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## From Stress to Success: Exploring the Mediating Role of Relaxation Coping on Job Performance

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**Abstract:** *Everyone from academics to factory workers is curious about stress. The purpose of the research was to examine the relationship between sleep and occupational stress and performance on the job. A total of 170 LPEs, 97 of whom were male and 73 of who were female were recruited for the study from KP's public universities. To analyze the data, we employed descriptive and inferential statistics. Conversely, LPEs' performance suffers when they're under pressure on the job, and the mediating model was crucial in explaining the connection between job demands and LPEs' performance in degree-granting institutions. In order to alleviate tension and make work easier, officials should follow the advice of a researcher. According to the researcher, further research is needed to clarify the phenomenon of job stressors, coping mechanisms, and the job performance of LPEs at different levels of education.*

**Key Words:** Relaxation Coping Mechanism, Job Stress; Job Performance; Khyber Pakhtunkhwa

### Introduction

Continuous stress is a reality for people in many areas of life. When problems on a physical, psychological, social, or economic level require attention or modification, stress ensues. Even while most people can handle their problems, when someone is unable to do so, it can take a toll on their mental and physical health. Danger, hazards, and other factors cause a lot of people to be stressed. Workplace stress is a sign of dissatisfaction with one's job. It has left them feeling quite exhausted. Workplace stress is inevitable and integral to daily living. You need a stress management strategy to boost your performance at work. Occupational stress and contentment on the job are directly related (Kayastha & Kayastha, 2021). Occupational stress has a negative correlation with six metrics of job satisfaction. Some of the things that control people in Genera are co-workers, work,

compensation, direction, promotion, and job Kayastha et al. (2012). The negative effects of stress on both employees and the company as a whole are well-documented De Carvalho, Pinto, and Marôco, 2016). When people are under a lot of pressure at work, they behave differently in response to events that disrupt various aspects of their (Dyson & Renk, 2019). Positive outcomes, such as increased motivation, enhanced performance, and achievement, can result from moderate stress. However, mental and physical health might suffer from long-term psychological issues Tulenan (2020).

One might view the workplace scenario from several angles. All aspects of a worker's environment, both tangible and intangible, contribute to their working circumstances. Every individual places a high value on their professional life. A person's health and happiness are impacted, and they are able to learn new things, make friends, and earn money as a

result. The way it changes their brains and bodies makes it potentially harmful to them as well Idris (2019). Compared to pre-division, teachers today have an even heavier workload. Not only do they have to teach and create classes, but they also have additional responsibilities. Their involvement in the program's development is ongoing. Their pupils are required to meet with them once a semester at the very least to discuss their academic and social development Daun (2007). When one has an excessive amount of work to complete, stress can build up over time Fox et al. (2001). An employee's workload is the sum of all the duties that are assigned to them Fox, Spector, and Miles (2021). Workers' pessimism, sadness, poor performance, and lack of motivation can result from a number of 9factors, including, but not limited to, overwork and underwork on the job Gruskin, Williams, McCabe, Stein, Strickler, Chesney, & Alden, (2020). A teacher's time, the resources at their disposal, the knowledge they acquire through training and experience, and the methods and tools they employ to instruct are all resources. Working with students who have exceptional needs is different from working with students who have typical learning disabilities in a mainstream classroom Amalu (2018). Additional class time, a modified learning strategy, and access to relevant professional resources are all necessities for students with exceptional 9needs. This can be accomplished if resources are added to or rearranged Okongo, Ngao, Rop, & Nyongesa, (2019). It is important for students with special needs to meet the needs of their peers in the classroom. In physical education, students work on their fitness and motor skills via games, exercises, relaxation, sports, and other recreational activities Levy, H. M. (2018). Physical education instructors are responsible for organizing group activities and psychomotor learning in a corporate context. Physical education teachers used to go by just that name. Class leadership is an essential part of a physical education teacher's role Metzler, M. (2017). Encouraging physical activity among pupils is the responsibility of physical education instructors. They encourage their pupils to consider the social and cultural implications of these pursuits and to consider what motivates people to participate in them (Kenioua et al., 2016). Physical education instructors see an improvement in their students' critical thinking and academic

performance as a direct outcome of the practical lessons and physical activity they incorporate into the school day Raspberry, et al. (2021).

