

# The Influence of Job Stress on Job Satisfaction among Female Lecturers

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**Abstract:-** Different demands in the education world has automatically increased the expectations of the public towards academic staff especially lecturers. This expectation makes the academic institutions to care more about the satisfaction of their lecturers. One of the important issues in job satisfaction is the level of stress among employees. This study aims to investigate the influence of job stress on job satisfaction among female lecturers. A cross-sectional study was conducted and the population for this study consisted of female lecturers of Universiti Technology Malaysia which was selected randomly from research Malaysian universities. Four faculties were selected by using a stratified sampling technique among different faculties to draw proportionate sample from total population. Then 99 participants were selected by simple random sampling through the list of female lecturers. The data were collected by Job Descriptive Index (JDI) as a job satisfaction instrument and NIOSH Generic Job Stress Questionnaire. The results analyzed by multiple regression showed that job stress components such as work group support, workload pressure, and cope can predict female lecturers' job satisfaction. It is concluded that stress level among female lecturers in the mentioned faculties was moderate, while level of job satisfaction was is high. This study recommended that job stress components such as work group support, workload pressure, and cope must be considered more than other components in educational setting. This data also could create a foundation for designing and utilizing preventive interventions and control effective components of job satisfaction in order to reduce job stress in the workplace.

**Keywords:-** Job Satisfaction; Job Stress; Female Lecturer.

## I. INTRODUCTION

Human life has been influenced by job while it is one of the serious issues of individual lives. Most people in the world devote a specific time for job and feel some pressure, because it is the way that they can get income and support their lives. Individulas may response occupational stress or job stress when they confronted with varieties of work demands and experience psychological pressures if theu do not have adequate knowledge and abilities to handel and cope with these challenge stimulai [1]. Job stress can assist workers to enhance their performance up to a certain level (as a usetress) and then begins to decline (as a distress) [2].

The impact of job stress experienced by university employees was highly significant because it may affect not only the educators but also their learners [3]. Some researches among Malaysia universities displayed that academic staff confronted more pressure and stress from the management because of competitive stress from other universities [3, 4, 5].

Stress and pressure is not an unfamiliar concept, while everybody has experienced it in different situation. Stress experienced by workers at career environment is known as job stress [6]. It is an important psychological concept that can affect health, well-being and job performance in negative aspects. It may be due to a number of factors such as poor working condition, excessive work load, shift work, long hours of work, role ambiguity, role conflicts, poor relationships, with the boss, colleagues or subordinate officers, risk and danger, to mention a few [7]. Job stress may affect physical health, mental health, personal and work behaviour of workforce. Therefore, it is important to investigate occupational stress as a factor which has negative effects. Stress points out to the "experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors" [8]. Job stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker. Stress enhances negative feeling of workforce [9, 10] while such feeling influence all aspects of life. Usually people with high level of occupational stress become frustrated and dispirited. They also may make a negative affect on the organization, because job stress influences the employer's job satisfaction and their overall performance in their work and most of the organizations are more demanding nowadays for the better job outcomes [11, 12, 13, 14]. Modern times have been called as the age of anxiety and stress [15].

Several studies have examined occupational stress in different aspects. The influence of job stress on health and work behaviour has been examined by Mojinyinola [7], predictive influence of job stress on mental health and work behaviour of nurses in the university college hospital (2015), job satisfaction among academic staff as a comparative analysis between public and private sector universities [16]. Moreover, some researchers concentrate on stress as a key factor of absenteeism [17, 18, 19,20 ]. Moreover, the relationship between job satisfaction and stress also has been considered by researchers [8, 21], the relationship between job stress and job performance [3], and teaching has been identified as a stressful job [4, 8, 22].

Stress as an unpleasant feeling for teachers may come with anger, nervousness, and disappointment. Some factors such as increasing work hours, changes on schedule, lack of enough knowledge, not being familiar with using technology make the lecturers under stress. In this case, parallel with technological development, universities also have changed significantly. Learning more about educational technologies, facing tight deadlines on their researches, knowing the using methods of new technological instruments in their area of study and additional long hours for training purposes are certain sources of stress for lecturers in the last decade. This may causes the university academic staffs to face plenty of stress and therefore affect their satisfaction and even their physical or mental health. Regarding the stress in work environment, studies show that females experienced significantly higher level of job stress than male [23, 24, 25].

