



Effectiveness of Job Stress on Job Satisfaction of University Teaching Departments of Devi Ahilya Vishwavidyalya, Indore

Kamakshi Agnihotri¹ and Tariq Hider Mir^{2*}

¹Head and Dean School of Education, Devi Ahilya Vishwavidyalya, Indore, India

²Research Scholar, Devi Ahilya Vishwavidyalya, Indore, India

*Corresponding author: tariqhider@gmail.com

ABSTRACT

This study examined the Role Stress of teachers working at Devi Ahilya Vishwavidyalya, Indore. Thirty teachers of different UTD'S were chosen as sample, by using Simple Random Sampling Technique and administered with an Occupational Stress Rating Scale. The statistical techniques employed were ANOVA and the obtained results are analyzed accordingly. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with Role Stress are: improve self-esteem, build self confidence, work on building emotional intelligence competencies, develop a good sense of humor, favorable organizational climate, good infrastructure in UTD's.

Keywords: Job Stress, Job Satisfaction, organizational climate

Job or Role Stress is a stress involving work, it occurs when people have responsibilities and demands at work with which they can't cope, for a variety of reasons. It can also occur when there is mismatch between job expectation and reality. Role Stress on the other hand arises when job demands are not met, relaxation turns into exhaustion and sense of satisfaction converts into feeling of tension. It can lead to emotional and physical disorders that began to impact personal as well as professional lives over time. The Role Stress can trigger emotional disorders such as anxiety, depression and in some cases various phobias. Role Stress occurs when there are incompatible demands placed upon an employee. It is the tension and pressure usually experienced at place of work. It can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Teachers Role Stress are the integration various problems and demands of teaching profession, due to which teachers feel overloadedness, powerlessness, motivelessness, conflict in role and fail interpersonal relationships at work place, which lead to Role Stress.

Sources of Job Stress

Job Stress is an anxious mental state of an employee in the organization. There are many sources of Role Stress based on research conducted by Pareek (1983) in India. Reported that the role space and role set have inherent problems which may lead to various forms of stress, a brief description of the aforementioned Role Stress is given below:

