environment Fit theory by French (1982)
- (b) Demand-Control theory by Karasek (1979)

2.14.1.1 Person-Environment Fit Theory

According to Yang (2008) Persons are operationalized in terms of individual qualities such as capabilities or preferences. Environment refers to several uniqueness of settings such as demands or norms usually (Yang et al., 2008). In the workplace, the job demands and pressures exceed the abilities of an individual or the goals of employee and demands of work with values conflict and misfit occur between the characteristics of an individual and his or her work environment (KristofBrown et al., 2005). When the excess can be maintained to gather the desires of the individuals probably to continue to develop a positive attitude. Person misfit can generate negativity in the attitudes and behaviors of the individuals. Person-Environment fit hypothesis sets that when the real circumstance in their associations, workers are probably going to create educational frames

of mind and behaviors, for example, authoritative duty, high occupation fulfillment and pro-social behavior.

According to the model of Person Environment stress is generally a result of insufficient person-environment fit in occupation. One type of fit is the extent to the skill and capabilities of the individuals coordinated the command and necessities relevant to the profession. The second type of fit is the degree towards the employment atmosphere supplies that maintain to meet up the necessities of individual's. This model gives details of the degree of fit among the job environment and individual which will determine the power of strain which is practiced by an individual (French, 1974). Therefore, it is significant for the organization to plan the professions and look after desirable worth's and standards in a better way that maximizing Person-Environment Fit. At the point when there is rise up with the end goal that the actual environment misses the mark concerning representatives inclinations, expanding Person-Environment fit by improving the real environment is probably going to upgrade workers' frames of mind and behaviors.

At the point when there is a loner with the end goal that the real environment surpasses people's inclinations workers' frames of mind may keep on growing decidedly, begin to grow adversely, or stay consistent (Harrison 1978; Yang et al., 2008).

According to the Person-Environment fit theory, the interaction of a worker with his or her environment causes stress at the workplace. French developed the model of Person Environment fit in (1972) and his Peers recommended that model on occupational stress lack of capabilities,

expertise or resources which desired to assure the demand of his or her job and atmosphere of the organization (French & Caplin 1972; French, Caplan, & Harison 1982). The fit between the individual and environment in the large form of discrepancies, the more severe the occupational stress will be and superior the probability that will experience negative consequence in his her job performance of the individual.

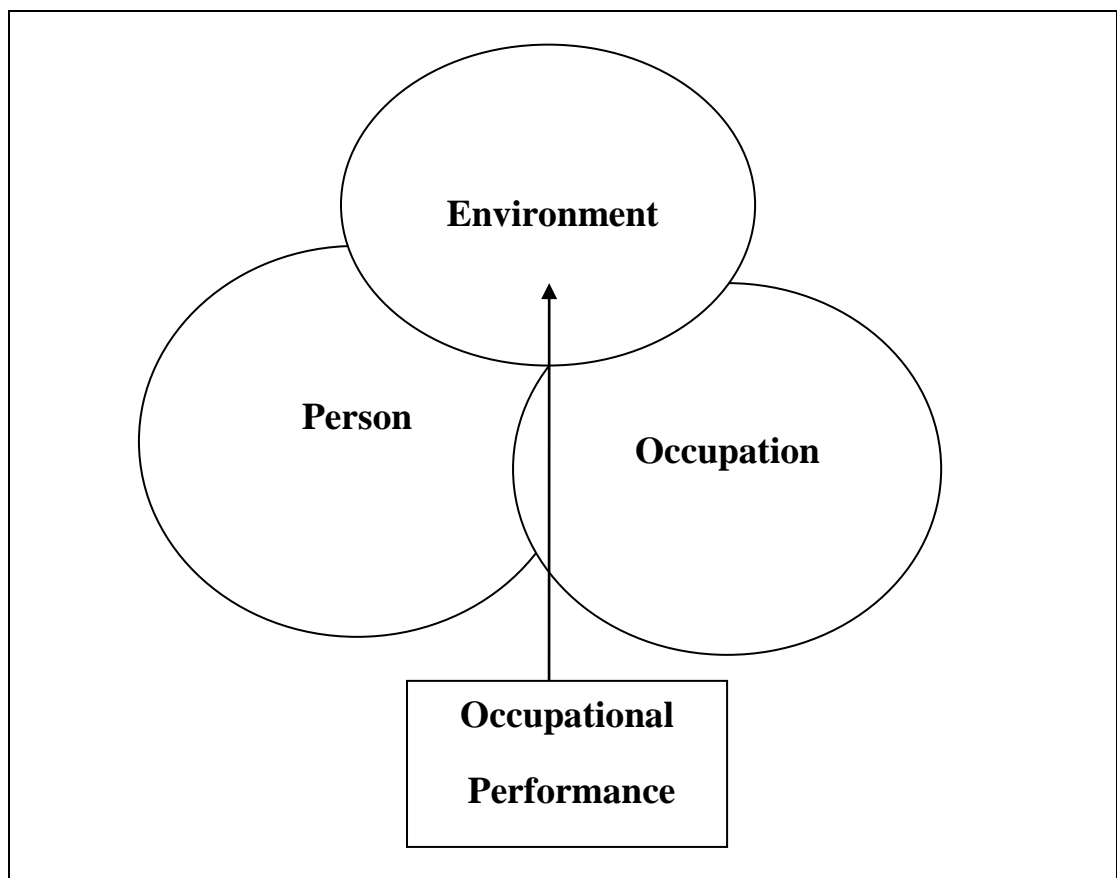


Figure 2.3 Person Environment Fit Model by French (1982)

The review of the theory proposed that the researcher has attempted to find out clarification concerning the relationship among stress, an individual, and the environment. The Person-Environment fit involved the examiner to think that there is several effectiveness in correlation to stress (Pithers & Soden, 1999; Sutherland, 1995).

There are three most important characteristics of the job that explains unpleasant healthiness as: high demands, low control and low social support. Employees feel insecure in their jobs due to high pressure of work; low power and support create harmful effect on the work environment.

2.14.1.2 Demand Control theory

This supposition concern is combined effect on the employees the job demands and job control will create (Kenny, 1999). According to this theory, strains occur while an occupation has high demand combines with the low chance to control the task and procedure, result in reduced employee physical condition furthermore poor work fulfillment (Bridger et al., 2007). The insignificant burden of work (McKenna et al., 2002; Nwadiani, 2006) uncommon relax break, working long hours and work on shifting; a confused and regular task that has little intrinsic meaning, not utilizing skills of workers, and give a control on little intelligence (Fairbrother & Warn, 2003). Perhaps, self-esteem directly encompasses main influence on apparent the persons and resulting anxiety (Kenny, 1999; Fevre et al., 2003; Love et al., 2007).

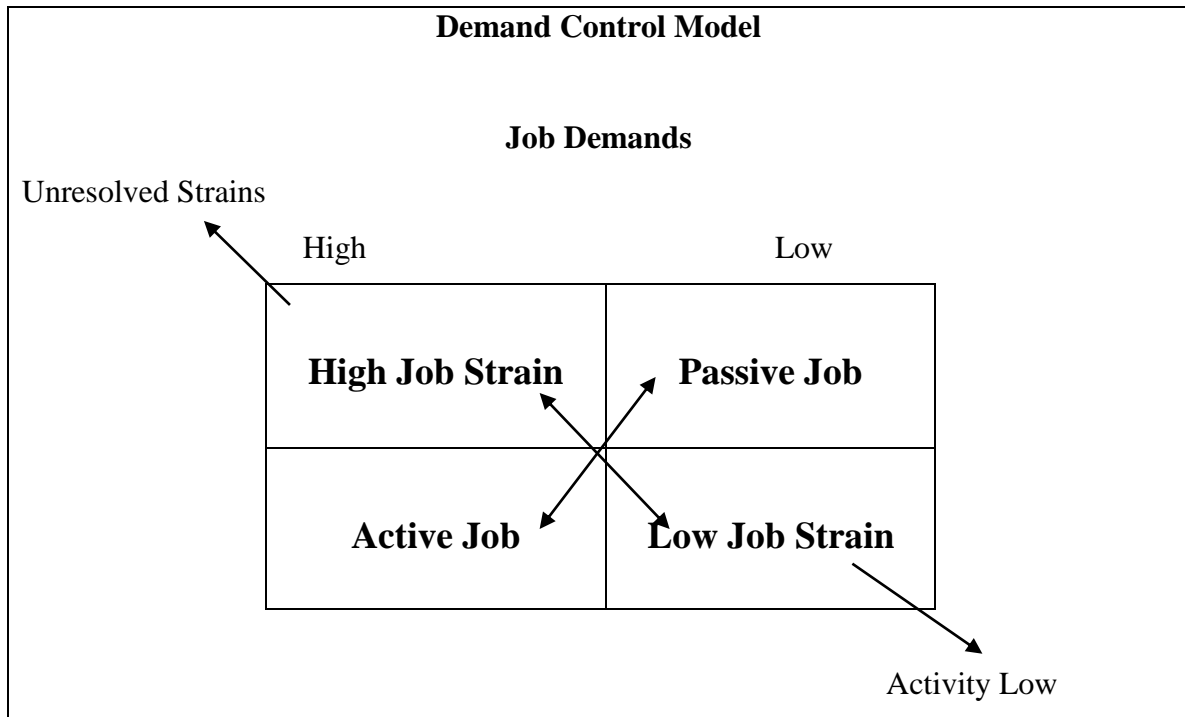


Figure 2.4 Demand Control Model by Karasek (1979)

Thus, enhance to administer and absolutely associated with the agreement of the job (Kenny, 1999). Jobs can be divided into four categories on the basis of demand and control dimension such as high requirements and low control lead to high job strains, low demands and high control leads to low job strains, high demands and high control lead to active jobs while low demand and low control lead to passive jobs (Landsberg, 1992). Two factors are essential in the context of the profession are (job demand and job decision), that expect physically and mentally health risk interrelated to job stress and job performance. In general high demand and low control predict stress. Research outcome has not supported that relative constantly (Cox, 1993; Schreurs, & Taris, 1998). A causal relationship between job strain and cardiovascular disease is seemed by frequent studies (Jones & Bright, 2001). According to Karasek (1979) demand control model is a job which presents a high demand on the employee and low control or

self-sufficiency that creates stress. Demand may be in the type of work hazard, overload of work, emotional and physical demand or role conflict.

2.14.2 Transactional Theories of Stress

A transactional theory of stress focuses on the growth of reaction cognitively and emotionally, which supports the person's relation with their surroundings. Generally, transactional theories of stress core on the individuals' practices related to cognitive and emotional responses that are linked to his or her surroundings (Cox, Griffith & Rial, 2000). The demand control models conceptualize that stress as an outcome of stressor evaluated and the individual assessed the assets to deal with stress. In the views of Lazarus and Folkman's understanding related to stress focus to the external atmosphere of the agreement among individuals.

The transactional theory states that stressor is born in the surroundings, and everyone has a unique characteristic (e.g. age, qualities, heredity, coping techniques and opinion) which causes unusual level of strain and responses to stress.

As a result, stress is not only related to something that arises to an individual, however it is a procedure that happens among the person and the surroundings cause stress.

Stress is not provoked when the person does not perceive the occasion as frightening and feel that he or she has plenty of resources to handle the risk full circumstances (Lazarus, 1993). According to transactional theory personality has three influences:

- (i) It can influence coping as in the interactional theory
- (ii) It can influence how the person assesses or understand the events.
- (iii) It can influence the event themselves.

The third point explains that people do not just react to the situation, through the use of their actions and choices they also create different situations. For example, a person all the time complains may generate the situation in which others start to avoid him or her. The discussion on the theories of interactional or transactional of occupational stress exposes that in the transactional theory, it is not the event itself that causes stress, how the event is interpreted and appraised the cause of stress while the middle point of the stress theory related to interaction is to clarify the arrangements and characteristic of the individual's contract with the job atmosphere. These are the basic theories of occupational stress included in transactional theories are:

- (a) Psychological Stress by the Lazarus Theory (1993)
- (b) Occupational Stress Inventory by Osipow (1983)

2.14.2.1 Psychological Stress Theory

Psychological stress theory is given by Lazarus in (1993). In this theory he describes the two concepts are essential to the psychological theory of stress are: appraisal and coping. Appraisal for example people's assessment of the essentialness of what's going on for their success. Coping: for example people's effort in thought and activity to manage clear requirements in the occupations.

Lazarus has practiced a few original corrections. Stress observation is an idea produced from the society, for example stretch isn't characterized as a particular kind of outer encouragement of physiological, social or abstract responses. Relatively, the stretch is seen as an affiliation (exchange) among people and their circumstances by Lazarus and Folkman (1984).

Mental and emotional strain prefers to make association among the surroundings and individual that evaluates the consequences of burden of stress go beyond the accessible source to managed (Lazarus and Folkman, 1986). Lazarus and Folkman's transactional model of stress and coping describes the relations take place among a person and the environment. The outcomes of strain create inequality between the demands and resources of the individuals. When the stress become exceeds to the resources and demands well the ability to cope and mediate stress. Factors by the personal side are very important such as motivation, goals, values and general experiences. Parameters relevant to the situation are preventability, controllability, and a huge potential stressful event. The work environment aspects can be perceived through the three levels of evaluation.

