

# The Impact of Workplace Environment and Stress: A Case of Teachers Serving in Private Universities in Karachi

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## Abstract

This research gained a motivation by the need to explore how the workplace environment affects university faculty stress level. The study focused on the physical surroundings, social dynamics, and organizational culture, and their significant impact on how faculty learn and perceive themselves. The study explored various elements of the university settings, such as on-campus facilities, interpersonal connections, and institutional sports area and their effect on faculty stress level. The findings indicated that a safe workplace environment helps to decrease stress of faculty, suggesting that workplace modifications can create a more encouraging learning environment and increase faculty efficacy. The researchers reviewed literature from different websites, books, and articles. A qualitative method was used to explore the effectiveness of the workplace environment on university faculty' stress level. Therefore, semi-structured interviews were used with 20 teachers to collect qualitative data. Convenient and purposive sampling was used to gather data from 20 teachers in university. The study found that a positive workplace environment benefits faculty learning ability. It was concluded that teachers need to be aware of faculty' problems. Recommendations were provided to university authorities and security staff to enhance high level security to make safe the workplace environment.

**Keywords:** Workplace Environment, Institutional Support, Stress level, Learning Environment

## INTRODUCTION

Workplace environment is very important in developing academics at any university. The study is to investigate the impact of the workplace environment on university faculty' stress level. Stress level is a constant factor in everyone's lives, regardless of ethnicity or cultural origin and is the persistent result of multiple stable and strenuous tasks in every aspect of our existence. The transition from adolescence to adulthood is a particularly challenging journey for university faculty. During this stage, they encounter rapid physical, social, and mental changes, along with feelings of inadequacy or difficulty in adapting. University faculty often face complex issues due to academic pressure, the need to adapt to new environments, fear of failure, the struggle to

develop a unique identity, feelings of inferiority, and the challenge of achieving social acceptance (Pariat et al.,2014).

University life is one of the most memorable times in a faculty's life. Faculty in university enjoy a vibrant environment, the company of friends, and a variety of academic and co-curricular activities that enrich their academic lives and prepare them for adulthood (Pariat et al., 2014). However, university faculty are subject to a variety of stress level-inducing conditions, which require them to be constantly inventive in managing stress level symptoms. Stress level-producing factors among university faculty can stem from both their subjects and their environment. These stress levels are associated with academic, socioeconomic, and personal



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### How to cite:

Imtiaz, Q., Alam, W., Raja, S., Suleman, S., & Sajid, Z. (2024). The Impact of Workplace Environment and Stress: A Case of Teachers Serving in Private Universities in Karachi. *Siazga Research Journal*, 3(4), 49-64.

<https://doi.org/10.5281/zenodo.15366882>

achievements, and the inability to overcome these challenges can lead to significant stress level. Moreover, elevated stress levels among university faculty can result in a decline in academic accomplishments and negatively affect their physical, social, and mental health. The issue of stress level among university faculty has been a focus of many researchers for several years (Scott, 2009). It is noted that significant levels of education-related stress level, which can negatively impact their health, quality of life, and academic achievement (Pascoe et al., 2020). However, faculty who are intellectually confident experience less stress level, adjust more smoothly to university life, and are perceived as healthier and happier individuals (Chemers et al., 2001). Success in higher education encompasses not only academic achievement but also life satisfaction, which may be influenced by academic confidence and stress level levels (Krumrei-Mancuso et al., 2013). Therefore, evaluating these aspects can provide valuable insights into how to effectively support university faculty in reaching their full potential and identifying which individuals may require the most assistance (Krumrei-Mancuso et al., 2013).

When faculty are confident in their ability to perform a task, they approach it more calmly and thoughtfully (Chemers et al., 2001). Stress level refers to an individual's belief in their ability "to organize and execute the courses of action required generating specific attainments" (Bandura, 1997). Stress level levels can vary between faculty and faculty within different "activity domains" (Bandura, 1997), and are frequently operationalized within academic domains as academic stress levels (Honicke & Broadbent, 2016). The stress level is often measured at a task-specific level but there is significant variability in the measurements used. Research has shown those faculty' levels of stress and academic stress level can influence one another. These studies demonstrate academic stress level and have an impact on academic outcomes, with some evidence indicating that stress level is a better predictor. However, the literature suggests that stress level levels when asking questions in class, nor did they assess faculty' judgments for this activity. The main contribution of this paper is to investigate the effect of academic stress level and perceived stress level in a certain workplace at university. This enables us to explore the effect of for faculty' academic progress in greater detail in workplace stress.

## Statement of the Research Problem

This study was conducted to considering contemporary university settings, the experience of faculty is increasingly shaped by the environments in which they work, study, and interact. However, there remains a significant gap in our understanding of how the workplace environment within universities impacts faculty stress level. While considerable research has been conducted on factors contributing to faculty and faculty stress level, including academic pressure and personal life challenges, there is a notable lack of comprehensive studies focusing specifically on the role of the workplace environment on faculty. Universities are facing increasing challenges in maintaining a positive workplace environment, which is essential for faculty and faculty's satisfaction, productivity and well-being. The current literature highlights the need for a better understanding of the factors that influence workplace stress and workplace environment in university and their impact on faculty.

## Objectives of the Study

There were the following objectives of the Study:

- To explore the opinion about university workplace environment.
- To investigate how workplace environment effect faculty Stress level in their academics.
- To explore the major challenges with workplace environment in faculty Stress level.

## Research Questions

There were the following research questions in the study:

- What are the opinions about university workplace environment?
- How workplace environment effect faculty stress level in their academics?
- What are the major challenges with workplace environment in faculty stress level?