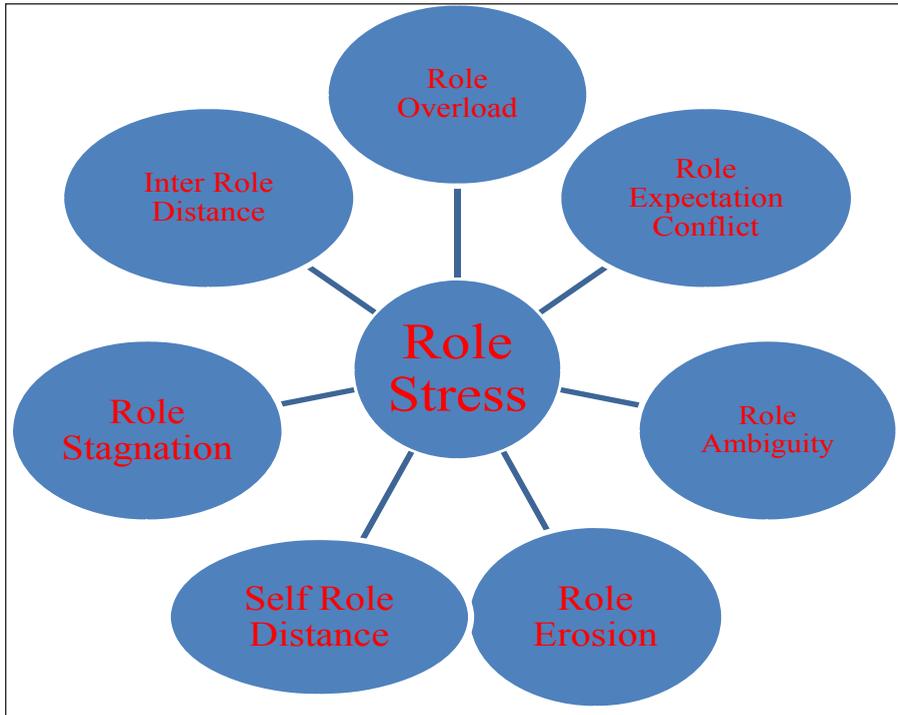


Fig. 1: Sources of Job Stress

Concept of Job Satisfaction

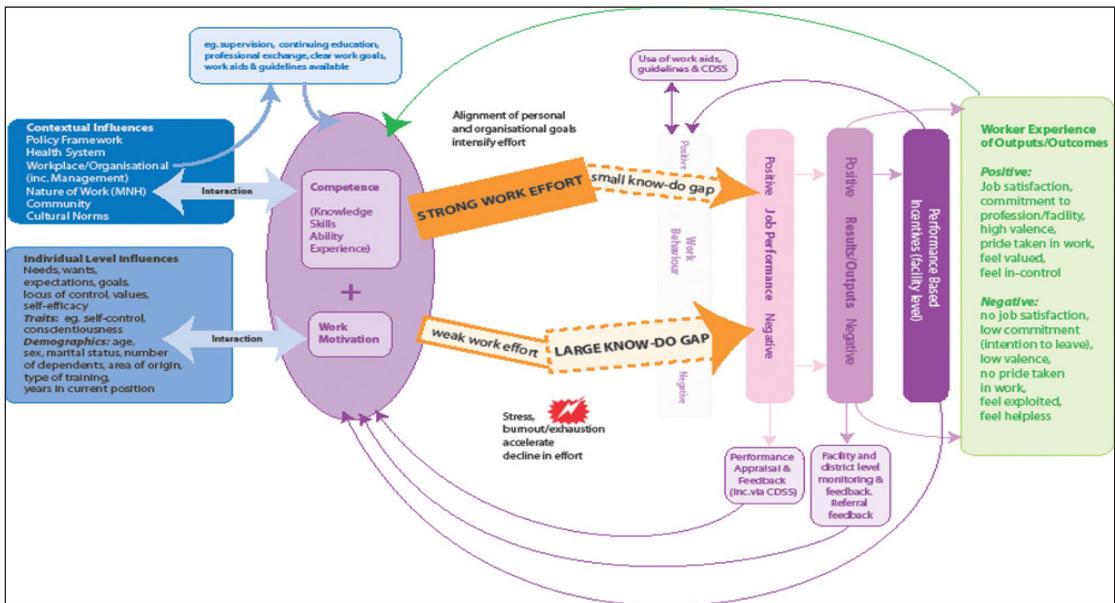
Job Satisfaction is a level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job Satisfaction can be influenced by person's ability to complete required task the level of communication in an organization, and the way management treats employees. Job Satisfaction refers to an overall affective orientation on the part of individuals towards work roles, which they are presently occupying. It is thus "pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement on one's job values" "Job Satisfaction is a set of favorable or unfavorable feeling with which individual view their work. It expresses the amount of agreement between one's emerging expectations and the rewards that the job provide.

Factors Affecting Job Satisfaction

Following factors which affects the Job Satisfaction are as follows:



Fig. 2: Factors Affecting Job Satisfaction



Statement of the Problem

The problem for the present study was worded as follows:

Influence of Job Stress and Job Satisfaction of University Teaching Departments of Teacher's from Devi Ahilya Vishwavidyalaya, Indore

Definition of Key Words

The key terms are defined as follow:

- **Role Stress:** Role Stress is the response people may have when presented with work demands and pressures that are not matched to their knowledge and abilities and which challenge their ability to cope.
- **Job Satisfaction:** Job Satisfaction is a level of contentment a person feels regarding his or her job. This feeling is mainly based on an individual's perception of satisfaction. Job Satisfaction can be influenced by person's ability to complete required.

Objectives

- To study Job Stress of DAVV Teachers
- To Study the influence of Role Stress and Job Satisfaction of UTD Teachers of DAVV Indore.

Hypotheses

- There is no significant influence of Role Stress on DAVV Teachers'.
- There is no significant influence of Role Stress and Job Satisfaction of UTD Teachers of DAVV Indore.

Delimitations

Following are the delimitations of the present research work:

- The study was conducted in UTD's of DAVV Indore only.
- Only Job Satisfaction, Role Stress and Organizational Climate are studied.
- Sample was delimited to Associate Professors only.

Review of Related Literature

Verma, M. (2002) conducted a study entitled "*A Study of Job Satisfaction of teachers in Relation to Job Stressor, Role Commitment, Vocational Maturity and Social Intelligence.*" The objectives of the study

were; (i) to compare the adjusted mean Job Satisfaction score of male with female teachers by taking job stressors, role commitment, vocational maturity and social intelligence as covariates separately. (ii) to compare the adjusted mean Job Satisfaction score of trained with untrained teachers by taking job stressors, role commitment, vocational maturity and social intelligence as covariates separately. (iii) to compare the adjusted mean Job Satisfaction score of senior with junior teachers by taking job stressors, role commitment, vocational maturity and social intelligence as covariates separately. (iv) to compare the adjusted mean Job Satisfaction score of male with female teachers by taking job stressors, role commitment, vocational maturity and social intelligence as covariates separately. The study is survey in nature. The sample consists of two sets of population of teachers of Indore district which were 1210 middle school teachers and 486 of High school. The tool consists of Teachers job stress scale, Teachers vocational Maturity Inventory scale, Teachers Role Commitment Scale. The findings of the study were: (i) the female teachers were found to be significantly more job satisfied than male teachers when job stressors, role commitment, vocational maturity and social intelligence were considered as covariates separately (ii) There is no significant difference found in Job Satisfaction of trained and untrained teachers when job stressors, role commitment, Vocational maturity and social intelligence as covariates separately.

