

CHAPTER-2

REVIEW OF LITERATURE

In this chapter an effort has been made to summarize various view points and research outcomes that previous research had regarding the research topic under investigation. All these viewpoints and research outcomes have guided the hypotheses formulation and subsequent stages of this present study. A brief review of various research based on the available literature is presented in this chapter. Efforts have been made to indicate the main trends in research and theory that have a direct or indirect bearing on the present study.

The relevant studies have been conveniently summarized under the following headings:

2.1 Occupational stress

2.2 (Work) Job performance

2.3 Work motivation

2.1 OCCUPATIONAL STRESS

Desouky and Allam (2017) selected Egyptian teachers and studied the prevalence of occupational stress (OS), depression and anxiety among them. To conduct the study, 568 teachers were chosen and they were asked to respond to questions on their personal information. The Arabic version of the Occupational Stress Index (OSI), the Arabic validated versions of anxiety scale and the Beck Depression Inventory (BDI) were used to assess OS, anxiety and depression. The results showed 100% OS, 67.5% anxiety and 23.2% depression among the subjects. The selected parameters for the study was significantly higher among those above 40 years, females educators, primary school teachers, those with insufficient compensation, more teaching experience, higher qualifications and higher responsibility. The authors reported weak positive correlations among OS, anxiety and depression scores. The study concluded teaching as a stressful occupation and pointed out specific steps to be taken by the authorities to reduce stress.

Hemalatha and Rajeshwari (2017) in their study reported OS among high schools teachers of Coimbatore district of Tamil Nadu. They selected all secondary schools of the district and questionnaire used were Multidimensional Scale of Perceived Social Support (MSPSS) and General Health Questionnaire-12 items (GHQ-12) to measure social support and OS, respectively. Their findings showed two out of every five teachers under stress. Among different factors, workload, students' behavior and individual teacher's performance of last year were the major stressors. No significant relationship between stress level and working environment was found. They recommended appropriate steps to be taken by policy makers to reduce OS among teachers.

Shrivastava (2020) studied OS factors among faculty of autonomous colleges in Madhya Pradesh. A sample size of 400 (male-215 and female-185) was selected from colleges excluding engineering and professional colleges. A structured questionnaire was selected as a research tool with responses recorded in a 5-point Likert scale. The study revealed that academic faculties of autonomous college of Madhya Pradesh experienced mostly moderate level of stress. Further, results indicate that work related stressor ranked first, whereas, personal and professional development stressor ranked second. Techno stressor and organizational climate stressor was ranked third and fourth respectively. Colleagues and students interaction stressors ranked least important stressor among all.

Rani and Sharma (2021) studied OS of women teachers in relation to certain demographic variables. The study was conducted on 500 women teachers teaching in government and self-financed schools and colleges from five districts of Punjab. A multistage random sampling technique was employed. The current study revealed that government, urban, school women teachers and women teachers with more than 35 years of age had more OS as compared to private, rural, college women teachers and

women teachers with less than 35 years of age. The study suggested that workshops on Yoga and meditation camps for teachers could minimize the level of OS.

Suleman *et al.* (2018) in a study on secondary school heads of Khyber Pakhtunkhwa, Pakistan reported relationship between OS and their psychological parameters. A total of 402 secondary school heads were chosen, out of which males were 260, whereas females were 142. A multistage sampling technique was used for the selection and a descriptive, quantitative and correlative research design was used for the study. OSI and “Ryff’s Psychological Wellbeing Scale (RPWB) was used for measuring OS and psychological wellbeing, respectively. The findings revealed a strong negative correlation between OS and psychological well-being. The authors suggested a collaboration of Education department with policy makers to formulate a comprehensive strategy for OS reduction.

Shrivastava and Shukla (2017) reviewed OS factors among teachers in higher educational institutions in India. To conduct the study, 30 research resources including research papers, thesis and books were chosen. The study reported OS among academicians, irrespective of their streams in academic institutions. The major stressors were organizational structure, career and personal development, work load, leadership and management style. Other factors also contributed to stress including student interaction, work-life balance, job insecurity, poor infrastructural facilities, conflict with management, inadequate salary. Effective policies for coping OS among faculty were suggestions provided by the authors.

Doss *et al.* (2018) did a comparative study to determine the OS level and professional burnout in special school teachers working in private and government schools at Kanchipuram district of Tamil Nadu. Out of 456 schools selected, government and private schools were 258 and 198, respectively. The authors recommend a regular increment in remuneration and relocation according to place of residence among other

factors to decrease OS in female teachers. Also, it was concluded that sharing administrative responsibilities could also reduce OS among administrators.