## Significance of the Study Anticipate

The significance of this study lies in its potential to offer the valuable insights on the effects of workplace stress and workplace environment on faculty. Firstly, the study may lead understanding how the university workplace environment impacts faculty stress level and is crucial for promoting faculty well-being. Given the rising concerns about mental health among university faculty, identifying the specific factors within

the workplace environment that contribute to Stress level can inform the development of targeted interventions and support services. By addressing these Stress levels, university can create more conducive environments that foster resilience and positive mental health outcomes among faculty. Secondly, the findings of this study may lead universities in optimizing their workplace environments to enhance faculty engagement and academic success. By identifying aspects of the workplace environment that positively affect self-efficacy, such as supportive faculty relationships or accessible resources, institutions can prioritize these factors in their strategic planning and resource allocation. This, in turn, may lead to improved faculty satisfaction, retention, and overall educational outcomes. By recognizing the influence of environmental factors on faculty stress level and faculty members may adopt teaching strategies and mentorship approaches that empower faculty and promote their academic growth. Safe work place environment may produce more productivity and efficiency among faculty and teachers.

## Delimitations

This study specifically examines the impact of the workplace stress and environment on faculty within the context of universities.

## LITERATURE REVIEW

The workplace environment" covers everything that surrounds a person and has the potential to influence how successfully he performs his duties. The workplace environment is a combination of internal and external elements that can influence output and produce speedy results. A good workplace environment allows workplace to complete their responsibilities in a safe, pleasant, secure, and desirable manner. As a result, much research classifies workplace into two categories: harmful and friendly(Awan and Tahir, 2015).

The workplace environment refers to the complex and multifaceted context in which employees work, interact, and engage with their colleagues, faculty, and the institution as a whole (Gao, 2019). It encompasses physical, psychological, social, and cultural aspects that influence employee satisfaction, productivity, and well-being (Kinman, 2017). A positive workplace environment is characterized by supportive leadership, open communication, collaborative culture, and opportunities for growth and development (O'Neill, 2017). The physical

aspects of the workplace environment include the built environment, lighting, temperature, and ergonomics(Vischer, 2007). Psychological aspects include stress levels, work-life balance, and job satisfaction (Demerouti & Bakker, 2018). Social aspects include relationships with colleagues, supervisors, , as well as social support and sense of community (Cohen & Wills, 1985). Cultural aspects include organizational culture, values, and norms (Schein, 2010).A healthy workplace environment is critical for employee well-being, productivity, and job satisfaction (World Health Organization, 2010). It can be achieved through effective management, communication, and collaboration (Gao, 2019). Leaders play a crucial role in shaping the workplace environment and promoting a positive culture (O'Neill, 2017).

Good Stress level can motivate actively with faculty, resulting in workplace satisfaction. Zone and flexible control can help control Stress level situation (Farler & Broady-Preston, 2012). Fighting against Stress level requires taking into account both coping techniques and Stress level expectations. The authors propose that coping practices impact an individual's sense of control, with Stress level acting as a mediator between coping techniques and Stress level responses. (Freire et al., 2020). Workplace environment includes physical conditions; social relationships, corporate culture, and resource availability are all aspects that contribute to the job experience. For university faculty, this environment can be especially diversified, ranging from on-campus workplace such as research assistantships to off-campus internships in a variety of businesses. The quality of this environment has a substantial impact on a faculty's mental health and academic achievement. (Vischer, 2007). Thus, stress level may have a higher impact on academic achievement among nontraditional immigrant and minority faculty groups than it does on children born in the United States. Immigrants and minorities are more likely to experience social Stress level than native-born and white faculty due to acculturative Stress level. (Kim & Duda, 2003)

The physical features of a workplace, such as layout, ergonomics, lighting, and noise levels, have a significant impact on comfort and productivity. A pleasant and well-designed office can help university faculty reconcile workplace and difficult academic commitments.(Roskams and Haynes, 2021). They did not discover a significant relationship between stress levels although using generic measures of both. Last

but not least, a fascinating trial carried out at a community university revealed that, in contrast to faculty who got learning skills training, faculty who received instruction on Stress level and Stress level management greatly improved their grades and persistence rates (Barrios, 2014). According to this research, academic Stress level and Stress level may both have some bearing on academic performance, while there is some indication that Stress level may be a more accurate predictor.

This paper's primary contribution is to investigate the relationship between perceived Stress level and academic Stress level in relation to similar tasks. Compared to earlier studies, this enables us to assess the relative significance of these two notions for faculty' academic progress more precisely. Stress level and Stress level are closely connected ideas. According to Lazarus and cognitive model of Stress level, an individual's Stress level plays a critical role in assessing the pressures placed on them by their surroundings. People with strong Stress level beliefs are more likely to view external demands as challenges rather than threats each external demand is assessed as a "threat" or a "challenge." The term "Stress level for learning and performance" describes a faculty's expectation for success in meeting the course learning requirements as well as their self-confidence in their ability to meet academic objectives (Pintrich & Schrauben, 2022).

High Stress level beliefs are characterized by self-assurance in one's talents and capacities to perform effectively, as well as increased participation in learning activities. However, some faculty workplace harder and are more persistent than faculty who have low Stress level to achieve better academic results. One's cognitive ability in action is referred to as Stress level (Choi, 2015). Given that coping is a cognitive talent, one would anticipate that a person with higher Stress level will also have superior coping skills. According to Aguayo, Herman, Ojeda, and Flores (2017)'s research findings, perceived Stress level and Stress level are the main factors influencing how university faculty adjust to their new surroundings. Stress level and university adaption, after all, have demonstrated high.

