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Occupational Stress, Intrinsic Motivation and Work Performance Among University Teachers

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ABSTRACT

The goal of the current study was to investigate the relationship between work performance, intrinsic motivation, and occupational stress in university instructors as well as any gender differences in these variables. With ages ranging from 30 to 65, the 103 female and 147 male participants in this research were chosen at random from various institutions. This cross-sectional study included the Occupational Stress Scale, the Scale of Work Intrinsic Motivation, and an Individual Work Performance Questionnaire. The data was analyzed using SPSS. Intrinsic motivation and task performance, contextual performance, counterproductive work behavior, and job performance are significantly and favorably correlated. The results show that stress at work negatively affects intrinsic motivation. These results indicate that female instructors experience much higher levels of professional stress than their male counterparts. In addition, men instructors reported better work performance and a somewhat greater level of intrinsic motivation than female teachers.

INTRODUCTION

A significant issue for university employees, both academics and administrative staff, is stress at work. Significant workloads, unclear expectations, challenges balancing personal and professional commitments, quick turnaround times, and interpersonal conflicts are all examples of workplace pressures. Long-term stress can lead to burnout, a decline in job satisfaction, and even health problems, which can negatively impact an employee's overall performance and job engagement. (Schaufeli & Bakker, 2004).

Although university professors are essential to students' academic success, they usually deal with a number of problems that might negatively impact their well-being and productivity at work. A number of issues, including heavy workloads, a lack of autonomy, inadequate support, and limited resources, can contribute to high levels of occupational stress among university teachers (Kyriacou, 2001). The work performance of a company is important since success demonstrates the results that employees have achieved throughout their time there (Anggraini et al., 2020). This suggests that the work performance of teachers is important for schools as it represents their job. Proactive, creative, and competitive attitudes toward achievement are highly associated with performance (Tarmi & Soehari, 2015).

Four types of relationships between stress and performance have been identified by researchers: curvilinear, negative, positive, and nonexistent (Jamal, 1984). A few studies show that stress keeps employees motivated, which in turn leads to better job performance, indicating a positive correlation between stress and job performance (Khan, Haq, & Naseer, 2022; Shaukat, Rehman, & ul Haq, 2021). The study (Robert, 1908) found a curvilinear relationship between stress and performance, indicating that mild worry might improve an employee's performance (Hsu & Huynh, 2023; Hsu et al., 2022; Hsu, Huang, & Huynh, 2021). The University of Tehran occasionally conducted research to investigate the relationship between occupational stress and work performance (Shah, et al., 2025; Imran, et al., 2023).

Most employees who suffer from high levels of workplace stress support a positive relationship between job stress and performance. Research that measures the effect of job stress on private college instructors' performance shows how reward systems affect stress and increase teachers' output. As a result, teachers' performance is greatly impacted by incentives' stressor effect. According to (Winfield, 2014), teachers who experience occupational stress often experience low morale, work dissatisfaction, absenteeism, negative health impacts, lower productivity, and job turnover (Sohail-Rehan, & Ul-Haq, 2018; Haq, 2017; ul Haq, 2012). The performance of secondary school teachers is negatively impacted by several stresses, which reduces productivity on both an individual and institutional level (Parveen, et al., 2020; ul haq, 2019; Ali & Haq 2017).

Jack and Punch (2005) identified the following factors as contributing to teachers' occupational stress: increased workload, hostile work environment, large class sizes, unpaid salaries, working conditions, conditions of service, delayed promotion, inadequate institutional materials and infrastructure facilities, lack of staff development, parental insults and assaults, and time pressure (Waqas, Khan & saeed, 2024; Zafar, et al., 2023).

Numerous studies have shown that motivation enhances work performance to date. According to Van Loon et al. (2018), for example, motivation improves work performance and the accomplishment of organizational goals. These findings are consistent with the findings of Andersen et al. (2014), who found that Danish teachers' performance improved when staff participation in the public sector was increased (Naseer, et al., 2024; Shah et al., 2023; Aurangzeb, & Haq, 2012).

