

# MULTITASKING, JOB STRESS AND JOB PERFORMANCE OF UNIVERSITY TEACHERS



**A Research Project**

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We certify that the work presented in this research project, to the best of my knowledge is our own. All the sources used, and any help received in the preparation of this thesis have been acknowledged. We hereby declare that we have not submitted this material, either in whole or in part, for any other degree at this or any institution.

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## DEDICATION

*This research is wholeheartedly dedicated to our parents, who have always believed in me and supported us throughout our academic journey. Your unwavering love and encouragement have been our guiding light and to our siblings and all our friends for giving their constant support and strong motivation through tough time. We would also like to dedicate our research to our research supervisor, Dr. Saima Kalsoom who served as our mentor and guide. She has been a constant source of inspiration and encouragement for us to learn how to do research. She is a wonderful person and a knowledge institution to whom we constantly seek and rely on.*

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*We would like to express our gratitude to all those who assisted in the data gathering for this study, in addition to all the respondents. We would also acknowledge the authors of the scales in Urdu version that were used to collect the data (Motowidlo, Packard, & Manning, 1986) (Kushniryk, 2008) (Kalsoom & Kamal (2022), (Hanif, 2006), Rauf & Farooq (2014) for their permission to use their respective scales in our research. This whole thesis journey was not possible without the ultimate and immense role of our families and friends who helped us stay focused and kept us motivated throughout especially. We would like to thank Ms. Najmul Sadain, Mr. Omer Quraishi, Ms. Umul Saqlain, Mr. Syed Farooq Muhammad Ali, Ms. Maria Rashid, Mr. Syed Sajjad Ali Naqvi, Mr. Ahmed Ali, Ms. Maha Zia, Ms. Iqra Imtiaz, Ms. Sadaf Muddassir, Mr. Abrar Hussain, Mrs Rubina, Mr Kashif Hussain, Mr Faran, Mr Shaf and Mr Hamza Ameer who have supported us in data collection and made this journey possible.*

*(Muhammad Awais Abrar, Noor ul Ain & Zakeesh Muddassir)*

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## ABSTRACT

This study aims to investigate the relationship between Multitasking, Job Stress, and Job Performance of University Teachers belonging to age range (21-69) years. A sample of ( $N=250$ ) of university teachers participated in the study. Male respondent ( $n=120$ ) and female respondent ( $n=130$ ) out of whom ( $n=83$ ) were single/engaged, ( $n=147$ ), were married and ( $n=20$ ) were divorced. The three measures used in this current study are Communication Specific Multitasking Measurement Instrument (CSMMI) (Kalsoom & Kamal, 2022), Subjective Job Stress Scale (SJSS) (Rauf & Farooq, 2014), Teacher Job Performance Scale (TJPS) (Hanif, 2004). The findings showed that multitasking was found

to be positive significant predictor of job stress. Job Stress was found to be a significant negative predictor of Job Performance. However, while exploring the mediational role of Job stress for the relationship between multitasking and job performance of university teachers. The results revealed that subjective job stress emerged as a negative significant mediator between multitasking and job performance. This study has implications for the university teachers to manage their job stress while multitasking so they can boost their job performance.

## CHAPTER 1

### INTRODUCTION

Multitasking is a necessary component of daily living in today's technologically dependent environment. Reasonably, scholarly studies conducted over a 20-year period shown the profound impact that multitasking has on people's productivity. When you multitask, you may perform two tasks concurrently or switch between them. It entails handling the conflicting requests for a number of jobs, and the task is acknowledged as a distinct job action that has been accepted for a distinct objective. When a group is overly concentrated on a number of tasks, multitasking occurs at the organizational level and may have an impact on capacity. But it has been documented that trying to multitask has a number of drawbacks, including losing 40% of one's time switching activities (Mark et al., 2014). Due to the consequences and stress of multitasking, it is occasionally seen that truly critical issues and true hold up cannot be discovered in organizations; those who multitask are more stressed than those who are executing one activity at a time. People who multitask experience worry, work pressure, and restlessness as a result. In addition to the fact that multitasking is common, it is also viewed as a highly desirable attribute (Wang & There, 2012). An effort has been made in this research study to link multitasking to job performance and job stress.

In today's society, the term "multitasking" is increasingly prevalent. It refers to both the engagement of a single, continuous task that is completed in succession as well as the execution of several tasks. It's thought that some energy is continuously expended when moving from one activity to another. In order to multitask, one must transfer from one activity to another while also changing their own attention and focus. Elbridge (2000) defined multitasking as the practise of "engaging in rapid switches within different tasks" in order to finish several things at once.

Multitasking is necessary for various tasks, using cutting-edge technology, gadgets, media for information and communication, training in new activities, processing many information sources for decision-making, and learning new abilities are all tasks that need

multitasking (Kiefer, D. 2010). Different people react differently to multitasking in terms of behavior and performance. It has the potential to save costs and boost overall organizational performance if effectively implemented (Courage et al., 2015). However, if someone doesn't carry it out correctly, mistakes could occur, which could cause stress at work, accidents, and infrastructure breakdown, ultimately hurting their performance.

According to Freud and Ullsperger (2010), multitasking is viewed as a necessary component of modern job. When someone multitasks, they are either actively completing many things at once or are capable of focusing on multiple pieces of information at once. Your productivity and effectiveness will suffer if you multitask because your brain can only concentrate on one thing at a time. Trying to do two things at once is unlikely to succeed since the human brain can only focus on one thing at a time. Our brains are designed to concentrate on one thing at a time. The tasks the brain does now take longer because switching between actions requires more effort on the part of the brain. The fact that the same chores now take longer to complete than they would have in the past causes stress. Studies conducted by (Travis Bradley) have revealed that when we concentrate on one activity at a time, our productivity rises. When one's focus and attention are split between more than two activities at once, the quality of the work that is produced is significantly reduced. A person's ability to execute a certain set of tasks, rather than their age range, is what determines whether they can multitask, according to Paridon and Kaufmann's (2010) research. In terms of gender or age, there were no differences between the single-task and multitasking circumstances (Paridon & Kaufmann, 2010, p. 110). The type of work performed has an impact on one's ability to multitask, the researchers found. If someone was assigned a task that didn't take their full attention, they could be able to do it while working on another one. However, if they weren't, they would find that their inability to complete the responsibilities given to them. This finding shows that the age-related differences were minimal. The major difference between the age groups was that those between the ages of 41 and 50 had marginally worse multitasking abilities. 2010 (Paridon & Kaufmann).

A lot of studies suggest that simply thinking about multitasking may increase our performance by sharpening our concentration on the activities at hand. While attempting to do numerous tasks at once diminishes our capacity to do things well, this is not true for multitasking itself. In today's environment, multitasking is commonly praised as a speedier way to do more at work. The authors found that multitasking is actually less efficient because it takes longer to

switch between tasks each time. Joshua Rubinstein (2001) has proposed new conceptualizations of cognitive control. The first tactic, referred to as aim shifting, is deciding to switch tasks on purpose. The extra time it takes for the brain to fully switch attention and cognitive norms contributes to workplace inefficiency. Efficiency and job switching are significant challenges for managers, particularly those who oversee remote teams. In order to give the brain enough time to completely refocus, managers of virtual teams must encourage team members to concentrate on one activity at a time before moving on to the next.