Sylvester (2010) conducted a study entitled “*A study to know Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators*”. Random sampling technique was used. On one hundred teacher educators from 15 private colleges of education in Madurai district was taken sample for the study. The tools for the study were. Attitudes towards Teaching Profession Scale by Uhrbrock and Job Satisfaction Scale by Bube, Uppal and Verma were employed. The hypotheses of the study were: (i) there is no significant difference between male and female teacher educators with regard to Job Satisfaction in their teaching profession (ii) there is no significant difference between the teacher educators belonging to urban and rural areas with regard to Job Satisfaction in their teaching profession (iii) there is no significant difference between the teacher educators having M.Ed. and M.Phil qualifications with regard to Job Satisfaction in their profession. The findings of the study were: (i) gender differentiation did not have influence on the attitude towards teaching profession (ii) number of years of total teaching experience did not have influence on the attitude towards teaching profession (iii) number of years of total teaching experience did not have influence on the Job Satisfaction in the teaching profession (iv) there was no significant relationship between attitudes of the teacher educators towards their profession and their Job Satisfaction.

METHODOLOGY

Sample

The present study was survey in nature. The sample random technique was employed to select the sample. The sample was taken from the UTD teachers of DAVV Indore. There were 27 UTD's sample was drawn. During the collection of data, 65 questionnaires were given out of 65 only 30

teachers gave their responses. The data were collected from Associate and Assistant Professors from 15 UTD's of DAVV Indore.

The detail of sample is as follows:

Sl. No.	UTD Departments	No. of Samples
1	School of Law	4
2	School of Education	4
3	School of IMS	2
4	School of Economics	4
5	School of Life Sciences	2
6	IIPS	2
7	School of Commerce	2
8	School of biotechnology	1
9	School of Social Sciences	2
10	School of Chemistry	1
11	School of Electronics	2
12	EMRC	1
13	School of Mathematics	1
14	School of computer Sciences	1
15	School of Energy	1

Tools

In the present study the researcher used the following tools. Job Satisfaction and Role Stress for collection of data. The tools used in respect of each one of them are described in separate captions.

Job Satisfaction Tool

For collecting data regarding Job Satisfaction the tool designed by (MMB) Mudgil, Mubar and Bhatia developed by Agra Psychological Association was used. The tool consists of 75 items based upon 5 point likert scale the reliability of test is 0.95. The validity was found to be 0.87.

Role Stress Tool

Researcher developed tool to assess Role Stress. It covered the five areas. The tool was based upon 5 point likert scale. The options of the scale were strongly agree (SA), agree (A), indifferent (IDT), disagree (DA), strongly disagree (SD). However the scale comprised of different statements based on individual differences.

Statistical Analysis

- One way ANOVA was used to study the influence of Role Stress and Job Satisfaction of UTD teachers of Devi Ahliya Vishwavidhyalaya, Indore.

RESULTS AND DISCUSSION

Table 1: Summary of Shapiro- Wilk test of Normality for Role Stress on Job Satisfaction of UTD Teachers of DAVV Indore

Role Stress		Shapiro- Wilk		
Job Satisfaction		Statistic	f	Sig.
	High	.903	15	.107
	Low	.949	15	.505

From the table 1, it is clear that the value of Shapiro- Wilk statistics for Role Stress of High level is .903, for which the significance value is .107 with $df = 15$ which is greater than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the Role Stress scores of UTD teachers do not significantly deviate from normality” is accepted. Therefore, it can be concluded that the Role Stress scores of UTD teachers of different levels are distributed normally.

Also, for the Role Stress of Low level is .949, for which the significance value is .505 with $df = 15$ which is greater than 0.05 level of significance, therefore it is not significant at 0.05 level of significance. Hence the null hypothesis “the Role Stress scores of UTD teachers do not significantly deviate from normality” is accepted. Therefore, it can be concluded that the Role Stress scores of UTD teachers of different levels are distributed normally.

Table 2: Summary of Levene’s test of Homogeneity of variances for Role Stress on Job Satisfaction

Test of Homogeneity of Variances			
Job satisfaction			
Levene Statistic	df1	df2	Sig.
.294	1	28	.592

From the table 2 it is clear that the levene’s statistics test whose F value is .294 with $df = 1/28$ whose significance value is .592 which is greater than the 0.05 level of significance. Hence the error variance of Job Satisfaction on is equal across all the groups in this view the null hypothesis is accepted.

