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Challenge Stressors and Faculty Job Performance: The Role of Career Success Satisfaction during Covid-19

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Stress, Challenge Stress, Workload, Time Pressure, Career Satisfaction, Job Performance, TTS faculty

ABSTRACT

Stress is an integral part of the teaching profession. Hindrance stressors can affect teaching faculty negatively whereas challenge stressors have a positive effect on teaching faculty. Covid19 has increased the overall stress mainly due to online teaching mode and work from home (WHF). The faculty working in higher education institutions (HEIs) in general and the faculty appointed under the tenure track system (TTS) were already under stress due to challenging jobs and goals. This study aimed to investigate the impact of challenge stressors (time pressure and workload) on the job performance of TTS faculty during the Covid19 pandemic. This study also investigated career satisfaction as a moderator between challenge stress and job performance (under the prevailing Covid-19) circumstance. The Survey technique was used for data collection from Ph.D. faculty appointed on TTS in HEIs of Pakistan. 129 TTS faculty participated in this study. Confirmatory factor analysis (CFA), VIF, correlation, reliability, and moderation tests were used. Results showed the significant and positive impact of workload, time pressure on job performance of TTS faculty during the Covid-19 pandemic. Moreover, career satisfaction was found to have moderating effect between challenge stress and job performance. Thus, it is concluded from the study that TTS faculty's performance is improved due to an increase in challenge stressors during Covid-19.

INTRODUCTION

The outbreak of the Covid 19 pandemic has jeopardized the global economy. The lockdown and Work From Home (WFH) have become a new reality and are likely to continue indefinitely (Rochard, 2021). The coronavirus pandemic has altered working conditions, created uncertainties, and increased workplace stress due to job insecurity and work-life imbalances (Lima et al., 2020; Mumtaz, 2020). It harms employees' efficiency and productivity (Sadri & Marcoulides, 1994; Soran et al., 2014). Thus, the current working arrangements and insecurities create more intense emotions such as anger, anxiety, depression, and burnout (Wu et al., 2020). Though the entire world has been under the grip of Covid 19, it has struck South Asia more strongly and adversely. For instance, the second wave in India has collapsed the entire health system, and the fatalities are alarming. Similarly, the third wave in Pakistan is more deadly and is taking more lives. The governments are left with no options other than to impose strict lockdowns,

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instructing organizations to operate with fifty percent staff attendance, reduce office working hours, and so on.

Pakistan's education sector has been under immense pressure (Farooq et al., 2020). Higher education is faced with challenges to continue its educational activities online despite its lack of infrastructure to support online teaching. However, HEIs have adopted an online mode of teaching for the continuation of the education cycle. Online education is challenging both for the staff and the students (Mahmood, 2021). Though the online education system is crucial to safeguard individuals from Covid 19; the sudden shift to the online mode of teaching has caused increased stress, anxiety, and other mental disorders (Akram et al., 2020; A. Khan et al., 2020; Maqsood et al., 2021; Zeeshan et al., 2020). Countries with adequate infrastructure for online mode of teaching have also reported a high level of stress among their faculty, such as Saudi Arabia (Al-Rabiaah et al., 2020), China (Yin et al., 2020), the United States of America (Tobin & Taff, 2020), Slovenia (Košir et al., 2020), Spain (Odriozola-González et al., 2020) and so forth.

In the extant literature, job stress and work outcomes have indicated both positive and negative outcomes (Amah, 2014); however, much of these studies relate to stressors that focus on negative rather than positive outcomes (Podsakoff et al., 2007; Wallace et al., 2009). During the recent episode of Covid-19, several researchers have focused on the negative aspects of stress: hindrance stressors. The positive stress of challenge stressors has been ignored. The challenge stressors motivate employees to put extra effort into a better job performance (Wu et al., 2020). With the increased responsibilities and pressures due to online teaching, it is essential to study challenge stressors and their association with employee performance. Thus, the primary objective of this study is to investigate the challenge stressors and teachers' performance during the coronavirus pandemic.

