Faculty Stress in a Saudi Government University

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Abstract

This study explores the faculty perception towards occupational stress in the college of business of a public university in one of the Gulf Cooperation Council Countries, using established questionnaire, data collected from seven departments in the government university. Faculty Stress Index (FSI) was used for data collection in this study. This is the instrument used to measure faculty stress in this study. The FSI items are divided into five subscales: (a) Rewards and Recognition (b) Time Constraint (c) Professional Identity (d) Departmental Influences, and (e) Students interaction. The higher the score, greater would be the stress. Using the FSI Instrument, this study collected data from 160 faculty members of various departments. Research findings on the coping strategies that faculty used to tackle stress were also reviewed. As suggested by previous researchers, future research needs to explore the further testing on the effects of sub-variables. Through this study, the future research investigated further the effects of sub-variables and University status, faculty workload and Research work which can also directly or indirectly influence the faculty stress level in KSA universities. Table 4 shows that Multivariate analysis of Variance (MANOVA) tests confirm significant differences in perception of Individual stress in terms of gender, academic rank, nationality, department, academic degree, employment status and number of years working. The results revealed that Higher Management and Research Department should focus on in enhancing sense of belonging to both the university and the individuals. As a result, it would ideally have positive impact on both Occupational Satisfaction and Individual/Combine research publication.

Keywords: Faculty stress Index (FSI), Occupational stress, Coping strategies, Professional Identity

Introduction

It is not easy to find a general definition of 'Stress'. Doctors, Engineers, Professors, Airline pilot, Nurse, Police officer, Firefighter, Social worker and personnel manager all use the word stress in their own way and with their own definition. We generally use the word stress when we feel that everything seems to have become too much, we are overloaded and wonder whether we really can cope with the pressure placed upon us. Stress is one of the major problem for working people, many of whom are juggling work, home and the care of children and often times aging parents. It is no surprise that stress has increased. The modern phenomenon is the debilitating effects caused by constant pressure both at work and home.

In the workplace, it can serve to enhance an individual's motivation, performance, satisfaction and personal achievement (Mathewmen, Rose and Hetherington, 2009). According to Yerkes-Dodson Principle it first describe this relationship between stress and performance in 1908. This principle implies that to a certain point, a specific amount of stress is healthy, useful, and even beneficial. This usefulness can be translated not only to performance but also to one's health and well-being. The stimulus of the stress response is often essential for success. We see this commonly in various situations such as sporting events, academic pursuits and even in many creative and social activities. As stress levels increase, so does performance. However, this relationship between increased stress and increased performance does not continue indefinitely. As shown in Figure 1.1, the Yerkes-Dodson Curve illustrates that to a point, stress or arousal can increase performance. Conversely, when stress exceeds one's ability to cope, this overload contributes to diminished performance, inefficiency, and even health problems.

Figure 1: The Yerkes-Dodson Curve
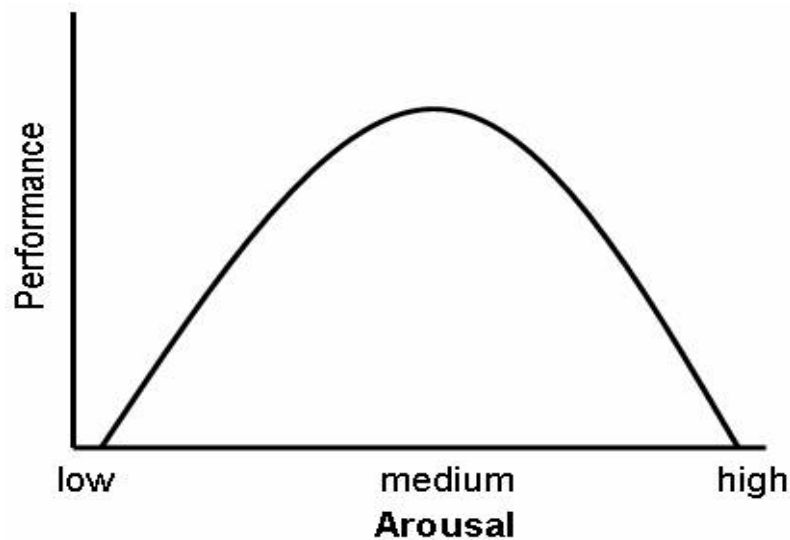
Source: Yerkes-Dodson Law of Arousal