Intrinsic motivation, or the inherent drive and joy that comes from finishing a task, is a key element in raising instructors' work performance. Intrinsic motivation, which originates inside the person or the activity itself, enhances behavior, performance, and well-being. Intrinsic motivation is the drive and desire to carry out a task or activity for its own reason, separate from any external rewards or incentives. A genuine interest in and affection for the profession, together with a sense of fulfillment and personal fulfillment, are often characteristics that set it apart (Mohammed & El-Jajaj, 2019). According to psychology, one of the most important things

that drives any human being to accomplish their goals is motivation, which is defined as the inner drive that drives an individual to act or perform. A sense of excitement, interest, or dedication that propels someone to work, a rationale for carrying out an action, or a behavior guided by biological, emotional, cognitive, or social influences is known as motivation. As of right now, it can be said that a wide range of material and psychological elements support instructors' motivation. This includes goals and aspirations that are both personal and professional (Mbwana, 2015).

It was also mentioned how important it is to identify or define the signs of stress, determine the possible causes of the signs, and develop feasible solutions for each symptom. Christo and Pienaar (2006) state that a perception of job loss and stability, extended periods of sitting or heavy lifting, a lack of safety, a challenging repetitive activity, and a lack of professional autonomy are other factors that contribute to occupational stress. Apart from a lack of resources and equipment, work schedules (such as working late or overtime) and business culture are also considered to be variables that contribute to occupational stress.

The relationship between job stress and job performance has been the subject of research for almost a century, but there is still disagreement over whether there is a negative linear relationship (stress lowers performance), a positive linear relationship (stress increases performance), an inverse U relationship (at the level or type of performance, certain types of stress are needed to improve performance and at certain levels or types of stress reduce performance), or no relationship at all. Performance is hampered by stress, according to many research. But according to some research, stress may actually enhance performance. A number of other researches have concluded that stress and performance are unrelated. However, some research found that the relationship between performance and stress was mediated by other variables (Applebaum et al., 2010).

Research Hypotheses

1. There is significant relationship in the levels of occupational stress, intrinsic motivation and work performance among university teachers.
2. Intrinsic motivation mediates the relationship between occupational stress and work performance among university teachers.
3. There are significant differences found in the levels of occupational stress, intrinsic motivation and work performance among male and females university teachers.

Rationale of the Study

University teachers are subject to unique professional constraints, such as high expectations, limited resources, and heavy workloads, which can lead to poor performance, cynicism, and emotional exhaustion. Since educators are often driven by a love of teaching, a desire to positively impact students, and a sense of personal fulfillment, higher levels of intrinsic motivation are also a characteristic of the teaching profession. On the other hand, excessive occupational stress can erode intrinsic motivation, leading to subpar work output, decreased job satisfaction, and less successful instruction. Examining the relationships between occupational stress, intrinsic motivation, and work performance among university instructors is essential to developing strategies that promote teacher well-being, drive, and efficacy.

LITERATURE REVIEW

"Occupational stress, intrinsic motivation, and work performance among teachers working in universities" has been studied from a number of angles by researchers. Some research on "occupational stress, intrinsic motivation, and work performance among teachers working in universities" includes the following studies:

Amoako et al. (2017) looked on how Aspect a Company Limited's employees performed on the job as a result of occupational stress. The researchers used a convenience sampling technique to choose 109 employees of Aspect A Company Limited as samples. According to the study's findings, employees' performance is considerably and favorably enhanced by stress at work. At the end of the study, the researchers argued that when workers experience more stress at work, their performance tends to increase, and vice versa. Research on work-related stress and its possible effects on performance is widely available, despite this.

According to (Werang et al., 2017), this issue has to be properly examined in the context of Indonesia's Boven Digoel area in order to satisfy the local need for qualified primary school graduates as well as dedicated and committed teachers. Although this study's results may be sufficiently similar to those of previous ones, given that it is the first empirical analysis of the Indonesian educational system to look at the possible connection between primary school teachers' performance in the Boven Digoel district and their work-related stress. The results might conceivably add to the literature by providing a useful expansion of relevant studies carried out in other countries (Azhar & Imran, 2024; Imran & Akhtar, 2023). The purpose of this study was to look at the stress that primary school teachers in the Boven Digoel area faced at work and whether or not it affected their performance.