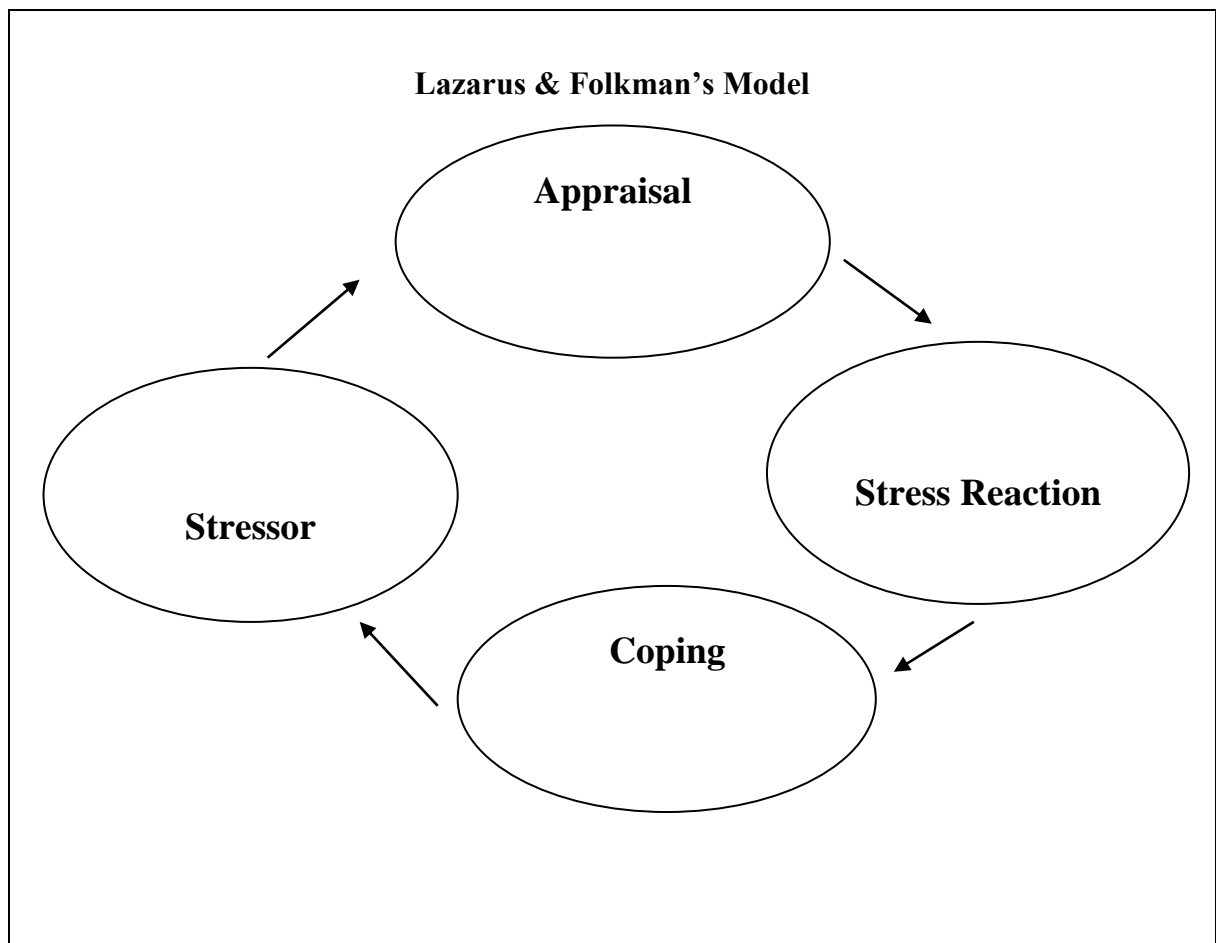


Figure 2.5 Psychological Stress Model by Lazarus (1993)

At the analysis of the level of transactional, strains occur because the observation present the demand of the environment goes beyond the resources of personal (Lazarus & Folkman, 1986).

An appraisal is known as the evaluation procedure that gives the meaning to the person-environment transaction (Holroyd & Lazarus, 1982).

Primary Appraisal: An individual engaged in stressful situations that are involved in the primary appraisals that are harm, loss, threats and challenges etc.

Secondary Appraisal: individual engaged in this appraisal to deal with the situation and undesirable conditions. It evaluates the internal and external coping resources. Internal resources (e.g. control, inner strength)

external resources (peers, professional health) coping resources to create a more positive environment.

Problem based-coping: identifying problems and create alternative solutions, learn innovative expertise to deal with stress and dropping self-esteem attachment.

Emotional based-coping: It involves gaining tactics for modifiable emotional distress e.g. avoiding, distancing, acceptance and seeking emotional support.

2.14.2.2 Occupational Stress Inventory

Osipow & Spokane (1983) gave stress coping strain model which is also known as occupational stress inventory model. This model focuses on three dimensions e.g. job stress, job strain and coping resources, which are presented to respond to the effect of occupation stress. The difference in coping resources moderates the ensuing strain. Consequently the level of high occupational stress in itself does not overcome tension but the availability of coping resource expects the level of strain (Osipow & Spokane, 1998).

The Occupational Stress Inventory revolves approximately theoretical concept and requires the evaluation of the three factors that affected: roles related to the job, mentally pressure and coping techniques on the individuals.

Osipow's model regards as for how the strain linked to a variety of aspect role of work that has existed in the literature. Occupational Stress Inventory demonstrates the process of stress and tension experienced as the resulting pressure and workload during any process. The apparent

strain and stress results may possibly amongst the other thing contain a cause on the progress of work. The difference linking apparent pressure and strain experiences measured as significant to the representation of stress in occupation successfully.

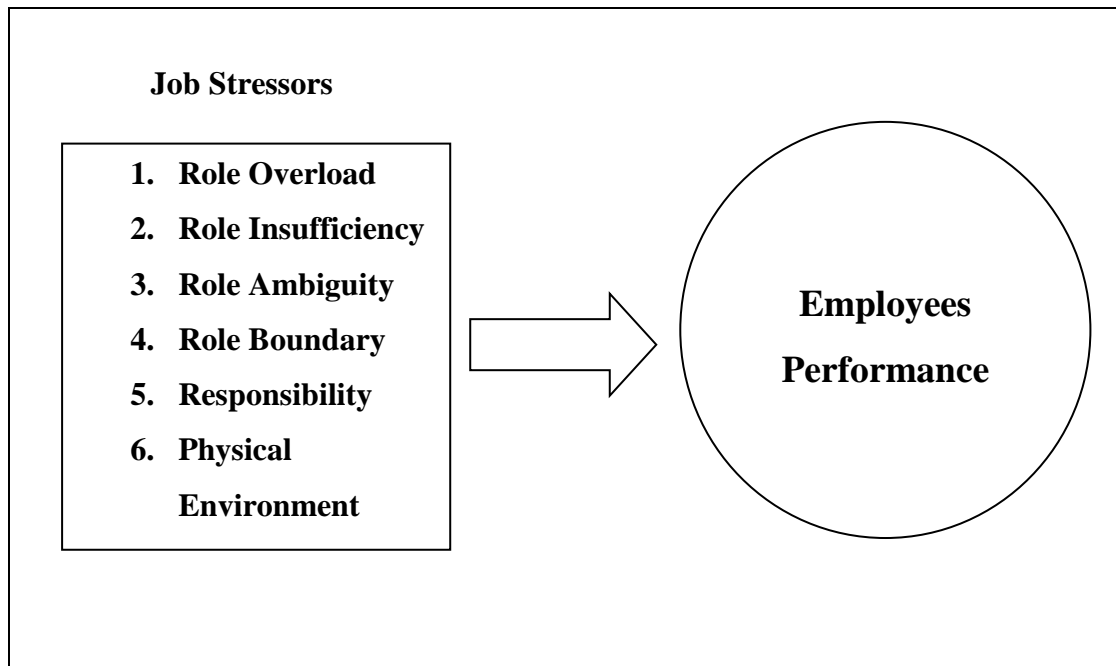


Figure 2.6 Occupational Stress Inventory by Osipow (1983)

Osipow's explains these terms as:

Role Overload: it evaluates the demands of job (individual and place of work) and the person is competent to realize the pressure of work.

Role Insufficiency: it relates to the learning abilities, training of the individual's and experience is suitable for job necessities.

Role Ambiguity: it deals with the occasions, potentials, opportunities and assessment criteria and understandable to the person.

Role Boundary: it evaluates the role of conflict and misunderstandings, of the individuals and dependability in the work place.

Responsibility: it measures the level of the individuals experience a huge agreement of tasks for the interests and wellbeing of others on the work.

Physical Environment: it ensures the individuals are uncovered to high levels of ecological poison or harsh situations physically.

Both interactional and transactional models suggest that a causal role of personality in coping with stress. The interactional model specifies that personality determines the stress survives style and the transactional model proposes that not only personality aspect determines pressure cope styles but also determined how they consider and influence situations.

2.14.3 Theories related to Interpersonal Skills

(a) Theory of Interpersonal Intelligence

(b) Howard Gardner theory related to Interpersonal Intelligence

2.14.3.1 Interpersonal Intelligence theories

Binet and Simon (1905) explained the first intellectual tests that analysis the aptitude as a mixture of gathering the function of cognitive domain. A range of aspects with the aim of identification was knowledge, opinion, decision and development. Therefore the current concept of the intellectual sketch to Binet, whose study on intelligence was explored at the ending of 19th century and the beginning of the 20th century (Corno, 2000). Thurston (1938) theorized that academic skills consist of seven prime intellectual capabilities consisting of spoken skills, understanding, numeral skill, self-confidence, spatial mental picture, associate remembrance, aware quickness and reason. Guilford (1950, 1967, and 1981) explains a theoretical model that he identified the intellectual structure.

Guilford's model presents the complete point of view in suggestive the continuation of 120 intelligences. Wechsler (1949, 1997) produced separate scales to check the intelligences of the kids and matures. Goleman (2002) considered that children's must require facilitating to enlarge the intelligence related to emotions. He sustained that the capability can make sure that the life feature in a rushed and hectic surrounding is further in good physical shape and satisfied.

Theory of interpersonal intelligences demonstrated a clear difference from the point of view of traditional, that features don't modify through the passage of time period and age, teaching and practices stated by (Teele, 1994). While the importance was constantly placed on other skills like logically mathematically and verbally by traditional school curriculum, western civilization and prefer value to all intelligence. Theory related to Interpersonal Intelligence by Howard Gardner is:

2.14.3.2 Howard Gardner theory related to Interpersonal Intelligence

Interpersonal intelligence theory of Gardner interrelated with customs, linguistic and cognition, the analysis of traditional intelligence that position, intelligence is the skill that facilitate to the substance of particular capability, as a replacement of intelligence is a competence that engages to resolve the problem as well as make a production valuable that are restricted to different setting. All individuals are not born having each intelligence that continues throughout in life wherever enhanced and trained the intelligence views by the (Gardner, 1983) each person has different level of intelligent. There is a number of ways that increase every aspects of intelligence to become an average level of capacity.

This theory presents the huge application for achievement of the students and their self-esteem. Gardner defines intelligence as the competence toward explain the reasons are useful with the aim to facilitate further in new set of cultures (Armstrong, 1984; Gardner & Hatch, 1989; Loughlin 1999). Clark (2000) established the views related to the theory of Gardner's Intelligences with individuals that preferring to explain the points are:

1. **Verbal Linguistic:** vocabulary grip, thoughtfulness to the sounds, sense and rhythm of words; understand association between communication and meaning.
2. **Logical-mathematical:** understands the relationship between cause and effect toward tangible results; analyze problem, perform mathematical calculations, scientific reasoning and accurately deduction.
3. **Musical:** realize the pitch, tone and rhythms as in a musician understand the connections linking between sounds and feeling.
4. **Spatial:** ability to "think in picture" to observe the features and awareness of the world perfectly and attempts to regenerate those characteristics of the world.
5. **Bodily Kinesthetic:** skill to manage the objects and body movement of the individual, physical energy and balance.
6. **Interpersonal:** ability to perceive and understand relationship between people and their situations, including other people.

7. **Intrapersonal:** is the capability to understand the emotion of individuals to understand oneself and others, one's own needs for and reaction to change.
8. **Naturalist:** is the capacity to be familiar with the objects and classify the objects i.e. plants, animals and other objects related to the nature.
9. **Existentialist:** is a skill or facility to deal with deep question concerning with human, life and death, involving personal independence or to do whatever the individual wants to perform with their interests.

These types of intelligence give a lot of ways to instructor that can integrate them into their mechanism of training in the atmosphere of the classroom, involve that the teacher already perform in the classroom and growing to facilitate them, with all of their learners will successful (Clark, 2000). Sprenger (2002) explains that the theory of intelligence makes sure that the whole-brain process of learning while teacher and student should involve using complete mind or intelligence in learning process.