Table 3: Summary of 2×2 ANOVA for Organizational Climate, job Stress and their interaction on Job Satisfaction

ANOVA					
Job satisfaction					
	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	45.633	1	45.633	.119	.732
Within Groups	10707.333	28	382.405		
Total	10752.967	29			

From the table 3 it is clear that the F value for between groups is .119 with $df=1/29$ whose significance level is .732 which is greater than 0.05 level of significance. Therefore the null hypothesis that “there is a no significant difference of Job Satisfaction of UTD teachers of Devi Ahliya Vishwavidhyalaya, Indore belonging to two different groups of Role Stress” is accepted. Thus it may concluded that Role Stress has no effect on Job Satisfaction.

Findings

- No significant difference was found in the mean score of Role Stress on Job Satisfaction of UTD teachers of Devi Ahliya Vishwavidhyalaya, Indore.
- No significant difference was found in the mean score of Job Satisfaction of UTD teachers of Devi Ahliya Vishwavidhyalaya, Indore.
- No significant difference was found in the mean score of Role Stress of UTD teachers of Devi Ahliya Vishwavidhyalaya, Indore.

The finding was supported by Reddy (1989), Panda (2006), Geoigh (2013). The results reflected that there was no significant influence of Role Stress on Job Satisfaction of UTD teachers of DAVV Indore. The reason behind may be that the components covered under Role Stress may have not affected on Role Stress of UTD teachers of DAVV Indore. The factors which were taken under Role Stress were Financial Aspect, Academic, Administrative, Interpersonal and Incentive/ Motivational Aspects, which may have not affected the Job Satisfaction. It may be that these factors may not be the cause of Role Stress of UTD teachers of DAVV Indore.

Implications

The implications of the study are as follows:

Implications for Teachers

- The present implications for teachers that irrespective of Experience talented young lot as university teachers can be invited to bring some reevaluation in the university education, with the help of their knowledge of modern communication means such as internet, websites, E-Learning etc.
- The present research through some light on the level of Job Satisfaction among teachers of different faculties with different experience. The Higher level of Job Satisfaction implies that teachers are working efficiently and they have lesser amount of Role Stress. Job Satisfaction does not depend merely on extrinsic factors like pay and other material benefits, but in certain intrinsic factors university should make some provisions for increasing Job Satisfaction of teachers.

- To enhance the level of Job Satisfaction of female teachers, the imperative of the situation demands that no partiality be made in the allocation of perks and incentives, on various academic and non-academic duties. Even equal distribution should be made between male and female teachers.
- To enable the teachers to function at their highest level of Job Satisfaction, it is recommended that good Organizational Climate be created in all the educational institutions. The climate of the organization should be favorable for the teachers
- Organizational Climate factors like administration, management policies, role clarity, team spirit and image of institution regarding teaching and research influence Job Satisfaction.
- The present research suggested that Universities/Government must ensure the participation of college teachers especially of Self-Financed and Government Aided category in various academic activities such as refresher courses, seminars, workshops, orientation programmers etc. so that they may improve their level of Satisfaction.
- Efforts are needed for expanding non academic activities in an Organization where teachers can share their views and opinions more freely and frankly. The various non-academic duties should be assigned depending upon the leadership quality, caliber, capacity and potential of the teachers and shared equally between the males and females.

Implications for Administrators

- After the findings of the study the results recommended that management of Government Aided and Self Financed colleges should try to conduct on and off campus professional development programmers for the teachers with the help of experts in the field of education. To build a positive image about themselves and their profession, teachers could be provided with guidance and counseling with the help of psychologists. A teacher's job could be enriched by improving job content factors such as recognition, advancement and growth. Hence, it is recommended to enrich the design of tasks given to them.
- It is recommended that better infrastructure facilities such as well equipped laboratories with Audio- Visual aids and recreation amenities should be provided in the college so that teaching-learning process can be made more interesting for students, and the teachers may feel comfortable, define their content with full of confidence so that the level of job stress may decrease.

Implications for Policy Makers

- The research finding suggests that to increase the level of Job Satisfaction the government should release their share of grant-in-aid regularly without any delay. This will certainly improve the level of Job Satisfaction of Government Aided college teachers. Further, it is suggested

that Government should try to provide more liberal financial assistance under various faculty improvement schemes for all types of categories of colleges.

- From the findings of the study for increasing the level of Job Satisfaction and making the favorable Organization Climate the universities should introduce and made mandatory self-appraisal of teachers instead of student-centre appraisal. Better incentives should be provided for more dedicated and hardworking teachers. On the other hand, non- dedicated and work-shirkers should be shunted out of the profession.

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