

# The Relationship between Occupational Stress and Job Satisfaction among University Teachers

## Abstract

This paper aims to find out the relationship between occupational stress and job satisfaction based on age, gender, and work experience of university teachers. The Pearson correlation indicates: no significant relationship found between occupational stress and job satisfaction.

**Keywords:** Occupational Stress, Job Satisfaction And Universities.

## Introduction

The developing countries are in transitional phase of development, newly exposed to economic integration and started experiencing workforce diversity to larger extent. Higher education sector is among the highly influenced sectors of this transition and takes major responsibility to direct the nation towards right path. Universities primarily play the role of promoting research and development, enhancing teaching capacity and developing management discipline in the countries. The faculty of universities promises to meet this great challenge of attaining objectives of higher education, which resultantly puts high stress on them. The stress bearing capacity is backed by their level of satisfaction to the institutions. The highly stressed and poorly satisfied faculty cannot help the universities to compete such global challenges. The universities in Pakistan and other countries particularly of developing nations need to adopt continuous job satisfaction and occupational stress assessment programs and investigate their causal relationship. In Pakistan higher education is dominated by two sectors: private and public. The open market policy has encouraged now to bring foreign universities to enter into Pakistani market. The competition has changed from bare buildings and enrolment to faculty, programs, contents, academic sources and reputation of institutes. The success of universities in near future will highly depend on the capacities and performance of their faculty. Due to the service oriented nature of the job, faculty of universities is in direct contact with graduates/customers, and highly satisfied faculty with low level of stress can produce stratified graduates and make long-term impact on university branding.

Moorhead and Griffin (2001) stated that "stress is caused by a stimulus, that the stimulus can be either physical or psychological, and that the individual responds to the stimulus in some way. Here, we define stress as a person's adaptive response to a stimulus that places excessive psychological or physical demands on him or her". Fleet Van (1991) has successfully tried to compose the various definitions of stress into single meaningful definition that "stress is a person's adaptive response to excessive psychological or physical demands caused by some stimulus". Occupational stress is the result of individuals to know alarming issue in their work environments. Obviously, it is stress on the job that occurs in a person. The worker when involved in problem, bring occupational stress as result (Arnold and Feldman, 1986). In the case of university teachers, the occupational stress is described as "university teaching is consistently reported to be a satisfying profession by its practitioners being a professor is accompanied by a certain trait with low occupational stress" (Greenberg, 2002).[www.ccsenet.org/ies](http://www.ccsenet.org/ies) International Education Studies Vol. 5, No. 3; June 2012 *Published by Canadian Center of Science and Education* 213

Occupational stress and job satisfaction among university teachers is direly needed to improve the quality of education. Since various studies across the globe have referred that stress and job satisfaction of faculty members affect their performance, productivity, efficiency and effectiveness. It is worthwhile to find out the relationship between these two variables to improve the quality of education at university level.

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Spector (1997) reported that the high level of job satisfaction leads to higher teaching performance and better learning outcome, which disproportionately relates to job stress. Satisfaction among faculty reported as one of the remedial measures of job stress and attracted the attention of educationists. Number of reasons described such as utilitarian, humanitarian, and organizational effectiveness for the need of job satisfaction in university faculty. Job satisfaction indicates fair treatment, mutual respect; better functioning that positively influences performance of university teachers. The impact of occupational stress on job satisfaction is examined in various business and social sectors across the world. This relationship in the university settings of Pakistan is missing in the literature. The study is designed to investigate the relationship between occupational stress and job satisfaction.

#### **Review of Literature**

Berger (1981), as cited in (Duke, 1990), conducted a study on job stress and found that job stress caused by broad range of tasks and responsibilities that divert teachers from their primary functions rather than mere professional duties, in American teachers.

Williams and Wiatrek (1986) conducted study in order to know the job satisfaction level of faculty members both full time and part time. He found that communication flow and extent between part-time and full-time faculty members also formulate good level of faculty satisfaction; however, no significant relationship is reported between both; part-time and full-time faculty members.

Wisniewski (1990) conducted a study in response to the number of issues related to faculty job satisfaction is raised in academic conversation such as to what extent teacher is satisfied, relevancy of work with teacher's own desire, opportunity cost of being a teacher, likes and dislikes of work characteristics and overall perception towards teaching profession. He found some important factors such as: competitive pay scale, smooth working conditions, pleasant institutional culture and rooms for new experiments, and improvements.

Robbins (1996) conducted a study while examining the occupational stress and job satisfaction. He found the relationship between job satisfaction and occupational stress is also moderated by number of factors like relevant placement, clarity of job role, level of responsibility and designated power. Factors like job importance, uniformity, autonomy and identity improve the job satisfaction, while low level of empowerment, less control over work andn unfair interference of higher management increase stress and overall dissatisfaction.

Wu, et al. (1996) studied the association between various factors with job satisfaction the result of the study reflects, that self-efficacy and professional growth are significantly related with job satisfaction, while commitment is also significantly related with self-efficacy, professional growth and status of that job.

Truell et al. (1998) conducted study in order to explore the dimensions of job satisfaction of faculty

members. He found satisfaction dimensions such as execution, responsibility, administration, and functional environment. Further, he reported significant variance in satisfaction of part-time and full-time regarding various external aspects, and these results were contrast to the findings of Williams and Wiatrek (1986) study.