Section 3 Occupational Stress and Interpersonal Skills Area of Research

2.15 Researches related to Occupational Stress and Interpersonal Skills

The women managers reported a high level of occupational stress than their male counterpart found by Davidson & Cooper (1983). Usually, females demonstrate a high level of stress physically and psychologically (Derogatis & Savitz, 1999). Laughlin (1984) has argued that a male teacher's occurrence a smaller amount of strain than female teachers. A feasible cause for the difference was found an extra role and duties of jobs and further household tasks of women. Gender variations in awareness of stress and sources of stress are created that men's functioning the work in the field of teaching and relevant sector maintain a lesser amount of work stress than compare the counterpart of females (Al-Mohannadi & Capel, 2007; Punch & Tuetteman, 1996).

Jick & Mitz (1985) experiential confirmation from the different 19 types of researches on gender diversity analysis of occupational stress originate that males reported fewer mental suffering as a comparison to females, but that females were found the fewer level to serve physically sickness. Gregory (1990) notified that, gender typecast experience include the stress of role conflict in professional females at the place of work. However, Liu & Zhu (2009) originate experience a smaller amount of stress among female of academic employees than their male counterpart. Women are more helpless to the work demand than men. Conflict role is motivated by the function of demands like being as a mother, wife, and qualified (Comish & Swindle, 1994). A heavy load of work among women leads the stress (Lundberg, Mardberg, & Frankenhaeuser, 1994).

Deutsch (2011) expressed the observation of the strength of the relationships. The tasks of the participant and the opportunity of the affiliation expires the power of the connections (Wish, Deutsch & Kaplan, 1976; Triandis, 1972; Marwell & Hage, 1970). The new understanding of an interpersonal relationship reflects on inner types of feelings as follows:

cooperation-competition, power in distribution, task oriented, formal and informal. Cooperation includes the interpersonal relations like positive or negative, love or hate, judged. Authority in a sharing equivalent against unequal. Task-oriented in opposition to social-emotional, that deal with the intensity of familiarity. The best example of a formal relationship among the manager and employees in the organizations.

Association of teachers with students can be both types like formal and informal. A study by Marini (1995) found that women have a high score on role overload at the same time as the score of men's statistically significantly higher than women on boundary role insufficiency and physical settings. Morash & Harr (1995) found that women do not report stress level overall high than men even though unique stressors are practiced on the occupation by female officers.

Ryan (1996) has found in a study that the high scoring of males on role ambiguity and responsibility. At the workplace the individuals' were acquiring different behavioral traits that correlate with others. Kirkcaldy & Furnham (1999) in their investigation point out the occupations the interpersonal associations may possible to control the behavioral individuality. The interactive process at work apparent the different behaviors of the individuals brought into the professions (Stoetzer, Ahlberg, Zapf, Knorz, and Kulla, 1996).

Women are more often employed for a low job position, low salary and restricted chances in the improvement of career and practiced extra occupational strain than men (Alexandersson & Ostlin, 2001; Nelson & Burke, 2002). Further, stressor such as occupation- relations disagreement is faced by females (Burke & Greenglass, 1999).

According to Wheatley (2001) and (Sias, 2008) interactions are essential for accessible structures and the middle of the groups. Positive relations among the employees maintained the stability in organizations (Katz & Kahn, 1978). McCormick (2000) has found in the study that males school teachers experienced significantly less stress point to the structured

demand than females. No gender differences were found in occupational stress (Chan, 2002; Jepson & Forrest, 2006). Due to lack of support men and women face troubles both inside and outside the home, females experienced stress more by tradition; they are expected to handle the pressure of families and household even as they are dealing the competition of paid employment concurrently. The quality of an association is the similar item to the power of the interpersonal relationship illustrated by Deutsch (2011).

The relationships between supervisor and subordinate are the major dimensions that categorized in this paper. In all types of occupation role of interpersonal skills are very important. In reality, these abilities are so important for employers identification them (Sutton, 2002). General stress has been attached to gender a short appraisal of literature pointed out that in the field of world academic (Laughlin & Bischoff, 2005).

The consequences of further studies accomplished by Ofoegbu & Nwadiani (2006) are stated present contradict that at this point there is a dissimilarity among sexual category concerning and confirmed that strain level was originated not dissimilar between the academic staff including men and women. Female supervisors faced additional stress than male supervisors. This vision is sustained by Fotinatos & Cooper (2005) in their research concluded that female supervisors practiced high strain rather than male colleagues. Because of their task demand females feel more stress (Ganster & Schaubroeck, 1991).

Brok, Tartwijk & Wubbels (2010) explained that there was no association among the student- instructor interpersonal dealings as well as the student outcomes from different ethnic settings. Guthrie (2006) has described that females as working in the field of education and interrelated division excused for heavy work load stress as compared to their male coworkers. As per the study of McCormick (2000), teachers of Australian Catholic school has described that male teacher skilled expressively more stress attributed to system demand than female teachers.

In recent years male staff member has experience stress more common than their colleagues of females. This is an essential finding, known that concern moreover maintenance of a male teacher (Ramsey, 2000).

It is clarified in conditions of the working environment; the basic cause for this result requires to be explored by the system of a school of primary teaching aim that to keep the attractiveness of career options for male staff members.

Wheatley (2001) further suggests that 'scholars must give concentration to how a place of work manages its contacts and dealings; presently not as tasks and roles but also, the variety of relationships built competences to preserve and converted them. Interpersonal relationships consist of those relations where the individuals are engaged in the instruction of achieving their goals in occupations. An interpersonal relationship influences employee performance at work. Such associations include supervisor- subordinate relations, peers relations, workplace companionship, dreamy relations, loving relations and customer relations (Sias, 2008). Presently known a continuing attentiveness to comprehend the impact of stress on the whole employee's welfare is leading in organize to build up the useful cope strategies for it, (Arden, 2002 & Jackson, 2004).

Previous studies state that there is a gender difference among three exhausted condition and professional pressure of teachers. The experiences of female teachers suffered a high level of exhaustion and common fatigue emotionally (Antoniou, Polychroni, & Vala-chakis, 2006) and short of individuals achievement, but a smaller amount of depersonalization than male teachers (Lau, Yuen, & Chan, 2005).

An Individuals having high quality of interpersonal skills are expected to improve their skill more suitable self-behavior, deal with unattractive activities, dealing with uncertainty, social relations, cooperate more effortless and distributed tasks with others (Bar-On, 2005).

Additionally, Emotional Intelligence expressive encouraging relationships with others with positively negatively related through the interpersonal troubles (Ghiabi & Besharat, 2011).

This observation is sustained by Antoniou (2006) reported that a number of studies explain the level of stress at the workplace was high about gender wise particular stressor practiced interpret and deal with the environmental problems of work that claim by the women in different ways. An interpersonal interaction offers online the observation of reduced societal pressure and increases the leaning to break away from expression and communications (Hamburger & Furnham, 2007).

A comparative study on occupational stress of workers within diverse occupation explain and differentiate the amount of life stress and role stress (LS & RS) by the experts females experienced by the study of (Devi, 2007).

It studies also the outcome of life and role stress lying on a variety of variables demography i.e. gender, age, pay and experience. Main reasons for the research is that 180 professionals' women and doctors were experienced are consider in greater life stress and role stress. Consequently, the significance of job-related stress on the physical condition of employees, their production and inspiration in work has expected a continuing interest ever since the current decades. A study of 360 technical supervisors shows that the workers who recognize their working of physical atmosphere sufficient are more satisfied with their professions (Srivastava, 2008).According to our prediction; the females' teacher should report the occupational stress level very high and fatigued. The sexual characteristics difference can be clarified by the theory of societal, which refers to women's personality are an identity in relations with others (Pines & Ronen, 2011).

Mental orientation is reliable complex, inspirational and ethical conditions involved in any circumstances that provide to show the behavior and responses of the individuals' in that particular situations (Deutsch, 2011).

As the study recommends, if inappropriateness exists among the place of work deserve and the ability of an individual to carry out those demands, the persons expand an occupational stress, which can damage them mentally as well as psychologically (Muthukrishnan, Saji & Chaubey, 2011). The important point of the study was to analyze the expose of strain in university teachers at the working environment and notice if the dissimilarity among people. The respondent's answer is estimating six sets of stress: a load of work, objects and technical work condition, relationships at occupation with the social group, work with a student, labor organization, and societal appreciation and grade.

Women take high tension than men. Assistant professors, Associate professors and Professors were accounted for more significant pressure connected to the issues and particular conditions of work and association work than a helper, who in revolve, originate relations with age group greater stress.

In the research paper of L.K. (2012) the researcher impart about the relationship among stress and satisfaction in the occupations. The researcher finds the reasons, pointers besides, systems to manage the stress in their working environment. Structured type of questionnaires was used to the collection of data from the market employees through a survey. This research shows the end result to facilitate that is the optimistic affiliation involving strain and workers pleasure in job significantly. Voorde, Paauwe, & Veldhoven (2012) verified that member of staff welfare and human source managerial presentation is unenthusiastically linked.

Ganapathi (2013) states that the researcher analyzes the effect of the employee job stress on the job satisfaction among the staff of small amount industries in Madura. Two major factors observed in the study that is work overload and role of conflict negative effect on employee job satisfaction and other features of the surroundings effect on job satisfaction

positively. It is important for organizations to be aware of the needs and demands of the employees to increase the excellence production expressed by the researcher.

The organization should be encouraging and gives some moral support to their workers. So as to expand the dimension of the efficiency and satisfaction and live of their workers should pay costs with unbiased encouragement. Moideenkutty & Al Basaidi (2013) accomplished that in their research there was unenthusiastic association among the superintend and the subordinate. One research study's results illustrated, "Self-reported emotional intelligence (both Intrapersonal and Interpersonal component) is negatively associated with the preference for online social interaction" (Casale, Tella, & Fioravanti, 2013).

In (2014) Khan & Riaz purposes to inspect the effect of employment stress on nature of satisfaction of life in lecturer of college and difference among marital status of college lecturer. The results were considered and there is a negative association among job stress and job satisfaction the progress of workers and optimistic relations with earnings purpose. According to Abbott (2014), learners' teamwork competencies are interrelated and a combination of their effective communication skills, interpersonal skills encourages an individual to participate in group activities which ultimately assist them to achieve their educational objectives.

It also gives a chance to make a learner-centered atmosphere in educational settings. In the exploration investigation of Hans, Mubeen, and Saadi (2014) work pressure and occupation satisfaction are the principles issues in an association that can affect the performance and production of an organization. In Building School in Muscat, Sultanate of Oman determined the working stress and satisfaction level among the headmasters. Random sampling technique was used for this purpose. 40 headmasters were taken as the sample in

that school. Two structured questionnaires on job stress and job satisfaction were used for data collection. The descriptive statistic was used to examine the data.

The research study outcome demonstrates that the headmasters of the Building school experiences a high level of job satisfaction in their demanding work and further expected to experiences stress at their job.

Laajalahti (2014) explored the workplace activities that involve any individual to acquire interpersonal skills to effectively interact with colleagues and subordinates. The study mentioned the experiences of 16 respondents those were assessed in terms of their interpersonal experiences at the workplace. The interpersonal competencies of respondents specifically included their interaction level with learners, colleagues, and administration staff and supporting staff. The interpersonal skills significantly contribute with individuals' achievement of outcomes.

Hassan (2014) found that the teachers were highly stressed about primary school. Furthermore, the teachers of private primary school had also found to be a high level of stress compared to their government primary school teacher counterpart. Rana (2014) examine those women educators found additional strain and also fewer successful educators were containing above work-related stress. Spitzberg (2013) has identified that interpersonal work-related skills also involve in shaping the behaviors of the individuals. It also identified the appropriate sort of skills and strategies that guide the formation of one's attitude after assessing the existing qualities of the individual to improve their relations.

Pathak (2015) originate important difference in job-related pressure and psychological condition in the midst of men and women primary school instructors.

Rao (2016) examined to facilitate males and females staff superior primary institutions teacher differ appreciably on the whole level of occupation stressful. It was found that primary institutions female instructors had the high level of pressure rather than males

counterpart. Feedback is also played a very important role for skill development through Training programmed (Helms-Lorenz & Maulana, 2016) and group meeting sessions give social support through counseling programmes and BT (beginning teachers) Therefore, induction programmes have taken as job assets. It was established that the deficiency of knowledgeable sustain is interrelated to pre-service and BTs' common sense of tiredness.

High level of stress effecting on teacher's behavior (Harmsen, Helms-Lorenz, Maulana, van Veen, & van Veldhoven, 2016) and may ultimately spoil students' success (Ronfeldt, Loeb, & Wyckoff, 2013).It may be the reason of leaving the occupation of teachers (Jones & Youngs, 2012; Klassen & Chiu, 2011), they decided toward going away instructing (Newberry & Allsop, 2017) and also lose their teaching quality (Hanif, 2004).

Ajjawi & Higgs (2008) express expertise related to interpersonal, including communiqué, cooperation, and self-evaluation critically, as essential skills and aspects which have to be clearly integrated in analysis programs if we are enhanced to prepare students for service. The results of the study by Saklofske, Austin, Mastoras, Beaton, and Osborne (2012) those people who show high academic achievement having less stress and high intelligence emotional level.