The phenomenon of stress is highly individualist in nature. Recent researchers pointed out that individual response to stress differ according to the stressor and different environmental and personal factors (Cox, Griffiths and Rial-Gonzalez, 2000). Some people manage stress and perform very well in any kind of situation affecting environmental or personal. On the other hand some individuals are not able to perform well except when subject to a level of stress that activates and energizes them to put forth their best efforts (Sekaran, 2004).

Therefore, the objective of this paper focuses solely on the faculty's perspective. This study identifies individual stress differences in terms of (Gender, Academic Rank, Nationality, Academic Degree, Department, Employment status and No. of years working in university and ways to overcome stress from one of the public university in the Gulf Cooperation Council (GCC) countries.

Literature Review

Occupational Stress

Occupational stress is involving work. It can be described as the discrepancy between the demands of the environment/workplace and an individual's ability to carry out and complete these demands. Occupational stress and its effect have been among the most popular topics in research literature. This is because many researchers believe that stress is becoming a major contributor to low performance, job dissatisfaction, absenteeism and retention. The cost of these stress consequences has become huge burden on many organizations (Ben-Bakr, Jefri and Al-Shamri, 1995). In 2001, American Institute of Stress (AIS) reported that occupational stress costs the US industry $300 billion annually. In 2005, studies presented at the NSC world health congress on Health and safety at work stated that work related stress is one of the major causes for some of the health problems and nearly 40.2 million working days lost by injury and illness and 13.4 million are affected from stress, anxiety and depression. Occupational stress has been described as the experience of negative feelings (such as frustration, worry and anxiety) that perceived to arise from the work related factors (Kyriacou, 2001).

Demographic variables that are proven to relate to someone's job stressor relationships include gender, age, marital status, job tenure, job title, and hierarchical level (Dua, 1994; Murphy, 1995), Concerning the relationship between age and occupational stress, the ability to handle stress associated with job and organization was found to increase with age and experience (Sager, 1990). Researches revealed that younger staff members reported more job stress than older staff and staff between the ages 31 and 40 suffered the most from job stress (Sharpley, et al, 1996), employees who are less than 30 years old experience the highest levels of stress (Ben-Bakr, et al, 1995), and that younger teachers experienced higher levels of burnout, specifically in terms of emotional exhaustion and disengagement from the profession (Antoniou, et al, 2006).

It was also noted that nurses experience higher levels of occupation stress than other health professionals. The most common occupational stressors appeared to be "Workload" followed by "Emotional issues, Shift timings, and lower social status of nurses than other health professionals.

Ben-Bakr, Jefri and Al-Shammari (1995) have surveyed 442 in 23 different pubic, semi –public and private organizations. The researchers explored that Saudi and non-Saudi in private and semi-private organizations experience lack of feedback about their performance, which was major contributor to their job stress. Role conflict is experienced in a Saudi organization as identified by the researcher. Previous literature on occupational stress in Saudi Arabia was very limited but recent scholars have emphasized and extended the research more on occupational stress in different sectors and analyze various critical factors that has increased occupational stress and suggested best ways to overcome stress. Many researchers examined that the occupational stress among the employees from different nationalities in Saudi Arabia. It was reported that employees from non-Arabic countries experience higher level of stress than Saudi employees.

Occupational Stress and the University Professors

Teaching profession was once viewed as a "Low" stress occupation' (Fisher, 1992). However, recent studies have demonstrated that University Professors experience higher than normal levels of stress and these high levels of stress have increased over the last 6 years. The overall stress level of professors is now second only to the recently unemployed when compared to other profession (Korotkov, Fraser, Houlihan Fenwick, Mc Donald and Fish, 2008). Researchers have investigated that the role of University professors are not solely related with academic work, they are involved into multitasking related with Research work , Service level & Conducting Seminars, Workshops and attending Conferences at various level. The stress of research work and getting the research publish in ISI has raised the stress level of contracted employees whose contract will be renewed on depending on the ISI publication on yearly basis. Workloads have increased and academics are under increasing pressure to "publish or perish"(Winefield,2003).