Jeyaraj and Ramamoorthy (2013) reported an investigation specific, social and organizational factors that impacts work related pressure among higher secondary educators in Madurai, Tamil Nadu State, India. There were three authoritative elements that were estimated; specific, social and hierarchical. Each of the three elements were essentially connected with work related pressure of higher secondary educators. Organizational change and stress management programmes can help to reduce stress at work place as well as improve employee relations.

Rani and Singh (2012) conducted a study to endeavor to contemplate the work-related pressure in a portion of the segment factors. 100 basic school teachers was chosen and the Occupational Stress Index (OSI) by A.K. Srivastava was utilized for gathering information. Results inferred that the teachers have moderate level of occupation related pressing factor. Male and female instructors didn't differ in their levels of occupation related pressing factor. The instructors employed in government and private institutes were not found to differ in their level of occupation related pressing factor.

Ali *et al.* (2013) investigated the issue of job-related pressing factor in the instructors of non-public schools of Pakistan. Investigation restricting data on occupation related pressing factor in explicit school variate in necessities of their reach, system and receptiveness. The critical risk issues for occupation related pressing factor include job obligation, over-burden working timetable, shortfall of control and freedom at occupation, powerless relationship with accomplices, less assistance at work and the shock of authoritative change.

Antoniou *et al.* (2013) researched the degrees of work-related pressure and stress on educators of basic and higher schooling. The overview included 388 educators, who taught in government funded schools in Attica. The results concluded that instructors

of basic education experienced more significant levels of pressure in contrast to the educators of higher study. Female educators experienced more pressure and lower individual achievement than men.

Ravichandran and Rajendran (2007) endeavoured to explore the different causes of stress experienced by higher secondary teachers. A sample of 200 higher secondary teachers was chosen. One way ANOVA was applied and it was concluded that factors like gender, age, educational levels plays a very important role in perception of stress in teachers.

Kurian and Varghese (2020) studied the impact of OS on the school teachers' performance of Kerala. Teachers (308) working in various government, aided and unaided schools were selected for the study. The survey questionnaire includes information on socio educational background, job details, opinion on the current organization, self-assessment of their personality, work ethics, expectation on work life balance, compensation, job satisfaction, Student teacher relationship, teaching style etc. The outcome of the survey revealed adverse effect of stress on the performance of teachers.

Rani and Sharma (2020) studied the effect of occupational stress in relation to teacher self - efficacy and spiritual intelligence of women teachers. The study was conducted with an objective to find out the relationship between occupational stress, teacher self-efficacy and spiritual intelligence of women teachers. The sample of the study was 500 women teachers randomly selected from the five districts from Punjab. The findings of the study revealed that a significant and negative relationship was found between OS, teacher self-efficacy and spiritual intelligence of women teachers. It was quite apparent from the regression model summary that teacher self-efficacy and spiritual intelligence of women teachers both independently as well as conjointly predicts OS. Hence, it was obvious from the results that the teacher self-efficacy and

spiritual intelligence are the most significant and influential contributor in predicting OS among women teachers.

Khatal (2011) studied the effect occupational stress on family adjustment of male and female primary teachers. 25 male teacher and 25 female teachers were selected as a sample from primary teachers in Akola Taluka. Occupational stress index was used in the study. The result of the study showed that the OS and sex were not related to each other. Male and female teachers have same occupational stress levels.

Irawanto *et. al.* (2015) studied the influence of stressors and OS on the performance of 108 female employees working in the biggest toll way operators in Indonesia. A hierarchical regression analysis method was adopted for the study. The results suggested significant influence of stressors on the performance of the female employees with OS predominantly affecting the performance of the female employees. Demographic variables showed relationship between stressors and performance.

Griffith *et al.* (1999) studied a relationship between stress, psychological coping responses and social support among teachers. A Questionnaire was provided to 780 primary and secondary school teachers to obtain their responses. The results showed that job stress was independent of age, gender, class size, occupational grade and negative affectivity. More stress was related to low social support at workplace. The authors suggested that behavioural disengagement as well as suppression of competing activities is maladaptive responses in a teaching environment which contributes to stress at work place.