LITERATURE REVIEW

This study is based on the job demands and resources model (JDR model) and the social support theory (stress and coping theory). According to the JDR model, stressors exist in all jobs, and these factors are grouped into job demands and job resources (Bakker & Demerouti, 2007). Job demands (stressors) are psychological, physical, and organizational factors that demand physical and mental efforts. Work pressure, working conditions, restructuring issues, emotional demands, and role ambiguity are the job stressors. At the same time, job resources are physical, psychological, and organizational factors that help in goal attainment. It reduces negative job stress and accelerates personal growth (e.g., career growth opportunities, learning, and development, personal growth, decision-making, organizational support, etc.). Thus, the job is the combination of both negative and positive stressors, which can be elaborated by Cavanaugh, Boswell, Roehling, and Bouderau's (2000) two-dimensional stressors framework: challenge and hindrance stressors. Challenge stressors are the pathway to mastery, goal achievement, and personal

growth and contain dimensions like workload load, time pressure, and level of responsibility (Wu et al., 2020). Though the challenging stressors produce positive outcomes, mental health issues are associated with them (LePine et al., 2005). On the other hand, hindrance stressors are perceived barriers to achieving such goals and contain role ambiguity, organizational politics, role conflict, etc. (Cavanaugh et al., 2000).

The teaching profession is one of the most stressful occupations as teachers are under constant pressure to teach and demonstrate research output (Ryan et al., 2017). Particularly considering the teaching faculty in HEIs appointed through Tenure Trak Statutes (TTS) are under constant pressure and stress to meet the minimum performance. The TTS system is different from the Basic Pay Scale (BPS) system. TTS employees are expected to demonstrate research performance and have tight targets, whereas BPS faculty is more teaching-oriented though their promotion is based on research output. However, unlike the TTS faculty, the BPS faculty has no time frame to produce research publications. Thus, the TTS faculty experiences more challenging stressors than the BPS faculty in terms of demonstrating performance within strict timeframes. Also, TTS faculty is required to publish in high-ranked journals as compared to the BPS faculty.

This study investigates the relationship between time pressure (a challenge stressor) and employee job performance under the prevailing Covid-19 circumstances. Moreover, another challenge stressor, i.e., workload, is also investigated for its effect on employee job performance during Covid-19. Lastly, career satisfaction is anticipated to play a moderating role in the relationship between career stressors and job performance. The hypotheses are developed with the support of the literature review in the sections below.

Time Pressure and Job Performance

Time pressure is an employee's perception that they have insufficient time to accomplish their goals or perform work more rapidly than routine to meet deadlines (Baer & Oldham, 2006). Time pressure can develop job stress among employees in meeting deadlines in almost every type of occupation (Shergold, 1995). Gilboa et al. (2008) suggested that time pressure is a job stressor and can cast favorable and unfavorable effects on employee job performance. The stress associated with time pressure has dual effects; it can either motivate employees to perform well or negatively affect their well-being and mental health (Maule et al., 2000). Hence, it can both improve or decrease job performance.

However, time pressure as a challenge stressor is associated with developing pre-emptive behavior in employees (Fay & Sonnentag, 2002; Sonnentag et al., 2010). Researchers also suggest that it increase the enjoyment level and enhances performance (Baas et al., 2008; LePine et al., 2005; Zivnuska et al., 2002). Faculty members in HEIs appointed through TTS are always under time pressure and they all strive to achieve their desired performance within the prescribed time. Hence, time pressure is a challenge stressor, which has intensified during Covid-19. Therefore, it is assumed that time pressure has a significant relationship with employee job performance.

H_1: Time Pressure has a significant relationship with employee job performance.

Workload and Job Performance

The workload is the extent to which employees have unnecessary and excessive work to perform and generate positive job outcomes (Cooper et al., 2001). The workload can be categorized into two forms: work overload and work under load. Work overload is defined as having too much to perform in a short amount of time (Amiruddin, 2019). An increase in workload generates two different types of job stress, one positive and another negative (Aziz et al., 2014; Rosen et al., 2020). Stress among employees increases due to high workload and insufficient reward systems, especially in academia (Han et al., 2019). Although researchers are indifferent about these two effects, some suggest that the positive effect of workload is favorable; therefore, employees in different organizations persuade it.

Mostly, employees view workload as a challenge. Accomplishing this challenge leads to achieving personal gains (e.g., promotion, compensation, etc.). Hence, workload positively affects job performance (Podsakoff et al., 2007). Cavanaugh et al. (2000) first pointed out this challenging aspect of workload by dividing stressors into two main categories: hindrance and challenge. In contrast, the workload is a subcategory of challenging stressors. However, studies found mixed results by correlating workload and job performance. Some suggest workload positively affects job performance (Karatepe et al., 2018; Podsakoff et al., 2007). Other studies argue that workload and job performance are negatively related, whereas some even suggest no relationship (Gilboa et al., 2008).