Research conducted in the UK, USA, New Zealand and Australia has identified several factors which are associated with stress among academic and general staff. These include, work overload, time constraint, lack of promotion opportunities, inadequate recognition, No Annual appraisal, changing job role, inadequate participation in Management, inadequate resources and funding and students interaction (Gillispie, walsh, Winefield, Dua and Stough, 2001). Other sources of stress, such as work-related technology (Totten and Schuldt, 2009), Work and Family life balance (Korotkov et al. , 2008), Job type-category (Dua, 1994), control over the work environment (Golnaz, 1997) and person-environment fit (Korotkov et al. 2008) have been highlighted in few studies. University Professors plays an important role in sharing knowledge and creative and innovative information, in addition to education and training. The above cited research have showed that if level of occupational stress remain consistent than it will undermine the quality, productivity and creativity of employees work, and employees well-being (Gillispie et al. 2001). Therefore, this study extends the current literature of stress among university staff in Saudi Arabian context.

Objectives of the Study

Thus, the primary purpose of this study is to identify and examine individual stress differences in terms of demographic profile and to identify the factors in coping stress.

Methodology

Sample and Data Collection

The sample in this study consisted of faculty members both male and female in department of business and economics at one public university in Saudi Arabia. Questionnaires were distributed and administered during the fourth week of 2013 summer course. 210 questionnaires were distributed to the seven departments namely: Human Resource Management, Business Administration Department, Marketing Department, Finance Department, International Business Department, Arabic Department & Others (College of Science, Mathematics, Biology, physics, Chemistry, Computer science, Mass communication, Information Technology, Dept. of Astronomy, English Language, Information systems). In order to maintain complete anonymity, respondents were requested to return the completed questionnaires directly to the researchers. In all (N=160) usable questionnaires were returned with a response rate of 76%.

Questionnaire design

A faculty stress index (FSI) developed by Walter Gmelch was used for data collection in this study. This survey questionnaire was used to measure faculty stress in this study. The FSI consists of 45 items designed to identify and examine the individual stress and also assist in the development of strategies to help faculty cope with stress (Gmelch, 1993).

The questionnaire consisted of two parts. The first part is divided into five subscales: (a) Reward and Recognition (b) Time Constraint Subscale (c) Departmental Influences (d) Professional Identity (e) Students Interaction. The last part of the questionnaire consisted of the respondent's demographic profiles. The higher the score, greater would be the stress. The FSI questionnaire ascertains occupational stress on Five-point Likert Scale. For this study, to test the individual differences we used Multivariate Analysis of Variance using SPSS version 13.

Preliminary Test

Table 1 – Reliability, Mean, Standard Deviation & Pearson Correlation

	Cronbach Alpha	Mean	SD	MB1	MB2	MB3	MB4	MB5
MB1	0.79	2.320	0.783	1.00				
MB2	0.90	2.201	0.946	0.612	1.00			
MB3	0.81	2.100	1.060	0.584	0.740	1.00		
MB4	0.81	2.288	1.085	0.578	0.644	0.671	1.00	
MB5	0.78	2.031	1.125	0.445	0.624	0.537	0.589	1.00

Note: MB1 = Rewards and Recognition, MB2= Time Constraint, MB3=Departmental Influence,
         MB4= Professional Identity, MB5=Student's Interactions. SD = Standard Deviation

The results shows that the questionnaire was more than adequate in terms of its reliability (Kline, 1998), that is (between 0.78 to 0.90) as shown in Table 1. In addition to the above descriptive analysis, a One Sample t-test was performed to determine whether differences exist between the sample mean and the population mean (that is, 2.5) (refer to Table 2).