Multiple studies have found that multitasking generally has more detrimental impacts than beneficial ones, especially in workplaces where employees must execute difficult tasks. Stress is a component of everyone's existence in the present era. We can see that one in five people suffers from depression or another health condition. According to the poll from 2013, 82.8% of students said they experienced general stress over the previous academic year (Mark, et al., 2014). Because of significant technological development, a competitive lifestyle, having to execute many activities while at work, and a number of other issues, job stress is an important concept to research. It is a result of or a reaction to particular environmental stimuli. Stress and mental and physical health are intertwined related problems. Multiple studies have found that multitasking generally has more detrimental impacts than beneficial ones, especially in workplaces where employees must execute difficult tasks. Stress is a component of everyone's existence in the present era. We can see that one in five people suffers from depression or another health condition. According to the poll from 2013, 82.8% of students said they experienced general stress over the previous academic year (Mark, et al., 2014). Because of significant technological development, a competitive lifestyle, having to execute many activities while at work, and a number of other issues, job stress is an important concept to research. It is a result of or a reaction to particular environmental stimuli. Stress and mental and physical health are intertwined.

The feeling of constant pressure and reluctance to report for duty are two ways that stress at work is sometimes described. Stress at work is a result of an imbalance between available resources, employee skill levels, and job requirements. The performance of the personnel is a major factor in the success of every business. The definition of stress is demanding work. Another way to characterise stress is as a refusal to going to work and a sense of ongoing pressure. The performance of an

organization's workforce has a significant impact on its effectiveness. High amounts of stress that people experience at work can significantly harm their performance.

Because stress is a universal element, it affects everyone. Employees in a range of businesses must deal with the stress issue. (2012) Islam et al. In general, those who are stressed out in their personal life are under strain. In addition to general physiological, psychological, and behavioural stress symptoms, A heavy workload can cause stress, which can show itself as apprehension about reporting to work and a sense of on-going pressure. Because stress generates unpleasant emotional and physical reactions when a person's abilities, resources, or requirements are not supplied by the demands of their job, the employee agreed that this could lead to poor health and even injury. impact of stress on workers' productivity. When a person's needs and the demands of their profession are in conflict, they experience job stress, which is characterised by physical, emotional, and mental pressure.

Not all stress at work is unhealthy. Job stress can occasionally drive employees to their absolute limits in an effort to produce exceptional work and push themselves to reach goals, but this is not always a good thing. It has been found that some employees struggle with their employment because they are either unqualified for them or the job itself. Similar to this, some employees find it challenging to push themselves to reach new professional heights, while others find it challenging. Although it occasionally forces employees to push themselves beyond their comfort zones in order to execute successfully and complete the task, occupational stress isn't always advantageous (Angerer, 2003).

Job stress is dangerous when it starts to have an adverse effect on employees' health. Numerous studies have shown a connection between long-term health problems in workers, such as high cholesterol, diabetes, depression, anxiety, and hypertension, and job stress (Karasek, 1979). Nevertheless, more than 36% of men and 44% of women abandon their employment because they can no longer handle the stress at work (Van et al. 2008). "Job-related stress" is a non-tangible component that refers to the notion that in order to develop, workers must experience a specific amount of good stress. However, this tension might become a challenge for some employees while being a stress for others. Everyone who works will surely encounter issues and feel some level of stress, whether they are employers or employees. However, healthy stress is fine as long as it doesn't have a harmful effect on the person's physical or mental health.

The degree of stress is influenced by a person's capacity to fit into or not fit into a work, not by the nature of the job (Hakanen et al. 2008). When discussing a corporation, the concept of stress is always accompanied by other concepts like performance, motivation, and staff wellness. Numerous research studies on employee stress levels have shown that firms regularly monitor the appropriate stress levels in order to increase employee performance.

Perhaps stress isn't necessarily a terrible thing. A motivator can also be the degree of strain or tension that periodically arises from the need to be eligible and fully participating in the competitive environment inside the current organisation. (2004) Doukakis et al. Stress happens when a person's knowledge and skills are out of alignment with the demands and pressures imposed on them. As a result, they find it difficult to manage their workload. When an employee's knowledge and talents aren't being used to their full potential and when the demands of their job are greater than they can handle, problems might arise. To ensure that staff can work comfortably, one of the crucial concerns the banking sector needs to solve is stress management. (S Leka, 2003)

According to Motowidlo and Kell (2012), job performance is characterised as a set of goals, observable behaviours, and metrics that the employee can manage and that have a goal that is consistent with the needs of the organisation. The entire expected value to the organisation of all a person's discrete behavioural episodes over the course of a predetermined length of time is what Motowidlo described as work performance in 2003. Two crucial components of this idea are emphasized by these academicians. Performance is mostly an amalgamation of a variety of discrete behaviours that occur throughout time. The second attribute to which performance refers is the expected contribution of a behavior to the organization. The two performance indicators that are most typically evaluated in pay-for-performance studies are the average performance as well as performance variation. According to Reb and Cropanzano (2007), average performance equalises an employee's contribution to a company. The average performance evens out outliers that may be caused by erratic external sources. Motowidlo and Kell (2012) define job performance as a group of objectives, observable actions, and measures that are controlled by the individual and have a clear focus on addressing the needs of the organisation. The entire expected value to the organisation of all a person's discrete behavioural episodes over the course of a predetermined length of time is what Motowidlo described as work performance in 2003.

These academics emphasise two key elements of this notion. Performance is mostly an aggregation of different distinct behaviours that take place across time. The second attribute, the behavior's predicted value to the organisation, is also referred to as performance. Mean performance and performance variation are the two performance measures that pay-for-performance studies most frequently look at. According to the 2007 study by Reb and Cropanzano, a worker's contribution to a company is balanced. An employee's average performance evens out variances that may be caused by sporadic, uncontrollable external influences.

Despite the fact that they include visible behaviours, studies on the subject hardly ever use observational approaches (Mouro et al., 2016). Since work performance functions as a complex, diverse, and dynamic theoretical construct, studies on the topic frequently struggle to reconcile their conceptual and empirical frameworks (Carlos & Rodrigues, 2016; Pandey, 2019). Due to its dynamic, adaptive nature and the requirement for quick feedback for interventions that aim to make improvements as soon as possible, It needs to be treated in a multifaceted way that also emphasises other elements and makes use of dynamic tools, including a temporal viewpoint (Sandall & Mouro, 2020). The various variables that determine how successfully a job is done include the nature of the task, worker characteristics, organisational norms created for the performance of each role, each employee's grasp of the corporate goals, and their stage of development. As a result, work performance cannot remain static and must evolve over time, either as a result of adjustments to the expectations an organisation has for its employees or as a result of those people' own professional development (Campbell & Wiernik, 2015; Sonnentag et al., 2008).

## **Literature Review**

### ***Multitasking And Job Stress***

The type of employment, employee qualities, and organisational norms established for the performance of each role, and each employee's understanding of the organisational goals and their stage of development are among the many factors that affect how well a job is done. As a result, work performance cannot remain static and must evolve over time, either as a result of adjustments to the expectations an organisation has for its employees or as a result of those people' own professional development (Campbell & Wiernik, 2015; Sonnentag et al., 2008).

Many studies have also shown that many workers experience high levels of stress while multitasking. According to one of the research, people who frequently multitask reported feeling more stressed and frustrated than people who did not multitask as much. According to the study, multitasking decreases productivity and raises error rates. (Gloria Mark, Jeffrey Harris, and Victor M. Gonzalez, 2005. According to Zhang et al. (2019), multitasking has a negative impact on an employee's performance at work because it can lower the calibre of output and result in significant fatigue and stress. In contrast to those who do not multitask, another study showed that stress brought on by multitasking might also produce sadness and anxiety. The study found that multitasking can be detrimental to one's mental health and that limiting it may be beneficial for employees' physical and mental wellbeing. 2020 Altman et al.