Teaching specified subjects and research are two major tasks of a faculty. Due to the Covid-19 outbreak and lockdown, both are suffered as per usual practices. Teaching courses online requires more effort and research supervision, and research writing has become more complex. Access to data (especially primary data) has been affected by work from home (WFH), and organizations are not allowing access because of strict Covid protocols. Thus, the workload has increased sufficiently. Since the previous results are inconsistent about the relationship between workload and job performance, and it is assumed that this challenge stressor has become more challenging during Covid-19, therefore, it is hypothesized that:

H_2: Workload has a significant relationship with employee job performance.

The moderating role of Career Satisfaction

A career is defined as an "occupation for life" (Simons et al., 2000) or "*progressing upward in one or more than one organization*" (Eby et al., 2003). Career satisfaction refers to achievements by attaining career-related goals at any point in employee work experience (Arthur et al., 2005). Career satisfaction is a subjective phenomenon that encircles the perception of any employee regarding overall goals, advancement, package, and personal development (Guan et al., 2019). It has a longstanding effect on employee attitude and behaviors across various tasks they perform during their careers (e.g., Spurk et al., 2011).

Career satisfaction is an outcome of individual years of service (Greenhaus et al., 2010). Therefore, the individual has to cope with hurdles, high work demands, and targets to achieve higher career satisfaction. High workload and time pressure drive personal growth and development and thus result in high

performance. Studies suggest that employees with high growth needs are more satisfied when challenged and perform well (Gaetrner & Nollen, 2012). Also, engagement in work and active participation to achieve organizational goals can be observed among employees satisfied with their careers (Harter et al., 2002; Radic et al., 2020). Therefore, based on trait activation theory (Tett & Burnett, 2003), career satisfaction might successfully moderate the effect of stressors (workload and time pressure) on employee job performance (Klehe et al., 2021). According to TAT, the individuals evaluate their work demands based on intrinsic reward (satisfaction) and extrinsic reward (salary, status) related to career success. In the current working environment, relationships with coworkers have become more flexible and shorter, due to which planning and directing careers have become more self-reliant (Sullivan & Baruch, 2009). For achieving career success in a dynamic working environment, individuals consider taking advice regarding their careers and are expected to proactively manage their careers (Direnzo & Greenhaus, 2011; Guan et al., 2019). In this respect, job stressors might help individuals achieve personal benefits (promotion, etc.) by overcoming the challenges linked to the stressor (Podsakoff et al., 2007).

Challenge stressors are perceived as an opportunity for growth, personal gain, achievement, and learning, due to which it is suggested that challenge stressors generate positive emotions in employees (LePine et al., 2005). In contrast, job demands such as time pressure are unfavorable to employee well-being and job performance. However, on the grounds of transactional theory (Lazarus & Folkman, 1984; LePine et al., 2005), employees under time pressure increased their effort as these types of job demands are considered challenging employees. Overcoming these challenges has the potential for achieving personal gains and generates positive emotions among employees. Employees use an active coping style to overcome these demands. Coping with these situations (i.e., workload and time pressure) positively affects employee motivation, due to which their job performance is high.

While working for a higher salary and career satisfaction, the employees will be more productive, and the workload and time pressure will not create hurdles for achieving the desired goals. Employees usually have different ambitions out of their careers, such as a secure job, more salary, better work location, job status, an opportunity for growth, promotion, and experience. Some even consider a job that offers work-life imitative so that they can manage their family life. It can be argued that when an individual appraises time pressure and workload as challenge stressors and thinks that these are the opportunities for promotion and other rewards, it will evoke positive emotions, exhibit better performance and career satisfaction. Career satisfaction includes the rate of advancement/promotion, rank, and salary (Aleksić et al., 2017; Linzer et al., 2000). Thus, time pressure and workload, when paired with career satisfaction, will enhance job performance.

H_3: Career Satisfaction will moderate the positive relation between (a)Time Pressure(b) workload and employee job performance so that the relationship will be stronger when the Career Satisfaction is high.