Table 2– One sample *t*-test

Faculty Stress Index Questions (FSI)	Mean	SD	*t*– value	p (2-tailed)
Rewards and Recognition subscale				
Participating in departmental or University committees.	2.138	1.3528	-8.065	0.000
Receiving inadequate university recognitions for community services.	2.150	1.4107	-7.622	0.000
Having insufficient reward for institutional/departmental services.	2.188	1.3745	-7.477	0.000
Having inadequate time for teaching preparation.	2.329	1.3149	-6.454	0.000
Receiving insufficient recognition for teaching performance.	2.392	1.3683	-5.617	0.000
Making class preparations.	2.423	1.3965	-5.226	0.000
Resolving differences with my head/ Chair	2.000	1.4709	-8.600	0.000
Having to teach subject matter for which I am not sufficiently prepared.	2.388	1.5336	-5.052	0.000
Receiving insufficient institutional recognition for research performance.	2.413	1.5271	-4.866	0.000
Lacking personal impact on departmental/institutional decision making.	2.475	1.5700	-4.230	0.000
Not having clear criteria for evaluation of research and publication activities.	2.462	1.3890	-4.904	0.000
Having job demands which interfere with other personal activities (Recreation, Family and other interest).	2.488	1.4794	-4.382	0.000

Table 2- cont'd

Faculty Stress Index Questions (FSI)	Mean	SD	*t*– value	p (2-tailed)
Time Constraint Subscale				
	2.188	1.3467	-7.631	.000
Participating in departmental or University committees				
Participating in work-related activities outside regular working hours.	2.400	1.3041	-5.820	.000
Meeting social obligations (parties, volunteer work) expected of my Position.	2.213	1.3890	-7.171	.000
Complying with departmental and university rules and regulations.	2.225	1.4535	-6.745	.000
Resolving differences with fellow faculty members.	2.200	1.6050	-6.305	.000
Having insufficient time to keep abreast of current developments in my field.	2.425	1.5112	-4.813	.000
Assignments of duties that take me away from my office.	2.163	1.4137	-7.493	.000
Being interrupted frequently by telephone calls and drop – in visitors.	2.200	1.6665	-6.072	.000
Feeling pressures to compete with my colleagues.	2.138	1.6233	-6.721	.000
Writing letters and memos and responding to other paper works.	2.225	1.5376	-6.376	.000
Resolving differences with students.	2.138	1.4340	-7.608	.000
Feeling that I have too heavy a workload, one that I cannot possibly finish during normal work day.	2.238	1.4815	-6.510	.000
Attending meetings which take up to much time.	2.238	1.4730	-6.548	.000
Dealing with program changes or reduced enrollment on my job.	2.125	1.4826	-7.465	.000
Being drawn into conflict between colleagues.	1.900	1.4240	-9.771	.000
Departmental Influence Subscale				
	2.000	1.4794	-8.550	.000
Not having clear criteria for evaluating service activities.				
Lacking congruency in institutional, departmental and personal goals.	2.425	1.3715	-5.303	.000
Not Knowing how my chair evaluates my performance.	2.125	1.5408	-7.183	.000
Teaching workload effect on my job performance.	2.163	1.4832	-7.142	.000
Current Job status affects my performance.	1.838	1.4489	-10.149	.000
Cultural Differences.	2.051	1.6245	-7.392	.000

Table 2- cont'd

Faculty Stress Index Questions (FSI)	Mean	SD	T– value	P (2-tailed)
Professional Identity Subscale				
	2.089	1.4553	-7.921	.000
Making presentations at professional conferences and meetings.				
Imposing excessively high Self-expectations.	2.063	1.3397	-8.844	.000
Believing that the progress in my career is not what it should or could be	2.367	1.4202	-5.637	.000
Securing financial support for my research.	2.590	1.4831	-3.499	.001
Being unclear as to the scope and responsibilities of my job.	2.329	1.5107	-5.617	.000
Student's Interaction Subscale				
	2.150	1.3185	-8.155	.000
Evaluating the performance of students.				
Having students evaluate my teaching performance.	1.875	1.4826	-9.598	.000
Teaching/advising inadequately prepared students.	1.900	1.4845	-9.373	.000
Making class presentations.	2.200	1.4828	-6.824	.000

Note SD=Standard Deviation

Results and Analysis

The main objective of this research was to identify and examine (1) individual stress difference in terms of gender, academic rank, nationality, academic degree, department, employment status, and number of years of working in the University, and (2) the most and the least critical factors in coping stress.