According to Ramos-Sanchez and Nichols (2017), a high level of Stress level gives one greater confidence to overcome obstacles that are common in college life. As a result, Stress level promotes better adjustment to university life and, ultimately, leads to greater academic

success. For conventional faculty enrolling in engineering institutions, Hackett et al. (2022) found that cumulative grade-point average (GPA) was predicted by both felt Stress level and academic self-efficacy. High levels of Stress level and low levels of perceived Stress level were linked to good grades. Disrupting thinking and learning performance is often the greatest detrimental consequence of stress level. Excessive Stress level can hinder learning and have an adverse effect on faculty' performance and ability to make decisions (Akbari et al., 2019). A faculty has to be able to manage their degree of difficulty if they hope to succeed in the university setting. Thus, it should come as no surprise that university faculty struggle to acclimate to campus life and deal with Stress level on a daily basis (Dyson & Renk, 2016). Even when they adjust to university life and establish a pattern, life's responsibilities continue to cause Stress level in university faculty' everyday lives. It's possible that a modest amount of Stress level is necessary even beneficial to motivate someone to achieve (Larson, 2016).

On the other hand, too much can overwhelm a person and result in physical sickness, anxiety, despair, and long-term issues with both physical and mental health (Larson, 2006). This is especially true for female faculty, who report higher Stress level levels and more health issues than their male peers (Hall et al., 2017). Positive Stress level management strategies tend to boost self-efficacy. Increased motivation and achievement may follow, improving quality of life and promoting mental and physical wellness, among other beneficial health effects (Torres & Solberg, 2019). College faculty need to have high levels of Stress level since it is goal-oriented and has been shown to improve goal performance. Academic Stress level fosters confidence in reading textbooks, asking questions in class, and preparing for tests, all of which can improve academic achievement (Torres & Solberg, 2021).

The smallest number of the programmers used problem-based learning (PBL) to teach faculty. The results show that faculty who used tactics to affect course content or structure, such as course review and requesting changes to professors, had considerably stronger Stress level beliefs than those who did not. Faculty that studied according to PBL displayed stronger Stress level views and actively influenced their studies by engaging in debates with teachers. It might be argued that enhancing faculty Stress level beliefs is crucial not just for academic

success, but also for positively impacting the institutional climate.(Jungert & Rosander, 2010)

Effective communication is essential for fostering a positive workplace atmosphere. According to a Society for Human Resource Management (SHRM) in 2020 85% of employees reported higher job satisfaction and lower Stress level when their managers spoke with them on a frequent and transparent basis. Flexible workplace schedules can also help faculty reduce Stress level, according to the National Institute for Occupational Safety and Health (NIOSH) in 2020, which observed a 20-30% reduction in stress level as a result of flexible scheduling. Recognition and reward programs are critical for increasing morale and motivation among faculty employees. The supportive social interactions at workplace improve job satisfaction while also protecting against employment-induced psychological Stress level and health dangers. As a result, interventions that establish and strengthen opportunities for supportive social contact are a top goal. The guidelines for developing such interventions and who should be discussed are given(Taylor, 2008). The purpose of this study is to look into the mediating role of organizational involvement in the relationship between a supportive workplace environment (SWE) and employee retention. Confirmatory factor analysis was utilized to determine the study variables' dimensionality and validity. Furthermore, multiple regression analysis was used to test the postulated model.(Kundu & Lata, 2017).

A healthy workplace environment for university faculty is critical to their academic progress, emotional health, and professional development. The Society for Human Resource Management (SHRM) reports that clear and consistent communication leads to increased job satisfaction and decreased Stress level. The National Institute for Occupational Safety and Health (NIOSH) estimates that flexible workplace schedules can lower faculty Stress level by 20-30%. Recognition and incentive systems improve morale and motivation, with Gallup finding that acknowledged employees are 2.7 times more engaged. Professional development options boost self-efficacy, with the Learning and Performance Institute (LPI) reporting a 34% rise in satisfaction. According to the American Psychological Association, mentorship greatly improves job satisfaction and reduces Stress level levels.(Clark et al., 2023)

This study looks at how Stress level impact

teaching performance, as well as job satisfaction. Teachers' contentment is crucial for the happiness of faculty and stakeholders, both now and in the future. Teachers are the most valuable asset in every university, school, or educational institution. The administration should develop effective tactics and policies to increase teacher satisfaction. Administration is responsible for fostering a positive learning environment for instructors. Those aim to improve classroom efficiency by increasing teachers' self-efficacy, engagement, and reducing Stress level. While teaching is a highly respected profession, lack of Stress level can lead to discomfort for teachers (Elrayah, 2022).

The physical architecture of a workplace is critical for increasing employee efficiency. A single employee may experience instability, a lack of autonomy, and a lack of excitement; in the short term, this can lead to an exceedingly stress level workplace environment, lowering job performance. When spatial arrangements are inappropriate, employees adapt to uncomfortable workplace situations (Feng et al., 2016). Moreover, the development and evaluation of higher education (HEC) faculty achievement in the workplace force. It begins by examining the variables that triggered a shift in perception and understanding of faculty success from university engagement and academic achievement to post-graduate career results. It summarizes and evaluates techniques to assessing graduate job outcomes in a variety of developed countries. There are major limitations in using current measures of graduate employment outcomes to assess faculty progress. These include undervaluing graduates' social, cultural, and economic value; favoring full-time employment measurements; following graduates during their transition to the labor market. The report proposes a more consistent approach to measuring faculty progress in the workplace, which is connected with a larger concept of graduation outcomes(Jackson & Bridgstock, 2018).

The existing research on the effect of the workplace environment on university faculty ' stress level contains some key gaps, especially when viewed through a qualitative lens. Due to lack of qualitative insights, the subjective and personal elements of stress, such as individual coping mechanisms, emotional responses and the effect of personal and professional relationships remain unexplored. The study is based on the argument if the work place is

safe then the faculty and faculty feel safe and work efficiency. If the work place environment is not safe then faculty and teachers stress level becomes very high.