Health, PE, leisure, and sports have never been considered "important" topics in the majority of Eastern countries, with the exception of China, Japan, and Malaysia. While financial considerations certainly play a role, the lack of interest and knowledge about the importance of PE and athletics among the elite appears to be the most significant factor. Despite the fact that we are well into the first quarter of the 21st century, the region in question has failed to produce any prominent figures in applied research. The researcher has thus far attempted to identify the sources of workplace stress and how these factors impact the respondent's performance on the job. To counteract the negative effects of work-related stress, we opted for strategies that included self-care, relaxation, and cognitive approaches. Pakistan has never before conducted a context-based study on physical education lecturers' stress, performance on the job, and coping strategies. Therefore, LPs are expected to do more than just lecture on theoretical topics. Apart from that, they are also responsible for maintaining order, organizing sporting events, and leading practical classes. Poor performance on the job is a direct result of the stress and anxiety brought on by these obligations. For the first time, the issue was investigated in a real-life setting by a doctorate student. From this vantage point, LPEs face additional stresses that impact their performance, including their job, working circumstances, and a lack of physical resources. In the literature review, the researcher discusses and catalogues several coping processes, including relaxation techniques, cognitive coping strategies, and social support networks.

## Methods & Materials

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Examining the effects of workplace stress on the performance of degree-level LPEs is the primary goal of this research. Among the 170 LPEs recruited for this study, 97 were male and 73 were female, all hailing from public schools in KP, Pakistan. Three different kinds of self-administered research instruments were developed by the researcher with the assistance of the supervisor and after reviewing the research literature. Workload, physical resources, and working conditions are the foci of this study, as

the name indicates. These parameters were examined using the self-administered test. In this study, relaxed coping was employed as a coping strategy. This measure was likewise a closed-ended Likert-type questionnaire that I prepared myself. A pilot study was conducted with 25 physical education lecturers (13 men and 12 women) from the target group to determine the tool's efficacy. For the first round of validation, we polled professionals in the field to get their thoughts on the social sciences. Some questions were removed from the experts' responses with the advice of the research supervisor. There were originally 65 questions on the form, but after validation, only 51 remained. The job performance questionnaire has a Cronbach's alpha of .862, the coping strategy questionnaire has a factor of .882, and the job stressor questionnaire has a factor

of .786. Both descriptive and inferential statistics were employed in the research. We utilized frequencies, percentages, skewness, kurtosis, standard deviation, and mean as our descriptive statistics. Hypotheses were tested using multiple regressions, ANOVA, t-test, and Pearson's correlation coefficient. A mediation process based on Andy F. Hayes' technique v3.3 was employed.

Hypotheses

Role of Relaxation (Coping Mechanism) in between job stressors and job performance

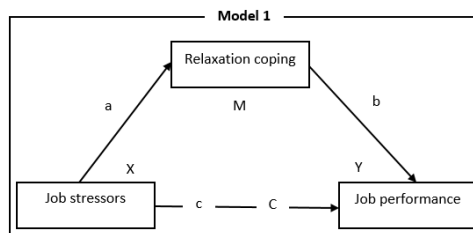
The Mediation Model 1

X= Job Stressor

Y= Job performance

M= Relaxation (coping Mechanism)

Figure 1



The First Step in Mediation (a)

Table 1

The Model Summary

R	R Square	MSE	F	df1	df2	P
.6322	.3997	.2972	99.2052	1.0000	149.000	.0000

Table 2

The Coefficient of Regression

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.1678	.3365	.4987	.6187	-.4972	.8329
Job stressor	.9418	.0946	9.9602	.0000	.7550	1.1287