### **Multitasking and Job Performance**

Although multitasking is relatively popular in the workplace of the modern era, its impacts on productivity are yet unknown. Numerous studies conducted worldwide have shown that multitasking frequently has a detrimental impact on an employee's performance and lowers the quality of work. Here are a few research that demonstrate the link between multitasking and poor work performance. One study found that multitasking should be avoided at work because it has a negative impact on job performance and consequently lowers productivity levels. 2010 (Paridon & Kaufmann). According to a different study, persons who are compelled by their employers to multitask are typically less productive and perform poorly compared to those who choose to multitask and can plan their day according to their priorities. (2012) Buser and Peter. According to a study by Zhan et al. (2021), multitasking has a negative impact on work performance more when the tasks are complicated and time-consuming and demand greater mental effort and focus.

### **Job Performance and Job Stress**

Performance, according to Meneze (2006), is the capacity of an employee to produce work, products, and services that are at least as good as those required by the employer.

Performance is the quantity and quality of work done after deducting the cost of the resources needed to complete the task. From the perspective of management, according to

Mathis and Jackson (2000) and Steers (1991), it is crucial to take into account a variety of behaviours that are known to occur as a result of persistent stress.

Modern discussions of the "process" of stress in the workplace typically start with the premise that stress is caused by an environment-person mismatch, in which internal or external forces drive the person's adaptive capabilities to their breaking point. It is doubtful that two people will tackle the same work in the same way, though, because personal attributes also affect stress. Some personality types tend to put themselves under more stress than other personality types, such as addicted to work who feel pressure to always be on time and meet deadlines.

### **Job Stress on Job Performance**

Workplace stress has negative impacts. Stressed-out people find it challenging to satisfy corporate requirements due to burnout on a physical, psychological, and organisational level. (2011) Khattak and company. Employees in service industries experience significant levels of work-related stress, which, according to Ismail & Hong (2011), is the main cause of their subpar performance at work. Stress at work has a negative impact on women's wellness because it makes them feel resentful and hostile towards their employers and, as a result, lowers their performance.

Most employees in organisations claim to be under stress at work, which affects performance. According to (Tsaur & Tang, 2012) and (Barbara et al. 2009), the condition of "high demand and low control" is strongly linked to heart and circulation issues, anxiety, demoralisation, and depression, drug and alcohol use, as well as susceptibility to a number of infectious diseases. Heart, anxiety, depression, and conflict-related disorders are all highly prevalent in those who are in a "high effort and low control" state. High rates of back pain and receptive strain injuries occur when both of these conditions are present. The combined effect of these two factors reduces workers' performance.

Workplace stress affects employees' physical, psychological, and financial well-being, according to Pediwal (2011). According to Malik (2011), stress makes people miss work and take unplanned vacations. Stress makes employees leave their professions more frequently, This, according to Shehzad et al. (2011), has an effect on both employee and organisational performance.

Employee performance is directly impacted by stress, and the two are related since stress is necessary for human life. Role ambiguity, work relationships, job security, lack of job autonomy, work-home integration, pay and benefits, and a lack of management support are among the main causes of workplace stress, according to Salami et al. (2010). Coetzee and Devilliers (2010) also make mention of these. These pressures have decreased employee involvement. (2010) Employee involvement has reduced as a result of these stresses. Nowack (2010) Workforce performance suffers as a result. The majority of workers—between 40 and 60 percent—believe that their jobs are stressful and have a significant negative influence on their health and family lives. More than 50% of American women have decided to forgo professional jobs despite significant financial investment in formal education and training, and more than 70% of American workers believe there is no suitable balance between work and family life.

Since stress has a direct effect on an employee's health and performance, it significantly affects the organisational problem. (Jing, 2008) Stress has both helpful and negative effects on people. Employee motivation is its initial favourable effect, but if it persists for a while, it has a negative impact by raising impatience, anxiousness, and tardiness. If workplace stress isn't addressed, the company's profitability would steadily deteriorate, according to Ongori and Agolla (2008). Lambert and co. (2007) Female employees are more affected by workplace stress than male employees are. With ageing, stress at work also increases. (Shah, 2003) It has been found that hyperstress, which produces physical and psycho-physiological disorders, is the root cause of poor health.

Stress has a huge impact on the organisational problem because it directly impacts an employee's health and productivity. (Jing, 2008) Both positive and negative effects of stress can be shown in people. It initially motivates workers, but if it lasts for a while, it has a negative effect by increasing annoyance, nervousness, and tardiness. (2008) Agolla and Ongori Neglecting workplace stress will eventually result in a decline in the organization's profitability. (2007). The Lambert et al. Compared to male employees, female employees are more affected by workplace stress. With ageing, so does workplace stress. (Shah, 2003) Hyper stress, which produces physical and psycho-physiological disorders, is now known to be the root cause of poor health.

### **Multitasking, Job Stress and Job Performance**

Workplace stress, multitasking, and performance all negatively impact each other. While multitasking and job performance are not directly related to one another, they are indirectly related to one another in terms of job stress.

According to a study by Rupp et al. (2018), multitaskers report higher levels of stress but lower levels of performance and productivity, as well as lower levels of job satisfaction. The study also found a negative correlation between multitasking, job stress, and job performance.

## **Theoretical Framework**

### **Theories of work-related stress**

Stress, according to Cox & Griffiths (2010), is considered in contemporary theories of stress as a dynamic interaction between the person and their environment rather than being a reaction to or an external event.

In order to understand how someone recognises, experiences, and responds to stressful events, how they strive to deal with that experience, and how it could influence their mental, physical, psychological, and social well-being, perception, cognition, and emotion are crucial psychological processes that are either openly or subtly recognised by modern theories of stress.

### **Job Demand-Control (Support) Theory**

For more than 20 years, the Job Demand Control (JCD) model and its enlarged variant, the Job Demand Control-Support model, have dominated the study of occupational stress. According to the JCD model, the interaction between two components of the workplace—psychological job demands and job control—results in job strain.

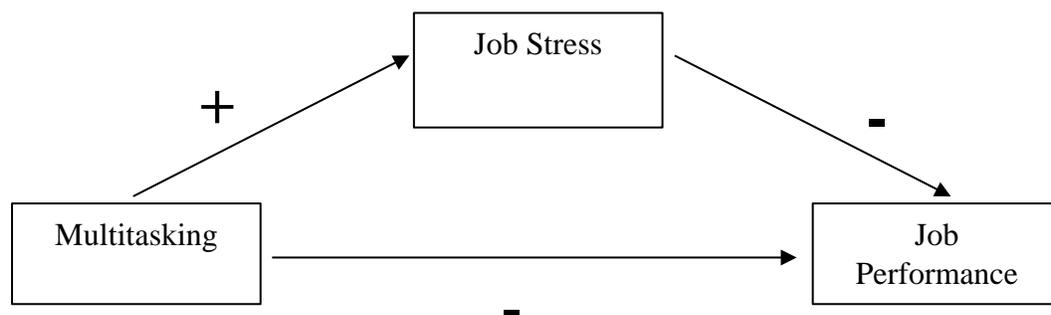
Workload has historically been associated with psychological pressures that primarily operated in terms of time pressure and role conflict, according to Karasek (1985). However,

interpersonal conflict elements, cognitive and emotional demands, and emotional demands now constitute the current definition of psychological demand.

### Effects of stress on job performance

This theory offers a complete, evidence-based explanation of the relationship between work performance and occupational stress. The author provides a synopsis of the subject, an explanation of key terms and concepts, and a list of pertinent theoretical models of the stress process. Jex, S. M. (1998) looks into the relationships between important work-related stressors and a variety of performance indices, including workload, interpersonal conflict, and a lack of control. He also looks at a number of other factors that might affect the connection between job performance and occupational stress, including gender variations, age, personality, and job experience.