According to Watson et al. (2011), women experience stress immediately after primary appraisal activation, whereas males do so immediately after secondary appraisal activation. Accordingly, these authors assert that stress in males originates from assessing their capacity to handle the current situation, with stress increasing as management resources are reduced, but stress in women is directly caused by seeing the situation as dangerous. After studies that find significant gender disparities, we go on to studies that show men. Furthermore, because stress is unique, even less research has been done on how employees see organizational and personal characteristics (Lazarus, 1991). demonstrated a positive and dangerous correlation between ongoing and sporadic stressors and anxiety and depression. Furthermore, they asserted that instructors who are always under pressure at work would experience an increase in anxiety, which will negatively impact their academic performance. Employee commitment, output, job satisfaction, and health can all be negatively impacted by workplace stress.

Impact of work-related variables on job satisfaction, stress, and health (Karasek, 1979). Karasek imagined how difficult occupations are and how much power each person is given in order to enhance well-being, motivation, and productivity as well as to reduce psychological and physical stresses (Shehzad, Khan & Khan, 2024; Tariq, Khan & Atta, 2024; Noreen, et al., 2023). High-pressure occupations that provide workers little control over their work are more likely to lead to stress and deterioration in well-being, according to the JDC model. Specifically, based on research on the classical stress mechanism. According to Karasek, in such a situation, people would be continuously consuming a lot of cognitive energy to meet demands, which would increase physiological arousal and improve neurological and cardiovascular system attentiveness.

According to (De Jonge & Dormann, 2006), they include expectations for the overall workload, specific job needs, and work pace/time pressure. A certain amount of demand placed on employees is thought to promote their psychological well-being, learning, motivation, performance, and job satisfaction, according to conventional ideas of optimal activity level (Selye, 1956, 1976) and performance. Conversely, unreasonable demands might have the opposite effect, resulting in negative physiological and/or psychological consequences.

According to (Robbins et al., 2007), elements such as job roles, communication abilities, organizational knowledge, student-teacher interactions, science, test procedures, and content

relevancy all have an impact on employee success. Intrinsic motivation, which comes from inside the person or from the activity itself, influences positive behavior and performance (Ryan & Deci, 2000). According to Aacha (2010) and Bennell (2004), teacher motivation is correlated with their work attitude, their interest in classroom management and student discipline, and their readiness to employ pedagogical techniques in a school or college context.

One definition of performance is the ability to successfully combine ethical behavior with achievement of organizational objectives. According to the Azhar, Iqbal and Imran (2025) teachers require inspiration from both internal and external sources. One definition of performance is the ability to skillfully blend proper behavior with the accomplishment of corporate goals. Teachers require inspiration from both internal and external sources. To feel successful, accomplished, and self-actualized, an intrinsically motivated teacher engages in a variety of self-actualization activities. Conversely, an intrinsically motivated educator does their duties in order to be paid, acknowledged, or given a grade. These two factors influence the behavior of educators (Ammin, 2013). One of the most important elements impacting overall performance in any school is teacher motivation. In many schools, the outcomes of the teaching and learning processes are determined by the caliber of the instructor performance. Studies have been done to determine the impact of employee motivation on the organizational performance of the Islamic Revolution Housing Foundation. (Azar & Shafighi, 2013).

The impact of motivation on teachers' performance from a Pakistani perspective has not received much attention in research. For example, a quantitative study was conducted at public sector degree institutions in Punjab, Pakistan, to investigate the impact of intrinsic and extrinsic motivation on teacher job satisfaction. Another Peshawar study looks at how teachers' motivation affects their productivity (Inayatullah & Jehangir, 2012).

Research Design

The current study employed a correlational research strategy. A kind of non-experimental research design called correlational research design looks at the link between two or more variables.