RESEARCH METHODOLOGY

Sample and Data Collection Procedure

The target population of the respondents was the faculty members having a doctorate. According to HEC (2019), the number of Public Sector Universities/Degree Awarding Institutes established at Khyber Pakhtunkhwa is 26. Regarding the Ph.D. faculty statistics, 31.77% of the public sector's total faculty is having a Ph.D. degree holder (HEC, 2015). The Tenure Track System (TTS) faculty were targeted due to their contribution to research and other teaching activities, which are higher than BPS faculty. They are usually under pressure for their research and teaching output. Hence, a purposive sampling technique was used to select the relevant sample. Questionnaires were distributed among the chosen sample, which was borrowed from previous literature. Purposive sampling techniques clear the targeted employees, their working space, and working time. A total of 210 questionnaires were distributed personally. A cover letter containing the aims of the study and assurance of confidentiality was attached to the questionnaires. Participation in this study was voluntary.

The general threshold of the response is above 50% of the distributed questionnaires (Babbie & Benaquisto, 2009). The current study yielded a 61% response rate which is quite normal in the Asian context. Upon the collection of distributed questionnaires, nine were incomplete and were excluded. Only 129 questionnaires were found fit for further analysis. Among the returned completed questionnaires, 92% were male. 71 % of faculty were in the age group of 30-40 years, while 29% of the respondents were above 40 years of age. The mean age was 36.2 years and with a standard deviation of 2.47. In the case of qualification, 98% of the employees had a Ph.D. degree, and only 2% were having a post-doctorate. Cadre wise distribution indicated that 73% of the respondents were assistant professors, 23% were associate, and 4% were professors.

Research Instrument

Data collection tools were adopted from previous studies. All the well-established questionnaires were on five points Likert scale, ranging from 1 (strongly agree) to 5 (strongly Disagree).

We assessed workload with a four items tool (Janssen, 2001). Data regarding time pressure was collected through three items questionnaire designed by Semmer et al. (1998). The five items instruments regarding career satisfaction were adopted from Greenhaus et al. (1990). Lastly, responses regarding job performance were reported and noted with a self-reported seven-item tool developed by Williams and Anderson (1991).

Control variables

For control variables, one way ANOVA test was conducted. In demographic variables, education and gender significantly affect the variables of this study. Therefore, as per previous studies, these variables were taken as control variables (Khan et al., 2015; Tufail et al., 2017).

Common Method Bias

Common method bias has been observed in a single survey method (Podsakoff et al., 2007). Such a problem is considered a latent issue in behavioral sciences. Therefore, Haman's one-factor test was applied to avoid the problem of common method biases, as suggested by Podsakoff et al. (2003). In this regard, factor analysis was also conducted to check that one general factor is not responsible for most of the variance. The outcomes of the principal component factor showed that a single factor is accountable for 34.84% variance, which is less than 50% indicate that a single factor is not accountable for most of the variance. Hence, the collected data does not contain issues of single method biases. Further, the Measurement model was confirmed via Confirmatory Factor Analysis (Brown, 2015). It was used to validate the CFA was also used to validate the discreteness of the study variables. The one factor model was found that: $\chi 2/df = 2.23$; IFI = 0.91; TLI = 0.92 CFI = 0.92; RMSEA= 0.05.

Table 1 indicates the means, standard deviation, correlation, and reliabilities of the constructs. The coefficient between time pressure and job performance was 0.37 at $p<0.01$. Correlation between workload and job performance resulted in 0.41 at a $p<0.01$ significant level. Lastly, the coefficient correlation between career satisfaction and job performance was 0.39, indicating the positive direct relationship between the two constructs.

Table 1: Means, Standard Deviation, Correlation and Reliabilities

		Mean	SD	1	2	3	4
1	**Time pressure**	2.13	0.92	(0.83)			
2	**Work Load**	3.42	0.83	0.51**	(0.88)		
3	**Career Satisfaction**	2.92	1.32	0.19**	0.47**	(0.95)	
4	**Job Performance**	2.16	1.7	0.37**	0.41**	0.39**	(0.74)

N = 129; Cronbach's alpha presented in parenthesis.

** Correlation is significant at the 0.01 level.

RESULTS

Table 2 indicated the direct and moderated impact of the study constructs. Hypothesis 1 proposed the direct relationship between workload and employee job performance. The results confirmed the direct effect significantly ($\beta = 0\ .37$, $p<0.1$). Similarly, the direct effect of time pressure and employee job performance was also confirmed ($\beta = 0.41$, $p< 0.1$). Lastly, it was found that the relationship between career satisfaction and employee job performance was direct and was found significant ($\beta = 0\ .40$, $p< 0.1$).

