

A STUDY TO DETERMINE THE EFFECT OF OCCUPATIONAL STRESS ON JOB SATISFACTION

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Abstract: This research study is selected by the investigator to examine and understand the existing relationship between the occupational stress and the work/job satisfaction amongst teaching fraternity. The various important factors which are presumed to cause the occupational stress have been considered for the analysis and investigation under the present study which are role conflicts, work overload, work life balance and role ambiguity. The sample for the study is taken from the teachers, teaching in various schools in Mathura District in Uttar Pradesh. A sample of total 386 teachers is collected through a well structured questionnaire. Cross sectional research is performed for the evaluation of the relationship amid job satisfaction. For examining and interpreting the data collected, multiple regression, descriptive analysis study and Pearson correlation have been used. Based on the analysis of the result obtained, a noteworthy correlation between job satisfaction and occupational stress is found. The magnitude of work overload and role ambiguity was found to be very high while the magnitude of work-life balance found to be mild. Results clearly point toward the fact that work overload and the role uncertainty are the signals of job satisfaction and therefore, the role uncertainty is considerably related to work satisfaction.

Keywords: Occupational Stress, Job Satisfaction, Work-life balance, Work overload, Role Ambiguity

I. INTRODUCTION

According to Lu et al. in 2003, work stress has come out as an extremely critical problem especially in terms of hazards for health and fitness now days. It is under great concern for the research in social science studies as well.

As per a research work carried out by Kyriacou in 2001, he explained occupational stress as a resultant of the negative feelings and emotions which arises due to acute frustration, depression, anxiety, despair, sadness, gloominess which is related to the work and the workplace.

A study conducted by Topper in 2007 defines occupational stress as a contradiction amidst the ecological requirements and the ability of an individual towards meeting these requirements.

Occupational stress or the work stress was also explained by Holmlund-Rytönen and Strandvik in 2005 as the incapability of an individual to deal with the work pressure related to a job due to a poor match in between an individual's work necessities and situation.

Based on the research work conducted by Jahanzeb in 2010, it was concluded that the organizations

have now become a foundation of severe occupational stress as a result of very frequent change in technology, heavy retrenchment, work-overload, higher standards of performance, brutal competition and very unsure future.

A research was conducted by Oginska-Bulik in 2006 and they find out that numerous research experiments have already reported that the work related stress results in a number of negative outcomes, both for the worker and the organization as well.

According to Bhatti et al. in 2011, it was concluded that the severity of stress related to work can result into the decline in the overall productivity and a very negative impact on the workplace. All those employees who have very extreme stress can never get satisfaction from their occupation and as a result of which they may be dissatisfied with their work and the place of work both.

In purview of this it is significant for the management to identify the stressors and how do they affect the productivity of their employees.

The current research work is intended to explore the correlation amidst the work satisfaction and work stress amongst the educators and also

investigate those factors which affects the satisfaction of teachers at the workplace. This research work may be referred by the educational institutions to identify the reasons of stress of their

employees and focus on increasing the overall productivity by minimizing these factors.

II. REVIEW OF RELATED LITERATURE

Study of the factors responsible for the occupational stress:

Year of Study	Name of the Researcher	Findings of the study undertaken
2001	Kyriacou	Teaching and education is an extremely demanding occupation which leads to increase in the levels of stress and this stress has severely and very significantly increased in the last decade.
2003	Leather et al.	He stated that the stress is also responsible for bringing unexpected changes on the employees through lowered job satisfaction.
2003	Antoniou, et al.	Explained that huge growth in stressors at the workplace leads to increased dissatisfaction from job.
2005	Johnson, et al.	He identified and described that the amount of stress depends upon a range of elements like nature of job, stressors at work, support from colleagues and family members.
2007	Topper	Identified work overload as the only main reason behind the occupational stress in organizations.
2008	Brown and Uehara	Stated that the never-ending and uneven demands cause confrontations, leading to severe occupational stress.
2009	Nilufar, et al.	Identified the factors responsible for causing teaching stress like work overload, performance pressure, role ambiguity etc.
2009	Lambert, et al.	Justified their arguments with the help of their research study that, the employees with lesser occupational stress are more satisfied from their job as compared to those who had higher stress at work.
2010	Nurul, et al.	Level of Stress in teaching profession is consistently increasing.
2010	Simbula	Stated that the major cause behind increasing work related stress is the work-family conflict that takes place due to huge performance pressure.
2010	Zainudin et al.	He concluded that the teachers are the subject matter of job dissatisfaction at the workplace and hence, if they are unsatisfied, they lack target orientation in teaching in terms of lacking their commitment for delivering the best.
2011	Rutra	Identified administrative workload, irrelevant meetings and unrelated course as the contributing factors to occupational stress.
2011	Usman et al.	Declared positive correlation of role conflict and ambiguity with teacher's stress leading to lower job satisfaction.
2012	Mohd. Adib	Teachers stress is a result of work overload, financial crunch, depression and seclusion.
2013	Mehta	Teaching now days is difficult and dangerously stressful.
2013	Ili Liyana	Besides other factors found that administrative workload and lot of clerical work on teachers creates occupational stress, due to which they are not able to focus on teaching as well.