Independent Variable: Job stressors

Dependent Variable: Relaxation (Coping mechanism)

The second & Third Step in Mediation (b & c)

Table 3

The Model Summary

R	R Square	MSE	F	df1	df2	P
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.9434	.8900	.0529	598.9614	2.0000	148.000	.0000
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**Table 4**

*The Coefficient of Regression*

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	-.0278	.1422	-.1956	.8452	-.3087	.2531
Job stressor	.1657	.0515	3.2178	.0016	.0640	.2675
Relaxation	.8529	.0346	24.6661	.0000	.7845	.9212

*Independent Variable: Job stressor and Relaxation (Coping mechanism)*

*Dependent Variable: Job Performance*

### The fourth Step in Mediation (c)

**Table 5**

*The Model Summary*

R	R Square	MSE	F	df1	df2	P
.6618	.4380	.2627	116.1224	1.0000	149.0000	.0000

**Table 6**

*The Coefficient of Regression*

Model	Coefficient	Se	T	P	LLCI	ULCI
Constant	.1153	.3200	.3603	.7191	-.5171	.7477
Job stressor	.9690	.0899	10.7760	.0000	.7913	1.1467

*Independent Variable: Job stressor*

*Dependent Variable: Job Performance*

The following tables were created by the Process Model to examine whether relaxing, a coping mechanism, could provide light on the connection between lecturers' physical education performance on the job and the stresses they face at work. A, b, c, and were the four stages that the process model traversed. According to Table No. 1, building a road is the initial mediation stage. (1) Workplace stresses (predictors) account for a 39% variation in relaxation coping strategies. Additionally, it is evident from Table No. 1a that occupational stressors significantly and positively influence relaxation, a coping method ( $\beta = 0.94$  while  $p = .000$ ). Similarly, the third phase of mediation, as shown in pathways b and c (Table No.2), reveals that employment stressors and relaxation coping techniques explain 89% of the variation in the dependent variable, which is the job performance of physical education instructors. Similarly, Table No.2a likewise provides statistical evidence of this. A physical education lecturer's job performance was significantly affected by relaxation (a coping mechanism) ( $\beta = 0.85$  while  $p = .000$ ) and by job stressor ( $\beta = 0.16$  while  $p = .000$ ), according to the

bootstrapping run that produced the 95% confidence intervals for the two parameters. With LLCI representing the lower limit and ULCI the upper limit, we can see the confidence intervals clearly.

The fourth step of mediation was path (c) in Table No. 3. Stress on the job is the root cause of a 43% variation in the dependent variable (achievement in physical education classes taught by professors). Table No. 3a further indicates that physical education lecturers' job performance is significantly impacted by job pressures ( $\beta = 0.9690$  while  $p = .000$ ). In most cases, the researcher would choose one of four possible mediation strategies based on a statistically significant p-value. Researchers utilized coefficient values to select mediation in this model, however, since all lines are significant. It appears that relaxation, as a coping mechanism, contributes to the correlation between occupational stresses and the effectiveness of physical education instructors in the classroom. There is a favourable correlation between lecturer physical education work success and job stressors before adding relaxation as a mediator (0.85), but the

coefficient value drops after adding it (Table nor.2a). At last, the group agrees that partial mediation should be the initial form of the process.

**Table 7**  
*Sobel Test*

Coefficient	Se	z	P
.2405	0.087	9.2311	.0000

To further ensure that the study variables (DV, IV, and MV) are mediating one another, the Process provides you with the normal theory test or the Sobel test. The focus of this investigation will most certainly be on an indirect effect, sometimes called a mediation effect. Subtracting  $c$  from  $c'$  can sometimes have this effect. Table 2 shows the results of the Sobel test, which indicate that the test is statistically significant because the effect size is .2405 and the probability is larger than 0.05. Similarly, the mediating impact between the research variables was confirmed by a significant P-value (.000) where ( $P < .05$ ). We can conclude that relaxation mediates the association between job stresses and lecturer physical education job performance, since the P-value is significant.