## METHODOLOGY

Since interviews are regarded as a legitimate method of acquiring information in quantitative studies, they can have some dangers, such as a low reaction rate. I administered the interview, which resulted in a high reaction rate. The goal became that members were asked to provide an explanation if they had difficulty answering any of the questions. Therefore, preserving in view all of the factors the interview turned into built because of the study's instrument. I very well deliberated and thoroughly worded the Interview with an entire dialogue associated with the translation of the questions.

Interviews questions had been built in the sort of manner that the respondents sense it turned clean to reply quickly. In addition, closed-ended questions have the advantage of generating response frequencies that can be modified by statistical analysis. The Interview turned into built to the impact of workplace environment in faculty stress level at the university level within side the classroom. To discover those concerns, targets and boundaries questions had been built so that they may cowl the required location of explore the impact of workplace environment in faculty stress level at the university level.

The interview with teachers was conducted in a variety of ways. Interview methods include face to-face, over the phone, over the mail, online, and via email. According to the teacher, they will probably complete some interviews. Second, this type of interview gives you some time to think about your answers. The researchers assured the participants that their Information would be kept private from everyone else. The researchers recorded his voice with participants Permission. When researching the workplace environment in universities and its impact on faculty stress levels, ethical considerations are paramount. First, researchers must prioritize informed consent by ensuring participants are fully aware of the study's purpose, procedures, and potential risks. This includes clearly communicating that participation is voluntary and that individuals can withdraw at any time without facing any negative consequences.

## RESULTS & FINDINGS

## Themes Emerged from the interviews

Theme 1. Workplace Environment in the University

Theme 2. Factors Influencing Faculty

Theme 3. Factors Affecting Self-Efficacy

Theme 4. Workplace Safety and Security

Theme 5. Factors Contributing to Workplace Stress level

Theme 6. Suggestions for Improving Workplace Environment

### Theme 1: Workplace Environment in the University

Participants were inquired about the understanding of workplace place environment. They were prompted and prodded to discuss workplace place environment. The workplace environment at university is a vital component of employee well-being, productivity, and job satisfaction. By promoting open communication, diversity, equity, and inclusion, the university can create a supportive and inclusive workplace culture that values and empowers all employees. This theme aims to explore strategies for fostering a positive workplace environment, including collaboration, teamwork, professional development, and celebrating diverse perspectives and backgrounds, to improve employee outcomes, enhance the university's reputation, and ultimately, better serve faculty and the community. For example, most of the participants stated that:

*According to me the physical spaces where I study, learn, and interact with others, such as classrooms, libraries, laboratories, and common areas. This includes factors like lighting, noise, temperature, and comfort. The people I interact with, including peers, instructors, advisors, and support staff (T2).*

T3 Pointed that:

*According to me the impact of physical surroundings on mental health and productivity, there is a growing interest in how university infrastructure and design influence faculty well-being and learning outcomes (T3).*

Classrooms, libraries, labs, and common areas are examples of the physical places where I study, learn, and socialize. Lighting, noise, temperature, and comfort are a few examples of these. The individuals I engage

with, such as colleagues, educators, mentors, and administrative personnel. This covers social support, communication, and relationship-building factors that impact my time at university. one participant stated that:

*I feel that the social environments have an important effect on educational achievement and well-being, they are important in higher education institutions. Understanding the ways in which campus culture, support systems, peer connections, and faculty-faculty interactions affect different facets of faculty life should be the main goal of research (T6).*

On the other hand,

*According to me the social environment in universities significantly impacts faculty well-being and academic outcomes, warranting further research to understand its dynamics and develop effective strategies for fostering a supportive and inclusive campus culture (T9).*

From my perspective, the workplace offers individuals the necessary resources and avenues for pursuing their passions. The staff members who create our culture are the administrative staff and the faculty. They are important instruments in our culture, which may be both positive and stress levelly. Your actions will demonstrate your level of professionalism. Collected data show that the participant Faculty' experiences, learning success, and general well-being are all greatly affected by the psychological environment in a university setting. For example, most of the participants stated that:

*According to me psychologically, all these things will come into him, related to collies, how much job security he has, how much job satisfaction he has, and his professional development, whether he has any program there or not, all these things. A mill creates a workplace environment and these are the things that attract an employee that the workplace environment of a certain university is very good (G2S2).*

T8 stated that

*I feel that in order to successfully satisfy the psychological requirements of faculty, access to mental health resources is essential. All things bridging theoretical knowledge with real-world classroom application considered; a supportive psychological environment fosters faculty development while they pursue higher education (T8).*

The workplace environment in a university

refers to the physical, social, and psychological conditions in which faculty engage in academic activities and interact with faculty and peers Workplace environment in my opinion provides opportunities and essential tools for a person's passion. The staff is the admin staff who develop a culture of ours that can be a good culture and can also be a Stress levelly one and within that they will be one of the significant tools within that culture. Your performance will indicate professional performance.

## **Theme 2: Factors Influencing Faculty**

Participants research was inquired about several factors significantly influence faculty in university settings, collectively shaping their experiences and outcomes. The academic environment in a university encompasses various factors that collectively shape faculty' educational experiences and outcomes. For example, most of the participants stated that:

*According to me the factors which can influences the faculty may be ranges from motivation, social environment, learning environment, culture, learning styles, institutional policies, media and technology, teaching staff and teaching methodology as well as facilities (T8).*

Another participant stated that.