This section presents the findings of the Statistical analysis of the data collected using the instruments discussed in this study. This section is divided into two sections. The first section discusses the individual differences and second section describes and identifies the most and the least critical factors in coping stress.

Table 3 – Sample profile of Faculties (N=160)

Characteristics	No. of respondents	Percentage
Gender		
Male	52	32.5
Female	108	67.5
Age		
Between 18 to 24 years	4	2.5
Between 25 to 34 years	56	35.5
Between 35 to 44 years	60	37.5
45 years and above	40	25.0
Marital status		
Never married	16	10
Married	38	86.3
Divorced	6	3.8
Academic rank		
Professor	22	13.8
Associate Professor	22	13.8
Assistant Professor	40	25.0
Senior. Lecturer	26	16.3
Lecturer	30	18.8
Instructor	20	12.5
Nationality		
Saudi	92	57.5
Non-Saudi	68	42.5
Academic Degree		
PhD	86	53.8
Master Degree	62	38.8
Bachelor Degree	8	5.0
Department		
Human Resource Dept.	16	10
Business Administration Dept	18	11.3
Marketing Dept	4	2.6
Finance Dept	10	6.3
International Business Dept	10	6.3
Arabic Dept	12	7.5
Others	90	56.3
Employment status		
Permanent	104	65
Contract	56	35
No. of years working		
Less than 3 years	46	28.8
Between 4years to 5 years	52	32.5
Between 6 years to 10 years	30	18.8
11 years and above	32	20

Source: survey questionnaire

Table 4 – Multivariate Analysis of Variance (MANOVA)

Factors	MB1	MB2	MB3	MB4	MB5
Gender	Ns	NS	Ns	ns	7.491 (0.01)
Age	Ns	Ns	Ns	ns	ns
Marital Status	Ns	NS	Ns	ns	ns
Academic Rank	6.588*(0.00)*	3.746*(0.00)*	2.935 (0.02)	7.336 *(0.00)*	3.365 (0.01)
Nationality	Ns	Ns	4.046 (0.05)	6.202 (0.01)	ns
Academic Degree	Ns	Ns	Ns	3.302 (0.02)	ns
Department	Ns	Ns	2.321 (0.04)	2.375 (0.03)	ns
Employment Status	Ns	10.444 *(0.00)*	Ns	ns	18.576 *(0.00)*
No. of years working	Ns	Ns	Ns	4.110 (0.01)	ns

Note: Significant level at *p<0.001* at two-tailed; p<0.005at one-tailed
MB1 = Rewards and Recognition, MB2= Time Constraint, MB3=Departmental Influence, MB4= Professional Identity,   MB5=Student's Interactions. SD = Standard Deviation

Table 4 shows that Multivariate analysis of Variance (MANOVA) was conducted to identify and examine individual stress differences in terms of Gender, Academic Rank, Nationality, Academic Degree, Department , Employment status and No. of years working in university.

Gender

Multivariate Analysis of Variance (MANOVA) tests confirm that there is only one difference in variable. Students' Interaction Subscale (t= 7.491; p=0.01). The male faculty members with a mean score of 2.3750 are having excessive pressure than female faculty with a mean score of 1.8657 related to Students' Interaction Subscale.

Age and Marital Status

It was shown in Table 4 that demographic variables related with age and marital status does not have any effect on male and female faculty members.

Academic Rank

Results from Table 4 show that there is a significant difference in almost all the faculty ranks. Reward and Recognition (t= 6.588; p=0.00). The Instructor experience excessive pressure with a mean score of 2.7250, than Associate Professor with a mean score of 2.5935, Assistant Professor with a mean score of 2.4198, Sr. Lecturer with a mean score of 2.3462, Lecturer with a mean score of 2.2278, and Professor with a mean score of 1.5939.
Time Constraint (t=3.746; p=0.00). The Associate Professor is having excessive pressure with a mean score of 2.8182, Sr. Lecturer with a mean score of 2.3333, Assistant Professor with a mean score of 2.2067, Instructor with a mean score of 2.1067, Lecturer with a mean score of 2.0667, and Professor with a mean score of 1.6848.
Departmental Influence (t=2.935; p=0.02). The Associate Professor having excessive pressure with a mean score of 2.5455, Assistant Professor with a mean score of 2.2917, Lecturer with a mean score of 2.1339, Instructor with a mean score of 2.1167, Sr. Lecturer with a mean score of 1.9103, and Professor 1.4697.

