



Occupational Stress and Job Satisfaction of the University Teachers

* Prof. G.Lokanadha Reddy

** Dr.M.Shailaja

*** Dr.R. Poornima

* Former Vice-Chancellor (FAC), Dravidian University, Kuppam, Chittoor Dist., Andhra Pradesh State

Corresponding Author

**Associate Professor, St. Mary's College of Education, Buchireddypalyam-524305, Nellore Dist

***Assistant Professor, Dept. of Education, Central University of Tamil Nadu, Thiruvarur-610005

Abstract

The authors in this paper investigated the occupational stress and the job satisfaction of the university teachers working in the T.N and A.P. State universities. The sample of 992 university teachers was selected using simple random sampling technique. A five point Rating Scales to assess the occupational stress and job satisfaction of university teachers developed by the investigators were used. The results revealed that majority (74%) of the university teachers are experiencing moderate and high levels of occupational stress and 85 percent of teachers are experiencing only moderate and low level of job satisfaction. Further, correlation studies revealed that occupational stress and job satisfaction of the university teachers are significantly and negatively correlated with each other. Stepwise multiple regression analysis shows that the occupational stress dimensions - organizational structure and climate and, personal and professional efficiency occupational stress has accounted 7.9 and 9.0 percent of variance to the dependent variable job satisfaction. The implications based on the results have been discussed.

Key words: Occupational Stress, Job Satisfaction, University Teachers

Introduction

Inclusive growth, inclusive development and inclusive societies are the watch words of the developmental and welfare programmes of the progressive governments across the globe at present. For this, the world bodies and the respective governments in different countries tuned their policies and programmes. In India too, the higher education system is undergoing radical changes on this lines. Further, the globalization and privatization has brought significant changes in the nature and type of information, knowledge, attitudes, skills and competencies required for competitive markets. As a result, the teachers working at the universities are forced to equip themselves with the new knowledge, skills and competencies so as to produce better stakeholders for the world market. This has brought changes in the development of new curriculum, courses, pedagogies, innovations in research and novel ways of transforming the knowledge not only to the stakeholders, but also to the local communities. On the other side, in many of the states in India, the higher education is challenged with understaffing, inadequate resources apart from the limitations in organizational structure and climate. The disturbed intra and interpersonal relationships, reduced personal and professional efficiency and environmental factors may have significant bearing on the teachers stress, burnout and satisfaction in their profession. In toto, all the above aspects evoke lot of stress, strain leading to burnout which in-turn reflects job dissatisfaction. The effects of stress on university professors have not been extensively studied until very recently (Hogan, Carlson, & Dua, 2002). One explanation for this is that academia has traditionally been viewed as a low stress profession (Gillespie, Walsh, Winefield, Dua, & Stough, 2001). However, recent evidence suggests that university professors tend to experience higher than normal levels of stress (e.g., Catano et al., 2007; Kinman, Jones, & Kinman, 2006).

Occupational Stress

Occupational stress is defined as a physical or psychological disorder associated with an occupational environment and manifested in symptoms such as extreme anxiety, or tension, or cramps, headaches, or digestion problems (Business Dictionary, 2010). Borg (1990) conceptualizes teacher stress as a negative and potentially harmful to teacher's health. The key element in the definition is the teacher's perception of threat based on the following three aspects of his job circumstances: 1) that demands are being made on him, 2) that he is unable to meet or has difficulty in meeting these demands, and 3) that failure to meet these demands threatens his mental / physical well being. A generic definition of job stress given by US National Institute of Occupational Safety and Health (1999) is 'harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Job stress can lead to poor health and even injury'.

Sources of Occupational Stress

Cooper (1986) model lists the following as causes of stress :

- 1) Stressors intrinsic to the actual job : i.e. physical working conditions, level of participation and decision making latitude and workload.
- 2) Role in the organization : i.e. role ambiguity and role conflict and levels and type of responsibility.

- 3) Relationships at work : i.e. superiors, colleagues and subordinates and the demands made interpersonally.
- 4) Career development : i.e. the presence of over or under promotion possible lack of job security.
- 5) Organizational structure and climate: i.e. these stressors may be those that restrict behaviours i.e. the politics and culture of the organization and how individuals interact with these. Specific features include level of participation and involvement in decision making.
- 6) Home and work interface : this refers to the stressors resulting from a mismatch in the relationship between work demands and family or social demands which may be viewed as over-pull of one life into the other.