### Conceptual Framework



### Rationale

This study aims to examine the relationships between multitasking, job stress, and job performance of university teachers. Multitasking has become frequently prevalent in the fast-paced work environments of university teachers. Understanding how multitasking affects their job-related outcomes is crucial for assessing their ability to perform effectively. Multitasking can lead to increased job stress among university teachers due to factors such as overload and time pressure. This can negatively impact their overall job performance. Multitasking also have adverse effects on job performance. Dividing attention and cognitive resources among multiple tasks can reduce

concentration and efficiency, potentially compromising the quality of teaching, research productivity, and overall job performance. By examining the mediation, the study aimed to understand how multitasking indirectly affects job performance through its influence on job stress levels. The findings of this study provided practical insights for universities and educational institutions. Understanding the negative relationships between multitasking, job stress, and job performance can inform the development of interventions and strategies for job stress in general.

### **Research Objectives**

1. To discover the connection between multitasking, job stress and job performance of university teachers.
2. Investigate how job stress mediates the association between multitasking and university teachers performance at work.
3. To study the impact of demographic variables (respondent's gender, age, education, university, department, marital status, family system, current job experience, overall job experience, personal salary, family salary, timing).

### **Hypotheses**

1. There will be a positive relationship between multitasking and job stress among university teachers.
2. There will be negative relationship between multitasking and job performance among university teachers.
3. There will be negative relationship between job stress and job performance among university teachers.
4. Job stress will be mediating the relationship between Multitasking and Job performance of university teachers.

## **CHAPTER 2**

### **Method**

#### **Research Design**

The study is quantitative research and cross sectional.

#### **Participants**

The sample size was ( $N= 250$ ), university teachers (men= 120) and (women=130) with the age range of (21-69) years were selected from various universities that were Bahria Univeristy, National University of Science and Technology (NUST), COMSATS, Iqra University, National university of Modern Languages (NUML), Quaid-e-Azam University, Foundation for Advancement of Science and

Technology (FAST), Shaheed Zulfikar Ali Bhutto Institute of Science and Technology (SZABIST) located in Rawalpindi/Islamabad. G power was used to calculate the sample size and the obtained value was 189 participants. The tenure period was of 1 to 40 years. Sample was collected through convenient sampling.

### **Inclusion Criteria of Participants**

1. University teacher is as permanent faculty at the university level.

### **Exclusion Criteria of Participants**

- (1) University teacher that are on probation period of are visiting Faculty

### **Operational Definitions**

The constructs (variables) of the present research study are explained in this section.

#### **Multitasking**

When you focus on many things at once, whether they are completed simultaneously or by continuously moving between them, you are said to be multitasking (Waller, 1997).

#### **Job Stress**

According to Frank Morelli, M.A., stress can be operationally described as the process by which the body's coping mechanisms adjust to external stimuli and changes in the environment.

#### **Job Performance**

Viswesvaran and Ones (2000) provided a more up-to-date definition of work performance as the activities and outcomes that individuals take to support organizational goals. Work performance, as defined by Motowidlo (2003), should take into account both task performance and contextual

performance. Work performance is the effectiveness of individual actions that support organizational goals.

### **Demographic Data Sheet**

The demographic sheet contains informed consent of the participants that willingly agreed to be a part of the research. They filled form if they wanted their results to be part of the results. The demographic sheet included questions like gender, age, university, department and family income, etc. they were also asked the questions like time they are in the university.

### **Subjective Job Stress Scale (SJSS)**

The Subjective Job Stress Scale (Motowidlo, et al., 1986) is a four-item scale designed to gauge

what stressed-out employees and the workforce consider their jobs to be. There are four items, and two of them (items #2 and #4) are scored in reverse. This scale was written in English and later translated by (Rauf & Farooq, 2014) into Urdu. Because it was unreliable, item 2 was left out. Each response was recorded on a 5-point Likert scale, with strongly disagreeing responses denoted by 1 and strongly agreeing responses denoted by 5.

### **Teacher Job Performance Scale (TJPS)**

Teacher Job performance scale is a 25-item scale aimed at the efficiency of teachers; therefore, effective job performance is a must for educational improvement. This scale was also translated in Urdu (Hanif, 2004). The English scale had 25 items and translated version, which was used, had 24. Responses were recorded on 5-point Likert scale that ranged from strongly agree (1) to strongly disagree (5). There were 4 subscales teaching skills that had items from 1 to 6, management skills that had items from 7 to 12, discipline and regulatory skills that had items ranging from 13 to 18, and interpersonal skills, items ranging from 19 to 25. Item 25 was omitted due to low reliability.

### **Communication Specific Multitasking Measurement Instrument (CSMMI)**

We urgently need the rapidly evolving concept of multitasking. creating a trustworthy tool to evaluate multitasking abilities and behaviours across a range of sociocultural circumstances. To achieve this, the Communication Specific Multitasking Measurement Instrument Kushniryk, 2008, a previously developed measure, has been offered in this study as a cultural adaptation (via back translation). It was written in Urdu by Kalsoom & Kamal (2022). It had 19 items, and the responses were recorded on a 5-point Likert scale, with strong disagreement being the lowest response and strong agreement being the highest. A general multitasking ability subscale with three items (items 6, 7, 8, 11, 15, 16, and 17) was present. Ability to accomplish two or more primary jobs at once that included items 1, 2, 3, 5, 9, 10, 14, 18, and 19. Ability to perform primary and secondary tasks simultaneously (12, 13).

### **Procedure**

After the participants were selected, they were given an informed consent to ensure their consent throughout the study. After their willingness, they were given detailed idea about the research and the questionnaires. The participants were also given withdrawal rights and it was clearly mentioned that if the participants had any query, researchers contact details were given. All the questionnaires, informed consent and demographic sheet were included in the survey. The questionnaires were used after their owner agreed on using the scales.

After that, university teachers of Islamabad filled the data. The time required to fill the form was 10 to 15 minutes, as it was in Urdu so people took time to understand and respond. They were highly acknowledged for their precious time, then analysis was run and results were drawn.

Permissions were taken by the supervisor before conducting the research. Then permissions were taken by the authors as their scales were being used. The participants also took informed consent. They were also given withdrawal rights and researchers contact details, if they wanted to know the results. Researchers made this sure that their data is completely safe with them and it will

only be used for research process. In addition, no harm was made to any participant, physical, psychological or mental. The participants were given complete honest and clear objectives of the research. The study was conducted under the supervision of the respective supervisor.

### **CHAPTER 3**

#### **RESULTS**

The current study is planned to investigate the relationship of multitasking, subjective job stress and teachers job performance of university teachers in Islamabad and Rawalpindi, Pakistan. To explore the mediating role of job stress in understanding the relationship between multitasking and job performance conceptually proposed mediation model was also tested in SPSS process macro after data was collected from different universities, data of the study, descriptive statistics, reliability coefficients, and correlation coefficients were estimated for the analysis. The hypotheses based on all the demographic variables taken in this study were tested. Details of demographic variables of the sample are given Table 1.