*I think a positive academic environment fosters intellectual curiosity, critical thinking, and a commitment to lifelong learning, ultimately preparing faculty for their future careers and endeavors. It is essential for universities to continuously evaluate and enhance their academic environment (T1).*

The workplace environment of a university affects faculty in a variety of ways, including the learning environment, the caliber of interactions, research possibilities, resources and facilities, collaboration opportunities, support services, and sense of community. For example, most of the participants stated that:

*According to me the factors which can influences the faculty may be ranges from motivation, social environment, learning environment, culture, learning styles, institutional policies, media and technology, teaching staff and teaching methodology as well as facilities (T15).*

T13 stated that

*There are several factors that can influence faculty in university. Some of these factors include the quality of teaching, the availability*

of resources and support services, the campus culture, the level of faculty engagement, and the overall learning environment. It's important to find a university that aligns with your interests and provides a positive and supportive atmosphere for your academic journey (T13).

In my experience as a faculty, the following variables typically have an impact on me: My academic goals and drive are greatly influenced by their expectations, support, and encouragement. Their methods of instruction, criticism, and direction can motivate or deter me from learning. My decisions and actions can be influenced by the opinions and actions of my friends and other faculty. A faculty's motivation can be affected by a variety of elements, including facility availability, instructional staff, media and technology, culture, learning styles, social milieu, learning environment, and more.

T4 stated that

*Now there are many factors that form the level of motivation for the faculty, the overall university environment and the attitude of the teachers to facilitate his studies and especially the quality of education, the teacher's attention towards the faculty these things affect him We can also call it an overall university (T4).*

In addition, social media and money worries can interfere with my mental health and ability to concentrate, and campus life and university resources have the power to help or hurt my ability to succeed academically.

*The workplace environment can play significant impact on faculty by following ways, quality of education access to resources for services, mentorship and role modeling, learning climate and academic culture that can affect the faculty (T2).*

Thus, the faculty are greatly impacted by their workplace environment in the following ways: access to resources for services, high-quality education, and quality of education.

### Theme 3: Factors Affecting Efficacy

Participants research was inquired about Self-efficacy, as well as that an individual can do well in particular circumstances or complete a task, is a vital component of faculty' higher education and their educational performance. University pupil confidence can be influenced. For example, most of the participants stated that:

*A positive workplace environment in a university can indeed increase efficacy by*

*fostering collaboration, creativity, and morale among faculty, staff, . Supportive leadership, clear communication, and opportunities for professional development can contribute to this (T6).*

Similarly, one more said that

*A positive workplace environment can enhance faculty' Stress level by providing opportunities for success, constructive feedback, supportive relationships with faculty and peers, and access to resources that facilitate learning and personal growth (T16).*

Hence by providing faculty with opportunities for success, constructive feedback, supportive relationships with faculty and peers, and access to resources that facilitate learning and personal growth, a positive workplace environment can boost faculty' self-efficacy. Hence faculty and staff benefit from an effective workplace environment at the university that fosters creativity, motivation, and teamwork.

*Definitely! The workplace environment in university plays a crucial role in increasing efficacy. When faculty and faculty have access to supportive resources, engaging learning environments, and collaborative opportunities, it enhances their productivity and effectiveness (T5).*

T7 stated that

*Yes, the workplace environment can significantly impact efficacy, a positive workplace environment can enhance efficacy in several ways: Motivation and Engagement, Collaboration and Teamwork, Clear Expectations and Resources, Communication and Feedback, Well-being and Workplace-Life Balance, Innovation and Creativity, Recognition and Reward (T7).*

Hence, a positive workplace environment can improve efficacy in a number of ways, including motivation and engagement, teamwork and collaboration, clear expectations and resources, communication and feedback, well-being and workplace-life balance, creativity and innovation, and recognition and reward. Hence Increasing efficacy is significantly aided by the university workplace. At the point when understudies and staff approach steady assets, connecting with learning conditions, and cooperative open doors, it upgrades their efficiency and viability. For example, one participant said that

*A positive workplace environment in a*

university can increase Stress level by providing support, resources, and opportunities for faculty to succeed, fostering a sense of competence and confidence in their abilities (T15).

Similarly, one more said that

Definitely! The workplace environment in university plays a crucial role in increasing efficacy. When faculty and faculty have access to supportive resources, engaging learning environments, and collaborative opportunities, it enhances their productivity and effectiveness. A positive workplace environment fosters motivation, creativity, and a sense of belonging, ultimately leading to higher efficacy in teaching, learning, and research (T9).

Hence one of the most important factors in improving efficacy is the university workplace. The availability of helpful resources, stimulating learning environments, and opportunities for collaboration to both faculty and faculty members improves their efficacy and productivity. Positive workplace environments encourage drive, innovation, and a feeling of community, which eventually results in more effective teaching, learning, and research.

#### Theme 4: Workplace Safety and Security

The workplace environment at universities is characterized by strict compliance to safety rules, open lines of communication for reporting security issues, the promotion of an open and respectful culture, and the provision of assistance for health and wellbeing for improvement. One participant said that:

*Safety in the university workplace environment is paramount. This includes physical safety emotional safety (promoting inclusivity, preventing harassment or discrimination), and cyber security (T17).*

Similarly, one more said that

*A positive workplace environment can enhance faculty' stress level by providing opportunities for success, constructive feedback, supportive relationships with faculty and peers, and access to resources that facilitate learning and personal growth(T16).*

Hence a positive workplace can upgrade understudies' self-viability by giving open doors to progress, productive criticism, strong associations with staff and friends, and admittance to assets that workplace with learning and self-awareness. For example, most of the participants stated that:

*Yes, to some extent, we can say it is safe. But*

*it's important to mention here that it's not 100% secure. Firstly, there is a lack of security, and 30% of boundary walls are absent. So, it can lead to severe security issues. Besides that, if faculty have way too much free time, then they might delve into unethical and wrong activities (T1).*