Sampling Technique

The sampling technique is employed to gather information and observations from a larger sample. Data were obtained by means of the random sampling technique. A selection of individuals from a larger population is chosen by researchers using random sampling, a probability sampling approach that ensures each person has an equal chance of being chosen.

Sample size

Using the random sampling technique, 250 teachers 147 men and 103 women were chosen from several Faisalabad institutions to make up the sample for this study. The study's participants included instructors from both public and private colleges. Teachers with Ph.D. and M.Phil. were chosen for the study.

Inclusion vs Exclusion Criteria.

Inclusion-Criteria

1. Teachers working in university
2. M.Phil. And Ph.D. teachers were selected in the study
3. Minimum of one year of teaching experience
4. Willingness to participate in the study
5. Ability to understand and respond to the survey in the local language

Exclusion Criteria

1. The research excluded university students in order to reduce the possibility of mistake in the results.
2. Those having a history of mental health disorders or long-term illnesses were also not allowed to participate in the study, as were any first-degree relatives (parents, siblings, or children).
3. Teachers under 30 were not allowed.
4. Teachers with mental or physical disabilities were not allowed to teach.

Trust and Rapport with Participants

To do good research, keep in mind that building rapport and trust with respondents is essential. Building a good rapport with the people was also essential prior to administering the psychological tests. In addition to asking pointless questions, the investigator briefly introduced the assessment participants and described the goal of the study. The researcher also assured study participants that the psychological evaluations would be kept private. During the delivery of the psychological exam, the researcher answered and clarified the questions and concerns of each participant. The participants were assured that they would receive whatever information they desired on this subject. By employing each of the aforementioned tactics, the analyst was able to win the participants' trust and admiration.

Measures

Personal Information

In order to gather personal data, the author prepared a demographics form that includes questions on age, gender, marital status, family system, socioeconomic status, qualification, education, and residence.

Occupational Stress Scale (OSS)

House, McMichael, Wells, Kaplan, and Landerman (1979) created the occupational stress scale (OSS). The frequency with which stressful circumstances focus employees is measured. The coefficient alpha values were between .59 and .76.

The Scale of Work Intrinsic Motivation (SWIM)

Utilizing the Work Intrinsic Motivation Scale (SWIM), one may gauge intrinsic motivation. It was made by Hasandedić and colleagues (2011). The intrinsic motivation for effort increases with score. This collection of items measures how satisfied, engaged, and pleased an individual is with their work, and the SWIM's internal consistency, or reliability, is equivalent to $\alpha = .934$. The internal consistency, or dependability, of the SWIM is $A = .934$.

Individual Work Performance Questionnaire (IWPQ)

The researchers used the individual work performance questionnaire (IWPQ) developed by Koopmans (2014) to evaluate the job performance of university lecturers. The 18-item IWPQ uses a 5-point Likert scale to assess three components of individual job performance: task performance (five questions), contextual performance (eight questions), and counterproductive work behavior (five questions). A valid and reliable instrument for standardizing the assessment of individual work performance is the IWPQ.

Research Setting

Primarily Faisalabad was selected to collect data. A variety of procedures were established to collect data in a more organized and unbiased manner after they were informed of the importance of study and agree to ensure their participation. Until a suitable assessment was given, no action was taken. Minimizing intrusion was the aim in these circumstances.

Scoring

After data collection, scoring was distributed according to the guidelines in the psychological measure's manual.

Statistical Analysis

Following the instructions in their manuals, the instruments were evaluated, and a Microsoft-Excel data sheet was produced. SPSS was utilized in order to compile the findings. Both inferential and descriptive statistics were taken into account for the entire sample. In compliance with the assumptions, the results were calculated using person-correlation analysis, multiple-regression analysis, and t-tests.