2.16 Conclusion

Teachers' occupational stress and interpersonal skills have a great relationship. If the stress positive in nature it gives good results. Many people like stress because they feel that stress is very beneficial for them. They complete their task with in time. They perform their tasks easily and they activate their selves through occupational stress to complete the work and they will be able to accept the new challenges.

Through occupational stress, teachers can cooperate with other colleagues quickly and share their issues and also use their skills effectively. Interpersonal skills are those skills

which give the opportunity to the teachers to use their abilities and show their confidence in the critical situations due to occupational stress.

If occupational stress is negative in nature it gives bad results on the physical health of the teachers because if they are not fresh and healthy they cannot communicate efficiently due to occupational stress. Sleep indicator is very important for everyone but the reason of occupational stress if the teachers cannot sleep at night they cannot prepare their lectures to the students and they were not able to achieve the educational goals and objectives. Occupational stress also causes behavioral issues like; disrespect others, misunderstandings, backbiting, tongue tied, employees' job dissatisfaction, turnover, absenteeism etc. It creates a strong negative effect at the workplace. Teachers face different situations and feels every moment emotionally it may be some time positive and negative through occupational stress teachers cannot keep a daily routine.

CHAPTER 3

METHODS AND PROCEDURES

3.1 Research Approach

The approach of the present research was based on Quantitative approach. The research basically involved quantitative approach by applying Statistical Analysis on the collected data. Quantitative research mainly involves Numerical data for the interpretations of the results and conclusions. Researcher selected this approach because it is used to identify the problem through creating numerical data which can be converted into useable statistics. It makes use of measurable data to conclude facts and reveal different research patterns. Quantitative approach was used to analyze the facts related to occupational stress and interpersonal skills respectively. The main objectives of the research study were to explore the level of occupational stress among faculty members at higher education level and to identify the interpersonal skills among faculty members at higher education level. In this way both objectives required quantitative data and its statistical interpretations. That is why the quantitative approach used for the current research.

3.1.1 Research Method

By method, the research was descriptive research. There were two main objectives of the study i.e. to explore the level of occupational stress among faculty members at higher education level and to identify the interpersonal skills among faculty members at higher education level. Both objectives were related to the analysis of the present situation prevailing in the field of education. Basically descriptive research is the research that deals with the present day issues and problems.

Thus, the relationship between teachers' occupational stress and interpersonal skills is one of the current variables of the research that must be discussed today, so the research falls in the category of the Descriptive research. Descriptive method was applied to obtain the opinion of the teachers about their occupational stress and interpersonal skills respectively.

According to the objective no 3 of the research study was to assess the relationship between occupational stress and interpersonal skills among faculty members at higher education level the correlation was used as well as. Co-relation was used to determine the relationship between two or more variables involves the collection of data that gives the answer to the research questions. The researcher personally visited the targeted area and gathered the information of respondents. The researcher assesses the Interplay between teachers' occupational stress and interpersonal skills at higher education level. These are the five objectives of the research study were:

1. To explore the level of occupational stress among faculty members at higher education level.
2. To identify the interpersonal skills among faculty members at higher education level.
3. To assess relationship between occupational stress and Interpersonal skills among faculty members at higher education level.
4. To examine the difference in occupational stress between male and female faculty members at higher education level.
5. To assess the difference of interpersonal skills between male and female faculty members at higher education level.

3.2 Population

Population of the study was based on 7294 faculty members (Male & Female) in the public and private universities located in Islamabad. A record of the universities located in Islamabad was originated by the representative website of Higher Education Commission resource that listed M.Phil and PhD full time working faculty members (university-wise) of the year 2018. There were 18 universities, total in number that was functioning in Islamabad which includes 14 public universities and 4 private universities. There were 7294 faculty members total in number working among these public and private universities. Faculty members in public universities were 6119 and private universities were 1175. Population is explained in the following table.

Table 3.1

Population of the study

Sr. No.	Year	Province	Public	Private	Total Full Time Faculty
1	2017-18	Federal (Islamabad)	6119	1175	7294

3.3 Sampling Technique

Stratified sampling technique was used in the study because the population of this research was teachers that were distributed into the public and private universities of Islamabad. The population of the research was divided into two groups. Stratified sampling technique further divided into two categories “Proportional or disproportional” in its application. In Proportionate Stratified Sampling technique, equivalent ratio of the sample is selected in each stratum whereas in disproportional stratified sampling, it’s not possible to sustain the same or equal ratio in each stratum. The major purpose of stratified sampling was used to give appropriate portion to each stratum.

3.4 Sample Size

Sample was selected from the population of the universities (public and private) of Islamabad. Faculty members in public and private divisions were not equal. There were 14 public and 4 private sector universities of Islamabad that were documented by “Higher Education Commission” (HEC). Total numbers of the faculty members functioning in the Public universities were 6119, while serving in Private universities were 1175. Public universities were greater than private sector universities in number. According to Cohen (2007) 10% percent sample size is quite enough and justifiable sample size.

10% sample was selected from both sectors to give a suitable share to each division. Population of the study was distributed into two strata. 10% sample was targeted from the public universities that were consisted of 612 teachers and 10% of the population was targeted from private universities as sample that was consist of 118 teachers. 730 questionnaires were received back from the respondents.

The description of table gives explanation the sample size of the research follow as:

Table 3.2

Sample Size

Serial No.	Universities	Population	Sample Size	Rate of Return
1	Public	6119	612 (10%)	612
2	Private	1175	118 (10%)	118
Total		7294		730

3.5 Instruments for Data Collection

Two adapted scales were used to collect data. One scale related to Occupational Stress Indicators assess the teachers' occupational stress which was adapted from the work of The Counseling Team International (2018) and the other scale related to Interpersonal skills was adapted from the work presented by Pareek & Purohit (2010).

This model is very closest to my study. Indicators of the model actually demonstrate the occupational stress. Questionnaire relevant to stress indicators are nearly related to assess the occupational stress of employees those who work in stress environment of the job. After the content validity, the experts are suggested to correct some statements in the context of Pakistan. That's why the researcher improved the statements of the questionnaire in the light of the valuable comments and suggestions of the experts.

Occupational Stress Indicators Questionnaire (OSIQ) divided into five sub sections that were consisting of 65 items.

Table 3.3

Items included in Occupational Stress Indicators Questionnaire (OSIQ)

Serial No.	Scale	Sub Scales	Items	No. of Items
1	Occupational Stress Indicators			
1a		Sleep Indicators	1- 5	5
1b		Behavioral Indicators	6 -15	10
1c		Emotional Indicators	16 - 36	21
1d		Physical Indicators	37- 56	20
1e		Personal Habits	57- 65	9
				65

Interpersonal Needs Inventory (IPNI) divided into 12 sections that were consisting of 60 items.

Table 3.4

Items included in Interpersonal Needs Inventory (IPNI)

Serial No.	Scale	Sub Scale	Items	No. of items
2	Interpersonal Needs Inventory			
2a		Belonging	1,2,13,14,25,26,37,38,49,50	10
2b		Affiliation	3,4,15,16,27,28,39,40,51,52	10
2c		Extension	5,6,17,18,29,30,41,42,53,54	10
2d		Recognition	7,8,19,20,31,32,43,44,55,56	10
2e		Control	9,10,21,22,33,34,45,46,57,58	10
2f		Influence	11,12,23,24,35,36,47,48,59,60	10

3.6 Validity of Instrument

In this study, Occupational Stress Indicators Questionnaire (OSIQ) adapted from the work of The Counseling Team International (2018) and Interpersonal Needs Inventory (IPNI) adapted from the work by Pareek & Purohit (2010) was adapted. The committee of experts was consulted for the sake of validation of Occupational Stress Indicators Questionnaire (OSIQ) and Interpersonal Needs Inventory (IPNI). The worthy Educationist/ Specialists having examined the instruments and signed validity certificates of the research instruments. Experts observed the questionnaires in the light of objectives and title of the study and give advice to amendments in instruments which were integrated and improved. Their valuable remarks and suggestions two scales were rearranging and prepared for the purpose of data collection.

3.7 Pilot trial/ Testing

To check the reliability of the instruments the researcher conducted pilot trial. Initially the questionnaires were distributed among 40 respondents from the sample respondents. Five days were given to each respondent for filling questionnaires. 40 questionnaires returned back with complete information out of 45. The responses achieved through the pilot testing was coded and analyzed through (SPSS) 20th Version.

3.8 Reliability of Instruments

Instruments reliability was experienced through a pilot testing and data was obtained in original form and utilized to evaluate reliability as well as correlation between the items and sub sections of the scales. 40 respondents were chosen for the analysis to make sure a reasonable judgment on the responses provided by the respondents. The Occupational Stress Indicator Questionnaire (OSIQ) was found reliable at 0.942 and Interpersonal Needs Inventory (IPNI) was 0.905 (Cronbach's Alpha). As a result, two scales were found fair reliability in terms of item-total relationship. For the purpose of final data collection the researcher further improved the questionnaires through minor changes respectively.

3.8.1 Occupational Stress Indicator Questionnaire (OSIQ)

As the Occupational Stress Indicator Questionnaire (OSIQ) was based on five sub sections: (1) sleep indicators, (2) behavioral indicators, (3) emotional indicators, (4) physical indicators, (5) personal habits. From the above mentioned sections, each sub section of the questionnaire was further processed for reliability.

Table 3.5
Analysis of Reliability– Pilot Testing (N=40)

Tool	Items	Cronbach's Reliability	No. of Items
Occupational Stress Indicators Questionnaire (OSIQ)		.942	65
	Sleep Indicators	.533	5
	Behavioral Indicators	.722	10
	Emotional Indicators	.907	21
	Physical Indicators	.900	20
	Personal Habits	.731	9

Table No. 3.5 shows that the reliability of occupational stress indicators questionnaire was .942. It was distributed into five sections (sleep indicators, behavioral indicators, emotional indicators, physical indicators and personal habits). The highest reliability was calculated of section related to emotional indicators at .907, whereas section related to physical indicator was found reliable at .900, section related to personal habit was found reliable at .731, section related to behavioral indicator was found reliable at .722, and section related to sleep indicator was found reliable at .533.

3.8.2 Interpersonal Needs Inventory (IPNI)

Interpersonal Needs Inventory (IPNI) was based on six dimensions: (1) belonging, (2) affiliation, (3) extension, (4) recognition, (5) control, (6) Influence. From above mentioned dimensions, each dimension of the questionnaire was further processed for reliability.

Table 3.6
Analysis of Reliability (Pilot Testing) (N=40)
Item – Total Statistical

Tool	Items	Reliability	No. of Items
Interpersonal Needs Inventory (IPNI)		.905	60
	Belonging (Giving, Receiving)	.654	10
	Affiliation (Giving, Receiving)	.633	10
	Extension (Giving, Receiving)	.601	10
	Recognition (Giving, Receiving)	.687	10
	Control (Giving, Receiving)	.587	10
	Influence (Giving, Receiving)	.614	10

Table No.3.6 shows that the Cronbach’s Alpha of Interpersonal Needs Inventory (IPNI) was at .905. It was further divided into six sections namely belonging, affiliation, extension, recognition, control and influence. The highest reliability was calculated of section related to recognition was found reliable at 0.687, whereas section related to belonging was found reliable at 0.654, section related to affiliation was found reliable at 0.633, section related to influence was found reliable at 0.614, section related to extension was found reliable at 0.601 and section related to control was found reliable at 0.587 respectively.

This study needs to find out the correlation between two variables that’s why the researcher used correlation tables. These tables were used to check the relationship among the items

of the questionnaire and also check the relationship among the items of the sections of the questionnaire for the finalization of tool.

Table 3.7

Item - Total Correlation – Pilot Testing (N=40)

“Occupational Stress Indicators Questionnaire (OSIQ)”

Item total correlation between the items was as under:

Item No	Correlation	Item No	Correlation	Item No	Correlation
SI1	.361*	EI23	.591**	PI45	.387*
SI2	.191	EI24	.589**	PI46	.379*
SI3	.248	EI25	.571**	PI47	.288
SI4	.270	EI26	.664**	PI48	.559**
SI5	.718**	EI27	.490**	PI49	.805**
BI6	.530**	EI28	.700**	PI50	.424**
BI7	.462**	EI29	.553**	PI51	.487**
BI8	.189	EI30	.765**	PI52	.699**
BI9	.393*	EI31	.608**	PI53	.454**
BI10	.352*	EI32	.771**	PI54	.619**
BI11	.582**	EI33	.848**	PI55	.682**
BI12	.357*	EI34	.702**	PI56	.207
BI13	.522**	EI35	.380*	PH57	.067
BI14	.267	EI36	.040	PH58	.172
BI15	.299	PI37	.592**	PH59	.265
EI16	.181	PI38	.583**	PH60	.210
EI17	.524**	PI39	.642**	PH61	.044
EI18	.382*	PI40	.552**	PH62	.671**
EI19	.497**	PI41	.525**	PH63	.193
EI20	.427**	PI42	.605**	PH64	.306
EI21	.661**	PI43	.453**	PH65	.341*
EI22	.671**	PI44	.539**		

*.Correlation is significant at the 0.05 level (2-tailed).