2013	Kappagoda	He also stated the conflict between work-family as a serious problem for the advanced society leading to occupational stress.
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Studies showing Correlation amidst the stress at workplace and work satisfaction:

Study Year	Name of Researcher	Findings
2005	Johnson et al.	Stated that the employees having lower stress levels are extra contented with their work and job as opposed to those having higher levels of stress.
2009	Quirin & Sweeney	Identified a highly strong negative relationship amidst the work stress and job satisfaction.
2005	Butt & Lance, 2005	Stated that work-overload is a considerable interpreter of job satisfaction.
2011	Correa & Ferreira, 2011	Concluded that people working at a position where the demands of the job are higher than their own capabilities, they are more dissatisfied with their job and show more negativity towards their work.
2012	Faucet et al.	Found that role-ambiguity as a noteworthy interpreter of satisfaction related to work/job..
2002	Lambert, 2002	Found that specific nature of job requiring correctional work like shifts, rotations and transfers etc. as the most important reasons behind the “work-family conflict.”
2012	Chen, et al.	Found the “work-family conflict” as an important interpreter of satisfaction at work.
2013	Rai	Stated strong correlation in amid work-overload and work satisfaction.
2006	Kemery	Concluded that the combined outcome of role clashes & uncertainty over work satisfaction to be much complex.
2008	Lu et al.	Concluded that the better organizational policies and practices increase job satisfaction.

Therefore, on the basis of the extensive literature survey, it can be apparently concluded that until and unless the employees are dissatisfied from their job, they would not perform as expected out of them. Parallely, if there are differences or gaps in the individual expectations of an employee as compared to the current situation of his job, he is intended to exhibit a negative behavior at work that arises only as a resultant of occupational stress leading to job dissatisfaction.

Conceptual framework for the present study:-

It is created as per the aims and objectives already stated for the present study and the review of past studies conducted in this field. The logic behind undertaking the current research tends to explore the correlation amid work satisfaction and stress at the workplace amongst the educators and explore those elements which affect the work satisfaction of educators. The relationship in between both the variables is explained below.

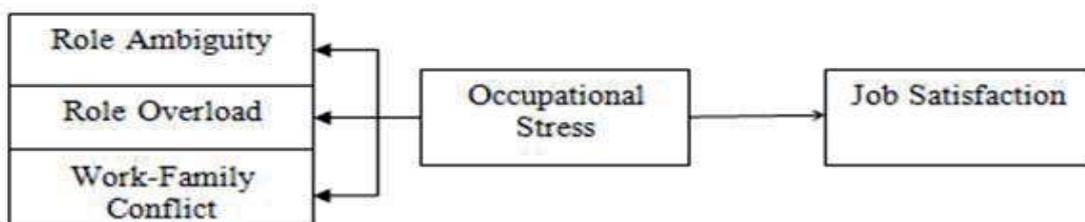


Figure-1: Theoretical framework

The current research focuses on the inference that exist a positive relationship amid job satisfaction & occupational stress. Therefore, following hypothesis be proposed for the present study, keeping in consideration the above discussion.

H1: There exist a major correlation amid job satisfaction & occupational stress.

H2: There exist a major correlation effect amid occupational stress& job satisfaction.

Research Methodology

Present research work is performed on few selected schools in district Mathura (UP)-India. Total 386 school teachers participated in the study. Out of the total respondents, there were 282 female (73.1%) and 104 males (26.9%). Most of the teachers (318 or 82.4%) under the study are already wedded and total 68 teachers (17.6%) are bachelor. Total 334 (86.5%) teachers are graduates. Total 167 (43.4%) teachers are serving from more than 16 years while at the lower end a total of 68 teachers (17.6%) have served for less than 5 years.

Table-1. Analysis of the Occupational Stress level

Var.	Mn.	Std. Dev.
Occu. Stress	03.80	00.38
Work Overld.	03.95	00.42
Role Uncertainty	04.00	00.67
Work-Family Conflict	03.44	00.49

The data so collected was analysed using the method of descriptive analysis in order to analyse the nature of each and every variable used under the present study. This method of descriptive analysis includes the calculative methods based on percentage, mean and the frequency distribution. The mean score calculated from the data describes the overall occupational stress level.