## Results

Workplace stress, relaxation strategies, and performance (X-M1-Y) have never been modelled before. When the mediator "relaxation coping" (path. B) is included; the  $\beta$  produces a B weight of .1657, and the Beta weight of C (the director effect) is .9690. Even though the independent variable's beta weight has decreased from .9690 to .1657%..... The total Beta weight after mediation will be 1.01 (.1657  $\mathcal{D}$  + .8529 B), despite the fact that  $\mathcal{D}$  is still significant. This indicates that the mediator provided some support for the relationship between the two variables. Hence, the hypothesis is correct. M1, which stands for relaxation coping, is one of the three mediation models that gets in the way when we examine the connections between work stresses and the performance of L.P.Es in higher education in KP, Pakistan. According to the results, Model 1 (Work-related stress, relaxation strategies, and performance on the job) served as the most effective mediator. In comparison to other models, this one was considered by many to be the most crucial for helping individuals

cope with relationship stress. Model B's  $r^2$  was .8529, whereas Model 1's  $r^2$  was .3997.

## Discussion

Finding out how relaxation coping impacts work stress and success was the primary aim of the study. The study's author concluded that physical education lecturers in KP, Pakistan, have unique challenges on the job and would benefit from learning relaxation techniques to help them deal with these stresses. Considering the workload, working conditions, and resources that were accessible were insufficient for college-level physical education instruction and student development. There is a lot of work to do at work, and the instructor feels rushed, sad, and pressured because of all the activities and duties they have to accomplish every day. Neither the physical education facilities nor the maintenance of them were up to the level required for college-level PE classes. School employees endure deplorable working circumstances. At the college level in KP, Pakistan, the existing resources were likewise determined to be inadequate and inappropriate for PE instruction. The college's physical education program falls short of expectations due to a lack of resources and a limited number of physical education teachers. At the university level, sports funding, fields, courts, instructors, trainers, and therapists were all easily accessible. From everything we have discussed thus far, it is evident that physical education instructors at the university level in KP, Pakistan, face excessive workloads, poor working conditions, and inadequate resources.

People who took the survey also mentioned that physical education instructors deal with stress in the workplace in ways that don't interfere with their students' ability to learn. As a means of managing work-related stresses, relaxation and coping mechanisms were investigated. Important consideration was given to the coping method. The

PE instructor enjoys taking breaks by chatting with co-workers, cracking jokes, and watching phone videos. After some gentle movement in PE and a cup of tea, they feel refreshed and at peace. The professor maintains an optimistic outlook on college life in order to maintain a balance between the things that stress out their work and how well they do it.

There were a lot of negative work stresses for physical education instructors at universities, as we've previously discussed. Among these were the sheer volume of tasks, the unpleasantness of the working environment, and the dearth of necessary supplies. Additionally, the results demonstrated that there were effective strategies for instructors to address these issues. Consequently, they were judged to have performed admirably in their role. The physical education instructor has been laser-focused on their pedagogical, athletic, and administrative aims. This demonstrates that for the college-level physical education instructor in KP, Pakistan, there is a strong correlation between occupational stress and performance on the job and that this correlation is moderated by relaxation, cognitive coping, and social support. In conclusion, the study demonstrated a robust relationship between occupational stress, coping strategies (including relaxation coping), and the effectiveness of a college physical education lecturer's job performance. An important component of the association between occupational stress and performance on the job was relaxation coping strategies. It was also found that the criteria, mediators, and predictors were less affected by the demographic variables.