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

Occupational Stress Indicators Questionnaire (OSIQ) was developed to assess the occupational stress of teachers' adapted from the work of Counseling Team International (2018). OSIQ was consisting of five sections. All the items related to occupational stress indicators was significantly correlated with each other as the range among (.040) to (.848**).

Table 3.8

Inter- Section Correlation – Pilot Testing (N=40)

“Occupational Stress Indicators Questionnaire (OSIQ)”

Section	Sleep	Behavioral	Emotional	Physical	Personal	
Sleep	1					
Behavioral	.356*	1				
Emotional	.637**	.640**	1			
Physical	.602**	.572**	.755**	1		
Personal	-.088	.174	.221	.169	1	
Habits						
	.645**	.737**	.933**	.897**	.356*	1

*.Correlation is significant at the 0.05significance level (2-tailed).

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

Table No. 3.8 indicates that physical indicators and emotional indicators was found highest correlation at (.755**), while the lowest was between personal habits and sleep indicators at (-.088). There are significant correlations between the indicators of the scale and sub-sections.

Table 3.9

Item – Total Correlation – Pilot testing (N=40)

“Interpersonal Needs Inventory (IPNI)”

The correlation between the items was as under:

Items	Correlation	Items	Correlation	Items	Correlation
IP1	.321*	IP21	.516**	IP41	.460**
IP2	.413*	IP22	.252	IP42	.604**
IP3	.419*	IP23	.264	IP43	.102
IP4	.531*	IP24	.319*	IP44	.444**
IP5	.523**	IP25	.391*	IP45	.329*
IP6	.264	IP26	.328*	IP46	.352*
IP7	.435**	IP27	.560**	IP47	.369*
IP8	.405**	IP28	.082	IP48	.300
IP9	.520**	IP29	.546**	IP49	.632**
IP10	.513**	IP30	.546**	IP50	.530**
IP11	.593**	IP31	.647**	IP51	.541**
IP12	.360*	IP32	.223	IP52	.333
IP13	.160	IP33	.428**	IP53	.522**
IP14	.344*	IP34	.218	IP54	.479**
IP15	.410**	IP35	.592**	IP55	.326*
IP16	.371*	IP36	.166	IP56	.243
IP17	.144	IP37	.623**	IP57	.536**
IP18	.027	IP38	.478**	IP58	.139
IP19	.542**	IP39	.470**	IP59	.565**
IP20	.446**	IP40	.449**	IP60	.465*

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

*Correlation is significant at the 0.05 level (2-tailed).

Interpersonal Needs Inventory (IPNI) was adapted from the work of Pareek & Purohit (2010) to assess the interpersonal skills of the teachers. This scale had major six dimensions. All the items were significantly correlated ranging among (.027) to (.647**).

Table No. 3.10

Inter- Section Correlation – Pilot testing (N=40)

Interpersonal Needs Inventory (IPNI)

Sections	Belonging	Affiliation	Extension	Recognition	Control	Influence	
Belonging	1						
Affiliation	.555**	1					
Extension	.660**	.625**	1				
Recognition	.372*	.209	.636**	1			
Control	.350*	.371*	.516**	.606**	1		
Influence	.388*	.436**	.401*	.518**	.716**	1	
	.748**	.693**	.841**	.739**	.778**	.759**	1

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

*Correlation is significant at the 0.05 level (2-tailed).

Table No. 3.10 indicates that the sections relevant to influence and control was found maximum intersection correlation (.716**), whereas the sections related to recognition and affiliation at (.209). There are significant correlations between the scale and sub- sections of the scale.

3.9 Revision of Tool

The Table No. 3.8 the items of Occupational Stress Indicators Questionnaires (OSIQ) shows that these items SI2 (.191), SI3 (.248), SI4 (.270), BI14 (.267), BI15 (.299), EI16 (.181), EI36 (.040), PI47 (.288), PI56 (.207), PH57 (.067), PH58 (.172), PH59 (.265), PH60 (.210), PH61 (.044), PH63 (.193) had correlation less than .30 thus for the purpose of improvement these items were rearranged for the finalization of the questionnaire.

Similar was the case with the Interpersonal Needs Inventory (IPNI). The highest correlation score was of the sections related to the IP30, IP31, IP49, and IP42. Table No. 3.10 shows these items IP13 (.160), IP17 (.144), IP18 (.027), IP22 (.252), IP23 (.264), IP28 (.082), IP32 (.223), IP34 (.218), IP36 (.166), IP43 (.102), IP48 (.300), IP52 (.333), IP56 (.243), IP58 (.139) had correlation less than .30 therefore for the purpose of tool improvement these items were improved for finalized of questionnaire.

3.10 Data Collection

In the research study data collection played as the major task. The researcher applied for the permission letter of data collection from the Education Department of NUML to obtain the teachers information from the public and private sector universities located in Islamabad. The researcher personally visited the universities for the collection of questionnaires. During this process the researcher explains the questionnaires and answers the difficulties of the teachers.

3.11 Data Analysis

The procedure of the data analysis comes as the next step after data collection. Questionnaire was used for the data collection and analyzes through the support of statistical package for social sciences (SPSS) 20th Version. Furthermore the process of data analysis was completed by applying a variety of statistical tests such as Cronbach's Alpha Reliability test, Correlation, 't' test, regression analysis, and mean were calculated.

The following table elaborates to achieve the required objectives; such different statistical techniques were used for examining the hypothesis.

Table 3.11

Tests used in Data Analysis

	Hypothesis	Statistical Test Used
Ho1	There is no statistically significant relationship between occupational stress and interpersonal skills of teachers.	Regression
Ho2	There is no statistically significant difference in occupational stress among teachers on the basis of gender.	t- test
Ho3	There is no statistically significant difference in interpersonal skills among teachers on the basis of gender.	t- test

3.12 Limitations

The research was conducted to assess the teacher's occupational stress and their interpersonal skills at higher education level. Study limitations are also well-known as certain restriction of the research. These research constrictions faced by the researcher throughout in the research procedure due to lack of the resources.

1. The applied research couldn't be extended in other demographical and social extraordinary settings in rural just as urban zones of Pakistan aside from Islamabad mostly in light of fact that it was impractical for the researcher because of constrained time limitations.
2. The present research focuses only on regular university teachers. Further researcher may be conducted to measure occupational stress, and interpersonal skills among contractual or visiting faculty members of universities.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

Analysis and interpretation of the collected data is presented in this chapter. This study was designed to evaluate the interplay between teacher's occupational stress and interpersonal skills at higher education level. Quantitative approach was used in the study. The nature of the study was descriptive. The researcher adapted two scales in the light of research objectives to accomplish the purpose of data collection. On one hand Occupational Stress Indicators scale was adapted from the work presented by The Counseling Team International (2018) which included the five basic indicators of the stress at workplace were Sleep, Behavioral, Emotional, Physical and Personal habits. On the other hand, Interpersonal Skills Needs scale was adapted from the work of Pareek & Purohit (2010). Population of the study was based on the faculty members (Male & Female) of the Islamabad universities were included. There were 7294 faculty members working in the universities of Islamabad. 10% percent sample was selected from the teachers of public (612) and private (118) universities. The researcher personally visited the universities and distribute 800 questionnaires among the faculty members of the universities. Thus, 730 questionnaires were returned for the final data analysis. Data was analyzed through SPSS 20th version. Thus the tables are drawn and presented further in this chapter.

4.1 Summary of the Analysis

Statistical analyses i.e. mean, regression and t- test were applied for the interpretation of the data. Five sections were presented for the analysis of the data and its explanation.

4.1.1 Section I Reliability of the Scales

This section consisting the reliability of the research scales. Reliability of the occupational stress indicators and interpersonal needs inventory scale were 0.906 and 0.815 respectively.

4.1.2 Section II Characteristics of the Sample

In this section interpretation of demographic information is given. Demographic information gives the important facts and figure about respondent's background.

4.1.3 Section III Level of Occupational Stress

The level of occupational stress of Islamabad university teachers discussed about in this section 3. To find out the level of those teachers occupational stress is divided into three levels as low, medium and high.

4.1.4 Section IV Interpersonal Skills among Faculty Members

Objective No. 2 deals with this section of the research study that was to identify the interpersonal skills among faculty members at higher education level. Interpersonal skills were further divided into six dimensions were belonging, affiliation, extension, recognition, control and influence.

4.1.5 Section V Relationship between Teachers' Occupational Stress and their Interpersonal Skills

The fourth section is related to assess the Interplay between occupational stress and Interpersonal skills among faculty members in the universities of Islamabad. This section explains interplay between the occupational stress and interpersonal skills of the teachers with the use of regression analysis.

4.1.6 Section VI Gender wise Comparison of Teachers' Occupational Stress and Interpersonal Skills

The sixth sections contain the results drawn by using t test to make gender wise comparison about teachers' occupational stress and interpersonal skills. Objective No. 4 and 5 were addressed through use of t test and presented in section VI.

Section I

4.2 Reliability of the Scales

Table 4.1

Reliability of Occupational Stress Indicators & Interpersonal Skills Needs Inventory (N=730)

Tool	No of Items	Cronbach's Alpha
Occupational Stress Indicators	65	.906
Interpersonal Needs Inventory	60	.815

Table No. 4.1 indicates the Cronbach's Alpha reliability of the Occupational Stress Indicators (OSIQ) and Interpersonal Needs Inventory (IPNI) at 0.906 and .815. As it is above from .80 so it can be consider as excellent. Occupational stress indicators questionnaire was further divided into five subscales that were sleep indicators, behavioral indicators, emotional indicators, physical indicators and personal habits. On the other hand, the Interpersonal Needs Inventory scale was further divided into six dimensions that were belonging affiliation extension recognition control and influence.

Table 4.2

Item-Total Correlation of Occupational Stress Indicators Questionnaire (N=730)

The correlation between the items was as under:

Item No	Correlation	Item No	Correlation	Item No	Correlation
SI1	.298**	EI23	.265**	PI45	.317**
SI2	.353**	EI24	.190**	PI46	.327**
SI3	.285**	EI25	.223**	PI47	.367**
SI4	.315**	EI26	.210**	PI48	.179**
SI5	.261**	EI27	.123**	PI49	.308**
BI6	.292**	EI28	.276**	PI50	.369**
BI7	.323**	EI29	.276**	PI51	.338**
BI8	.341**	EI30	.209**	PI52	.345**
BI9	.208**	EI31	.217**	PI53	.356**
BI10	.246**	EI32	.240**	PI54	.334**
BI11	.306**	EI33	.280**	PI55	.286**
BI12	.382**	EI34	.273**	PI56	.239**
BI13	.257**	EI35	.232**	PH57	.310**
BI14	.286**	EI36	.271**	PH58	.323**
BI15	.320**	PI37	.311**	PH59	.224**
EI16	.231**	PI38	.290**	PH60	.234**
EI17	.300**	PI39	.288**	PH61	.181**
EI18	.293**	PI40	.295**	PH62	.288**
EI19	.241**	PI41	.332**	PH63	.216**
EI20	.180**	PI42	.308**	PH64	.145**
EI21	.224**	PI43	.298**	PH65	.155**
EI22	.146**	PI44	.335**		

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

*Correlation is significant at the 0.05 level (2-tailed).

Occupational Stress Indicators Questionnaire (OSIQ) was adapted from the work of The Counseling Team International (2018). This scale consisting of five indicators were sleep, behavioral, emotional, physical and personal habits comprising total it had 65 items. All

the items were found significant correlation at 0.01 level of significance. The range between lowest and highest correlation was (.123**) and (.369**) respectively.

Table 4.3

Inter-Section Correlation of Occupational Stress Indicators Questionnaire (N=730)

The Inter section correlation between the items was as under:

Section	Sleep	Behavioral	Emotional	Physical	Personal	
Sleep	1					
Behavioral	.288**	1				
Emotional	.134**	.394**	1			
Physical	.191**	.485**	.490**	1		
Personal	.139**	.333**	.348**	.421**	1	
habits	.403**	.713**	.768**	.835**	.604**	1

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

*.Correlation is significant at 0.05 level (2-tailed).

Table No. 4.3 indicates that indicators of the occupational stress are correlated with each other significantly. The highest correlation was found between the physical and emotional indicator that was (.490**). The lowest correlation was found between the sleep indicator and emotional indicator that was (.134**).