Ethical Considerations

All participants received comprehensive information on the study's goals, methods, possible risks and rewards, and their rights as volunteers before beginning the study. Each participant gave their informed permission, confirming that they voluntarily agreed to participate in the study. To preserve their privacy, all information gathered from participants was anonymized and kept private. Individual identification numbers were given to participants so that their answers could be connected to demographic data. To ensure confidentiality, data were published in aggregate form. All electronic and physical data were safely kept and made available to authorized persons exclusively in order to guarantee data protection. The study concluded with a debriefing, when participants received a summary of the research findings and had the chance to ask questions or look for further information. The research was putting participant rights and welfare first while preserving the study's integrity and credibility by following these ethical concerns and criteria.

RESULTS

The statistical software for social science (SPSS) was used to evaluate the present data for this study, and a significance threshold of 0.05 was established for all analyses.

Table 1: *Demographics Characteristics of Research Participants (N=250)*

Variable	Category	N	%
Age of Respondent	30-44	126	50.4%
	45-54	95	38.0%
	55-65	29	11.6%
Gender of Respondent	Male	147	58.8%
	Female	103	41.2%
Family Structure	Nuclear	229	91.6%
	Joint	21	8.4%
Income of Respondent	30-50	199	79.6%
	50-70	51	20.4%
Qualification of Respondent	MPhil	181	72.4%
	PhD	69	27.6%
University of Respondent	Private	122	48.8%
	Public	128	51.2%
Residence of Respondent	Rural	131	52.4%
	Urban	119	47.6%
Status of Respondent	Married	227	90.8%

Variable	Category	N	%
	Unmarried	23	9.2%

Table 1 showed the age distribution of respondents shows that the majority were between 30-44 years (50.4%), followed by those aged 45-54 (38.0%), and the least number were in the 55-65 age group (11.6%). Regarding gender, a majority of respondents were male (58.8%), while 41.2% were female. The family structure of the respondents was predominantly nuclear (91.6%), with a smaller proportion from joint families (8.4%). In terms of income, most respondents earned between 30,000-50,000 (79.6%), and 20.4% earned between 50,000-70,000. As for educational qualification, a significant portion of respondents held an MPhil (72.4%), while 27.6% had a PhD. University affiliation was almost evenly split, with 48.8% attending private universities and 51.2% attending public universities. The residence of respondents was primarily rural (52.4%), with 47.6% residing in urban areas. Lastly, regarding marital status, the majority were married (90.8%), while 9.2% were unmarried. This breakdown offers a comprehensive snapshot of the demographic and socio-economic characteristics of the survey respondents.

Table 2: *Psychometric Properties for Scale*

Scale	M	SD	No. of Items	Alpha Coefficient
Occupational Stress	24.10	7.15	15	.887
Intrinsic motivation	50.05	4.10	12	.730
Task Performance	22.26	2.92	5	.707
Contextual Performance	33.26	3.66	8	.861
Counter-Productive Work Behavior	20.65	4.16	5	.871
Work Performance	76.17	9.63	18	.895

The characteristics of three psychological and work-related scales: the Occupational Stress Scale, the Work Intrinsic Motivation Scale, and the Individual Work Performance Scale. The Occupational Stress Scale (15 items) had a mean score of 24.10 (SD = 7.15) and demonstrated excellent internal consistency with a Cronbach's alpha of 0.887. The Work Intrinsic Motivation Scale (12 items) had a mean of 50.05 (SD = 4.10) and exhibited moderate internal reliability, with a Cronbach's alpha of 0.730. The Task Performance Scale (5 items) showed the mean score of 22.26 (SD = 2.92) and a moderate internal consistency, with a Cronbach's alpha of 0.707. The Contextual Performance Scale (8 items) showed the mean score of 33.26 (SD = 3.66) and excellent internal consistency, with a Cronbach's alpha of 0.861. The Counter-Productive Work Behavior Scale (5 items) showed the mean score of 20.65 (SD = 4.16) and excellent internal consistency, with a Cronbach's alpha of 0.871. The Individual Work Performance Scale (18 items) showed the highest mean score of 76.17 (SD = 9.63) and an excellent internal consistency, with a Cronbach's alpha of 0.895.