Lopes and Kachalia (2016) studied performance of employees working in banks in Mumbai. The authors searched relationship of job stress with role conflict, role ambiguity, work overload, work family conflict etc. 80 employees working in different banks participated in the survey. The study suggested growing stress among the employees working in banking sector. The study reported a significant

relationship between type of the banks, gender, age, education, job role, interpersonal relationships and impact of OS.

Joy and Kumar (2018) assessed the factors responsible for job stress among 438 software professionals in Kerala. The study showed the inverse relationship of job stress with job performance, whereas role ambiguity had a great impact on job performance along with salary and rewards, fear of obsolescence and workload. Thus, the report postulated necessary steps to be taken at the part of policy makers and IT companies to reduce stress among the employees.

Adimando (2013) reported the relationship between students' challenging behaviors and teachers' OS among 36 Italian teachers. The author analyzed the impact of six different categories of challenging students' behaviors on eliciting OS responses in SETs (special education teachers) and GETs (general education teachers). Results revealed that SETs and GETs experienced different degrees of OS. Recommendations of the study were to plan more targeted in-service training for primary teachers. The authors advised policy makers and head-teachers to be more participative so that problems of teachers can be addressed.

Yaacob and Long (2015) in their study reported the relationship between OS and job satisfaction among 386 Malacca teachers. The determinants of OS were role ambiguity, role overload, and work-family conflict. A cross sectional study was used to examine the relationship between occupational stress and job satisfaction. The data was analyzed using descriptive analysis, pearson correlation and multiple regression analysis. The results pointed towards positive relationship between role ambiguity and role overload. OS and job satisfaction was also found to be significantly related. The result also showed role ambiguity and role overload as predictors of job satisfaction. The finding suggested that higher the OS among the teachers, lower is their job satisfaction.

Ibrahim (2021) studied the relationship of time management, work-related stressors, self-motivation and teaching experience on the OS among teachers of secondary school in Kota Bharu. The author found that OS as a physical or psychological factor that has been pushed by any force behind its range of stability, producing a strain within the individuals. A significant linear positive moderate correlation between time management, work-related stressors and self-motivation with occupational stress level is reported in the study. The study revealed that experienced teacher in Kota Bharu was able to cope with the changes made in educational policy. Results from Multiple Linear Regression analysis showed that time management, work-related stressor, self-motivation and teaching experience affected OS among secondary school teachers in Kota Bahru.

Chatterjee (2017) examined the OS, job satisfaction and organizational commitment of employees working in bank and academic. The study showed that higher OS among private bank sector than other professions. The reasons ascribed were role overload, unprofitability, powerlessness, low status. The other factors included lack of work nature and overtime working hours thus creating very little scope for work life balance among the employees. The comparative chart revealed that those working in government banks, private schools, government schools and colleges experienced moderate level of OS.

Priya (2017) selected 100 women teachers from Chennai city and studied the work-life among them. The data was analyzed using t-test, and ANOVA. The finding shows that there was a significant difference among work-life balance with respect to age group and years of experience. However, there was no significant difference among work-life balance and salary, marital status, and number of children exists. The author reported the need to further study work-life conflict of couples as in this modern era both the partners are working.

Reddy and Poornima (2012) investigated OS and the professional burnout of university teachers of Tamil Nadu and Andhra Pradesh. For this 9 state universities were selected through random sampling technique and a five point rating scales were used for the assessment. The data was assessed by using descriptive statistics, Spearman's correlation and multiple regression. The results revealed that majority (74%) of the teacher's experienced moderate and high levels of OS with 86% percent experiencing professional burnout. Further, several stress management techniques such as emotional intelligence training, cognitive behavioral management techniques, social supportive systems, counseling services, yoga and sports activities were recommended.

2.2 (WORK) JOB PERFORMANCE

Padmvati (1995) conducted a study on job satisfaction among teachers of primary and secondary levels and found that those teaching at secondary level had greater job satisfaction in comparison to primary teachers. The study further showed that satisfaction level of government school teachers were more than private and aided school teachers. A comparison of male and female teachers showed more job satisfaction among female teachers than male counterparts. Trained graduate teachers were more satisfied in their job than trained post-graduate teachers.

Dixit (1986) studied job satisfaction among primary and secondary school teachers. The study reported more satisfaction among teachers of hindi medium and primary school teachers than those teaching in secondary schools. Job satisfaction was not significantly different among primary and secondary school teachers of English medium schools. A comparison of male and female teachers both at primary and secondary levels showed more job satisfaction among female teachers. Among primary school teachers, those teaching in Hindi medium schools were more satisfied than their counterparts teaching in English medium schools.

