ASSESSMENT OF RELATIONSHIP BETWEEN JOB STRESS AND JOB SATISFACTION

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ABSTRACT
The present study covers the aspects of assessing the job satisfaction level and job stress among teaching faculty employed in various higher educational institutions in Udaipur city and to study the relationship between job stress and job satisfaction. Descriptive research design was used to conduct the study. To collect the desired information about the job satisfaction level and job stress among college teachers, 64 respondents were selected on the basis of stratified random sampling techniques from six educational institutions of higher education in Udaipur city having equal representation of gender, type of institution, stream and nature of job. Data was collected by administering two types of research tools to accomplish the objectives of the present research work. In order to find out the significance of difference between the selected variables and job satisfaction of college teachers, ‘t’ test technique was employed. Chi-Square test was employed to assess the association between different variables and job stress of respondents and to explore the relationship between job stress and job satisfaction, the pearson product correlation coefficient was used. Findings revealed that teaching faculty of higher educational institutes possessed average level of job satisfaction. Significant difference is found in job satisfaction of college teachers with respect to Gender, Type of institution, Streams and Nature of appointment. In case of job stress, there exists a close relationship between type of institutions and nature of appointment and level of stress perceived by the teaching faculty. On the other hand, chi-square values are found non-significant in case of gender and streams so there is no association between gender and streams with respect to level of stress. Further, job stress is found negatively associated with job satisfaction. So there exists negative correlation between job satisfaction and job stress.

KEYWORDS: Job, Satisfaction, Stress, College, Teacher, Relationship

INTRODUCTION
College teachers are the prime factor to maximize all their energy and time to promote the well-being of students. Job satisfaction is an important issue in the higher education because if the teachers in university/colleges are satisfied enough to accomplish their goals effectively, then only they would be motivated to contribute effectively towards higher education. The teachers are responsible for imparting education and guidance to students and also for undertaking research development in their respective fields for enriching the quality of teaching and research. (Sumbul and Sajid, 2014). Job satisfaction expresses the degree of congruence between one’s expectations and the reality that job provides. Job satisfaction is of great significance for efficient functioning of any organization and the persons involved. Stress in teaching has sufficient attention of educational thinkers and researchers in present days and academic interest on the subject is expanding to various dimensions. They face a lot of occupational stress while performing their duties. This affects their job satisfaction and adds to their stress. (Johnes & Taylor, 1990, Hagedorn, 1994; Hsing et.al, 2006).
Assessment of job satisfaction and job stress among teaching faculty is direly needed to improve the quality of education. Studies across the globe have referred that stress and job satisfaction of faculty members affects their performance, productivity, efficiency and effectiveness. The present study covers the aspects of assessing the job satisfaction level and job stress among teaching faculty employed in various higher educational institutions in Udaipur city with the objective to study the relationship between job stress and job satisfaction.

**METHODOLOGY**

The present research work was based on the assessment of job satisfaction and job stress of college teachers of selected public and private institutions located in Udaipur city of Rajasthan, hence the present study was carried out at Udaipur city of Rajasthan.

**Selection of Sample**

To collect the desired information about the job satisfaction level and job stress among college teachers, 64 respondents were selected on the basis of stratified random sampling techniques from six educational institutions of higher education in Udaipur city. The sample selection was based on following criteria -

- **Gender:** Male and Female
- **Type of Institution:** Public and Private
- **Discipline:** Arts and Science faculty
- **Nature of job:** Permanent and Contractual

**Development of Tool**

Two types of tool were used by the researcher to accomplish the objectives of the present research work.

- Job satisfaction questionnaire
- Job stress questionnaire

**Data Collection**

The present study was based on survey work, which was carried out by the researcher through personally administering the developed tools to elicit the desired information about the job satisfaction level and job stress among teaching faculty employed in various institutions of higher education in Udaipur city.

**Analysis of Data**

In order to explore the relationship between job stress and job satisfaction, the Pearson product correlation coefficient was used.

**FINDINGS**

**Profile of the Respondents**

Majority of the respondents (39%) were found in the age group of 31- (21.87%). Maximum respondents (62.50%) were well educated and hold PhD degree. In case of gender, half of the respondents (50%) were male and remaining half were female. Similarly, in nature of appointment, 50 per cent respondents each were permanent and contractual. Out of the
50 per cent permanent faculty, most of the respondents (39.06%) were found in the cadre of Assistant Professor. Remaining 50 percent were hired on contractual basis in the start of academic session. Only 4.69 per cent of the respondents belonged to the cadre of Associate Professor. Majority of the respondents (35.94 %) had teaching experience of 4-12 years followed by 13-20 years. Data pertaining to type of institutions and streams revealed that equal percentage of respondents belonged to public and private and arts and science streams.

Weighted Scores of Job Satisfaction Factors

The weighted scores were developed to analyze the comparative position of different variables leading to the level of satisfaction among respondents. Peer relationship factors contribute the most in increasing the level of satisfaction. An equal weight age is assigned to both administrative and working environment factors and they are rated as second most important factor in creating job satisfaction, followed by economic factor which is rated as least important factor with respect to level of satisfaction in faculty members.

Job Satisfaction Level

From the mean score (77.08) and standard deviation value (24.29) of overall sample, it is inferred that the teaching faculty of higher educational institutes possessed average level of job satisfaction.