Professional Identity with a difference of (t=7.336; p=0.00). The Assistant Professor having excessive pressure with a mean score of 2.9000, then Associate Professor with a mean score of 2.7455, Instructor with a mean score of 2.1600, Sr. Lecturer with a mean score of 2.0615, Lecturer with a mean score of 1.9337, and Professor with a mean score of 1.5818.

Students Interaction with a difference of (t=3.365; p= 0.01). The Associate Professor experienced excessive pressure with a mean score of 2.7045, Assistant Professor with a mean score of 2.2250, Sr. Lecturer with a mean score of 2.0577, Lecturer with a mean score of 1.8333, Instructor with a mean score of 1.6250, and Professor with a mean score of 1.6136.

Nationality

Table 4 shows that there is a significant difference in Departmental Influence (t=4.046; p=0.05). Non –Saudi experience excessive pressure with a mean score of 2.2944 and Saudi with a mean score of 1.9565.

In term of the Professional Identity with a difference of (t=6.202; p=0.01). Non-Saudi experience excessive pressure with a mean score of 2.5320 and Saudi with a mean score of 2.1069.

Academic Degree

Table 4 results confirmed that there is difference in Professional Identity (t= 3.302; p=0.02). The faculty members who are PHD holders experience excessive pressure with a mean score of 2.5256, Master Degree with a mean score of 2.0647 and then Bachelor's with a mean score of 1.9500.

Department

The findings from Table 4 shows that there is a difference in Departmental Influence (t=2.321; p= 0.04).Marketing Department having excessive pressure with a mean score of 3.0833, Human Resource Department with a mean score of 2.6250, International Business Department with a mean score of 2.5667, Business Administration Department with a mean score of 2.2963, Finance Department with a mean score of 1.9333, Arabic Department with a mean score of 1.9167, Others with a mean score of 1.9150.

Professional Identity with a difference of (t=2.375; p= (0.03). Human Resource Department experience excessive pressure with a mean score of 2.9000, Marketing Department with a mean score of 2.8000, International Business Department with a mean score of 2.7200, Finance Department with a mean score of 2.6800, Others with a mean score of 2.1086 and Arabic Department with a mean score of 1.8333.

Employment Status

Table 4 results shows that there is a difference in Time Constraint (t= 10.444; p= 0.00). The permanent faculty members experience excessive pressure with a mean score of 2.3731 and Contract members with a mean score of 1.8810. Students' Interaction with a difference of (t=18.576; p= 0.00). The permanent faculty members experience excessive pressure with a mean score of 2.2981 and Contract members with a mean score of 1.5357

Number of years working

Results from Table 4 indicated that there is a difference in Professional Identity (t= 4.110; p= 0.01). The faculty members who had worked for less than 3 years' experience excessive pressure with a mean score of 2.4957, 11 years or more with a mean score of 2.4625, Between 4 years to 5 years with a mean score of 2.3387, and 6 years to 10 years with a mean score of 1.6933.

Best ways to cope with stress

The following are the most and least critical factors in coping stress. The descriptive statistics for each of the strategies presented below are based on the result shown in table 5.

1. Prayers (Spirituality)
   86 (53.8%) respondents indicated that prayers are the best suited way to cope with stress.

2. Time Management
   74 (46.3%) faculty members responded that they do effective time management in completion of their work on time.

3. Relaxation
   70 (43.8%) respondents indicated that relaxation (Vacation, Family trip) really overcome their stress.

4. Writing & Reading
   50 (31.3%) faculty members spent time in reading and writing which helps them to cope with stress.

5. Food (Healthy Diet)
   48 (30%) respondents believe that having health diet makes them fit and fine to cope with stress.

6. Exercise
   48 (30%) responded reported that they overcome their stress through exercises (Aerobics, , Gym, Dance Class).

7. Spent time with family

   44 (27.5%) faculty members responded that they spend quality time with their families to cope their stress.