Ausekar (1996) conducted a study on job satisfaction among teachers working in government and private secondary school and found that government school teachers to be more satisfied. Different factors like promotion, recognition, independence, salary, job security, work itself, job status and educational policies were reported for their higher job satisfaction. Teachers working in private schools were more satisfied with factors including responsibility, achievement, working condition and personal life.

Shafqat *et al.* (2010) studied job satisfaction among public and private school teachers at secondary level. They reported that positive and favorable attitudes towards the job resulted in higher job satisfaction whereas negative and unfavorable attitudes resulted in job dissatisfaction. Researches support that teacher's job satisfaction has been found to be one of the very important variable related to positive teaching behavior toward their job. The data analysis was conducted through 't-test' and ANOVA and the results revealed a non-significance difference among teacher's job satisfaction working in public and private schools.

Lukuyani (2004) studied the factors contributing to job satisfaction among secondary school teachers in Turkana district. The results showed that secondary school teachers were generally dissatisfied with their salaries, however, they were satisfied with their interpersonal relations. The study showed significant relationship between job satisfaction/dissatisfaction with sex, marital status, teaching experience, professional grade, number of schools taught and age.

Gupta and Sahu (2009) studied the relationship of job satisfaction with organizational role stress among teachers working in private vocational institutes of Moradabad district. For the study, 200 vocational teachers were selected, out of which 100 were males and 100 were females. The tools used were organizational role stress scale and locus of control scale. The results showed a significant difference among male and female vocational teachers in relation to job satisfaction. Both males and females had

same level of stress. Males were found to be more satisfied than females. Role erosion dimension was found to be significantly different for male and female teachers.

Nirav and Raval (2015) conducted a study on job satisfaction of teachers working in higher education institutions. The main objective of this study was to review the research already carried out by various researchers on the broad area of job satisfaction of the teachers working in higher education institutes. They found that job satisfaction of faculty members is very critical aspect for all the higher educational institutes and it affects performance of employees and quality of education higher education institutes.

Rao *et al.* (2011) conducted a study on 178 secondary school teachers from different institutions and found a significant relationship between stress and job satisfaction. It was further found that levels of teachers stress differ significantly on variables including sex, age and qualifications. Experience and marital status, however, did not contribute to job satisfaction. The findings of the study concluded that the teacher's stress and job satisfaction aspects were independent.

Nzulwa (2014) studied the motivational factors affecting teachers' professional conduct and work performance of 150 high school teachers in Nairobi County. The findings of the study showed that teachers professional conduct and work performance was influenced by motivational factors. The study concluded that the government must stride to attract, develop and retain high performing teachers. Other factors to increase motivation includes job enlargement, opportunities for promotion, pay increments, bonuses and luncheons, good performance measures that foster career development. Transparent and professional recruitments and selection, promotion, appraisals training and separation, open communication channels also should be addressed. Employees' welfare services such as lunch, tea, good furniture, spacious/ventilated offices and a distinct corporate image also increased work performance of the employees

Mukarram *et al.* (2012) conducted a research on impact of work life conflict on job performance of female school teachers while keeping organization policy as a moderating variable. The data was collected from 200 female school teachers of different schools using questionnaires. The result revealed that work life conflict had a negative impact on job performance of female employees. The study pointed out the requirement of improvement in organization policies, reduction in work life pressure to enhance female teachers' performance. The results also suggested that work life conflict had a negative relationship with job performance.

Nart and Batur (2014) studied the effect of work-family conflict on job stress, organizational commitment and job performance of teachers. General findings of the research were negative effect of work-family conflict on job stress and partial effect on organizational commitment. The authors found that job stress caused a negative effect on organizational commitment. The findings also suggest that independent variables such as work-family conflict, job stress and organizational commitment had low degree of effect on continuance and normative commitment. An effective supervision and management policy of school administration to help teachers to reduce work-family conflict has been advocated in the study.

Shahanasbeegam and Sneha (2017) examined the job satisfaction of women teachers in response to changing job profile. A total of 90 women teachers from 10 colleges in Malappuram district were selected for the study. The data was analyzed using job satisfaction model. From the research it was found that the majority of teachers with good family support had job satisfaction, however, few of them were not satisfied due to lower pay and allowances paid to them. The majority of the respondents were satisfied with the job and various factors related to it. The study concluded job satisfaction among majority of the teachers with small percentage dissatisfied due to work load and job security reasons. The study also revealed that, there was no significant difference in an average level of attitude of women teachers, towards

teaching profession and changing job profiles with the variable age group. The important motivational aspects that mainly influenced the teachers were job security, social status and services and salary.