The timing of data collection and survey distribution was off by a little. However, the researcher did not consider all potential sources of stress on the job; they only considered factors like pressure, working conditions, and available resources. Teaching and learning physical education at the university level is challenging for many other reasons. The findings of this study shed light on a few real-life sources of occupational stress. Additional sources of workplace stress that could be investigated by future researchers include accommodations, role ambiguity, job insecurity, disruptive students, time pressure, government policy changes at a rapid pace, terrorism, poor boss relationships, unfulfilled ambitions, role conflicts, and role overload. Stress also has an effect on the

competence and performance of educators (Clark, 2021). Teachers and managers are susceptible to burnout and subpar performance when they deal with issues such as toxic boss relationships, unmet goals, unclear responsibilities, and job security concerns (Raspberry et al., 2021). Few coping approaches were investigated in this study; these were relaxation techniques, social support, and cognitive coping. Because of this, many questions on coping strategies remain unanswered. Acting out, adaptation, aim inhibition, altruism, self-expression, adoption, avoidance, conversion, defence, self-harm, displacement, task-oriented, and emotion-oriented coping mechanisms are some that we may investigate in the future.

This study found that LPEs at the college level in KP, Pakistan had a significant impact on job performance when they were able to relax and use their coping skills to deal with job stressors such as workload, working conditions, and resources. The data analysis also revealed that the criteria, mediators, and predictors were unaffected by the respondents' demographic information, which includes their location, gender, education, occupation, and marital status. The data analysis also revealed strong relationships between criteria, mediators, and predictors. Findings from related research conducted in various regions of the globe supported the conclusions drawn from this one. Training and balance are two topics that physical education instructors should be well-versed in and incorporate into their sessions. Student stability during individual exercises, control of various muscular parts during physical activity, and coordination can all be enhanced with the use of these training ideas (Manabete, John, Makinde, & Duwa, 2019). Audio-visual aids, among other instructional tools and resources, play a crucial role in schools since they enable educators to carry out their duties more effectively Salami (2021). One of the most crucial abilities a teacher can demonstrate through oral reports and visual aids is the ability to manage the various unrealistic components. Even though teaching is not an easy job, this makes it easy, stable, and enjoyable Sun (2015). Problems at home, bullying, and environmental hazards are just a few of the difficulties that everyone faces or is affected by nowadays, and teachers are no exception. The pursuit of pleasure, ignorance, and the avoidance of

pain are, however, human desires Cakir, I. (2020). In spite of challenges, it is possible to maintain a positive outlook when one employs coping mechanisms. To cope with stress and prevent burnout, it is helpful to understand its mediators, sources, and coping mechanisms Davis, E. A. (2019). Reduced hiring expenses and increased employee performance may result from effective management of stress and tension. Engaging in leisure activities can also help alleviate tension and promote relaxation. When you're under stress, it might be beneficial to your health to acquire coping mechanisms, adopt a new lifestyle, and discover ways to relax Folkman, S., & Moskowitz, J. T. (2020).. Leisure coping techniques, according to Srivastava, A. K. (2007). teach people to handle stress in different ways at different points in their lives. Companionship during leisure, relaxation during leisure, and the development of positive reactions, emotions, and feelings are all examples of strategies that can be employed. Both mental and physical health suffers when people are under stress. Social psychology, an individual's way of life and specific stressful events are just a few of the many areas where leisure as a stress reliever may promote and safeguard a healthy lifestyle, excellent health, and overall well-being.

## Conclusion

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The correlation between LPEs' performance on the

job and the stress they felt while teaching at the university level was determined to be significantly mediated by one of the mediating models. Therefore, it was determined that relaxed coping played a larger and less significant mediating function.

## Recommendation

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That the government may maintain its efforts to facilitate people's ability to unwind in the institutions. The researcher argued that educational institutions and the state have to support stress management through relaxation programs. College physical education instructors could benefit from this in their work. College physical education instructors' stress levels, coping mechanisms, and performance on the job were the only variables studied. At lower levels of schooling, they did not investigate instructors' work performance, stress management strategies, or overall job performance. We need to conduct further research to better understand this phenomenon on all levels. The next time this occurrence needs more explanation, another expert may be able to fill in the gaps left by this study. It is possible that future research may also examine the distribution of occupational stressors, stress management strategies, and employment success throughout all of Pakistan's provinces, including Sindh, Gilgit Baltistan, Baluchistan, and Punjab.

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