**Table 1***Descriptive Statistics of the Demographic Characteristics of the Sample (N=250)*

<b>Demographic variables</b>		<i>f</i>	<i>%</i>	<i>M</i>	<i>SD</i>
<b>Gender</b>	Male	120	48.0		
	Female	130	52.0		
<b>Age</b>				38.55	9.768
21 to 30		54	51.6		
31 to 40		109	48.4		
41 to 69		87	34.8		

<b>Education</b>			2.90	1.140
Bachelors/Masters	112	44.8		
M.phil/PhD	138	55.2		
<b>University</b>			4.69	3.024
Semi-Government	86	34.4		
Government	97	38.8		
Private	27	10.8		
OTHERS	40	16.0		
<b>Department</b>				
Psychology	61	24.4		
Islamic Studies	35	14.0		
Management Sciences	60	24.0		
Engineering	36	14.4		
Others	58	23.2		
<b>Marital Status</b>			2.58	.867
Single	83	33.2		
Married	147	58.8		
Divorced	20	8.0		
Family System			1.44	.497
<b>Overall Job Experience (in years)</b>				
1 to 5	61	24.4		
6 to 10	123	49.2		

11 to 40	66	26.4		
<b>Current Job Experience (in months)</b>			39.19	58.859
<b>Personal Salary (per month)</b>				
20,000 to 70,000	57	22.8		
75,000 to 100,000	103	41.2		
110,000 to 200,000	52	20.8		
250,000 to 800,000	38	15.2		
<b>Family Salary (per month)</b>			192020.00	163414.826
<b>Timings (in hours)</b>			6.74	2.044
4 to 6	129	51.6		
7 to 10	121	48.4		

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*Note: f=frequencies of demographic variables, % = percentage M= mean and SD= standard deviation*

Interpreting Table 1 allows to deduce that 120 individuals (48.0%) were males, while 130 individuals (52.0%) were females. Furthermore, respective frequencies and percentages of all the demographic variables of the sample selected in this study are given in Table 1 respectively.

The mean age of the respondent was 38.55 years with a standard deviation of 9.768.

The average education of the respondents in terms of academic years was 2.90, having a standard deviation of 1.140.

The mean of marital status was 2.58, and a standard deviation of .867.

The average response received for the family system was 1.44, having a standard deviation of .497. The mean for current job experience per months was 39.19 with the standard deviation 58.859.

The mean of overall job experience in years was 9.80 and standard deviation was 6.974. Mean of personal salary per month was 131044.00, and the standard deviation was 97446.114.

The average of family salary per month was 192020.00, with the standard deviation of 163414.826. Mean of timings of job in hours was 6.74, and the standard deviation was 2.044.

The respondents were asked if they can do multitasking or not. 219 individuals (87.6%) responded as yes, while 24 individuals (9.6%) responded as no.

## **Table 2**

*Descriptive and statistical analysis of multitasking, its subscales, job stress and job performance and its subscales. (N=250)*

<i>Variables</i>	<i>K</i>	<i>Range</i>		<i>M</i>	<i>SD</i>	<i>α</i>
		<i>Min</i>	<i>Max</i>			
Multitasking scale	19	37.00	91.00	57.62	8.53	.62
GTS	7	7.00	51.00	19.67	4.97	.55
APTMPTS	10	17.00	50.00	32.48	5.79	.66
APPSTS	2	2.00	8.00	3.476	1.64	.76
SJSS	3	3.00	15.00	8.23	2.67	.54
TJPS	24	24.00	91.00	47.96	12.45	.89
TS	6	6.00	24.00	12.65	3.41	.65
MS	6	6.00	24.00	12.33	3.63	.66
DARS	6	6.00	26.00	10.58	4.29	.81
IS	6	6.00	22.00	12.40	3.89	.71

*Note: K= numbers of items, M = mean, SD = standard deviation and α = Cronbach alpha reliability, MT= multitasking, GT= general multitasking, APTMPTS= ability to perform two/more primary tasks simultaneously, APPSTS= ability to perform primary and secondary tasks simultaneously, SJS= subjective job stress, TJP= teachers job performance, TS= teachers' skills, MS= management skills, DAR== discipline and regulatory skills, IS= interpersonal skills.*

The results in Table 2 shows descriptive and statistical analysis of multitasking, and its subscales (general multitasking scale, ability to perform two or more tasks simultaneously scale, ability to

perform primary and secondary tasks simultaneously scale), subjective job stress scale and also teachers job performance scale and its subscales (teaching skills, management skills, discipline and regulatory, interpersonal skills).

Result showed that there were 19 items in multitasking scale, mean was 57.62, standard deviation was 8.53, Cronbach alpha reliability was .62, and range was from 37.00 to 91.00.

There were 7 items in general multitasking scale with .55 Cronbach alpha reliability. There were 10 items in ability to perform two or more tasks simultaneously scale with .66 Cronbach alpha reliability. There were 2 items in ability to perform primary and secondary tasks simultaneously

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<i>Variables</i>	<i>MT</i>	<i>GT</i>	<i>APTPTS</i>	<i>APPSTS</i>	<i>SJS</i>	<i>TJP</i>	<i>TS</i>	<i>MS</i>	<i>DAR</i>	<i>IS</i>
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scale with .76 Cronbach alpha reliability.

There were 3 items in subjective job stress scale, mean was 8.23, standard deviation was 2.67 range was 3.00 to 15.00 with .54 Cronbach alpha reliability.

Teachers job performance scale had 24 items mean was 47.96, standard deviation was 12.45, with .89 Cronbach alpha reliability, and range was from 24.00 to 91.00. Teaching skills had 6 items with .65 Cronbach alpha reliability. Management skills had 6 items, and Cronbach alpha reliability was .66, the items of discipline and regulatory were 6 with .81 Cronbach alpha reliability. The items of interpersonal skills were 6 with .705 Cronbach alpha reliability.

### **Table 3**

*Bivariate correlation analysis between (N=250) MT= multitasking, GT= general multitasking, APTPTS= ability to perform two/more primary tasks simultaneously, APPSTS= ability to perform primary and secondary tasks simultaneously, SJS= subjective job stress, TJP= teachers job performance, TS= teachers skills, MS= management skills, DAR== discipline and regulatory skills, IS= interpersonal skills*

<b>1.MT</b>	<b>1</b>	.561***	.590***	.063	-.164**	-.030	.010	.051	.041	.024
<b>2. GT</b>			.011	.035	-.117	-.032	.002	.069	.040	.022
<b>3.APTMPTS</b>				-.064	.060	.092	-.066	-.120	-.025	-.081
<b>4. APPSTS</b>					.135*	-.750***	.429***	.679***	.751***	.551***
<b>5. SJS</b>						-.196**	.137*	.177**	.144*	.130*
<b>6. TJP</b>							-.775***	-.846***	-.793***	-.804***
<b>7. TS</b>								.596***	.491***	.480***
<b>8. MS</b>									.620***	.573***
<b>9. DAR</b>										.582***
<b>10. IS</b>										<b>1</b>

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\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

*MT= multitasking, GT= general multitasking, APTMPTS= ability to perform two/more primary tasks simultaneously, APPSTS= ability to perform primary and secondary tasks simultaneously, SJS= subjective job stress, TJP= teachers job performance, TS= teachers skills, MS= management skills, DAR== discipline and regulatory skills, IS= interpersonal skills.*

The correlation results in Table 3 show that multitasking is positively non-significantly correlated with management skills, discipline and regulatory, and interpersonal skills, but negatively non-significantly correlated with the teachers' job performance scale and its subscale teaching skills. In contrast to teaching skills, managerial skills, disciplinary and regulatory abilities, and interpersonal skills, which are all positively non-significantly connected with general multitasking, general multitasking is adversely non-significantly correlated with teachers' work performance scale. Teachers' job performance rating and their capacity to do two or more primary activities simultaneously are positively but insignificantly associated. The ability to perform two or more primary activities at once is

negatively non-significantly linked with the subscales of the work performance scale for teachers that measure teaching abilities, management skills, disciplinary and regulatory skills, and interpersonal skills. In contrast to its subscales (teaching skills, managerial skills, discipline and regulatory, and interpersonal skills), the ability to do primary and secondary activities simultaneously is positively substantially connected with job performance for teachers.