Cohen et al., (2013) technique was incorporated to check the moderation effect. Independent and moderating variables were mean-centered. So, to check for multicollinearity in variables, variance inflation factor (VIF) (Black & Babin, 2019) and tolerance statistics were calculated. The analysis found that tolerance is equal to 0.96, which is above the threshold of 0.10 (Hair et al., 2009), while VIF is 1.04; therefore, it did not exceed the acceptable range of 5, avoiding the issue if multicollinearity exists.

Hypotheses 3a predicted the moderating role of career satisfaction in the link between time pressure and job performance. The results are given in Table 2. Upon entering the interactive term of TP and CS (Time Pressure x Career Satisfaction), it was found that career satisfaction moderates the relation between time pressure and job performance where $\beta = 0.25$, $p < .05$. Hypothesis 3b expected that higher career satisfaction, stronger will be the moderating effect. In the third step, the interactive term of WL and CS was entered. The results in step 3 given in table 2 confirmed the moderated effect where $\beta = 0.17$, $p < .05$, and the change in R^2 was 0.13. Change in R square is not higher as compared to the main effect, still significant and informative.

Table 2: Results

	Job performance		
	β	**R^2**	**Δ R^2**
Step 1			
Education		0.001**	
Step 2			
Time Pressure	0.41**		
Workload	0.37**	0.54**	
Career Satisfaction	0.40**	0.37**	
Step 3			
TP x CS	0.25**	0.31**	
WL x CS	0.17**	0.53**	0.13**