Danish *et al.* (2019) studied the impact that job stress (job conflict, work overload, inadequate reward policy and job burnout) had on teacher's job outcomes (employee loyalty and employee performance). To expedite the relationship among the variables, hypothesis testing was used. This sample size of 100 respondents was selected from five best intermediate level colleges of Lahore. The independent variable of the study was work related stressors (job conflict, work overload, inadequate reward policy, and job burnout), while dependent variable was teachers' performance (employee loyalty and employee performance). SPSS software was used for the initial analysis of collected data (descriptive statistics, reliability analysis, and correlation). Furthermore, SEM using AMOS model was applied for checking the fitness of the model as well as the relationship among dependent and independent variables. The analyzed results showed impact of all independent variables on dependent variables. However, job conflict, job burnout, and inadequate reward policies had significant impact on teacher's performance. The largest influence comes from job conflict and job burnout on employee loyalty and inadequate reward policy on employee performance.

Hanif *et al.* (2011) conducted a study to find out role of personal and job related variables in teacher stress and job performance of school teachers. Furthermore, the authors explored the levels and sources of stress and their relationship with job performance. The study was conducted using teacher stress inventory (TSI-Urdu), teachers job performance scale and personal and job related information sheet. The samples were independently selected from Government and private schools of Islamabad (Pakistan). The findings revealed that teacher stress had a negative significant relationship to performance. The authors concluded that more variables

should be studied to expedite the effects of job related variables on stress and job performance.

2.3 WORK MOTIVATION

Singh (2015) studied to measure the job stress among female teachers of government run primary school of rural areas. The sample size of 35 female subjects in the age group of 25 to 35 years was selected randomly for the study. The results showed that females working in primary government schools in rural areas had high job stress than their counterparts working in urban areas. Job stress was reported to have positive correlation with overloadedness, role-conflict, powerlessness, role ambiguity, motivelessness and frail interpersonal relationship among teachers. Among these overloadedness and role–conflict were the major factors contributing to job stress. The study concluded that female assistant teachers who had charge of school have significantly higher job stress than their counterparts without any charge.

Gupta and Gehlawat (2013) conducted a study on job satisfaction and work motivation of secondary school teachers in relation to selected demographic variables. They found non-significant difference of job satisfaction with work motivation among male and female teachers. A significant difference exists among teachers working in government and private schools. Comparison of experience of teachers with respect to job satisfaction and work motivation revealed a significant difference among those with graduation and post-graduation qualification.

Narban *et. al.* (2016) worked on causative factors and their impact on OS. They suggested that an empirical research is required in the domain of OS and employee health. Various factors that could play a role includes environmental, personal, process, human consequences, organizational consequences, role dynamics, time of stress and adaptive factors. The study reported a positive relationship between role

stressors and job stress. The study stressed the need to minimize Job stress by promote conducive work environment in an organization.

Al-Madi *et al.* (2017) investigated the impact of motivation on front line employees in a retail stores in Jordan. The study aimed to appraise the existing literatures and build up the conceptual framework as well as hypotheses. The sample size of 97 respondents from C-Town retail stores and Sameh Mall participated in the survey. The data collected was analyzed by the application of statistical tests i.e., Cronbach's alpha reliability, Pearson correlation and Simple Linear Regression using SPSS 20.0. They concluded a significant impact of employee motivation on organizational commitments (affective, normative and continuance).

Wani (2013) conducted a study to assess the job stress and its impact on motivation of employees in banking industry. For the study, 400 employees consisting of 200 officers and 200 clerks were randomly selected from different branches of the sample organization. The study found that clerical grade employees were more stressful in comparison to officers. Further, more level of stress resulted in decreased motivation among employees. Lesser scope for personal growth, underutilized abilities, uncongenial working environment, ambiguous organizational policies were some factors that resulted in stress among employees. The author suggested the organization to chalk out human resource development programmes aimed to improve overall development of employees.