Table 3: *Descriptive Statistics and Correlation for Study Variables*

Variables	Mean \pm SD	1	2	3	4	5	6
Occupational Stress	24.10 \pm 7.15	1					

Intrinsic motivation	50.05±4.10	-.440**	1				
Task Performance	22.26±2.92	-.795**	.366**	1			
Contextual Performance	33.26±3.66	-.875**	.471**	.679**	1		
Counter-Productive Work Behavior	20.65±4.16	-.859**	.483**	.570**	.825**	1	
Work Performance	76.17±9.63	-.945**	.499**	.808**	.942**	.919**	1

Descriptive statistics and correlations for the study variables are presented in Table. The sample size for all variables was 250. The mean score for occupational stress was 24.10 (SD = 7.15), for intrinsic motivation was 50.05 (SD = 4.10), for task performance 22.26 (SD = 2.92), for contextual performance 33.26 (SD = 3.66), for counter-productive work behavior performance 20.65 (SD = 4.16) and for work performance was 76.10 (SD = 9.63). From the results we conclude that occupational stress with intrinsic motivation ($r = -.440$, $p < .01$), task performance ($r = -.795$, $p < .01$), contextual performance ($r = -.875$, $p < .01$), counter-productive work behavior performance ($r = -.859$, $p < .01$) and work performance ($r = -.945$, $p < .01$). Similarly, intrinsic motivation significantly and positively correlated with task performance ($r = .366$, $p < .01$), contextual performance ($r = .471$, $p < .01$), counter-productive work behavior ($r = .483$, $p < .01$) and work performance ($r = .499$, $p < .01$). Also, task performance significantly and positively correlated with contextual performance ($r = .679$, $p < .01$), counter-productive work behavior ($r = .570$, $p < .01$) and work performance ($r = .808$, $p < .01$). Furthermore, contextual performance significantly and positively correlated with counter-productive work behavior ($r = .825$, $p < .01$) and work performance ($r = .942$, $p < .01$). The counter-productive work behavior and overall work performance are significantly and positively correlated with each other ($r = .919$, $p < .01$).

Table 4: *Intrinsic Motivation Mediates the Relationship Between Occupational Stress and “Task Performance, Contextual Performance, Counter-Productive Work Behavior and overall Work Performance” Among University Teachers.*

Outcome	Path Coefficients				(95% CI)	R ²
	<i>a</i>	<i>b</i>	<i>c</i>	<i>c'</i>		
Task Performance	-.252***	.014	-.325***	-.321***	(-.004, .005)	.633
Contextual Performance	-.252***	.100**	-.448***	-.424***	(-.035, -.014)	.775
Counter-Productive Work Behavior	-.252***	.132***	-.501***	-.467***	(-.046, -.021)	.752
Work Performance	-.252***	.238***	-1.273***	-1.226***	(-.064, -.034)	.902

Table 4 shows the results of mediation analysis with intrinsic motivation as the mediator variable while task performance, contextual performance, counter-productive work behavior and overall work performance as an outcome variable, with the aim of investigation the mediating role of intrinsic motivation in the relationship between occupational stress (as independent

variable) and task performance, contextual performance, counter-productive work behavior and overall work performance (dependent variable) among university teachers.

The results show that occupational stress has negative influence ($\beta = -.200$ and $p < .001$) on intrinsic motivation from path “a”. Similarly, intrinsic motivation has positive influence on contextual performance ($\beta = .100$, $p < .01$), counter-productive work behavior ($\beta = .132$, $p < .001$) and overall work performance ($\beta = .238$, $p < .001$) from path “b”. Furthermore, the direct impact of occupational stress is significant and negative on task performance ($\beta = -.325$, $p < .001$), contextual performance ($\beta = -.448$, $p < .001$), counter-productive work behavior ($\beta = -.501$, $p < .001$) and overall work performance ($\beta = -1.273$, $p < .01$) from path “c”. When intrinsic motivation involves as mediator in the model, occupational stress is significant and has a negative impact on task performance ($\beta = -.321$, $p < .001$), contextual performance ($\beta = -.424$, $p < .001$), counter-productive work behavior ($\beta = -.476$, $p < .001$) and overall work performance ($\beta = -1.226$, $p < .01$). Taken together, these results imply that intrinsic motivation partially mediates the relationship between occupational stress and “contextual performance, counter-productive work behavior and overall work performance but do not mediate the relationship between occupational stress and task performance because for task performance path “b” is insignificant.