Studies on occupational conditions reveals that job performance is positively affected by job satisfaction of an employee. However, job satisfaction can be destroyed by the level of job stress. Teaching environment is determined as a highly stressful place and teaching is identified as a highly stressful job [4, 8, 22]. Nevertheless this negative effect of teaching environment has been neglected in many studies on teaching performance, although teachers are required to have high performance in teaching. In addition female workers are more dealing with stress at work which reduce their job satisfaction [24]. With regards to, Ogunola, a person who is unable to control his or her stress in work environment by utilizing emotional intelligence will face a decrease in job satisfaction [26]. In Malaysia, a study in public universities reported that academicians were moderately satisfied with their careers and salary has a significant effect on their level of job satisfaction [27]. Some researchers reported that job satisfaction among the Malaysian workforce was derived particularly from extrinsic factors such as salaries, promotion and supervision which are linked positively to commitment to organization [28, 29]. Wong and Heng [30] attempted to study job satisfaction of the academic staff in two Malaysian universities. This case study was conducted on one hundred faculty members of both the private and public universities. They did not include some of the job aspects that were important, such as research and teaching. In their study, they concluded that the source of job satisfaction came from policies implemented, administration and the salary scheme.

Along with the expansion in achievements of University Technology Malaysia, absorbing local and international students, recruiting more staff to support the educational development of the university and collaborating with well known institutes all around the world. The lecturer's responsibilities also increase, in terms of student supervision, planning and coordination the

programs, meeting deadlines, publications and so on. So there would be changes in job duties and more tasks will be assigned to the lecturers. With regards to the above mentioned researchers attempted to investigate about job stress among workers without any attention to identify the relationship between job stress and job satisfaction factors among academicians. Therefore, current study aimed to investigate the role of job stress components to predict of job satisfaction among female lecturers.

## II. METHODOLOGY

Cross-sectional survey design was conducted in the study. Survey research designs are procedures in quantitative research in which investigators administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population (Creswell, 2012). A quantitative method was applied to collect data also. The population for this study consisted of female lecturers who came from four faculties of Universiti Teknologi Malaysia, namely; Education, Management, Human Resource Development and Islamic Studies. Four faculties were selected by using a stratified sampling technique among different faculties to draw proportionate sample from total population. Then 99 participants were selected by simple random sampling through the list of female lecturers. In this study the total number of participants was calculated by G\*Power 3.1.9.2 for multiple regression with large effects size (0.35), and alpha ) 0.05, which the total sample size must be 74 participants. With regards to avoid of mortality as an internal threat 110 questionnaires were distributed and 99 were returned back. Demographic questionnaire involves the background of the participants such as age, marital status, academic rank, years of teaching experience, teaching hours per week and faculty. Job satisfaction was measured by Job Descriptive Index (JDI) [31] which includes 25 questions based on the job satisfaction factors (e.g. work on present job, present pay, supervision, promotion, and co-workers ). Participants answered to questions based on 5 proposed items, which is different based on the question. job stress. It was measured by "NIOSH Generic Job Stress Questionnaire" which includes 18 questions regarding stress factors (e.g. work group support, workload pressure, and cope). The Likert scale has been used to measure the levels of stress among participants. Before conducting the actual research, pilot study was performed to identify whether or not the research instruments are proper in the actual study. According to Gay [32] study, the pilot study was conducted in small group (n=40) among UTM female lecturers and the reliability of instruments tested by using the Cronbach's alpha value and both of questionnaire were reliable and greater than 0.75 (Job Descriptive Index alpha value = 0.81 and NIOSH Generic Job Stress Questionnaire alpha value = 0.79).

**III. RESULTS AND DISCUSSIONS**

Table 1 presents demographic information of participants according to their age, job experience, marital status, academic rank, and teaching hour per week. As it can be seen from the table 1 almost 57.6% of participants were adult from the range of 41-50 years. Approximately

53.5% of participants had the age experience between 1-10 years. Additionally, the data revealed that the majority of participants were married (94.9%) with the academic position of lecturer (60.6%). Moreover, the data showed that most of the participants were teaching more than 6 hours to compare with lecturers were teaching 3-6 hours per week.

	Age range (years)				Job Experience (years)				Marital Status		Academic Rank					Teaching hour per week	
	30-40	41-50	51-60	61-70	1-10	11-20	21-30	31-40	Sing el	Marrie d	Profess or	Associa te Prof	Senior Lectur er	Lectur er	Tuto r	3-6	6-12
n	23	57	14	5	53	33	10	3	5	94	6	5	21	60	7	18	81
%	23	57.6	14.1	5.1	53.5	33.3	10.1	3	5.1	94.9	6.1	5.1	21.2	60.6	7.1	18.2	81.8

Table 1:- Sociodemographic Characteristics of the Participants (n=99)