Subjective job stress is negatively significantly correlated with multitasking, and positively significantly correlated with its subscale ability to perform primary and secondary tasks simultaneously, whereas, its subscales general multitasking is negatively non-significantly correlated and ability to perform two/more primary tasks simultaneously positively non-significantly correlated with subjective job stress scale. Teacher's job performance scale is negatively significantly correlated, whereas, its subscales that are teaching skills, management skills, discipline and regulatory skills, and interpersonal skills are positively significantly correlated with subjective job stress scale.

## Mediation

It was hypothesized that Job Stress will act as a mediator between Multitasking and Job Performance. Mediation analysis was carried out between Multitasking Job Stress and Job Performance, using *PROCESS* macroMACRO, (Hayes, A. F, 2012). See table 4.1

**Table 4**

*Mediation Analysis between Multitasking and Job Performance through Job Stress (N=250)*

<i>Antecedent</i>	<i>Consequent</i>					
	<i>Job Stress</i>			<i>Job Performance</i>		
	<i>Coeff.</i>	<i>SE</i>	<i>p</i>	<i>Coeff.</i>	<i>SE</i>	<i>p</i>
Multitasking	-.195	.017	.002	-.095	.084	.257
Job Stress	-	-	-	-.206	.303	.001
Controls						
Age	.036	.017	.256	.005	.082	.955
Gender	-.044	1.246	.035	.555	1.589	.727
	$R^2 = .043$			$R^2 = .042$		
	$F(3.725)$			$F(2.711)$		

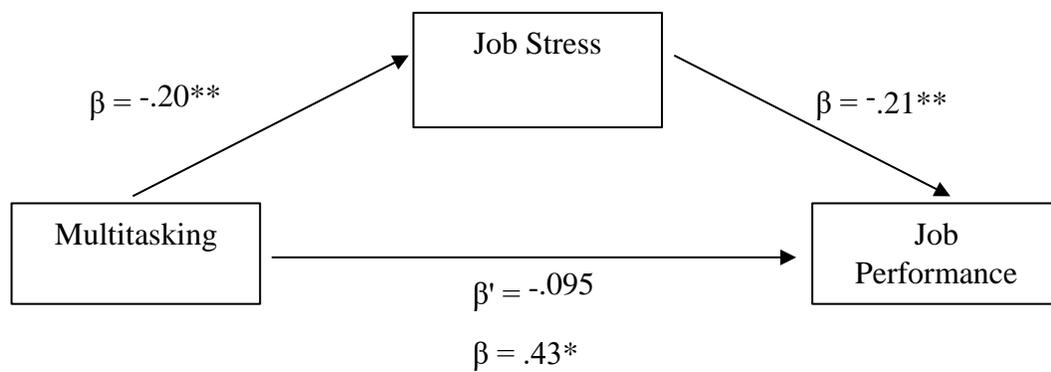
*Note: Coeff= standardized regression coefficient, p= Significance Level*

Mediation results Table 4 indicated that Multitasking was found to be negative significant predictor of Job Stress. As when multitasking is high job stress scores low. Whereas Job Stress was found to be significant negative predictor of Job Performance, as when job stress is high the

performance scores low. Indirect effect (effect= .052, BootLL= .007, BootUL= .111) however the direct effect of Job Stress was found to be negatively significant between Multitasking and Job Performance.

Figure 1

*The Statistical Model of Mediation Analysis*



**CHAPTER 4****DISCUSSION**

The purpose of this study was to investigate the relationship between Multitasking, Job Stress and Job Performance among university teachers in Pakistan. To achieve this objective, data was collected from different universities in Islamabad and Rawalpindi. To analyze the data of the study, descriptive statistics, reliability coefficients, and correlation coefficients were estimated. To explore the mediating role of job stress in understanding the relationship between multitasking and job performance a mediation model was also tested in SPSS process macro. Furthermore, hypotheses based on the demographic variables taken in the study were established through an independent sample (t-test). The discussion is presented in the light of literature review, theoretical background, and cultural context. Detail discussion of these results of this study is given as follows.

First of all, it was hypothesized that there is likely to be positive relationship between multitasking and job stress of the university teachers. In the current study there is a negative correlation between multitasking, subjective job stress which disproves hypothesis 1. Science says that the brain can effectively operate only one or two ideas or tasks at the same time. When two or more tasks of the same degree are managed, the brain's normal reaction is to slow the work down. Which occurs less productivity, instead of boosting it. UCLA psychologists report that multitasking can also affects one's ability to learn. This is very damaging to employers who constantly need to present new software to their employees in order to stay determined. A sharp learning turn can take away from valuable time spent on other important company processes.

The hypothesis 2. shows the negative relationship between multitasking and job performance which indicates that high amount of multitasking can cause impact on job performance. Which later was proved, apart from that, multitasking and job performance has an indirect relation with each other by the mediating role of job stress.

Hypothesis 3. indicates a negative relationship between job stress and job performance of university teachers, demonstrating that when job stress levels are high, job performance is impacted by this and slows down, as was demonstrated in another study, according to Davis & Newstrom (2008). Job performance can be aided or harmed by stress depending on the severity of the stress. Since there would be no challenge at work without stress, performance would typically deteriorate. When stress levels increase, workers typically perform better at work because stress motivates them to give their tasks their full attention. If a positive stimulus encourages employees to respond to workplace barriers, stress steadily increases until it reaches a constant degree that nearly fits the employee's performance potential. At this stage, it's less likely that more stress will improve performance at work.

Additionally, according to Davis & Newstrom (2008), if stress levels rise too much, work performance will start to decline since stress makes it harder to complete tasks. Employees become uncontrollable, unable to make judgements, and unpredictable in their behaviour. According to Davis and Newstrom (2008), the worst outcomes include poor work performance, staff issues, becoming unwell and unable to work, despair, leaving, or refusing to work in order to avoid stress.

## **Conclusion**

As a result of the study's findings, it can be said that multitasking, work stress, and job performance all have a strong unfavourable association. The study also discovered that the link between multitasking and job performance is mediated by job stress. These results highlight the importance of addressing job stress in preventing the low job performance in university teachers.

## **Limitations and Future Considerations**

Following are the few limitations of this research.

- There are chances that several constraints to this study may have impacted the causality inferred from the results of this study, as it is cross-sectional research.
- The sample size in terms of gender was not equivalent, as the ratio of female respondents was high in comparison to male respondents which might be incorporated in future studies.

- The study was conducted within a very limited time frame and with restricted resources which may have impacted the quality of research.
- Furthermore, it is only applicable for the university teachers in Pakistan, as the participants were selected from the different universities of Islamabad/Rawalpindi only. This may limit the generalizability of the findings of this research.

It is recommended that future research should use larger samples to address the study's limitations in order to overcome them.

### **Implication**

- These results are useful for understanding the association between multitasking, job stress and job performance of university teachers of Pakistan.
- Based of the findings of the study, training and workshops should be entertained for teachers to reduce job stress and increase multitasking.