Hence somewhat, we can say it is protected. Yet, it's vital to make reference to here that it's not 100 percent secure. First, there is a lack of security due to the absence of 30% of boundary walls. Therefore, it can prompt extreme security issues. Other than that, in the event that understudies have an excessive lot of spare energy, they could dig into untrustworthy and wrong exercises. The data shows that Safety measures in universities encompass a range of strategies to ensure a secure environment. For example,

*Yes, generally universities strive to maintain safe and secure workplace environment. The following steps should be taken to safe the workplace environment physical safety. The number one thing there is physical rigidity in the campus and everywhere in the corridors and galleries there are CCTV installed in the grounds of the gate and therefore everything is being recorded and security is very high no one outside can enter through the gate unless (T2).*

Similarly, one more said

*Ensuring a safe workplace environment in universities is paramount. Universities often have safety protocols, training programs, and infrastructure in place to safeguard faculty, staff, from hazards (T7).*

Hence It is crucial to guarantee a secure workplace environment in institutions. In order to protect instructors, staff, from dangers, universities frequently have infrastructure, training programs, and safety procedures in place.

#### Theme 5: Factors Contributing to Workplace Stress level

The need for grant funds and deal academic politics are two particular elements that contribute to workplace Stress level in university environments. These challenges can cause significant levels of anxiety and job strain among teachers and staff. For example, one participant stated that

*The teacher is mentally and physically tired. It is like this, that is, the system is good for us. The Education Commission should adopt this kind of policy. The same thing happened to me. If the*

system will be better, then the faculty will also go into our workplace environment, then their self-esteem will increase and their dress will also decrease. And look, a person is taken in any field for graduation, he is jobless, he has no jobs, even after doing M Phil and PhD, in most private schools. Faculty understanding then stress levels should be increase (T4).

More participants stated that

Yes, the workplace environment can significantly impact self-efficacy, a positive workplace environment can enhance efficacy in several ways: Motivation and Engagement, Collaboration and Teamwork, Clear Expectations and Resources, Communication and Feedback (T14).

Similarly, one more said

A positive workplace environment fosters a sense of Stress level by providing the necessary resources, support, and encouragement for individuals to believe in their capabilities and succeed in their roles (T17).

Because it gives people the tools, motivation, and support they need to thrive in their roles and believe in their own abilities, a pleasant workplace environment promotes self-efficacy. A nice workplace atmosphere can improve efficacy in a number of ways. It can have a substantial impact on self-efficacy. Encouragement and Involvement, Cooperation and Unity, goals and resources, Exchange of Information and Opinion.

For Example, most participants stated that

The teacher is also mentally and physically tired. It is like this, that is, the system is good for us. The Education Commission should adopt this kind of policy. The same thing happened to me. If the system will be better, then the faculty will also go into our workplace environment, then their self-esteem will increase and their dress will also decrease (T4).

Additionally, one more said

A good workplace environment also relieves Stress level, like now we see that whenever we enroll a child in school, in the initial days, he will go with great energy, he will go to that school with enthusiasm, but after some time that, he will want to go to school or why because he starts to feel Stress leveled in the environment of this school, the pressure of studying, the burden, the small mind he has (T13).

Hence, Stress level can also be relieved in a

good workplace environment. For example, when we first enroll a child in school, he will go with enthusiasm and a lot of energy, but eventually, he will want to go because he is starting to feel Stress leveled in the school environment due to the pressure of studying, the burden, and his small mind. It is argued whether the system is improved, then faculty will also enter workplace, where their confidence will grow and their attire will also drop. Institutional factors such as university policies and procedures can significantly impact stress levels among faculty and faculty.

*The workplace environment needs to be top-tier to increase self-efficacy. Communication is a significant factor, must not hesitate to ask questions. It can lead to an increase in their overall performance. Moreover, it is also vital that teachers have a good understanding (T1).*

Similarly, one more stated that

Professional development, role models and recognition can increase Stress level at workplace (T12).

Stress level at workplace can be raised by professional growth, positive role models, and acknowledgment. By giving faculty, the tools, resources, and support they need to succeed, a supportive workplace environment at a university can boost their Stress level and help them feel competent and confident in their skills.

## Theme 6: Suggestions for Improving Workplace Environment

The infrastructure and facilities will affect the academics and on faculty and faculty stress.

T14 stated that

*Improve the lighting in class room. Set up furniture and equipment as best Improve the class management Improve university environment (T14).*

Similarly, one more said

*Foster a culture of collaboration, respect, and inclusivity. Provide adequate resources and support services for faculty. Encourage open communication and feedback channels (T19).*

In order to promote employee happiness, productivity, and wellbeing, the workplace environment must be improved. In order to enhance the workplace atmosphere, I believe the following suggestions should be kept in place: Establish a positive physical environment, encourage team collaboration, provide access

to resources and support, encourage innovation and creativity, led by example, and promote open communication, inclusion and respect, growth and development opportunities, workplace-life balance, achievement recognition, and reward.

*To improve the workplace environment in universities, consider implementing regular feedback mechanisms for faculty and staff, promoting a culture of inclusivity and diversity, providing adequate resources for research and teaching, enhancing campus safety measures, and fostering opportunities for interdisciplinary collaboration and innovation (T18).*

Similarly, one more said

*Faculty should manage their time because definitely you have travel constraints if you are from far away then you have to travel what is inside the classrooms are not very ideal rooms fans AC etc. are not available fans are also rare (T15).*

Similarly, one more said

*The things that go on, the intensity of the light, the intensity of the heat, the intensity of the cold, these are all our constraints that even a faculty in our environment should plan such a schedule and plan his timetable according to his own so that things can be done by him (T15).*

Promoting humanity and a balanced workload fosters a supportive and inclusive environment, reducing stress and burnout among faculty. This approach encourages well-being, collaboration, and sustainable productivity within the institution.