Hypothesis 1

There is no significant difference in job satisfaction of college teachers with respect to gender, type of institution, streams and nature of appointment.

Significance of the Difference (T-Value) between Male and Female Faculty with Respect to Job Satisfaction

The calculated ‘t’-value was found 3.206, which is significant at 0.05 level. Hence, it was inferred that there exists significant between the male and female faculty with respect to their job satisfaction. In this, the female respondents had better job satisfaction as compared to the male counterparts.

Significance of the Difference (T-Value) between Type Of Institution with Respect to Job Satisfaction

There exists significant difference between public and private institute’s faculty with respect to their job satisfaction ( t’-value 3.309). Among these teaching faculty also, the faculty members serving in public institutes had indicated better job satisfaction as compared to respondents belonging to private institutes.

Significance of the Difference (T-Value) between Faculty Stream with Respect to Job Satisfaction

The calculated ‘t’-value was observed as 3.254 which is significant at 0.05 level. Hence, it is inferred that there exists significant between the arts and science faculty with respect to their job satisfaction. In this, the respondents belonging to arts stream had better job satisfaction as compared to the respondents of science stream.

Significance of the Difference (T-Value) between Nature of Appointment with Respect to Job Satisfaction

The calculated ‘t’-value was observed as 3.575 which is significant at 0.05 level. Hence, it is inferred that there exists significant between the permanent and contractual faculty with respect to their job satisfaction.
Job Stress Level

Hypothesis 2

Level of stress is not associated with gender, type of institution, streams and nature of appointment.

Gender and Level of Stress

The female respondents were found to have greater stress (53.13) as against 50 per cent at high level of stress and 46.88 per cent against 43.75 per cent at moderate level among male respondents. In order to find the relationship between the sex of the respondents and their level of stress perceived by the college teacher, a chi-square test was employed and the results revealed that the calculated chi-square value (2.065) is less than the tabulated value (4.61) and the result is non-significant at 1% level. Hence, there is no relationship between the sex and level of stress perceived by the college teachers.

Type of Institution and Level of Stress

Majority of respondents (68.75%) from private institutions possessed high level of stress as compared to 21.88 percent respondents of public institutions having high stress level. The calculated chi-square value (14.880) is greater than the tabulated value and the result is significant at 1% level. Hence, there exists a close relationship between the type of institution and level of stress perceived by the college teachers.

Nature of Appointment and Level of Stress

The percentage of high level of stress was more (40.63%) among the respondents who were employed on contractual basis in colleges and the same was found quite low among respondents (18.75%) appointed on permanent basis. The calculated chi-square (5.160) value is greater than the tabulated value and the result is significant at 1% level. Hence, there exists a close relationship between the nature of appointment and level of stress perceived by the college teachers.

Streams and Level of Stress

The percentage of high level of stress was more (46.88%) among the respondents of science stream and the same was found quite low among respondents (34.38%) of arts stream. The calculated chi-square value (3.615) is less than the tabulated value and the result is significant at 1% level. Hence it can be concluded that there is a no relationship between the stream and level of stress perceived by the college teachers.

There exists a close relationship between type of institutions and nature of appointment and level of stress perceived by the teaching faculty, on the other hand, chi-square value was found non-significant in case of gender and streams so there is no association between gender and streams with respect to level of stress.

Correlation between Overall Job Stress and Job Satisfaction

Hypothesis: 3

There is positive correlation between job satisfaction and occupational stress among college teachers.

According to Raza (2012), faculty having low level of stress with high level of satisfaction can help institutions of higher education to achieve their goal of preparing human capital for all sphere of life to cater to the needs of public, private and social sector.
The results presented in table clearly indicated the significant relationship between job satisfaction and job stress among teaching faculty of higher education. The findings also suggest that job stress is negatively associated with job satisfaction. So there exists negative correlation between job satisfaction and job stress. Hence, the above hypothesis is rejected.

**Table 1: Correlation Between Overall Job Stress and Job Satisfaction**

<table>
<thead>
<tr>
<th>Dimensions</th>
<th>N</th>
<th>r</th>
<th>DF</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
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<td>-.48</td>
<td>7</td>
<td>.01</td>
</tr>
<tr>
<td>Job stress</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The findings are in confirmation with the results reported by Nilufar et.al.(2009) and Vishwnathra(2015), who also reported similar results found in their studies that there is significant negative correlation between job satisfaction and occupational stress.

**Interpretation**

The negative correlation can be inferred in a way that if an employee is having low stress, he/she is happy and mentally relaxed and can contribute more at workplace, because stressors are not there to invite preoccupation of his/her mind and every input given results in much better output to provide strong foothold to an institution. This ultimately leads to increases in job satisfaction of the employee.

**CONCLUSIONS**

From the findings of the study, it can be concluded that teaching faculty of higher educational institutes possessed average level of job satisfaction. In case of job stress, there exists a close relationship between type of institutions and nature of appointment and level of stress perceived by the teaching faculty. On the other hand, chi-square values are found non-significant in case of gender and streams so there is no association between gender and streams with respect to level of stress. Further, job stress is found negatively associated with job satisfaction. So there exists negative correlation between job satisfaction and job stress.

**REFERENCES**