Table 4.4

Item-Total Correlation of Interpersonal Needs Inventory (IPNI) (N=730)

The correlation between the items was as under:

Item No.	Correlation	Item No.	Correlation	Item No.	Correlation
IP1	.220**	IP21	.215**	IP41	.237**
IP2	.172**	IP22	.110**	IP42	.154**
IP3	.182**	IP23	.129**	IP43	.185**
IP4	.264**	IP24	.106**	IP44	.197**
IP5	.094*	IP25	.146**	IP45	.122**
IP6	.166**	IP26	.240**	IP46	.163**
IP7	.129**	IP27	.224**	IP47	.191**
IP8	.134**	IP28	.182**	IP48	.084*
IP9	.232**	IP29	.176**	IP49	.202**
IP10	.192**	IP30	.154**	IP50	.189**
IP11	.133**	IP31	.117**	IP51	.223**
IP12	.199**	IP32	.219**	IP52	.231**
IP13	.166**	IP33	.245**	IP53	.087**
IP14	.127**	IP34	.261**	IP54	.176**
IP15	.193**	IP35	.230**	IP55	.079*
IP16	.204**	IP36	.233**	IP56	.156**
IP17	.223**	IP37	.152**	IP57	.209**
IP18	.188**	IP38	.130**	IP58	.050
IP19	.188**	IP39	.162**	IP59	.177**
IP20	.180**	IP40	.153**	IP60	.115**

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

*Correlation is significant at 0.05 level (2-tailed).

Interpersonal Needs Inventory was used to assess the interpersonal skills of the teachers in the light of model given by Pareek & Purohit (2010). The correlation of each item was found at 0.01 level of statistical significance. The highest correlation was .264** respectively.

Table 4.5

“Inter-Section Correlation of Interpersonal Needs Inventory (IPNI)” (N=730)

Section	Belonging	Affiliation	Extension	Recognition	Control	Influence	
Belonging	1						
Affiliation	.350**	1					
Extension	.375**	.359**	1				
Recognition	.355**	.323**	.336**	1			
Control	.316**	.299**	.237**	.275**	1		
Influence	.259**	.175**	.190**	.199**	.210**	1	
	.699**	.661**	.657**	.662**	.611**	.518**	1

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

*Correlation is significant at 0.05 level (2-tailed).

Table No. 4.5 indicates that the dimensions of interpersonal skills are significantly correlated with each other at the significance level of 0.01. The highest correlation was found between belonging and extension that was (.375**) while the lowest correlation was found between affiliation and influence that was (.175**).

4.3 Factor Analysis of the Scales

Table 4.6

Correlation Matrix^a (N= 730) “Occupational Stress Indicators Questionnaire (OSIQ)”

		Correlation Matrix				
		Sleep	Behavioral	Emotional	Physical	Personal habits
Correlation	Sleep	1.000	.288	.134	.191	.139
	Behavior	.288	1.000	.394	.485	.333
	Emotion	.134	.394	1.000	.490	.348
	Physical	.191	.485	.490	1.000	.421
	Personal	.139	.333	.348	.421	1.000
Sig. (1-tailed)	Sleep		.000	.000	.000	.000
	Behavior	.000		.000	.000	.000
	Emotion	.000	.000		.000	.000
	Physical	.000	.000	.000		.000
	Personal	.000	.000	.000	.000	

a. Determinant = .398

The above table shows that the variables added in the Occupational Stress Indicators Questionnaire (OSIQ) correlate efficiently with each other. There is no issue of multicollinearity. While the highest correlation was found between the variable related to physical and emotional that was (.490).

Table 4.7

KMO and Bartlett's Test (N=730)

“Occupational Stress Indicators Questionnaire (OSIQ)”

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.763
Bartlett's Test of Sphericity	Approx. Chi-Square	668.869
	df	10
	Sig.	.000

The above table shows the results of Kaiser-Meyer-Olkin Measure of Sampling Adequacy. Generally known as KMO test. Its value falls between 0 to 1. The more it is closer to 0; it shows the problem of diffusion in the patterns of correlation. The more it is closer to 1; it indicates that patterns of correlation are compact. Thus the data results are presented in the above table reveals that KMO value is .76 which is quite good and the sample is suitable for further analysis.

Table 4.8

Total Variance Explained (N= 730)

“Occupational Stress Indicators Questionnaire (OSIQ)”

Component	Total	% of Variance	Cumulative %
Sleep	2.347	46.943	46.943
Behavioral	.938	18.751	65.694
Emotional	.674	13.483	79.178
Physical	.571	11.420	90.597
Personal Habits	.470	9.403	100.000

Extraction Method: Principal Component Analysis.

The above table indicates the variance between the five major indicators of the “Occupational Stress Indicators Questionnaire (OSIQ)”. The first indicator was related to sleep that having 46% variance in the total variation, second indicator was related to behavioral that having 18% variance, third indicator was related to emotional that having 13% variance, fourth indicator was related to physical that having 11 % variance and the fifth indicator was personal habits that having 9 % variance in the total variation.

Table 4.9

Correlation Matrix^a (N=730)

“Interpersonal Needs Inventory (IPNI)”

		Correlation Matrix					
		Belonging	Affiliation	Extension	Recognition	Control	Influence
Correlation	Belonging	1.000	.350	.375	.355	.316	.259
	Affiliation	.350	1.000	.359	.323	.299	.175
	Extension	.375	.359	1.000	.336	.237	.190
	Recognition	.355	.323	.336	1.000	.275	.199
	Control	.316	.299	.237	.275	1.000	.210
	Influence	.259	.175	.190	.199	.210	1.000
	Sig. (1-tailed)	Belonging		.000	.000	.000	.000
Affiliation		.000		.000	.000	.000	.000
Extension		.000	.000		.000	.000	.000
Recognition		.000	.000	.000		.000	.000
control		.000	.000	.000	.000		.000
Influence		.000	.000	.000	.000	.000	

a. Determinant = .425

The above table shows that the variables added in the Interpersonal Needs Inventory (IPNI) correlate efficiently with each other. There is no issue of multicollinearity. Thus all the variables were valid and related to the overall Interpersonal Needs Inventory (IPNI). While the highest correlation was found between the variable related to belonging and extension that was (.375).

Table 4.10

KMO and Bartlett's Test (N=730)

“Interpersonal Needs Inventory (IPNI)”

KMO and Bartlett's Test		
<hr/>		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.808
Bartlett's Test of Sphericity	Approx. Chi-Square	620.938
	df	15
	Sig.	.000
<hr/>		

The above table shows the results of Kaiser-Meyer-Olkin Measure of Sampling Adequacy of Interpersonal Needs Inventory (IPNI). Thus the data results reveal that KMO value is .80 which is quite good and the sample is suitable for further analysis.

Table 4.11

Total Variance Explained (N= 730)

“Interpersonal Needs Inventory (IPNI)”

Component	Total	% of Variance	Cumulative %
Belonging	2.443	40.715	40.715
Affiliation	.873	14.558	55.273
Extension	.766	12.768	68.041
Recognition	.680	11.333	79.374
Control	.636	10.608	89.982
Influence	.601	10.018	100.000

Extraction Method: Principal Component Analysis

The above table indicates the variance between the six major components of the “Interpersonal Needs Inventory (IPNI)”. The first dimension was related to belonging that having 40% variance in the total variation, second dimension was related to affiliation that having 14% variance, third dimension was related to extension that having 12% variance and fourth dimension was related to recognition that having 11 % variance. Fifth and sixth dimensions related to control and influence that having 10 % variance in the total variation.

Section II

4.4 Demographic Presentation of the Sample

Table 4.12

Demographic Characteristics of Sample (N=730)

Demographic	Category	Frequency N	Percent %
University	Public	612	83.6
	Private	118	16.1
Total		730	99.7
Department	Social Sciences	106	14.5
	Management Sciences	152	20.8
	Languages	195	26.6
	Information technology	185	25.3
	Higher Studies	92	12.6
Total		730	99.7
Gender	Male	346	47.3
	Female	384	52.5
Total		730	99.7
Age	20-30	127	17.3
	31-40	236	32.2
	41-50	245	33.5
	51-60	121	16.5
Total		730	99.7
Academic Qualification / Courses	Certificate/Diploma	2	.3
	Bachelor	61	8.3
	Masters	179	24.5
	M.Phil	257	35.1
	PHD	231	31.6
Total		730	99.7

Table No. 4.12 refers to the population of this research consisted of the higher institutions of Islamabad i.e. (public and private). Teaching faculty of these universities was included in the population of the research study. The researcher obtained a comprehensive list of the year of 2018 accessible on the official website of Higher Education Commission. Total number of faculty members in the universities was 7294 recorded by the website.

612 (83.6%) teachers were selected from the public universities and 118 (16.1%) teachers were from private universities. There were 346 males at (47.3%) and 384 female at (52.5 %) found in demographic information. Age groups of teachers were categorized into 4 groups. In first age group of 20 to 30 years there were 127 teachers included, in second age group of 31 to 40 years that were included 245 teachers, in the third age group 41 to 50 years that were 247 teachers included and in the fourth age group of 51 to 60 years there were included 121 teachers respectively.

257 respondents had done M.phil, at (35.1 %) while 231 respondents had done Ph.D at (31.6%) although 179 respondents had done Masters at (24.5 %) and only 61 respondents had done bachelor at (8.3 %).

Section III

4.5 Level of Occupational Stress

Objective No.1 “To explore the level of occupational stress among faculty members at higher education level”.

Table 4.13

Level of Occupational Stress (N= 730)

Sr. No.	Score	Level of Occupational Stress	N	Percent%
1	65 – 151	Below Average	04	0.54%
2	152 – 238	Average	468	64.1%
3	239 – 325	High Average	258	35.34%

Table No. 4.13 indicates the level of occupational stress among teachers related to the Occupational Stress Indicators Questionnaire (OSIQ) was categorized into three levels i.e. below average (65-151), average (152-238) and high average (239-325) level of occupational stress.

High average level of occupational stress were found among 258 (35.34%) teachers, average level of occupational stress were found among 468 (64.1%) teachers and the below average level of occupational stress was found at (0.54%) among 04 teachers related to Occupational Stress Indicators.

Section IV

4.6 Identify Interpersonal Skills among Faculty Members

Objective No.2 “To identify the interpersonal skills among faculty members at higher education level”.

Table 4.14

Interpersonal Skills among faculty members (N= 730)

Sr. No.	Sub Scale	N	Mean (M)	Remarks
1	Belonging	730	3.77	Agree
2	Affiliation	730	3.75	Agree
3	Extension	730	3.80	Agree
4	Recognition	730	3.76	Agree
5	Control	730	3.79	Agree
6	Influence	730	3.81	Agree

Table No. 4.14 shows the mean value of belonging, affiliation, extension, recognition, control and influence was 3.77, 3.75, 3.80, 3.76, 3.79 and 3.81 respectively. The highest mean value of the section related to influence at (3.81). It shows that the respondents agreed that they were using interpersonal skills. The respondents agreed that they were using interpersonal skills related to belonging, affiliation, extension, recognition, control and influence. Here in this regard they were practicing the following practices:

Belonging (a) They preferred to join the groups and organizations when they got opportunity.

(b) They liked to involve me in the group of people.

Affiliation (a) They desired to enjoy having close relationships.

(b) People liked to interact with me.

Extension (a) They tend to collaborate with others in achieving a goal.

(b) They liked me to collaborate with people in achieving a goal.

Recognition (a) They preferred to appreciate other people accomplishments.

(b) They liked to appreciate my work.

Control (a) They wish others to do things in my way.

(b) They did not like favor of others to try to get me to do things their way.

Influence (a) They try to leave an impression on people.

(c) They liked others to give new ideas and suggestions.

Section V

4.7 Relationship between Teachers' Occupational Stress and their Interpersonal skills

Objective No.3: "To assess relationship between occupational stress and interpersonal skills among faculty members at higher education level".

Ho1: "There is no statistically significant relationship between occupational stress and interpersonal skills among faculty members at higher education level".

Table 4.15

Relationship between Occupational Stress and Interpersonal Skills (N=730)

Independent Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Teachers' Occupational Stress	Interpersonal Skills	.330	13.699	.000	.205

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers' Occupational Stress

** $P < 0.01$

* $P < 0.05$

Table 4.15 shows that the R^2 value is .205 which represents that the variable related to teachers' occupational stress described 20.5% percent variation in interpersonal skills and the rest is due to some other factors. While the coefficient ($\beta = .330$) shows that this effect

is positive and statistically significant at 0.01 level of significance. Thus the hypothesis No. H⁰1 that “there is no statistically significant effect of occupational stress on the interpersonal skills of the teachers’ is failed to accept.

Objective No.3 (a)“To assess relationship between sleep indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

H₀1 (a) “There is no statistically significant relationship between sleep indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

Table 4.16

Relationship between Sleep indicators and Interpersonal skills (N=730)

Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Sleep Indicators	Interpersonal Skills	.302	1.963	.000	.005

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers’ Occupational Stress

***P*<0.01

**P*<0.05

Table 4.16 shows that the R² value is .005 which represents that the sleep indicators had 0.5% percent variation in interpersonal skills and the rest is due to factor. While the coefficient (β= .302) shows that this effect is positive and statistically significant at 0.01 level of significance.

Thus the hypothesis No. H⁰1 (a) that “there is no statistically significant effect of Occupational Stress on sleep indicators of interpersonal skills of the teachers is failed to accept.

Objective No. 3 (b). “To assess relationship between behavioral indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

H₀₁(b) “There is no statistically significant relationship between behavioral indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

Table 4.17

Relationship of between Behavioral Indicators and Interpersonal Skills (N=730)

Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Behavioral Indicators	Interpersonal Skills	.911	8.889	.000	.098

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers' Occupational Stress

** $P < 0.01$

* $P < 0.05$

Table 4.17 shows that the R^2 value is .098 which represents that the behavioral indicators had 9.8% percent variation in interpersonal skills and the rest is due to some other factors. While the coefficient ($\beta = .911$) shows that this effect is statistically significant at 0.01 level of significance.