In second step of data analysis, Pearson's correlation and multivariate regression were utilized. As can be seen in table 2, results indicated that work group support and supervision were moderately positively correlated,  $r(97) = .28, p = .01$ , with supervision were moderately positively correlated,  $r(97) = .34, p = .01$ , and with co-workers were strongly positively correlated,  $r(97) = .72, p = .01$ . Moreover, the preliminary findings indicate that workload pressure and work on present job were moderately positively correlated  $r(97) = .46, p = .01$ , with supervision were strongly positively correlated  $r(97) = .91, p = .01$ , and with promotion were strongly positively correlated  $r(97) = .65, p = .01$ . Furthermore, the findings indicate that cope and work on present job were moderately positively correlated  $r(97) = .265, p = .01$ , with supervision strongly positively correlated  $r(97) = .66, p = .01$ , and with promotion moderately positively correlated  $r(97) = .27, p = .01$ . However, there was no significant relationship between work group support with present pay and work on present job, between workload pressure and present pay and co-workers, between cope and present pay and co-workers among female leacturers. To determine to what extent the

research data fit the proposed multiple linear regression model, enter regression method was used. Based on the enter method used all three predictor variables were significance in explaining Job Satisfaction (Y)  $F(3, 95) = 46.22, p = .0001$ . The three predictor variables were work group support ( $t = 8.30, p = .0001$ ), workload pressure ( $t = 6.58, p = .0001$ ), and cope ( $t = -2.17, p = .033$ ). This suggests that the three-predictors of job satisfaction MLR model was fully supported by the research data. As depicted in the coefficients table (see Table 4), the estimates of the model coefficients for  $b_0$  was  $-198.21$ ,  $b_1$  was  $6.84$ ,  $b_2$  was  $7.34$ , and  $b_3$  was  $-.81$ . The R-squared of  $.59$  implied that the three predictor variables explain about 59% of the variance in the Job Satisfaction (Y) and it is quite a good and respectable result. Moreover, the ANOVA table revealed that the F-statistics ( $F = 46.22$ ) was very large and also the corresponding p-value was highly significant ( $p = 0.001 < 0.05$ ). This finding indicated that the slope of the estimated linear regression model line was not equal to zero confirming that the research data fit the proposed three-predictor multiple linear regression model of the study.

Variable	M	SD	1	2	3	4	5	6	7	8
work group support	17.87	.68	-							
workload pressure	25.84	.66	-.041	-						
cope	23.53	2.14	.397**	.706**	-					
present pay	67.26	2.94	.003	-.143	.057	-				
work on present job	21.54	2.36	-.016	.464**	.265**	.667**	-			
supervision	24.30	2.14	.282**	.908**	.664**	-.359**	.304**	-		
promotion	17.33	2.89	-.344**	.652**	.275**	-.219*	-.010	.521**	-	
co-workers	7.33	.47	.719**	-.038	.180	-.171	.129	.261**	-.667**	-

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

Table 2:- Descriptive Statistics and Correlations for Study Variables (N=99)

As depicted in Table 3, the largest beta coefficient obtained was 7.34 for workload pressure (X2) and this corresponds with the highest t-statistic of 6.58. This means that this variable makes the strongest unique contribution in explaining the dependent variable component, when the variance explained by all other predictor variables in the

model was controlled for. It suggests that one standard deviation increase in workload pressure is followed by 1.16 standard deviation increase in job satisfaction. The Beta value for work group support (X1) was the second highest (6.84), and the Beta value for cope (X3) was the smallest (-.81) and indicating that it made the least contribution to

predict female lecturer job satisfaction. It means that one standard deviation increase in cope was followed by .811 standard deviation increase in Job Satisfaction (Y). Based on the collinearity diagnostic table obtained, none of the model dimensions had condition index equal to or above

the threshold value of 30.0, none of tolerance value smaller than 0.10 and VIF statistics are less than 10.0. This indicated that there is no serious multicollinearity problem among the predictor variables of the estimated model.

Job Stress dimension	<i>B</i>	<i>SE B</i>	<i>β</i>
(Constant)	-198.21	31.45	
Work Group Support (X1)	6.84	.82	.68
Workload Pressure (X2)	7.34	1.16	.70
Cope (X3)	-.81	.374	-.251
<b>Notes:</b> $R^2 = .593$ , $Adj. R^2 = .581$ ; $F = 46.22$ , $P < 0.01$ .			

Table 3:- Estimates of Coefficients for the Model

The present study has looked into the influence of job stress on job satisfaction among female lecturers. Based on findings, stress level was moderate among entire female lecturers. These findings are consistent with some researchers [13, 33, 34, 35]. These authors predicted that female teachers are generally in more stress than other occupations. Cope score for stress measure was high; which shows that female lecturers struggling to cope with stress. Role ambiguity and role conflict are two major contributors towards stress. Female faculty along with household responsibilities have to cope with stress as they have to maintain academics as well as their family life. The workload was low and environment was supportive, therefore they weren't major contributor of stress in this study. Looking in details, the reasons for high mean score for cope construct was that provided trainings were not supportive during work. Most of the participants are agree that fairly often they have to work fast. Secondly, provided tasks and deadlines often require female lecturers to think faster than usual, which again lead to stress. Most of the participants has shown agreement with this statement.