N = 129, ns= not significant

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

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

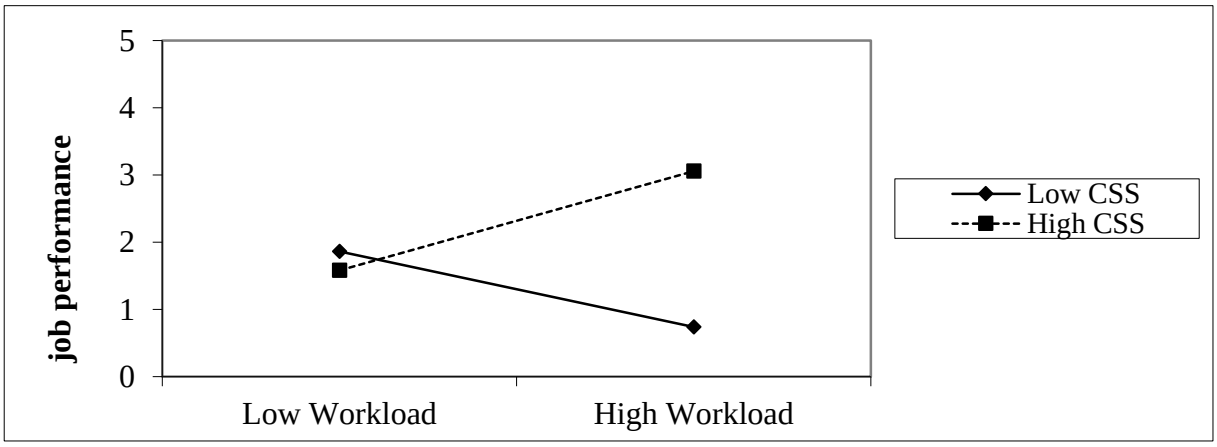

Figure 1: Workload Vs. Job Performance

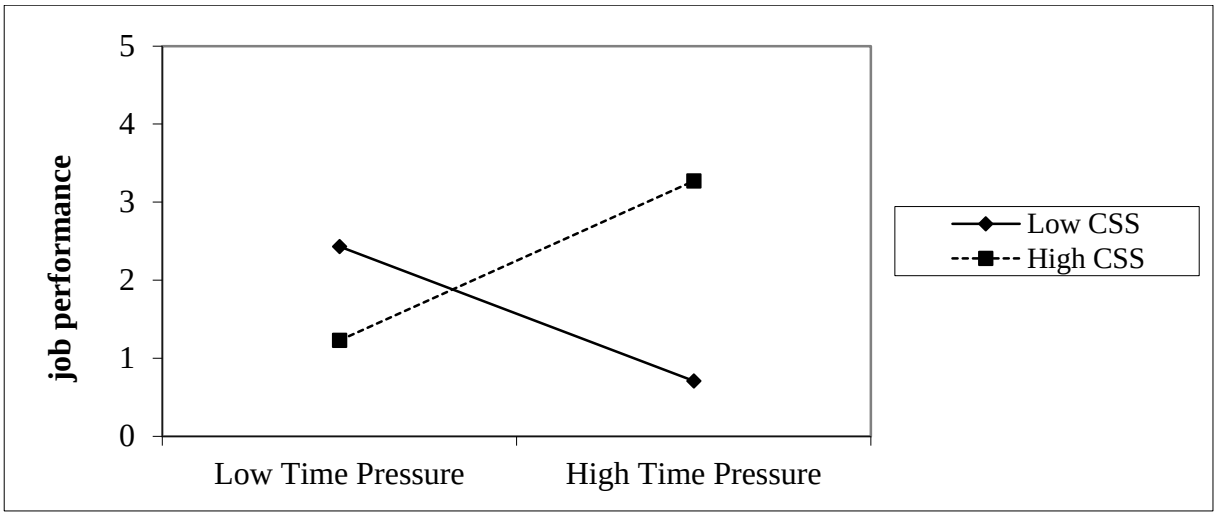

Figure 2: Time Pressure Vs. Job Performance

DISCUSSION AND CONCLUSION

The findings revealed that both workload and time pressure has a positive association with employee job performance. According to the transactional theory of stress, perception and consequences vary from person to person. A similar trend has been reported in this study which remained as per theory during the Covid 19. According to Cudré-Mauroux (2010), the individuals may perceive the situation as stressful or challenging that evoke a positive feeling and thus provide the opportunity for learning and personal growth, gain, and other benefits. Workload increases employees' job performance so that when the individuals perceive workload as a learning process, the job demands do not negatively affect their performance. During the Covid 19 pandemic, the workload of the TTS faculty, in particular, has increased, and the result of this study shows an increase in job performance. They think that the extra load will result in growth and opportunity to learn in their fields and thus will provide new job assignments, promotions, and other fringe benefits. In the same vein, (Anasi, 2020; Yang et al., 2004) found that workload is positively correlated with faculty jobs.

In contrast, another study (Gilboa et al., 2008) found a negative relation. There are different perceptions regarding workload and time pressure and have been reported with inconsistent results (LePine et al., 2005). Workload during WFH at the time of pandemic has increased drastically due to work-home interference (Wang et al., 2021); with reduced monitoring and less social support, the job of TTS faculty has become a major challenge.

There is a notable difference between the time pressure desired by any employee and the actual time he/she spend during working hour, and the performance of an employee is affected by the same variance. Thus, time pressure has the propensity to heighten or dampen the employees' performance (Maule et al., 2000; Yang et al., 2004). Similarly, Gilboa et al. (2008) investigated that time pressure, directly and indirectly, relates to employee job performance. Time pressure does not dampen the employee job performance all the time (Liu et al., 2019; Sun et al., 2018) but provide the pathway to mastery and growth. Time pressure stimulates the energy and attention to complete the task. Ohly and Fritz (2010) also suggested that time pressure acts as a catalyst to encourage employees to achieve organizational goals. If there were no time pressure in the organizations, the optimum level of performance would be difficult to observe (Kocher et al., 2019). The current study also found a direct relationship between time pressure and employee job performance during pandemic among the TTS faculty, consistent with the previous literature (Balducci et al., 2020; Treffers et al., 2020; Wang et al., 2021). Time pressure evokes the feeling of completing the desired and targeted goals in time to get the incentives or any other benefits

associated with it. Every organization has targeted goals and objectives. Organizations try to achieve those goals and objectives to survive, which would be impossible without time constraints.