One more stated

*Improving the workplace environment at university creating a supportive inclusive and conducive setting for staff and faculty in university promote clear communication supportive professional development encourage collaboration, provide resources and support services and balanced workplace load (T2).*

Similarly, one more said

*To further enhance the workplace environment, the University can consider implementing several initiatives. This may include fostering even more interdisciplinary collaborations by creating interdisciplinary research centers or organizing cross-disciplinary seminars and workshops (T10).*

Similarly, one more said

*I think should be maintain to improve the*

*workplace environment: Promote Open Communication, Foster a Culture of Respect and Inclusion, Provide Opportunities for Growth and Development, Promote Workplace-Life Balance, Recognize and Reward Achievements, Create a Positive Physical Environment (T13).*

Encouraging employee happiness, productivity, and well-being requires positive workplace environments. In order to enhance the working atmosphere, I believe the following suggestions should be kept in place: Establish a positive physical environment, encourage team collaboration, provide access to resources and support, encourage innovation and creativity, led by example, and promote open communication, inclusion and respect, growth and development opportunities, workplace-life balance, achievement recognition, and reward. Professional development and inclusivity contribute to a positive workplace environment by empowering faculty to grow and learn while feeling valued and respected. This approach enhances engagement, fosters a culture of belonging, and reduces stress by ensuring equal opportunities for all members of the institution. Most participants said that:

*To further improve the workplace environment, we recommend fostering more interdisciplinary collaborations, providing additional resources for research and professional development, and enhancing support services for faculty and faculty alike (T9).*

Similarly, one more said

*Foster a culture of collaboration, respect, and inclusivity. Provide adequate resources and support services for faculty. Ensure physical safety measures are in place. Offer training and development opportunities for faculty and staff to enhance their ability to support faculty effectively (T19).*

Encourage an inclusive, respectful, and cooperative culture. Deal with problems openly and quickly. Verify if there are physical safety precautions in place. Provide professors and staff with chances for training and development to improve their capacity to assist faculty in an efficient manner. One participant said that:

*To improve the workplace environment in a university, suggestions include implementing effective Stress level management interventions, promoting supportive interactions among faculty and faculty, providing resources for academic support, and creating a positive and*

inclusive campus culture (T16).

Our recommendations to further enhance the workplace environment include encouraging more multidisciplinary collaborations, offering more resources for professional growth and research, and improving support services for both staff. Similarly, one more said

*To improve the workplace environment in universities, consider implementing regular feedback mechanisms for faculty and staff, promoting a culture of inclusivity and diversity, providing adequate resources for research and teaching, enhancing campus safety measures, and fostering opportunities for interdisciplinary collaboration and innovation (T18).*

A culture of inclusivity and diversity, sufficient funding for research and teaching, improved campus safety measures, regular feedback mechanisms for faculty and staff, opportunities for interdisciplinary collaboration and innovation, and adequate resources for research and teaching are all important ways to improve the workplace environment in universities. Promoting inclusivity and diversity in the workplace is crucial for creating a positive and supportive environment. Providing training opportunities for faculty to learn about unconscious bias, cultural competence, and inclusive language can help break down barriers and foster a sense of belonging. Most participants said that:

*Create an inclusive atmosphere that values and respects individuals from diverse backgrounds, fostering a sense of belonging for everyone. Offer opportunities for faculty and staff to attend workshops, conferences, and training programs to enhance their skills and knowledge (T11).*

Similarly, one more said

*I think should be maintain to improve the workplace environment: Promote Open Communication, recognize and Reward Achievements, Create a Positive Physical Environment, Promote Team Collaboration, Provide Access to Resources and Support, Encourage Innovation and Creativity (T13).*

Encouraging employee happiness, productivity, and well-being requires positive workplace environments. In order to enhance the working atmosphere, I believe the following suggestions should be kept in place: Establish a positive physical environment, encourage team collaboration, provide access to resources and

support, recognize and reward accomplishments, encourage open communication, foster an inclusive and respectful culture, offer opportunities for growth and development, support workplace-life balance, and foster creativity and innovation.

## Discussions

According to the data, the majority of the teachers were said about workplace place environment at university is that place in which availability of classrooms, libraries, laboratories, and common areas. But in university there are lack of classrooms the basic needs of faculty cannot be full filled properly the strength of faculty is high. Some teachers are mentally and physically tired. It is like this, that is, the system is good for us. The Education Commission should adopt this kind of policy. The same thing happened to me. If the system will be better, then the faculty will also go into our workplace environment, then their self-esteem will increase and their dress will also decrease.

According to the findings of the focus group and interview data, the majority of the teachers were said about workplace place environment at university is that place in which availability of classrooms, libraries, laboratories, and common areas. But in university there are lack of classrooms the basic needs of faculty cannot be full filled properly the strength of faculty is high. Some teachers are mentally and physically tired. It is like this, that is, the system is good for us. The Education Commission should adopt this kind of policy. The same thing happened to me. If the system will be better, then the faculty will also go into our workplace environment, then their self-esteem will increase and their dress will also decrease. I think culture of inclusivity and diversity, sufficient funding for research and teaching, improved campus safety measures, regular feedback mechanisms for faculty and staff, opportunities for interdisciplinary collaboration and innovation, and adequate resources for research and teaching are all important ways to improve the workplace environment in universities. It has been noticed that inefficient communication channels within the university create confusion and uncertainty, leading to anxiety and stress among faculty and faculty.