Rocca and Kostanski (2001) have attempted to study the relationship of burnout and job satisfaction and concluded "employment status does not impact too greatly on the issues of job satisfaction and burnout. However, certain facets of job satisfaction (i.e. operating conditions, nature of work and rewards) across all employment status groups influence components and levels of burnout within secondary teaching".

Fatima (2003) conducted study in order to measure the trends adopted in satisfaction studies of university faculty indicate a change from mere employee satisfaction with reference to various factors such as more exploring significant relationship of interpersonal satisfaction, work group satisfaction, overall competition level satisfaction, profession and career satisfaction.

Sattar and Jamil (2004) conducted a research study to find out the effects of stress on job satisfaction of head teachers at elementary level. Sample of the study were thirty heads (fifteen male and fifteen female) of elementary schools of Lahore city. The results of the study show that most of the head teachers at elementary level are in stress and it is negatively affecting their job satisfaction. In some cases, females are more stressed and in some the male heads are more stressed decreasing their level of job satisfaction.

Togia et al. (2005) conducted study and reported the deficiency of literature in treating job satisfaction and burnout as a dimensional approach. Therefore, considerations for individuals work condition, which contribute to burnout, satisfaction is needed, and multivariate approach is suggested to understand their associations.

#### **Objective of the Study**

This paper aims to find out the relationship between occupational stress and job satisfaction in kolhan universities based on age, gender, nature of job, cadre, work experience of university teachers.

#### **Hypothesis**

Ho1

There is no significant relationship between job satisfaction and occupational stress.

#### **Sample**

The present study was aimed to conduct research on faculty members of the Kolhan University, Chaibasa. 150 university teachers both male and female from different faculty.

#### **Tools**

##### **Occupational Stress**

Occupational stress was assessed using "Occupational Stress Questionnaire OSI" in the Indian context (Srivastava and Singh, 1981). The questionnaire is consisted of 46 statements with five alternative responses e.g., 5 for strongly agree, 4 for agree, 3 undecided, 2 disagree and 1 for strongly

disagree. Responses were obtained on a summated rating scale format ranging from "strongly agree" to "strongly disagree". Total score on this scale is considered for the assessment of occupational stress. Higher scores indicated higher perceived occupational stress or more the score on this scale indicates more stress. This scale included twelve dimensions as described in the table 1. Each of job stressors was measured on a five-point Likert Scale in which 1 indicated "strongly disagree", 2 indicated "disagree", 3 indicated "neutral", 4 indicated "agree" and 5 indicated "strongly agree". The main reason for this choice of all five job stressor was widely used in previous studies.

#### Job Satisfaction

The questionnaires were designed to assess levels of occupational stress and job satisfaction Among *School teachers*. Job satisfaction levels were determined using teacher job- satisfaction questionnaire constructed and standardized by Promod Kumar and D.N. Mutha. The job- satisfaction questionnaire has four facets, Attitude towards profession, Attitude towards working condition, Attitude towards authority and Attitude towards institution. 29 items will be consisted of mark yes (Y) or no (N) as related to the job. The structure this section differed from previous studies insofar as it considered satisfaction.

#### Procedure

The subjects were approached personally in their institution. After establishing rapport the tools are administered. The scoring is done by manual.

#### Statistical Treatment

The obtained data of the study have treated statistically with Pearson Product Moment Correlation.

#### Result and Discussion

The purpose of the current study is occupational stress and job satisfaction. The score after data collecting is analyzed. The analysis of the relationship between response to the occupational stress and job satisfaction shows the following result.

**Table-1**

**Correlation between Occupational Stress and Job Satisfaction**

Variables	df	r.
Occupational Stress	148	.106
Job Satisfaction		

from the table 1, it is observed that the Pearson's Correlation Coefficient shows a positive correlation is found to exist between occupational stress and job satisfaction is (df = 148, r=.106, NS) that means there exists on correlation, Results have showed that occupational stress is significantly not correlated with job satisfaction. These findings are in line with the earlier findings of Robbins (1996) conducted a study while examining the occupational stress and job satisfaction. He found the relationship between job satisfaction and occupational stress is also moderated by number of factors like relevant placement, clarity of job role, level of responsibility and designated power. Factors like job importance, uniformity, autonomy and identity improve the job satisfaction, while low level of empowerment, less control over work and unfair interference of higher

management increase stress and overall dissatisfaction.

The impact of occupational stress on job satisfaction is examined in various business and social sectors across the world. This relationship in the university settings of India is missing in the literature. The study is designed to investigate the relationship between occupational stress and job satisfaction. Research studies have widely discussed about the relationship between occupational stress and job satisfaction of teachers. The work done in this regard covers broad range of disciplines like elementary and secondary education, but less attention is paid to higher education with respect to teacher satisfaction and job stress. The developing country like India, where literacy rate is very low, resources are limited, and very little percentage of students reach to the university level. It requires imperative attention of higher management towards teaching system and faculty assigned to impart the promised knowledge. The faculty members as front-line players in the entire value-chain of universities carry greater responsibility, and play a significant role in overall institutional success. The satisfied faculty can help the university to achieve its desire goals and meet the educational objectives. Contrarily, teachers' high level of job stress creates the big gap between promised and actual levels of educational quality. The scenario raises the need for a comprehensive study, to investigate the relationship between occupational stress and job satisfaction of university teachers.

#### Conclusion

The Pearson correlation (Table 1) is applied to test significance of relationship between job satisfaction and overall occupational stress of faculty members of universities. According to the table statistics, there is no significant relationship found between job satisfaction and overall occupational stress. The results lead to the no rejection of H1.

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