Table 5 *Based on Gender Differences, a Comparison on the Variables of occupational stress, intrinsic motivation, task performance, contextual performance, counter-productive work behavior and work performance among male and female (N=250)*

Variables	Male (n=147)		Female (n=103)		t	p	Cohen's d
	M	SD	M	SD			
Occupational stress	22.72	5.57	26.07	8.58	-3.738	.000	0.47
Intrinsic motivation	51.18	4.67	48.43	2.29	5.535	.000	0.70
Task Performance	22.89	1.66	21.35	3.94	4.246	.000	0.54
Contextual Performance	34.00	2.76	32.20	4.46	3.930	.000	0.50
Counter-Productive Work Behavior	21.22	3.66	19.84	4.69	2.597	.010	0.33
Work performance	78.11	6.96	73.40	11.99	3.915	.000	0.50

For occupational stress, males ($M = 22.72$, $SD = 5.57$) reported significantly lower levels of stress than females ($M = 26.07$, $SD = 8.58$), with a t-value of -3.738, $p = .000$, and a large effect size (Cohen's $d = 0.47$). For intrinsic motivation, male teachers reported significant higher level ($M = 51.18$, $SD = 4.67$) than that of females ($M = 48.43$, $SD = 2.29$), with a t-value of 5.535, $p = .000$, and a large effect size (Cohen's $d = 0.70$). For task performance, male teachers reported significant higher level ($M = 22.89$, $SD = 1.66$) than that of females ($M = 21.35$, $SD = 3.94$), with a t-value of 4.246, $p = .000$, and a large effect size (Cohen's $d = 0.54$). For contextual performance, male teachers reported significant higher level ($M = 34.00$, $SD = 2.76$) than that of females ($M = 32.20$, $SD = 4.46$), with a t-value of 3.930, $p = .000$, and a large effect size (Cohen's $d = 0.50$). For counter-productive work behavior, male teachers reported significant higher level ($M = 21.22$, $SD = 3.66$) than that of females ($M = 19.84$, $SD = 4.69$), with a t-value of 2.597, $p = .010$, and a medium effect size (Cohen's $d = 0.33$). Finally, for work performance, male ($M = 78.11$, $SD = 6.96$) performed significantly better than females ($M = 73.40$, $SD =$

11.99), with a t-value of 3.915, $p = .000$, and a large effect size (Cohen's $d = 0.50$). These results indicate that while females experience significantly higher occupational stress than that of male teachers. Furthermore, male teacher reported significantly higher level of intrinsic motivation and work performance compared than that of female teachers.

DISCUSSION

Examining the relationship between work performance, intrinsic motivation, and occupational stress among university instructors as well as the gender variations in these parameters among university students was the aim of the current study. 103 women and 147 men were selected at random from a variety of universities to comprise the study's sample. The Occupational Stress Scale, the Individual Work Performance Questionnaire, and the Scale of Work Intrinsic Motivation were used in the study.

University instructors' work performance, intrinsic motivation, and occupational stress were all predicted to be strongly correlated. There is a significant and positive correlation between intrinsic motivation and task performance, contextual performance, counterproductive work behavior, and job performance. Additionally, there was a significant and positive correlation between task performance and contextual performance, counterproductive work behavior, and job performance. Furthermore, job performance and counterproductive work behavior had a significant and good correlation with contextual performance. A significant and positive correlation exists between the counterproductive work conduct and overall job performance.