For the purpose of the study, investigators pooled all these stressors and organized under four major dimensions i.e. organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions and, environmental factors.

Effects of Occupational Stress

An extensive amount of research has now concluded that prolonged exposure to work-related psychosocial hazards can have negative mental and physical health behavioural and social consequences for employees (Ganster and Schaubroeck, 1991). Effects of stress may be categorized as (physical) health effects, cognitive and psychological effects and behavioural strain (Dollard, 2003). a) ***Health Effects*** : While the experience of stress may be accompanied by feelings of emotional discomfort and may significantly affect well-being at the time, it does not necessarily lead to the development of a psychological or physiological disorder. However there are a number of health effects now documented that have been linked to the experience of chronic adverse work environments, or acute traumatic events. Further, the health state itself may act as a stressor, as it may sensitize the person to other sources by reducing one's ability to cope. The stress response described above involves a range of systems, and it is not surprising therefore that the range of symptoms is large. Most health conditions susceptible to work stress appear to involve the cardiovascular and respiratory systems (e.g. CHD- Belkic et al., 2000, and asthma), the immune system (e.g. rheumatoid arthritis), and the gastro-intestinal system (e.g. gastric ulcers) (Cox et al., 2000); b) ***Psychological Effects*** : Psychological strain includes cognitive and psychological effects, such as : an inability to concentrate; job dissatisfaction (Dollard et al., 2001); affective disorders including anxiety, depression (Amick et al., 1998) and anger (Kendall et al., 2000); somatic symptom such as headaches, perspiration and dizziness (Caplan et al., 1975; Perrewe and Anthony, 1990). Longer term psychological outcomes may include mental illness and suicide (Kendall et al., 2000); c) ***Behavioral Effects*** : This may be indicated by increased or excessive use of alcohol and drugs, including tobacco; or by reduced work performance, higher levels of absenteeism or sick leave, industrial accidents and staff turnover (Caplan et al., 1975; Perrewe and Anthony, 1990). Besides these outcomes, strain from the work environment may spill over into the home environment, leading to marital problems and other social issues (Sauter et al., 1990).

The investigators in this research paper have focused mainly on the psychological effects of occupational stress i.e. job dissatisfaction. Job satisfaction is an attitude emanated from employees' perceptions of their jobs or work environments and refers to the extent to which a person likes his/her job

(Pool, 1997; Spector, 1997). The level of job satisfaction reflects - and is affected by - one's work experiences as well as his/her present situation and future expectations. Job satisfaction is an attitude very sensitive to the features of the context in which it is studied. Milkovich and Boudreau (1988) define job satisfaction as 'a pleasurable or positive emotional reaction to a persons job experiences'. According to Ramayah, Jantan and Tadisina (2001), job satisfaction explains what makes people to come to work ? and what makes them happy about their job or not to quit their job ?. Similarly, Ranft and Ranft (1999), defines job satisfaction as 'the constellation of a persons attitudes towards or about the job'. Organ and Bateman (1991) view job satisfaction as a reflection of perceived fairness on the job. In other words, job satisfaction scores correspond to an evaluation of the job and its various aspects against some intuitive idea of what they ought to be.

Factors Influencing Job Satisfaction

Job satisfaction is the result of various attitudes possessed by an employee (Blum and Naylor, 1968). In a narrow sense, their attitudes are related to the job and are concerned with such specific factors as : i) wages, ii) supervision, iii) steadiness of employment, iv) conditions of work, v) opportunities for advancement, vi) recognition of ability, vii) fair evaluation of work, viii) social relations on the job, ix) prompt settlement of grievances , x) fair treatment by the employer and xi) other similar factors. Other aspects such as employee's age, health, temperament and level of aspirations also should be considered.

Klassen and Anderson (2009) found that teachers in 1962 were most concerned with external sources of job dissatisfaction (e.g. salary, condition of buildings and equipment and poor human relations), whereas the teachers in 2007 expressed the most concern about factors relating to teaching itself (e.g. time demands and pupils behavior). Ma and MacMillan (1999) found that the teachers who stayed in the profession longer were less satisfied with their professional role. Workplace conditions positively affected teacher satisfaction; administration control was the most important, followed by teaching competence and organizational culture. Ololube (2006) found that the teachers were dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement. Price and Terry (2008) found that the higher levels of teacher satisfaction were associated with fewer children assigned to a class. Bhandari and Patil (2009) found that few of the women teachers are facing certain problems due to lack of coordination and cooperation in the workplace. Majority of the women teachers are satisfied with their work, job and salary and majority of them said that they have not recognized for the job and work done.