Thus the hypothesis No. H₀₁ (b) that “there is no statistically significant effect of occupational stress on behavioral indicators of interpersonal skills of the teachers’ is failed to accept.

Objective No.3 (c).“To assess relationship between emotional indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

H₀₁(c) “There is no statistically significant relationship between emotional indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

Table 4.18

Relationship between Emotional Indicators and Interpersonal Skills (N=730)

Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Emotional Indicators	Interpersonal Skills	.709	10.597	.000	.134

** $P < 0.01$

* $P < 0.05$

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers' Occupational Stress

Table 4.18 showed that the R^2 value is .134 which represents that the emotional indicators 13.4% percent variation in interpersonal skills and the rest is due to some other factors. While the coefficient ($\beta = .709$) shows that this effect is positive and statistically significant at 0.01 level of significance.

Thus the hypothesis H₀₁ (c) that “there is no statistically significant effect of occupational stress on emotional indicators of interpersonal skills of the teachers’ is failed to accept.

Objective No.3 (d).“To assess relationship between physical indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

Ho1 (d) “There is no statistically significant relationship between physical indicators of occupational stress and interpersonal skills among faculty members at higher education level”.

Table 4.19

Relationship between Physical Indicators and Interpersonal skills (N=730)

Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Physical indicators	Interpersonal Skills	.665	11.091	.000	.145

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers' Occupational Stress

** $P < 0.01$

* $P < 0.05$

Table 4.19 shows that the R^2 value is .145 which represents that the physical indicators 14.5 percent variation in interpersonal skills and the rest is due to some other factors. While the coefficient ($\beta = .665$) shows that this effect is positive and statistically significant at 0.01 level of significance.

Thus the hypothesis No. H^0_1 (d) that “there is no statistically significant effect of occupational stress on physical indicators of interpersonal skills of the teachers’ is failed to accept.

Objective No.3 (e).“To assess relationship between personal habits of occupational stress and interpersonal skills among faculty members at higher education level”.

Ho1 (e) “There is no statistically significant relationship between personal habits of occupational stress and interpersonal skills among faculty members at higher education level”.

Table 4.20

Relationship between Personal habits and Interpersonal Skills (N=730)

Variable	Dependent Variable	β (Coefficients)	t	Sig.	R Square
Personal Habits	Interpersonal Skills	1.323	9.981	.000	.120

***P<0.01*

**P<0.05*

a. Dependent Variable: Interpersonal Skills

b. Independent Variable: Teachers’ Occupational Stress

Table 4.20 shows that the R² value is .120 which represents that 12% percent variation in personal habits in interpersonal skills and the rest is due to some other factors. While the coefficient (β= 1.323) shows that this effect is positive and statistically significant at 0.01 level of significance.

Thus the hypothesis No. H⁰¹ (e) that “there is no statistically significant effect of occupational stress on personal habits of interpersonal skills of the teachers’ is failed to accept.

Section VI

4.8 Gender Wise Comparison of Teachers' Occupational and Interpersonal Skills

Objective No. 4 "To examine the difference in occupational stress between males and females at higher education level".

Table 4.21

Gender wise comparison of Teachers' Occupational Stress (N=730)

Variable	Gender	N	Mean	t	df	Sig
Teachers'	Male	346	233.32	.989	728	.32
Occupational Stress	Female	384	232.23			

***P<0.01*

**P<0.05*

Table 4.21 exhibits that gender wise difference of variable Teachers' Occupational Stress was found insignificant as the t value (t=.989) of which is asymptotic notation (p- value) is found .32 which is greater than 0.05. The results within table shows that there exists no gender wise difference while comparing male and female teachers with respect to occupational stress. Thus, the hypothesis No. H₀₂ of the study that "there is no statistically significant difference in occupational stress between male and female faculty members at higher education level" is accepted.

Table 4.22

Gender wise comparison of Sleep Indicators among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig
Sleep Indicators	Male	346	17.19	.404	728	.68
	Female	384	17.27			

***P<0.01*

**P<0.05*

Table 4.22 exhibits that gender wise difference of variable Teachers' sleep indicators was found insignificant as the t value (t= .404) of which is asymptotic notation (p-value) is found (.68) which is greater than 0.05. Thus, the hypothesis No. H₀₂ (a) of the study that "there is no statistically significant difference in sleep indicators of occupational stress between male and female faculty members at higher education level" is accepted.

Table 4.23

Gender wise comparison of Behavioral Indicators among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig
Behavioral Indicators	Male	346	35.01	.069	728	.94
	Female	384	34.99			

***P<0.01*

**P<0.05*

Table 4.23 exhibits that gender wise difference of variable Teachers' behavioral indicators was found insignificant as the t value (t= .069) of which is asymptotic notation (p-value) is found (.94) which is greater than 0.05. Thus, the hypothesis No. H₀₂ (b) of the study that "there is no statistically significant difference in behavioral indicators of occupational stress between male and female faculty members at higher education level" is accepted.

Table 4.24

Gender wise comparison of Emotional Indicators among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig
Emotional Indicators	Male	346	75.91	1.342	728	.180
	Female	384	75.35			

***P<0.01*

**P<0.05*

Table 4.24 exhibits that gender wise difference of variable Teachers' emotional indicators was found insignificant as the t value (t= 1.342) of which is asymptotic notation (p-value) is found (.18) which is greater than 0.05. Thus, the hypothesis No. H₀₂ (c) of the study that "there is no statistically significant difference in emotional indicators of occupational stress between male and female faculty members at higher education level" is accepted.

Table 4.25

Gender wise comparison of Physical indicators among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig
Physical Indicators	Male	346	71.90	.821	728	.41
	Female	384	71.52			

***P<0.01*

**P<0.05*

Table 4.25 exhibits that gender wise difference of variable Teachers' physical indicators was found insignificant as the t value (t= .821) of which is asymptotic notation (p-value) is found (.41) which is greater than 0.05. Thus the hypothesis No. H₀₂ (d) of the study that "there is no statistically significant difference in physical indicators of occupational stress between male and female faculty members at higher education level" is accepted.

Table 4.26

Gender wise comparison of Personal Habits among faculty members (N= 730)

Variable	Gender	N	Mean	t	df	Sig
Personal	Male	346	33.31	1.029	728	.30
Habits	Female	384	33.10			

***P<0.01*

**P<0.05*

Table 4.26 exhibits that gender wise difference of variable Teachers' personal habits was found insignificant as the t value (t= 1.029) of which is asymptotic notation (p-value) is found (.30) which is greater than 0.05. Thus, the hypothesis No. H₀₂ (e) of the study that "there is no statistically significant difference in personal habits of occupational stress between male and female faculty members at higher education level" is accepted.

Objective No. 5 “To assess the difference of interpersonal skills between males and females of faculty members at higher education level”.

Table 4.27

Gender wise comparison of Interpersonal Skills among faculty members (N= 730)

Dependent Variable	Gender	N	Mean	t	df	Sig.
Interpersonal Needs Inventory (IPNI)	Male	346	227.65	1.374	728	.17
	Female	384	226.55			

**** $P < 0.01$**

*** $P < 0.05$**

Table 4.27 exhibits that gender wise difference of variable Teachers’ Interpersonal Skills was found insignificant as the t value ($t=1.374$) of which is asymptotic notation (p- value) is found (.17), which is greater than 0.05. The results within table shows that there exists no gender wise difference while comparing male and female teachers with respect to interpersonal skills. Thus, the hypothesis No. H_{03} of the study that “there is no statistically significant difference in interpersonal skills between male and female faculty members at higher education level” is accepted.

Table 4.28

Gender wise comparison of Belonging among faculty members (N= 730)

Variable	Gender	N	Mean	t	df	Sig.
Belonging	Male	346	37.83	.878	728	.38
	Female	384	37.65			

***P<0.01*

**P<0.05*

Table 4.28 exhibits that gender wise difference of variable Teachers' belonging dimension was found insignificant as the t value (t= .878) of which is asymptotic notation (p-value) is found (.38) which is greater than 0.05. Thus, the hypothesis No. H₀₃ (a) of the study that "there is no statistically significant difference in belonging of interpersonal skills between male and female faculty members at higher education level" is accepted.

Table 4.29

Gender wise comparison of Affiliation among faculty members (N= 730)

Variable	Gender	N	Mean	t	df	Sig.
Affiliation	Male	346	37.90	2.745	728	.00
	Female	384	37.32			

***P<0.01*

**P<0.05*

Table 4.29 exhibits that gender wise difference of variable Teachers' affiliation dimension was found significant difference as the t value (t= 2.745) of which is asymptotic notation (p-value) is found (.00) which is less than 0.05. Thus, the hypothesis No. H₀₃ (b) of the study that "there is statistically significant difference in affiliation of interpersonal skills between male and female faculty members at higher education level" is failed to accept.

Table 4.30

Gender wise comparison of Extension among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig.
Extension	Male	346	37.95	.510	728	.61
	Female	384	38.05			

***P<0.01*

**P<0.05*

Table 4.30 exhibits that gender wise difference of variable Teachers' extension dimension was found insignificant as the t value (t= .510) of which is asymptotic notation (p-value) is found (.61) which is greater than 0.05. Thus, the hypothesis No. H₀₃ (c) of the study that "there is no statistically significant difference in extension of interpersonal skills between male and female faculty members at higher education level" is accepted.

Table 4.31

Gender wise comparison of Recognition among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig.
Recognition	Male	346	37.77	.978	728	.32
	Female	384	37.56			

***P<0.01*

**P<0.05*

Table 4.31 exhibits that gender wise difference of variable Teachers' recognition dimension was found insignificant as the t value (t= .978) of which is asymptotic notation (p-value) is found (.32) which is greater than 0.05. Thus, the hypothesis No. H₀₃ (d) of the study that "there is no statistically significant difference in recognition of interpersonal skills between male and female faculty members at higher education level" is accepted.

Table 4.32

Gender wise comparison of Control among faculty members (N= 730)

Variable	Gender	N	Mean	t	df	Sig.
Control	Male	346	37.98	.127	728	.89
	Female	384	37.95			

***P<0.01*

**P<0.05*

Table 4.32 exhibits that gender wise difference of variable Teachers' control dimension was found insignificant as the t value (t= .127) of which is asymptotic notation (p-value) is found (.89) which is greater than 0.05. Thus, the hypothesis No. H₀₃ (e) of the study that "there is no statistically significant difference in control of interpersonal skills between male and female faculty members at higher education level" is accepted.

Table 4.33

Gender wise comparison of Influence among faculty members (N=730)

Variable	Gender	N	Mean	t	df	Sig.
Influence	Male	346	38.22	1.007	728	.31
	Female	384	38.02			

***P<0.01*

**P<0.05*

Table 4.33 exhibits that gender wise difference of variable Teachers' influence dimension was found insignificant as the t value (t= 1.007) of which is asymptotic notation (p-value) is found (.31) which is greater than 0.05. Thus, the hypothesis No. H₀₃ (f) of the study that "there is no statistically significant difference in influence of interpersonal skills between male and female faculty members at higher education level" is accepted.

CHAPTER 5

Summary, Findings, Conclusions, Discussion and Recommendations

5.1 Summary

The Interpretation of results is presented in this chapter. Basically this research study was planned to evaluate the Interplay between Teachers' Occupational Stress and Interpersonal Skills among university teachers at higher education level. These five main objectives of the research study were:

1. To explore the level of occupational stress among faculty members at higher education level.
2. To identify the interpersonal skills among faculty members at higher education level.
3. To assess relationship between occupational stress and Interpersonal skills among faculty members at higher education level.
4. To examine the difference in occupational stress between male and female faculty members at higher education level.
5. To assess the difference of interpersonal skills between male and female faculty members at higher education level.

The conceptual framework of the present study was based on Occupational Stress Indicators research model by The Counseling Team International (2018) and Interpersonal Needs Inventory (IPNI) model by Pareek & Purohit (2010). Occupational Stress model consist of five indicators i.e. sleep, behavioral, emotional, physical and personal habits that were based on 65 items. While, the Interpersonal Needs Inventory was consisted on six dimensions i.e. belonging, affiliation, extension, recognition and influence that was based on 60 items in total.

Three experts were consulted from the educational field for the validation of research tools. The research tool was further improved with minor changes in the light of experts' valuable comments and suggestions. The procedure of pilot testing was accomplished on 40 respondents at higher education level to determine the reliability of Occupational Stress Indicators questionnaire and Interpersonal skills Needs Inventory.