Few studies have certainly examined the connection between university instructors' job performance, intrinsic motivation, and occupational stress. According to Lin et al. (2020), stress actually boosts motivation even if it may have an impact on performance. However, Korkmaz and Ipekci (2015) shown that motivation negatively impacted stress. This study is supported by the findings of (Ratri & Wahjudono, 2021), who contend that a teacher's level of stress at work might be influenced by the intricacy of their job. The results of the study run directly to those of a 2019 study by Riyadi, which suggests that performance may be affected by high and significant levels of occupational stress. Consequently, it may be said that a decline in performance may result from negative characteristics and a significant degree of occupational stress. Several studies indicated that additional factors altered the link between stress and performance (Applebaum et al., 2010).

The findings of a mediation analysis that used intrinsic motivation as the mediator and task performance, contextual performance, counterproductive work behavior, and overall work performance as the outcome variables found to determine how intrinsic motivation mediated the relationship between occupational stress (as an independent variable) and university teachers' task performance, contextual performance, counterproductive work behavior, and overall work performance (as a dependent variable). The findings indicate that work-related stress has a detrimental impact on intrinsic motivation. Likewise, contextual performance, counterproductive work behavior, and overall job performance are all positively affected by intrinsic motivation. In addition, task performance, contextual performance, counterproductive work behavior, and overall job performance are all negatively impacted by occupational stress. Occupational stress is significant and negatively affects task performance, contextual performance, counterproductive work behavior, and overall work performance when intrinsic motivation is included as a mediator in the model. These findings suggest that intrinsic motivation does not mediate the relationship between occupational stress and task performance, but it does partially mediate the relationship between occupational stress and "contextual performance, counter-productive work behavior, and overall work performance. Stress at work has been shown to have a negative effect

on motivation (Semaksiani, 2019). Job motivation has no beneficial effect on teacher performance, according to the study's findings. According to Julianry et al. (2017), motivation just helps to inspire individuals to do well; as a result, its impacts on performance are not totally noteworthy.

The last hypothesis regarding occupational stress states that men reported considerably less stress than women. Compared to female instructors, men teachers reported a much higher level of intrinsic drive. Compared to female teachers, men teachers reported significantly greater task performance levels. The contextual performance of men instructors was much greater than that of female teachers. Teachers who were male reported much greater levels of counterproductive job conduct than those who were female. In conclusion, males outperformed females in terms of work performance. According to these findings, female teachers have a notably greater level of professional stress than their male counterparts. Further, male teachers reported a while higher degree of intrinsic motivation and improved work performance than female teachers. According to Watson, Goh, and Sawang (2011), stress is experienced immediately after primary appraisal activation for women and immediately after secondary appraisal activation for men. While women immediately experience stress when they perceive a situation as threatening, men experience stress when they assess their capacity to handle the current circumstance, according to these authors. Reducing managerial resources causes more stress. Studies that demonstrate that males are more stressed than women come after those that reveal notable gender disparities.

CONCLUSION

University instructors' intrinsic motivation and occupational stress were shown to be strongly positively correlated, according to the study's findings. The results also imply a strong inverse relationship between intrinsic motivation, occupational stress, and work performance. The results suggest a relationship between increased levels of occupational stress and intrinsic motivation and lower work performance. The findings indicate that intrinsic motivation acts as a mediator in the relationship between occupational stress and work performance. Increased occupational stress does not directly influence job performance since it would lead to inferior work performance if intrinsic motivation were lower. The results demonstrated that there were notable differences between the degrees of intrinsic motivation, occupational stress, and work performance among male and female university professors.

RECOMMENDATIONS

First, by fostering an environment at work that promotes autonomy and professional growth, stress levels may be significantly reduced. Encouraging faculty participation in decision-making and offering opportunities for skill development boost intrinsic motivation, which elevates work and makes it more meaningful. Stress may also be decreased and general job satisfaction raised by promoting a work-life balance through wellness programs and flexible scheduling. Higher performance levels are the outcome of motivation that is fostered by providing opportunities for career advancement and clear recognition. In conclusion, cultivating collaborations and peer support networks may promote a sense of inclusion, ultimately leading to increased job satisfaction and productivity among educators.

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