8. Socialization

   42 (26.3%) respondents indicated that socialization, mingling with people, expressing them with others really reduce their stress.

9. Entertainment

   38 (23.8%) responded that TV Serial's, TV Shows, Indoor games, Video games reduces the stress to some extent.

10. Therapist

   34 (21.3%) faculty members indicated that Physical Therapy helps them to overcome stress.

11. Yoga and Meditation

   32 (20%) respondents believe that performing Yoga and Meditation reduces to cope with stress.

12. Stress Control Workshops

   12 (7.5%) faculty members responded that by attending such kind of stress control workshop help them to overcome stress to some extent.

13. Medication

   10 (6.3%) respondents indicated that through medication they can cope with stress.

14. Others

   6 (3.8%) responded believe that Stress can be reduce by other ways.

Table 5: Best ways to cope with Stress

Best ways for coping stress	YES	NO	Ranking
Yoga & Meditation	32 (20%)	128 (80%)	11
Writing and reading	50 (31.3%)	110 (68.8%)	04
Medication	10 (6.3%)	150 (93.8%)	13
Food (Healthy Diet)	48 (30%)	112 (70.0%)	05
Socialization	42 (26.3%)	118 (73.8%)	08
Time Management	74 (46.3%)	86 (53.8%)	02
Relaxation	70 (43.8%)	90 (56.3%)	03
Stress control workshops	12 (7.5%)	148 (92.5%)	12
Prayers (Spirituality)	86 (53.8%)	74 (46.3%)	01
Spent time with family	44 (27.5%)	116 (72.5%)	07
Entertainment	38 (23.8%)	122 (76.3%)	09
Therapist (Body Message, Shoulder, Backbone, Neck)	34 (21.3%)	126 (78.8%)	10
Exercise (Aerobics, Gym, Dance Class)	48 (30.0%)	112 (70.0%)	06
Others	6 (3.8%)	152 (95.0%)	14

Note: YES= No. of respondents find best way to cope stress

   NO= No. of respondents do not find it best way to cope stress

   Ranking= The best way for coping stress ranging from highest to the lowest.

Discussion

Overall, the findings from the Table 4 shows that some demographic variables (Gender, Age, Marital Status, Academic Rank, Nationality, Academic Degree, Department , Employment status and No. of years working in university) have significant effects on Reward and Recognition, Time constraint, Departmental influence, Professional Identity and Students interactions'. Table 4 shows that Multivariate analysis of Variance (MANOVA) tests confirm significant differences in perception of individual stress in terms of demographic variables

Highest Effected Factors
As shown in table 4 demographic variables that are related with Academic Rank, Nationality, Academic Degree, Department, and number of years working in university have highest significant effects for Professional Identity.

Medium Effected Factors
The results from table 4 shows that demographic variables related to Gender, Academic Rank Nationality, Department & Employment status have medium significant effects on Departmental Influence and Students Interactions.

Least Effected Factors
The findings in table 4 shows that demographic variables related with Academic Rank and Employment status have least effect on Time Constraint and Rewards and Recognition

Conclusions and Managerial Implications

In conclusion, this study on faculty stress (Demographic variables) and coping strategies in a Saudi Government university has value since the findings from this research provides a direction to the University Top Management and Research department to focus on in enhancing sense of belonging to both the university and the individuals which, ideally have positive impact on both Occupational satisfaction and Individual and/or Combine research publication. This research has explored further testing on the effects of demographic variables (Gender, Age ,Marital Status, Academic Rank, Nationality, Academic Degree, Department , Employment status and No. of years working in university) which have significant effects for some items involved in Reward and Recognition, Time constraint, Departmental influence, Professional Identity and Students interactions'. This study extends the current literature of stress among university staff in Saudi Arabian context. Further, recommended the best ways to cope with the stress and identify the best and the least critical factors (Ranking) to overcome stress.

From managerial implication it is very important for higher management and research department to focus on faculty stress and how to overcome it. The results show that Male Faculty members are experiencing excessive pressure than female faculty in terms of Students' Interaction Subscale because it has been noted that the female students having hard time to converse with male faculty through video conferencing and other visual mode of study. It is suggested that proper communication system should be provided and hiring more female faculty members at the female campus.