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## APPENDICES

### Annexure A

#### تحقیق شرکت کنندگان کیلئے معلوماتی شیٹ تحقیق شرکت کنندگان کیلئے معلوماتی شیٹ

- ہم شعبہ نفسیات ، بحریہ یونیورسٹی، اسلام آباد میں نفسیات کی تربیت لے رہے ہیں۔ یہ ریسرچ ہمارے حقیقی مقالہ (Thesis) کا حصہ ہے جس کا عنوان ”Multitasking, Job Stress and Job Performance among University Teachers“ ہے۔ آپ کا اس تحقیق میں حصہ لینے سے پہلے یہ جاننا ضروری ہے کہ یہ تحقیق کیوں کی جا رہی ہے اور اس میں آپ کو کیا کرنا ہوگا۔ براہ مہربانی ذیل میں دی گئی معلومات کو غور سے پڑھیں۔ **تحقیق کا مقصد**
1. اس تحقیق کا مقصد یہ جاننا ہے کہ " ملٹی ٹاسکنگ اور کام کشیدگی کا کام کی کارکردگی پر کیا اثر ہوتا ہے۔"
  2. اس مقصد کو پورا کرنے کے لیے کچھ سوال نامے ترتیب دئیے گئے ہیں جو آپ کو دئیے جائیں گے ان کی مدد سے معلومات فراہم کرنی ہیں۔ حاصل کردہ معلومات کو باقی شرکت کنندگان کی معلومات کے ساتھ ملا کر استعمال کیا جائے گا۔
  3. ان معلومات کا تجزیہ شماریاتی کمپیوٹر کے پروگرام کی مدد سے کیا جائے گا جس میں کسی بھی شرکت کنندہ کی شناخت ظاہر نہیں ہوگی۔
  4. تمام شرکت کنندگان کی فراہم کردہ معلومات کا اکٹھے اور علیحدہ بھی تجزیہ کیا جاسکتا ہے لیکن اس سے آپ کو کسی قسم کی پریشانی کا سامنا نہیں کرنا پڑے گا۔

#### حقوق

- یہ آپ کی مرضی پر منحصر ہے کہ آپ
1. اس تحقیق میں شامل ہوں
  2. سوالنامہ میں موجود کسی سوال کا جواب نہ دیں
  3. ہمیں بغیر وجہ بتائے اس تحقیق سے کسی بھی وقت دستبردار بھی ہوجائیں
  4. ہم آپ سے حاصل کی جانے والی معلومات کو صیغہ راز میں رکھنے کے پابند ہیں مگر آپ کی بہتری یا کسی قسم کی رہنمائی کے لیے اگر یہ معلومات آپ کو درکار ہوں تو آپ تحقیق کنندہ سے رابطہ کر سکتے ہیں۔
  5. ہماری پوری کوشش ہوگی کہ آپ کو اس تحقیق کی وجہ سے کسی بھی ذہنی دباؤ یا پریشانی کا سامنا نہ کرنا پڑے اگر ایسا ہوتا ہے تو آپ ہمیں فوراً مطلع کریں تاکہ آپ کو مناسب پیشہ ورانہ رہنمائی اور مشاورت فراہم کی جائے جس کے لیے آپ کو کوئی فیس ادا نہیں کرنی پڑے گی۔

رابطہ کے لیے  
ایڈریس سپروائزر  
ڈاکٹر صائمہ

skalsoom.buic@bahria.edu.pk

سٹوڈنٹ  
محمد اویس ابرار

awais.abrar01@gmail.com

ان تمام معلومات کو سمجھنے کے بعد اس تحقیق میں شمولیت کا فیصلہ آپ کے ہاتھ میں ہے اگر آپ اس معلوماتی شیٹ کو سمجھتے ہوئے اس تحقیق میں حصہ لینا چاہتے ہیں تو برائے مہربانی شیٹ نمبر کو پُر کر کے دستخط کر دیجئے۔ آپ کے قیمتی وقت اور تعاون کے لیے ہم آپ سے حدشکر گزار ہیں۔

### اجازت نامہ

تحقیق کنندہ کا نام: محمد اویس ابرار، نور ال عین، ذکیش مدرثر

سپروائزر کا نام: صائمہ کلثوم

میں تصدیق کرتا/کرتی ہوں کہ مجھے موجودہ ریسرچ /تحقیق جس کا عنوان ""کے مقاصد اور نوعیت سے آگاہ کر دیا گیا ہے۔" "Multitasking, Job Stress and Job Performance among University Teachers"

نمبر شمار	ہاں	نہیں
1-	<input type="checkbox"/>	<input type="checkbox"/>
2-	<input type="checkbox"/>	<input type="checkbox"/>
3-	<input type="checkbox"/>	<input type="checkbox"/>
4-	<input type="checkbox"/>	<input type="checkbox"/>
5-	<input type="checkbox"/>	<input type="checkbox"/>

<input type="checkbox"/>	<input type="checkbox"/>	میری کوشش ہوگی کہ درست اور مکمل معلومات فراہم کی جائیں۔	-6
<input type="checkbox"/>	<input type="checkbox"/>	تمام فراہم کردہ معلومات کو سمجھتے ہوئے میں اس تحقیق میں شامل ہونے کے لیے رضامند ہوں	-7

تحقیق کنندہ کے دستخط \_\_\_\_\_ تاریخ \_\_\_\_\_

شرکت کنندہ کے دستخط \_\_\_\_\_ تاریخ \_\_\_\_\_

## Annexure B

### کوائف نامہ

1. جنس  مرد  عورت
2. عمر \_\_\_\_\_
3. تعلیم \_\_\_\_\_
4. یونیورسٹی \_\_\_\_\_ ڈیپارٹمنٹ \_\_\_\_\_
5. ازدواجی حیثیت \_\_\_\_\_
6. خاندانی نظام  انفرادی  جوائنٹ
7. کام کا تجربہ موجودہ \_\_\_\_\_ مکمل \_\_\_\_\_
8. ماہانہ اجرت ذاتی \_\_\_\_\_ خاندانی \_\_\_\_\_
9. کام کے اوقات \_\_\_\_\_
10. کیا آپ ملٹی ٹاسکنگ کر سکتے ہیں؟  ہاں  نہیں

سوالات				
				1 مجھے گاڑی / موٹر سائیکل یا سواری چلاتے ہوئے یا فون پر بات کرنا پسند ہے
				2 جب میں ورزش کر تار کرتی ہوں تو اکثر موسیقی مختار سنتی ہوں یاٹی وی دیکھتا دیکھتی ہوں
				3 ٹی وی دیکھتے میں اکثر پروگرامز تبدیل کرتا رہتا رہتی ہو
				4 میں لیکچر میں پڑھائے جانے والے مواد کو آسانی سے سمجھا اور ڈان نشین کر سکتا سکتی ہوں، جب کہ میں اس دوران کوئی غیر متعلقہ چیز کر رہا رہی ہوں۔
				5 میں کمپیوٹر پر کوئی اور کام کرتے ہوئے اکثر فوری پیغام رسائی (IM) کرتا کرتی ہوں۔
				6 بیک وقت بہت سے کام اکٹھے کرنا مجھے پانی تناؤ کا شکار کرتا ہے۔
				7 میں اکثر ایک کام کو پوری توجہ (کیسوٹی) سے مکمل کرنے کے بعد دوسرا کام شروع کرتا کرتی ہوں۔
				8 میں بیک وقت ایک سے زیادہ کام کرنے کی کوشش میں مغلوب (overwhelmed) محسوس کرتا کرتی ہوں۔
				9 میں فون پر بات کرتے ہوئے اکثر دوسرے کام کرتا کرتی ہوں۔
				10 میرے لئے وقت اکٹھے ایک سے زیادہ کاموں پر نظر رکھنا آسان ہے۔
				11 جب لوگ مجھ سے بات کر رہے ہوں تو مجھے اپنے کام پر توجہ دینے میں دشواری پیش آتی ہے۔
				12 مجھے پڑھتے ہوئے ٹی وی یا ریڈیو لگانا پسند ہے۔
				13 میں پڑھتے ہوئے کام کرتے ہوئے اکثر موسیقی سنتا ہوں اسنتی یاٹی وی دیکھتا دیکھتی ہوں۔
				14 میں ایک ہی وقت میں مختلف منصوبوں یا کاموں کو مکمل کرنے کو اکثر کوشش کرتا کرتی ہو
				15 میں اس معقولے سے متفق ہوں کہ دو چیز میں ایک ساتھ کرنا کچھ بھی نہ کرتا ہے۔
				16 بیک وقت ایک سے زیادہ کام کرنا مجھے تھوکا دیتا ہے۔
				17 میں عموماً کمپیوٹر استعمال کرتے ہوئے پروگرام یا براؤزرز بند کرتا کرتی ہوں دوسرے پروگرام یا براؤزر کھولنے سے پہلے
				18 میں اکثر اپنے کمپیوٹر پر بہت سارے پروگرام براؤزر کھلے رکھتا رکھتی ہوں۔
				19 میں ہو یا کھنا کھاتے ہوئے ٹی وی دیکھتا دیکھتی ہوں یا پڑھتا پڑھتی ہوں۔