The job satisfaction among female lecturers was high with mean score of 3.79. The lowest mean score was observed for the pay construct. This shows that the main reason for job dissatisfaction was the payment item. The second lowest mean score is observed for construct promotion, while the mean score for other construct of job satisfaction is high. It is therefore concluded that promotion and pay are the two major predictors for low job satisfaction among female lecturer. The level of job satisfaction was measured using three constructs i.e. present job, pay, promotion, co-workers and supervision. Present job was further measured using 5 items. The highest mean was recorded for 3 items 'My job is enjoyable', 'I like doing my work' and 'I have the freedom to use my own judgment in my work'. Results show that female lecturers are highly satisfied with their current job as they like their job as well as considered it enjoyable. Freedom of idea and judgement is considered productive as students mostly follow their teacher's judgement. The lowest mean score was recorded for items 'I feel a sense of pride in doing my job' and 'I am satisfied with my job'.

The results show that there is moderate relationship between level of job stress and high level of job satisfaction. The major contributor for moderator level of job stress is coping and for job satisfaction is promotion and payment. Findings indicate that there is significant relationship between level of job stress and level of job satisfaction. These findings are in contrast with Ahsan and his colleagues [4], they while studying university female lecturers stress reported that high stress leads to low job satisfaction but our findings demonstrate that moderate level of job stress leads towards high level of job satisfaction. Study findings are also contract with [36], whose findings suggest that there is negative correlation between job stress and job satisfaction, but this study findings are in consonance with her findings in term of academic rank and job experience that there is no significant relationship of job stress and job satisfaction with academic rank and teaching experience.

In this study, there were some limitations such as data has been collected through questionnaire; cross sectional nature of the study is the major limitation, and it is assumed only work on present job, present pay, supervision, promotion and co-workers as a predictor of employee job satisfaction, though many other factors too invariably accounts for employee job satisfaction. Caution should be made that findings of this preliminary study should not be generalized to the larger population due to its small sample size. Lastly, more factors or variables can also be included in the questionnaire as stress can be caused by many different aspects of the working environment. A bigger sample would be needed to represent the general population. Further research is necessary to explore deeper into the causes of stress and its effect on employees job satisfaction. Following are the recommendations of present study: There is a need to devise a strategy to control workload on female lecturers, some of the female lecturers in faculty of Education, Management and Islamic Civilization are new and don't have enough experience to manage the activities. Therefore, it is recommended that improved supervisor support can be helpful for these lecturers to manage their workload and keep balance in their work family life as well. Work load can affect the job satisfaction of female lecturers. Therefore, it is recommended that administration should be more flexible

while assigning tasks to female lecturers. In order to cope with stress, management should arrange programs, which guide female lectures with stress coping strategies. Since the present research only limited to few job stress and job satisfaction factors, it is therefore recommended that future researchers should consider organization factor like role ambiguity, role conflict and locus of control as stressors. Similarly, there is a need to explore the other dimension about level of job satisfaction with larger sample as the factor for job satisfaction varied from sector to sector. It is also recommended to vast the horizon of study by comparing the public and private universities. Likewise, comparison of male and females lecturers of different universities better refine the theory of stress and related job satisfaction.

#### IV. CONCLUSIONS AND RECOMMENDATIONS

Current investigation between level of job stress and level of job satisfaction shows that female lecturers of faculty of Education, Management and Islamic Civilization are satisfied with their current jobs and level of stress is moderate. Most of the female lecturers are satisfied with their pay and have chances for promotion as well. Co-workers and supervisors are supportive and helpful, it mean that non financial rewards are also playing their role in job satisfaction. Work load is positively linked with job stress which shows that with the increase in work load, job stress increases resulting low job satisfaction. Therefore, it is concluded that continues increase in work load, may in future improve the level of job stress and decrease the level of job satisfaction. Management should devise a strategy to balance the workload, which helps female lecturers to achieve work life balance. Based on the finding of the study, there are a few key points that can be used to conclude this research paper. It is very important that the university understands the needs of its employees and provide what is best for the employees. Constant appraisal programs and appreciation should be given to reinstate and motivate the employees. Motivation is a key factor as well in affecting job stress among employees. Employees who are highly motivated will feel happier and are more willing to work for the organizations. Unhealthy job stress among the people responsible in assisting the future generation's education will ultimately affect their intellectual and social abilities. Failure of the educational institutions in providing a healthy working environment or even a working environment with the minimal level possible of unhealthy job stress would lead to many more problems in the near future, especially in the employees' work performance in teaching students and administrative part of the university. Moreover, the workload pressure, work group support, and cope had have a good contribution to predict female lecturers' total job satisfaction. At the end of the day, both employer and employees are responsible when it comes to the issue of handling stress. Because it is the institution, internal and external environment that cause the stress, the employees face the stress, and the employers and students that will experience the effect of the stresses experience by the university staffs.

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