Ghazi (2004) found that the head teachers were 'slightly satisfied' with compensation, working conditions, social status, school system policies and practices; 'satisfied' with advancement, social service, creativity, recognition, supervision human relation, security, independence, colleagues, supervision technical, authority, responsibility, achievement, ability utilization and variety; 'very satisfied' with moral values and activity aspects of their job. Nazar and Ahmad (1998) found that the factors like promotion, responsibility, salary and interpersonal relations were significant determinants of overall job satisfaction of teachers whereas the factors like job security, salary, working conditions and institutional policies and practices were significant determinants of overall job dissatisfaction of teachers. Hurren (2006) found that the principals who share humor

in the workplace have teachers with higher job satisfaction than those principals who share very little or no humor in the workplace.

Summarizing these factors, investigators organized the job satisfaction factors under four major domains i.e. satisfaction with the organizational aspects, intra and interpersonal relationships, motivational climate and job security and financial status.

Relationship between Occupational Stress and Job Satisfaction

The relationship between occupational stress and job satisfaction is proved to be negative. That is to say, higher job satisfaction is related to lower occupational stress, and vice versa (e.g., Hollon and Chessser, 1976; Miles, 1976; Miles and Petty, 1975; Borg et al, 1991; Burke and Greenglass, 1994; Davis & Wilson, 2000; Day, Bedeian & Conte, 1998; Kyriacou & Sutcliffe, 1979; Laughlin, 1984; Manthei & Gilmore, 1996; McCormick, 1997). Studies that have examined the dimensions of job satisfaction and stress variables, rather than overall measures, have generally provided a more thorough picture of how job stress and satisfaction are related.

In addition to these correlation studies, more sophisticated techniques such as Liserel and path analysis have been used to examine the stress-satisfaction relationships. Kemery, Mossholder and Bedeian (1985) employed Liserel to test three models (Beehr and Newman, 1978; Locke, 1976 and Schuler, 1982) that postulate causal relationships among role ambiguity, role conflict and organizationally valued outcomes such as job satisfaction, physical symptoms and turnover intentions. Using 370 university employees (faculty, administrators, staff), Kemery et al. (1985) found that role conflict and ambiguity exert a direct influence on job satisfaction and physical symptoms, which in turn influence turnover intentions. Similar findings of the indirect effect of stress on turnover intentions through job satisfaction have been reported (Hendrix, Ovalle and Troxler, 1985 and Kemery, Bedeian, Mossholder and Touliatos, 1985). Also, relative effects of different sources of stress on job satisfaction have also been analyzed. Drory and Shamir (1988) examined the effects of intra-organizational factors (role conflict, role ambiguity, management support), extra-organizational factors (e.g. community support, family-role conflict) and task characteristics on the job satisfaction. They found that extra-organizational factors made the greatest (12 %) contribution to the job satisfaction followed by task characteristics (4.35 %) and intra organizational variables (3.4%).

Further, various analyses have shown that stress factors such as role ambiguity, role conflict and role overload have differing strengths of relationships with job satisfaction, though the direction of the relationships are generally still negative (Currivan, 2000; Ray & Miller, 1991; Smith & Bourke, 1992; Starnaman & Miller, 1992). For example, Currivan (2000) reported that role ambiguity was more strongly related to job satisfaction than role conflict. In another study, role ambiguity and role conflict had relationships with extrinsic and intrinsic job satisfaction factors with varying strength (Summers, DeCotiis, & DeNisi 1995). A direction of causality cannot be specified for job satisfaction and occupational stress. They influence one another. Given the multi-dimensional nature of both, the diversity of relationships discussed above may be expected and may be also attributable to individual differences, such as resilience and work motivation. From qualitative and quantitative data, Otto (1986) reported that occupational stress was highest among the most dissatisfied teachers

and lowest among the satisfied. Otto also cautioned that satisfied teachers were not without stress and this suggests that the relationship between stress and satisfaction is more complex.