## Annexure D

## Subjective Job Stress Scale

( سچیکٹو جاب سٹریس )

ہدایت:

مندرجہ ذیل بیانات آپ کی زمت کے دوران پیدا ہونے والے تناؤ (سٹریس، ٹینشن) سے متعلق ہیں۔ ان زدہ  کیجئے کہ آپ ہر بیان سے کس حد تک متفق یا غیر متفق ہیں۔

۱۔ میں اپنی زمت کی وجہ سے شدید درجہ کا تناؤ محسوس کرتا رہتا ہوں

مکمل اختلاف  اختلاف  معلوم نہیں  اتفاق  مکمل اتفاق

۲۔ بہت ہی کم چیزیں ایسی ہیں جو کام کے دوران میرے لئے تناؤ کا شہ ہوں

مکمل اختلاف  اختلاف  معلوم نہیں  اتفاق  مکمل اتفاق

۳۔ میرا کام (زمت) بے انتہا تناؤ سے بھرپور ہے

مکمل اختلاف  اختلاف  معلوم نہیں  اتفاق  مکمل اتفاق

۴۔ میں تقریباً کبھی بھی اپنے کام کے دوران تناؤ محسوس نہیں کرتا رہتا

مکمل اختلاف  اختلاف  معلوم نہیں  اتفاق  مکمل اتفاق

SJSS, (Motowidlo, Packard, & Manning, 1986).

Urdu Translation by, Khalida Rauf & Asim farooq (2014).

## Annexure E

## TEACHERS JOB PERFORMANCE SCALE FOR SELF RATINGS

نمبر شمار	بیانات	ہمیشہ زیادہ تر	اکثر	کبھی کبھی
1.	میں پڑھانے کے لئے مختلف طریقوں کا استعمال کرتی ہوں۔	.....	.....	.....
2.	میری کلاس کے زیادہ تر بچے اچھے نمبر لیتے ہیں۔	.....	.....	.....
3.	میں ہر بچے کی صلاحیت کے مطابق اسے پڑھاتی ہوں۔	.....	.....	.....
4.	میں پڑھانے کے لئے گھر سے تیاری کر کے آتی ہوں۔	.....	.....	.....
5.	میں مشکل اسباق بھی آسانی سے پڑھالتی ہوں۔	.....	.....	.....
6.	اگر کوئی طالبہ کلاس میں سوال کرے تو میں اسے ہر طرح سے مطمئن کرنے کی کوشش کرتی ہوں۔	.....	.....	.....
7.	میں نمبر لگانے میں نا انصافی نہیں کرتی۔	.....	.....	.....
8.	میں پڑھانے کے علاوہ اپنی ملازمت کی باقی ذمہ داریاں بھی اچھے طریقے سے پوری کرتی ہوں۔	.....	.....	.....
9.	میں اپنی غیر نصابی سرگرمیوں میں ڈیوٹی سے اپنی کلاس کی پڑھائی متاثر نہیں ہونے دیتی۔	.....	.....	.....
10.	میں اپنی ملازمت میں گھریلو ذمہ داریوں کو دخل انداز نہیں ہونے دیتی۔	.....	.....	.....
11.	میری ذمہ داریوں میں اگر کوئی تبدیلی کر دے تو میں اس سے مطابقت کر لیتی ہوں۔	.....	.....	.....
12.	میں اپنی کارکردگی کو بہتر بنانے کے لئے کوشش کرتی رہتی ہوں۔	.....	.....	.....
13.	میں باقاعدگی سے اسکول آتی ہوں۔	.....	.....	.....
14.	میں اسکول میں موجود ہوں تو ہمیشہ اپنی کلاس وقت پر لیتی ہوں۔	.....	.....	.....
15.	میں اپنے جیڑ میں غیر ضروری کام نہیں کرتی۔	.....	.....	.....
16.	میں اپنے ذمے لگائے گئے تمام کام وقت پر مکمل کر لیتی ہوں۔	.....	.....	.....
17.	میں اپنا سلیبس وقت پر ختم کروا دیتی ہوں۔	.....	.....	.....
18.	میں اپنی کلاس میں نظم و ضبط قائم رکھتی ہوں۔	.....	.....	.....
19.	پڑھائی کے علاوہ بھی طالبات کا کوئی مسئلہ ہو تو وہ حل کرنے کی کوشش کرتی ہوں۔	.....	.....	.....
20.	میرے تعلقات اپنی ساتھی اساتذہ کے ساتھ اچھے ہیں۔	.....	.....	.....
21.	میں ہر کام میں اپنی ساتھی اساتذہ کے ساتھ تعاون کرتی ہوں۔	.....	.....	.....
22.	میں اپنی کلاس کے مسائل حل کرنے کے لئے اپنی ساتھی اساتذہ سے مشورہ کر لیتی ہوں۔	.....	.....	.....
23.	میں طالبات کو غیر نصابی سرگرمیوں میں حصہ لینے کے لئے متحرک کرتی ہوں۔	.....	.....	.....
24.	میں طالبات کی بہتری کے لئے ان کے والدین سے رابطہ رکھتی ہوں۔	.....	.....	.....
25.	میں اسکول کے مسائل حل کرنے میں ہیڈ ماسٹرس کے ساتھ تعاون کرتی ہوں۔	.....	.....	.....



**Bahria University**  
Discovering Knowledge

14-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Noor-ul-Ain** Enrollment No. 01-171192-086 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "**Multitasking, job stress and job performance among university teachers**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

**Dr. Saima Kalsoom**  
Assistant Professor  
Department of Professional Psychology  
Bahria University  
E-8 Islamabad

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Tel: 051-9260002 Ext. No. 1406 Fax: 051-9260889



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14-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Mr. M. Awais Abrar** Enrollment No. 01-171182-052 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "**Multitasking, job stress and job performance among university teachers**" under supervision of undersigned. It is requested that kindly allow him to collect the data from your esteemed institution.

Regards.

**Dr. Saima Kalsoom**  
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14-Mar-2023

## TO WHOM IT MAY CONCERN

### REQUEST FOR DATA COLLECTION

It is stated that **Ms. Zakeesh Muddassir** Enrollment No. 01-171192-042 is a student of BS Psychology (8<sup>th</sup> Semester) Bahria University Islamabad Campus conducting research on "**Multitasking, job stress and job performance among university teachers**" under supervision of undersigned. It is requested that kindly allow her to collect the data from your esteemed institution.

Regards,

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