Workplace environment in my opinion provides opportunities and essential tools for a person's passion. Workplace environment plays a very crucial role in shaping the faculty's

overall experience, grooming and quality of education. A positive workplace environment in a university can indeed increase efficacy by fostering collaboration, creativity, and morale among faculty. A positive workplace environment fosters a sense of Stress level by providing the necessary resources, support, and encouragement for individuals to believe in their capabilities and succeed in their roles.

Data revealed that faculty feel the value of workplace place environment of university. The workplace place environment includes physical, Social and psychological environment. The workplace environment is a combination of internal environmental factors that can affect productivity and provide results quickly. A good workplace environment is one in which people can do their tasks in a safe, comfortable, secure, and desirable manner. As a result, a lot of research divides workplaces into poisonous and supportive categories. According to (McGuire and McLaren 2007), a company's physical environment, in particular its layout and design, might affect how faculty behave at workplace.

Stress level related to life events was not shown to be a major predictor of academic achievement for college faculty-athletes by Petrie and Stoever (1997), while Sandler (2000a) came to the conclusion that Stress level perception did not predict adult college faculty' intention to continue their education. Stress level may have an even greater impact on academic achievement in nontraditional immigrant and minority faculty groups than it does for kids who are white and native-born in the United States. In comparison to native-born and white pupils, acculturative Stress level among immigrants and minorities predisposes them to greater social Stress level (Moritsugu and Stanley, 1983; Smedley, 1993). (Kim & Duda, 2003)

The majority of acculturative stress level is experienced by faculty who arrived in the US just before starting college. Mena, Padilla, and Maldonado (1987), for instance, discovered that faculty who arrived recently report higher levels of Stress level compared to those who were born in the country. Stress level is closely connected ideas. According to Lazarus and Folkman's (1984) cognitive model of Stress level, an individual's Stress level plays a critical role in assessing the pressures placed on them by their surroundings. People with strong Stress level beliefs are more likely to view external demands as challenges rather than threats (Chemers, Hu, and Garcia, 2001; Lazarus and Folkman, 1984; Pintrich

and De Groot, 1990). Each external demand is assessed as a "threat" or a "challenge."

That is, whether or not a task is viewed as Stress level or scary instead of a challenge depends on how confident a person is in their ability to manage a certain scenario. When a task is perceived as challenging, there's a greater chance that one will choose a useful coping mechanism and stick with the workplace through to completion. Thus, Stress level influences how demands from outside sources are perceived and mediates the relationship between Stress level from outside sources and psychological Stress level (Bandura, 1995). Using a model of route analysis, Chemers, Hu, and Garcia (2001) discovered that assessments of demands as a threat or challenge acted as a full mediator between the influences of academic Stress level on Stress level. Conversely, physiological arousal states linked to Stress level and anxiety provide information that influences assessments of one's own efficacy (Pajares, 1996; Solberg et al., 1998).

In a similar vein, Hackett et al. (1992) hypothesized that Stress level and worry might lower faculty' assessments of their own efficacy. The findings of this study suggest that the workplace environment plays a significant role in the stress levels of university faculty and faculty. The physical environment, in particular, was found to be a significant contributor to stress, with poor lighting, noise, and inadequate seating identified as common stressors (Kumar et al., 2018). If the workplace environment is safe then the stress level is decrease in faculty and teachers and if the workplace is unsafe then the stress level increase in the faculty and teachers.

Additionally, the social environment, including lack of social support and bureaucratic processes, was also found to contribute to stress levels (Hartig et al., 2011). These findings highlight the need for universities to prioritize creating a supportive and inclusive workplace environment that promotes well-being and mitigates stress. The implications of this study are significant, suggesting that universities can play a critical role in reducing stress levels among faculty and faculty by creating a positive workplace environment. This can be achieved through simple changes such as improving lighting and seating, as well as more systemic changes such as fostering social support and streamlining bureaucratic processes. By prioritizing workplace environment, universities can promote a culture of well-being and support the success and well-being of all members of the

university community (Gillespie et al., 2016).

## CONCLUSION

In studying the impact of university workplace environments on faculty Stress level and self-efficacy, it becomes evident that supportive environments enhance faculty confidence and overall well-being. However, the complexity of these relationships necessitates tailored interventions and comprehensive support systems. Effective strategies can not only alleviate current stress levelers but also foster long-term academic success and positive faculty outcomes, underscoring the importance of proactive institutional policies and collaborative efforts across disciplines. The study's findings highlight the significant impact of workplace environment on university faculty' and faculty members' stress levels. The physical, social, and organizational aspects of the environment all play a crucial role in shaping stress experiences. Poor lighting, noise, and inadequate seating, as well as lack of social support, bureaucratic processes, and pressure to succeed, were identified as notable stressors. These findings underscore the need for universities to prioritize creating a supportive and inclusive workplace environment that promotes well-being and mitigates stress. The conclusion of the study approves the argument that the workplace environment develops a sense of security among faculty and teachers given that if the workplace hostile and unsafe particularly for female then faculty cannot be productive in the university premises. To address these concerns, universities should consider implementing strategies to improve physical environments, foster social support and community, streamline bureaucratic processes, promote work-life balance, and provide resources for stress management and mental health. By doing so, universities can reduce stress levels, improve productivity, and enhance the overall well-being of faculty and faculty. As higher education institutions continue to evolve, prioritizing workplace environment will be essential in promoting a culture of well-being and supporting the success and well-being of all members of the university community. It is recommended to the university administration to provide wellness initiatives like mindfulness practices and physical activities into the university culture can further promote mental health awareness and resilience.

## Competing Interests

The authors did not declare any competing interest.

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