Siddique and Farooqi (2014) selected 171 University teachers from Gujrat to study the relationship between OS, motivation and job satisfaction. Job satisfaction was selected as a dependent variable whereas OS and motivation was treated as an independent variable. The hypothesis chosen were that there was no significant relationship exists between occupational stress and job satisfaction. The other one was that there exist a significant relationship between job satisfaction and motivation. To study the data, simple random sampling technique was used. Descriptive statistics,

correlation, reliability and regression analysis were used to analyze data. The Pearson correlation result showed no significant relationship between occupational stress and job satisfaction among teachers. The results also showed positive relationship between job satisfaction and motivation.

Murali *et al.* (2017) studied the impact of job stress on employee performance. A causal research design was selected to carry out the data collection from 310 respondents from various sectors in Malaysia. A questionnaire with 26 items with Likert Scale were developed and tested for its reliability and validity prior to the distribution of questionnaire via social media. The survey questionnaire was sent via Facebook inbox. The questionnaire includes demographic information's and statements to measure four (4) independent variables i.e. time pressure, workload, lack of motivation, and role ambiguity to measure level of stress. The dependent variable was employee performance. The response was obtained from only 136 samples. Regression analysis was carried out to examine the impact of stress on employee performance using SPSS statistical tool. The authors found that time pressure and role ambiguity had a significant and negative impact on employee performance. The other two factors, workload and lack of motivation did not have any significant influence on employee performance. The authors concluded that increasing time pressure and role ambiguity would reduce employee performance in all aspects. Also, recommended was that managers and supervisors should strongly discuss the time allotment and task completion dates and duration of the task with their subordinates to avoid time pressure.

Noermijati and Primasari (2015) studied direct as well as indirect effect of job stress and motivation on employee performance. For conducting the research, 108 married female employees having minimal of one year working period were selected as respondents. The study found negative relationship of job stress with employee

performance. Motivation, however, had a positive effect. The authors concluded that company should give more attention in order to enhance employee motivation.

George and Sabhpathy (2014) studied the importance of organizational culture in motivating the teachers. To conduct the study, the data was collected from 450 degree college teachers of Bangalore city. The study showed a positive relationship between work motivation and the organizational culture. The authors stated that organizational culture as an important source of employee's motivation, thus significantly influencing the efficiency and effectiveness of organizations. Most organizations, thus, make strenuous attempts to motivate their employees by rewards such as bonuses and promotions.

Singh and Sharma (2016) examined the impact of work motivation on job satisfaction. A sample of 240 teachers was randomly selected from professional Institutions of Western Uttar Pradesh. Statistical techniques like linear regression analysis and t-test were performed for analysis and interpretation of data. The results revealed that work motivation had a significant impact on job satisfaction of teachers. The study had implications for educational managers, planners and institution advisors for designing plan and programs aimed to enhance the work motivation and job satisfaction of the teachers. The study also concluded that the experience makes a statistically significant difference in job satisfaction among the respondents.

Bentea and Anghelache (2012) aimed to test if differences in the levels of job satisfaction vary with the gender, the professional position, and the dominant needs. To conduct the study, a sample consisted of 122 Romanian teachers from primary, secondary and high schools. The results showed that no differences among male and female teachers in overall job satisfaction. Professional variable such as professional position given by the level of continuous training held (tenure and teaching degrees) was found to influence job satisfaction. The overall satisfaction and attitudes of satisfaction towards leadership-interpersonal relations and work organizing-

communication were found higher in first degree graduated teachers. The authors pointed out that findings of the study could have practical implications in school organization to improve teachers' motivation and satisfaction.

Selvam and Chamundeswari (2015) studied a relationship between motivation, job satisfaction and performance of 303 teachers teacher's at the secondary level. The results showed a significant correlation between motivation, job satisfaction and performance of teachers. A significant difference was found between teachers in different categories of schools pertaining with respect to parameters studied. The study recommended that teaching is both an art as well as a skill. The authors pointed out that quality of teaching done in the classroom to affect the effectivity of general population, thus, identification of qualified and able teacher personnel is the most important concerns.

Ahmed *et al.* (2016) identified the factors that could impact the female teachers performance in private universities of Karachi. The objectives chosen were to identify whether working environment; workload, late working hours and harassment create hurdles on women teachers' performance. The results showed that performance of teachers was affected by overall working environments. Other variables studied i.e. work load, working hour and female harassment too had a significant effect on the performance. The recommendations of the study was that private universities should create conducive working environment, justified workload, reasonable working hours and harassment free environment for female teachers to improve their performance.