Results of the moderation analysis revealed that career success satisfaction significantly buffered the effect of workload and time pressure on employee job performance of TTS faculty during a pandemic. This suggests that highly career success satisfied employees tend to maintain their high-level performance when paired with workload and time pressure (Presti et al., 2021). Nevertheless, employees with low career success satisfaction did not produce similar results (Sin & Saraih, 2021). Individuals utilize their maximum energy for success in their careers. They consider workload and time pressure as a challenge in their job and thus try to maximize their performance. High performance is expected when the talent and opportunity for growth are consistent with the organization's environment (Glasser & Zhang, 2000). It can be argued that when the organizational climate provides career success opportunities and the employees also want to gain personal growth and achievements will exhibit higher performance and the interactive effect of workload and time pressure will strengthen the same relationship. Although time pressure has been considered as negative in nature (Maule et al., 2000); however, an optimal level of time pressure enhances employees' performance (Baer & Oldham, 2006). Workload and time pressure are contextual factors in any organization. An individual will be satisfied with his/her career when he/she gets the opportunity for growth, higher responsibility, promotion, high salary, etc. The Trait Activation Theory also supports this phenomenon. According to Tett and Burnett (2003), TAT designates one's tendency to exhibit or engage in specific behavior, situation, or contextual factor to provide indicators to behave in a certain way. Time pressure and workload are situational factors so that the achievement of assigned targets within the specified period will be observed to get the promotion and satisfaction in career. These results are essential for understanding the TTS faculty's physical and psychological aspects and their performance during the pandemic.

Managerial Implication

This study brings some managerial implications for academic heads during Covid19 and pandemic outbreak. The deans and heads of departments should consider the workload and time pressure since continuous or extra workload and job demands during WFH are beyond the optimal level will result in strain. The faculty may leave the organization due to high job pressure and increased workload due to WFH and online teaching. Thus, the academic heads should be cautious regarding the targets and demands implied to the employees. The balance will help faculty to avoid exhaustion and fatigue. Promotions and growth must not be solely based on the workload and job demands instead on optimal targets and demands. Task completion, role demand, and timeframe for the task differ in every HEI.

Similarly, the nature of job demands is different between private, and public sector HEIs thus demanding the treatment accordingly. To cope with challenges associated with Covid19, the management should tailor the training sessions for such faculty. The educational institution must provide a sharing culture where the faculty do not feel any pressure concerning time or workload.

Extending the literature by empirical studies, the results publicized theoretical contributions. The amalgamation of the Transactional model of stress and AET provide extensions to both frameworks. AET delivers a broad framework regarding emotions, events, and behavior, yet it does not explain the details of events and their distinguished relation with emotions (e.g., during a pandemic). The transactional model inflates AET by presenting stressors as a form of situation and proposing motivation regarding stressors and jo outcomes. At the same time, the combination of these perspectives extends the transactional stress model to include behavioral consequences of the emotions generated by stressors. Based on AET, it can be argued that emotions cause discretionary behavior, but it is not the case all the time and can be stem from work attitude as well. In this regard, Podsakkoff et al. (2005) investigated numerous cognitive outcomes of stressors. Further, satisfaction regarding a job or carrier is a cognitive

function that results in a positive or negative judgmental reaction in the workplace.

LIMITATIONS AND FUTURE DIRECTIONS

Despite the significant contribution, the current brings limitations for the researcher to be considered in the future. Most of the respondents were male. Men and women do not have the same view regarding career success, even in the same profession (Dyke & Murphy, 2006). Therefore, a group-wise study may be carried out. Another aspect could be personality. Personality may not envisage job or career outcomes; it would consequently be advisable to study the development of personality and career success over time.

Due to limited support for career satisfaction, individual differences like self-efficacy may be used as moderating variables. Self-efficacy comes from the mastery approach, which requires experience. By setting higher goals for themselves, the individuals are inclined to upsurge efforts and reduce anxiety and depression (Bandura, 2012). By avoiding anxiety, challenge stressors may induce positive emotions, thus may result in higher productivity.

The respondents who were taken in this study were on the Tenure Track system. Therefore, it is recommended that a comparative study be carried out between TTS and BPS employees in the future as the parameters for the BPS employees are different and not intense like TTS employees. Similarly, the cultural aspect of the Public and Private sectors cannot be ignored. The future research study may replicate the current study in multinational companies where most promotions and other fringe benefits are solely based on performance.

Also, the level of education is an essential aspect of human capital. The level of satisfaction differs across the degree holders; therefore, studies are suggested to be carried out among different degree holders. Likewise, Career stages do not result in the same position for employees. Studies may also investigate the amount of work and time pressure in physical and online teaching and between the senior professors and entry-level teaching staff (Ghani et al., 2020).

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