The table given above represents the occupational stress level amongst the teachers teaching in Mathura District of Uttar Pradesh in India. On the basis of the responses collected from the

Hypothesis Testing

For testing the hypothesis proposed, data is analysed using multiple reg. analysis for analyzing the impact of independent variable on dependent

Research Tool

Research tool which is utilized for present study is the “Occupational Roles Questionnaire” that has been taken from Wu et al. developed by him in 2010 and the Occupational Stress Indicators developed by Chang and Lu in 2009 consisting of a total 7 items. Whereas, job satisfaction being evaluated through the most widely used “Minnesota Satisfaction Questionnaire” developed by ‘Ang & Soh’ in 1997.

Data Analysis Method

The data is analysed by “SPSS Version 16.0 for Windows.” A variety of tools and techniques used here includes correlation, regression and descriptive analysis. For determining the correlation amid independent variables & the dependent variables, correlation is used. The relationship amid job satisfaction & occupational stress is established using the Pearson correlation. The effect of a range of independent variables over dependent variables has been determined using the multiple regression analysis.

Findings and Discussion

respondents, it is quite obvious that the occupational stress level is highly elevated overall in terms of the standard deviation (sd=00.38).

Role ambiguity is found to have the greatest mean value that is (mean=04.00) and work overload (mean=03.95). However the work life balance tends to be moderate (mean=03.44) as per the analysis. Therefore, based on the interpretation of the results of table -1 it is clear that the teachers in Mathura District have described highly elevated occupational stress level (overall).

variable & Pearson correlation coefficient to find out the significant relationship (if any) between both ie, the dependent and the independent variables.

Hypo.-1

Table-2. Job Satisfaction & Occupational Stress

Var.	Job Satisf.
Occu.-Stress (Tot.)	00.13*
Role-overld.	-00.09
Role-ambi.	00.50**
Work-family conflict	-00.03

*p<00.05 & **p<00.01

Result illustrate that occupational stress (overall) is having a major and affirmative correlation with satisfaction related to job (r = 00.13 & p <00.05). Although, the correlation amid job satisfaction (overall) & occupational stress (overall) is a little weak. This defines that the lesser degree of occupational stress leads to comparatively higher degree of job satisfaction amongst teachers. This also suggests that one element of occupational stress ie., role ambiguity only has a major and

affirmative relationship with job satisfaction (r = 00.50 & p <00.01). The correlation amid role ambiguity and job satisfaction stands at modest level. There exists no remarkable correlation amid work-overload and work-family conflict with job satisfaction. This point out that only role-ambiguity is related with job satisfaction. Hence, hypothesis H1 is established and found correct.

Hypo.-2

Table-3. Job Satisfaction & Occupational Stress

Var.	R2	F	p
	00.28**	50.05	
Role-overld.			-00.21**
Role-ambi.			00.51**
Work-family conflict.			00.06

*p<00.05 & **p<00.01

Results state that only 28% of job related satisfaction (R2= 00.28, F=50.05, p<00.01) is considerably represented by the 03 elements of work related stress namely, work-overload, work-uncertainty & work-family conflict. Only 02 components of the work related stress in the equation of regression appeared as major interpreters of job related satisfaction. The interpreter is work- overload (β = -00.21, p <00.01) and role-uncertainty (β = 00.51, p <00.01). Hence, hypothesis H2, to some extent partly accepted and approved.

CONCLUSION

Under this present study, the occupational stress has been measured in terms of three different variables namely, work overload, work-family clashes and conflicts and role uncertainty. On the basis of the responses provided by the respondents, it can be very well established that the extent of work overload and role uncertainty is highly elevated.

Although there existed a mild level of work-family conflict. On the whole, it was concluded that the teachers are having enormous amount of occupational stress, leaving only a few who were reported to have mild level of occupational stress.

Results also explain that in general the work related stress has affirmative relation with work satisfaction of these teachers. Result also states that the greater the extent of work related stress would be the lesser would be the work satisfaction of teachers at the workplace and similarly the lesser degree of occupational stress would lead to higher degree of job satisfaction. Therefore, both the variables are closely interrelated.

Further, work overload and role ambiguity has also come out as the interpreter of job satisfaction. The role-uncertainty is also correlated with work satisfaction because of the individual thought that deficiency of right information is required to perform a designated work making the employees feel incapable of performing the job. It is also discovered that work-demand and overload of work is negatively related with the work satisfaction which means that the teachers who are over-demanded in terms of work to be performed by them are less happy and dissatisfied with their job.

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