The fourth most important demographic variable is Academic Rank. The Instructor, Associate Professor and Assistant Professor face excessive pressure related to Rewards and Recognition. The items which created excessive pressures such as are (a) Having job demands which interfere with other personal activities (Recreation, Family and other interest) with a mean value of (2.488), (b) Lacking personal impact on departmental/institutional decision making with a mean value of (2.475), and (c) Not having clear criteria for evaluation of research and publication activities with a mean value of (2.462). It is recommended that a proper work – life balance should be maintained and priority should be set before hand or schedule should be prepared to overcome clashes between work and personal activities. The management should consider faculty members to be involved in the decision making process at departmental and college levels. A proper Research and Publication workshop should be conducted for all faculty members specifying the criteria for evaluation, publication and also the systematic procedure for research grants and timeframe to submit the research proposal. A detailed manual and dedicated email should be provided to all faculty members to clarify all the concerns related to research.

It has been noted that Associate Professor, Sr. Lecturer and Assistant Professor are having excessive pressures related to Time Constraint especially in having insufficient time to keep abreast of current developments in their fields with a mean value of (2.425). It is recommended that proper time management should be dedicated and responsibilities related to other departmental work /Conducting workshop and Seminars or research should be minimized to some extent.

The Associate Professor, Assistant Professor and Lecturer were having excessive pressure related to Departmental Influence and the highest factor show (a) Lacking congruency in institutional, departmental and personal goals with a mean value of (2.425). It is suggested that goals should be aligned properly with the department or institution and expectations should be set by the management to achieve those goals. The findings indicated that

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Assistant Professor, Associate Professor and Instructor respectively facing highly pressure related to Professional Identity in term of securing financial support for the research with a mean value of (2.590).

One possible explanation for this it could be that there are no proper written guidelines for applying a research grant. Thus, the top management or the research department should come out with a standard policy or procedures for research grants. This in turn will motivate the faculty members into research and publication.

The Associate Professor, Assistant Professor and Sr. Lecturer experience excessive pressure related to Students Interaction especially on class presentations with a mean value of (2.200) and students performance evaluation with a mean value of (2.150). It is suggested that faculty members should be trained on oral skills for class presentations. Faculty members should set the criteria for evaluation beforehand and keep students updated with the evaluation structure.

As expected, the results show that Non-Saudi experiences excessive pressure related with departmental influence---lacking congruency in institutional, departmental and personal goals---with a mean value= 2.425 and Professional Identity on securing financial support for the research with a mean value equals to 2.590. It is recommended that the top management should provide research financial support as publication is one of the biggest pressure faced by contract faculty members for job security.

The faculty members with PHD degree experience excessive pressure than Masters and Bachelor degrees as the doctorate has to perform three levels of service (academic, research and service) in order to achieve the top management expectations.

Marketing, Human Resource and International Business department experience excessive pressure in terms of Departmental Influence which show the highest items are on lacking congruency in institutional, departmental and personal goals with a mean value of (2.425) and, Professional Identity Subscale on securing financial support for my research with a mean value of (2.590). It is suggested that every department should be allocated with the amount of research grant and proper channel of communication should be provided to overcome any issues relating to the same.

The permanent faculty members experience excessive pressure than contract based faculty members related to Time Constraint with the highest factor shows (a) Having insufficient time to keep abreast of current developments in their fields with the mean value of (2.425) and related to Students' Interaction with the factor showing (a) Making class presentations with a mean value of (2.200). It is recommended that permanent faculty members who are Saudi Nationals working as Associate Professor and Assistant Professor should not be allocated with extra departmental or Administrative responsibilities which occupies them throughout the session. Secondly, preparing power point slides for various subjects and presentations related to Courses, Seminars and Workshops should be assisted by the administrator of the department to the faculty members.

The faculty members who have worked for less than 3 years' experience excessive pressure related to Professional Identity with the item on securing financial support for the research with a mean value of 2.590. When any new faculty member joins, it is likely that he or she has to get acquaintance with the new environment especially related to work and research. Proper financial support and procedures for research grant from the university should be communicated to all the new faculty members in better understanding and to cope with the stress of research and publication.

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