The population of the study based on full time working faculty serving in the universities of Islamabad. The record of the faculty members of higher institutions was taken from Higher Education Commission (HEC) attached at appendix. According to available data, there were 7294 university teachers total in number. 10% percent sample was collected from public and private universities consisting 612 teachers from public and 118 teachers from private universities selected for research purpose. Stratified sampling technique was used in this study because population was divided into two strata. Purpose of this technique, was to provide an appropriate share to each stratum. 730 questionnaires were received back. The data was analyzed through SPSS 20th version. In order to make data analysis, the appropriate statistical techniques including reliability, correlation, regression and t-test were applied. The instrument of the research, two scales were adapted from the work of The Counseling Team International (2018) namely Occupational Stress Indicators and the other scale Interpersonal Needs Inventory Model was presented by the Pareek & Purohit (2010).

5.2 Findings

1. Overall Cronbach's reliability of the occupational stress indicators scale was 0.906. While, Overall Cronach's reliability of Interpersonal Needs Inventory (IPNI) was .815. (Table No. 4.1).
2. Item- total correlation of the items included in Occupational Stress Indicators Questionnaire (OSIQ) was calculated and all items were significantly correlated

with each other. The highest correlation was of item No. PI50 (0.369**). The correlation between all the items was found significant at 0.01 level of significance (Table No. 4.2). There was significant correlation found between all sub-sections of the scale as well the highest correlation was found between Occupational Stress and Physical indicators (.835**) (Table No. 4.3).

3. Item– total correlation of the items included in Interpersonal Needs Inventory (IPNI) was calculated and all the items were significantly correlated with each other at 0.01 level of significance (Table No. 4.4).

There was significant correlation found between all the sub-sections of the scale as well as the highest correlation was found between IPNI and Belonging at (.699**) (Table No. 4.5).

4. There were total 730 respondents responded in which 612 (83.6%) faculty members from public universities and 118 (16.1%) faculty members from private universities were included in sample. Moreover there were 346 (47.3%) male teachers and 384 (52.5%) female teachers were taken as sample of the study (Table No. 4.6).

Objective No.1 “To explore the level of occupational stress among faculty members at higher education level”.

5. It was found that majority teachers (64.1%) had average level of occupational stress (Table No. 4.7).

Objective No. 2 “To identify the interpersonal skills among faculty members at higher education level”.

6. It had found that the respondents agreed that they were using interpersonal skills with all its dimensions were belonging affiliation, extension, recognition, control

and influence mean value of these dimensions were 3.77, 3.75, 3.80, 3.76, 3.79 and 3.81 (Table No. 4.8).

Objective No. 3 “To assess relationship between occupational stress and Interpersonal skills among faculty members at higher education level”.

7. It was revealed that Teachers Occupational Stress represents 20.5% percent variation in interpersonal skills it further revealed that this effect was positive statistically significant at 0.01 level of significance (Table No. 4.9).

3(i) “To assess relationship between sleep indicators of occupational stress and Interpersonal skills among faculty members at higher education level”.

8. It was also found that the sleep indicators represent 0.5% percent variation in interpersonal skills. This effect was positive and statistically significant at 0.01 level of significance (Table No. 4.10).

3(ii) “To assess relationship between behavioral indicators of occupational stress and Interpersonal skills among faculty members at higher education level”.

9. It was found that behavioral indicators represent 9.8% percent variation in interpersonal skills. This effect was positive and statistically significant at 0.01 level of significance (Table 4.11).

3(iii) “To assess relationship between emotional indicators of occupational stress and Interpersonal skills among faculty members at higher education level”.

10. It was found that emotional indicators represent 13.4% percent variation in interpersonal skills. This effect was positive statistically significant at 0.01 level of significance (Table 4.12).

3(iv) “To assess relationship between physical indicators of occupational stress and Interpersonal skills among faculty members at higher education level”.

11. It was found that physical indicators represent 14.5% percent variation in interpersonal skills. This effect was positive statistically significant at 0.05 level of significance (Table No. 4.13).

3(v) “To assess relationship between personal habits of occupational stress and Interpersonal skills among faculty members at higher education level”.

12. It was found that personal habits represent 12% percent variation in interpersonal skills. This effect was positive statistically significant at 0.01 level of significance (Table No. 4.14).

Objective No. 4 “To examine the difference in occupational stress between male and female faculty members at higher education level”.

13. It was found that there was no statistically significant difference between male and female respondents related to occupational stress (Table No. 4.15).

14. It was found that there was no statistically significant difference between male and female teachers with respect to sleep indicators of occupational stress (Table No. 4.16).

15. It was found that there was no statistically significant difference between male and female teachers with respect to behavioral indicators of occupational stress (Table No. 4.17).

16. It was found that there was no statistically significant difference between male and female teachers with respect to emotional indicators of occupational stress (Table No. 4.18).

17. It was found that there was no statistically significant difference between male and female teachers with respect to physical indicators of occupational stress (Table No. 4.19).

18. It was found that there was no statistically significant difference between male and female teachers with respect to personal habits of occupational stress (Table No. 4.20).

Objective No. 5 “To assess the difference of interpersonal skills between male and female faculty members at higher education level”.

19. It was found that there was no statistically significant difference between male and female respondents related to Interpersonal Skills (Table No. 4.21).

20. It was found that there was no statistically significant difference between male and female teachers related to belonging of interpersonal skills (Table No. 4.22).

21. It was found that there was statistically significant difference between male and female teachers related to affiliation of interpersonal skills (Table No. 4.23).

22. It was found that there was no statistically significant difference between male and female teachers related to extension of interpersonal skills (Table No. 4.24).

23. It was found that there was no statistically significant difference between male and female teachers related to recognition of interpersonal skills (Table No. 4.25).

24. It was found that there was no statistically significant difference between male and female teachers related to control of interpersonal skills (Table No. 4.26).

25. It was found that there was no statistically significant difference between male and female teachers related to influence of interpersonal skills (Table No. 4.27).

5.3 Discussions

The research study was performed to explore the relationship between teachers' occupational stress and interpersonal skills at higher education level with five major objectives. The first objective of the study was to explore the level of occupational stress among faculty members at higher education level. It was found that mostly teachers had average level of stress related to their workplaces. Some teachers feel stress in positive

way, because they want to complete on time their roles and responsibilities related to the jobs on time.

In the study of McCormick (2000) has found in the study that male teachers experienced significantly less stress than the female teachers in their occupation. Female teachers are more frequent in employment for low job status, low salary and restricted chances for the growth of career and practices additional occupational stress than men (Nelson & Burke, 2002).

The second major objective of the study was to identify interpersonal skills among teachers at higher education level. It was found that the respondents agreed that they were using interpersonal skills. Teachers can enhance their interpersonal skills through the social interactions and share their ideas and perceptions with others. Through this process, university teachers were cooperative with each other for the accomplishment of the organizational goals. Bar-On (2005) suggests that individuals with better interpersonal skills are more likely to improve their ability to determine the suitable self-behavior, deal with ambiguity, share responsibility, social interaction and positive relations with others. Allen & Seaman (2012) reported that the individuals with effective interpersonal skills develop online interaction with others to enhance their educational views, social skills and proper development of interpersonal relationships.

The third major objective of the research study was to know about the relationship between occupational stress and interpersonal skills among university teachers. There is significant relationship between occupational stress and interpersonal skills among university teachers was found during this study. Because the five occupational stress indicators (sleep, behavioral, emotional, physical and personal habits) were positively affected on interpersonal skills of the university teachers.

The teachers with good interpersonal skills are competent to deal with strain at workplace as well as in their relations (Spitzberg, 2013). It was originated that the stress symptoms include: panic, irritation, nervousness, anger and uneasiness are very common but the teachers who having superior interpersonal skills are managing with their stress appropriately at their workplaces. Song and Olshfski (2008) stated that civilization, ethnicity, sexual category, age, traditions and geographical locations manipulate connections between the individuals at occupation.

The fourth major objective of the study was to examine the difference in occupational stress and between male and female teachers at higher education level. It was found that there was no statistically significant difference between male and female teachers related to occupational stress. Because the male and female teachers were experienced all the five indicators (sleep, behavioral, emotional, physical and personal habits) related to occupational stress equally.

The findings of this study support those female academics managers are more stressed than male academic managers. These findings lend support to the findings by Eichinger (2001), Antoniou (2006), Van (2000), Gadzella, Ginther, Tomcala, & Bryant (1991) reported females experience higher levels of occupational stress. The experiences of the female teachers have high level of occupational stress and lack of individual achievement than male teachers.

The present study also aimed to find out the difference of interpersonal skills among male and female teachers of the higher education level. It was found that there was no statistically significant difference between male and female teachers. Because male and female teachers were practiced these dimensions (belonging, extension, recognition, control and influence) related to interpersonal skills equally. Affiliation domain was used by the male and female teachers differently. Male teachers were used affiliation domain

more as compared to female teachers. Sias, (2008) reported that individuals' interpersonal relationships are concerned at place of work with other people relations to attaining their goals in their professions for example: employee and manager relations, customer and shopkeeper relations, group workers relations and friends' relationships at workplace. Interpersonal associations influenced the employee performance in positive way or negative way in the place of work. Interpersonal relations and communications in the job for the justification of employee condition of livelihood and work setting examined from the opinion of the researcher in the previous research. Interpersonal relationships has been recognized as a significant aspect in the social work atmosphere that influenced welfare, safety, interest, happiness, job agreement, progress and production (Stoetzer, 2010).

5.4 Conclusions

From the findings of the study following conclusions were drawn.

Objective No. 1 was to explore the level of occupational stress among faculty members at higher education level. On the basis of findings it was concluded that majority of the teachers had average level of occupational stress at (64.1%). Some teachers feel stress in positive way, because they want to complete on time their roles and responsibilities related to the jobs on time.

Objective No. 2 was to identify the interpersonal skills among faculty members at higher education level. It was found that the respondents agreed that they were using interpersonal skills. Teachers can enhance their interpersonal skills through the social interactions and share their ideas and perceptions with others. Through this process, university teachers were cooperative with each other for the accomplishment of the organizational goals. On the basis of results it was concluded that the respondents agreed that they were using interpersonal skills related to belonging affiliation, extension, recognition, control and influence.

Objective No. 3 was to assess relationship between occupational stress and Interpersonal skills among faculty members at higher education level. It was concluded that teachers' occupational stress represents 20.5% percent variation in interpersonal skills. It was concluded that the sleep indicators, behavioral indicators, emotional indicators, physical indicators and personal habits related to occupational stress represent 0.5%, 9.8%, 13.4%, 14.5% and 12% percent variation in interpersonal skills. All the indicators of occupational stress were positive and having statistically effect on interpersonal skills.

Objective No. 4 was to examine the difference in occupational stress between male and female faculty members at higher education level. On the basis of results it was concluded that there was no statistically significant difference between male and female respondents related to occupational stress. It was concluded that there was no statistically significant difference between male and female teachers with respect to sleep indicators, behavioral indicators, emotional indicators, physical indicators and personal habits of occupational stress.

Objective No. 5 was to assess the difference of interpersonal skills between male and female faculty members at higher education level. On the basis of results it was found that was no statistically significant difference between male and female respondents related to interpersonal skills. It was concluded that there was no statistically significant difference between male and female teachers related to belonging, extension, recognition, control and influence. However, there was statistically significant difference between male and female related to affiliation of interpersonal skills at higher education level. It was found that male teachers were better affiliated as compare to female teachers.

5.5 Recommendations

On the basis of findings of present study following recommendations were made.

1. It was found that majority of the teachers (64.1%) had average level of stress. So, it is recommended that teachers may adopt following habits to deal with occupational stress at their workplaces.
 - (a) University management may provide counseling sessions on monthly basis for the teachers to decrease their occupational stress such as make a list of daily routine activities to complete the work on time.
 - (b) Teachers may need to take a break during their working hours to relax themselves in their jobs i.e. tea break, namaz break.
2. It was found that the respondents agreed that they were using interpersonal skills with its all dimensions that were related to belonging, affiliation, extension, recognition, control and influence.
 - (a) Teachers may work together with other people to share their views and experiences to retain their interpersonal skills.
 - (b) Teachers may improve their interpersonal skills through interaction and communication with others.
3. It was revealed that teachers occupational stress represents 20.5% percent variation in interpersonal skills it further revealed that this effect was positively significant. So, the teacher training programs may need to focus on the application of interpersonal skills to reduce the occupational stress. It is recommended that
 - (a) University management may offer professional development programs which based on ethics (honesty, truth and character building) for reducing occupational stress of the teachers for the development of interpersonal skills.

- (b) Teachers may participate in educational debates with other colleagues to improve their interpersonal skills and develop positive associations and support others.
4. It was found that there was no statistically significant difference between male and female respondents related to occupational stress. So it is recommended that
- (a) University management may conduct training sessions on monthly basis which based on tolerance, patience and personality development of the male and female teachers to train them regarding their occupational stress.
 - (b) System of mentoring may be introduced for the professional development of the male and female teachers i.e. know the strength, supporting others and look for new opportunities / promotions.
5. It was found that there was no statistically significant difference between male and female respondents related to interpersonal skills. The following measures may be recommended to maintain the interpersonal skills of teachers
- (a) University management may facilitate to the male and female teachers to enhance their interpersonal skills through involving themselves in educational visits to other universities.
 - (b) Teachers may use ICT (Information and Communication Technology) to enhance their interpersonal skills e.g. social networking, whatsapp, face book groups, instagram & twitter.