In a study of Australian teachers, McCormick (1997) reported that job dissatisfaction was more strongly associated with stress from external forces (such as system expectations and government policies) than stress arising from personal issues (such as perceived suitability to teaching). On the other hand, teachers reporting higher job satisfaction were more likely to identify stress arising from personal issues as sources of stress. Corrigan, Holmes and Luchins (1995) reported that satisfaction with collegial support was associated with diminished burnout. In another study of teachers, Smith and Bourke (1992) reported that satisfaction with school administration was associated with reduced stress arising from lack of rewards and recognition while satisfaction with work conditions was related to diminished stress from time pressure.

Rationale for the Study

Kinman (2001), Abouserie (1996) and Blix et al. (1994) argued that relatively little research has been conducted about occupational stress among tertiary teachers. Also, the majority of job satisfaction studies in the last 80 years, since it was pioneered, have focused on industrial and organizational settings. In the educational context, job satisfaction has been a frequently studied variable both in primary and secondary education teachers (Kumaraswamy and Sarma, 2005; Srivastava and Krishna, 1994; Reddy, 2007; Poornima, 2010; Beegam and Dhamangadan, 2000; Kumar and Rao, 2007; Ramakrishnaiah and Rao, 1998 and; Vijayalakshmi, 2005) examining the job satisfaction of teachers and special educators. However, empirical evidence regarding job satisfaction of higher education teachers is scarce in the international literature (Oshagbemi, 2003; Tack & Patitu, 1992). It is apparent that more research is needed into the complexities of teacher stress and its relationship to professional satisfaction, which may have some features unique to the professions in Indian context.

Objectives of the Study

- 1) To identify the number and percentage of university teachers with low, moderate and high levels of occupational stress.
- 2) To identify the number and percentage of university teachers with low, moderate and high levels of job satisfaction.
- 3) To find out the relationship between the dimensions of occupational stress and job satisfaction of the university teachers.
- 4) To study how far and to what extent the dimensions of occupational stress predicts the dimensions of job satisfaction of the university teachers.

Assumptions of the Study

- 1) The university teachers may differ in experiencing the occupational stress and job satisfaction.
- 2) It is possible to predict the contribution of independent variable (occupational stress dimensions) to the dependent variables (job satisfaction) .

Hypothesis of the Study

There is significant relationship between the dimensions of the occupational stress and the dimensions of job satisfaction of the university teachers

Methodology used in the Study: Survey method is used in the study.

Tools used in the Study: For the purpose of the study, the investigators used the following tools.

- 1) Rating Scale to assess the of occupational stress university teachers –developed and validated by the investigators.
- 2) Rating Scale to assess the job satisfaction of the university teachers – adapted and modified the tool developed by Reddy,G.L (2007).

Occupational Stress Rating Scale comprises of 50 statements assessing four dimensions (organizational structure and climate, professional and personal efficiency, intra and interpersonal interactions and environmental factors) of occupational stress. Job Satisfaction Rating Scale assesses four factors i.e. organizational aspects, intra and interpersonal relationships, motivational climate and, job security and financial status with 46 statements. Each item in both the scales was rated with five gradations. The reliability of the Occupational Stress Rating Scale (0.83) and Job Satisfaction Rating Scale (0.75) has been established by using Split-half method. The content validity, face validity and intrinsic validity has also been established for the developed tools.

Locale and Sample of the Study: The area of the study encompasses two States in South India i.e. Andhra Pradesh and Tamil Nadu States. For the purpose of the study, the investigator randomly selected 9 State universities (5 universities from A.P. State and 4 from T.N. State) with general specialization. All the teachers working in the faculties of Humanities, Social sciences and Science in the sample universities were taken as the sample of the study. A total of 1500 rating scales were administered to the university teachers working in all the 9 university faculties i.e. Humanities, Social sciences and Sciences. Among 1500 rating scales administered, only 1020 were returned because of absence and out of 1020 only 955 are usable resulting in the response rate of 66 %.

Statistical Techniques used in the Study: The developed tools were administered to the university teachers and the collected data were analyzed by using appropriate statistical techniques such as mean, SD, mean \pm SD, correlation and stepwise multiple regression analysis with the help of SPSS package. The results are tabulated and are discussed hereunder.

Results and Discussion

Number and Percentage of Teachers with Low, Moderate and High Level of the Occupational Stress .

To know the number and percentage of teachers falling under low, moderate and high level of occupational stress and job satisfaction, mean and SD of the occupational stress and job satisfaction scores have been calculated sample wise. By using mean \pm 1 SD, the occupational stress scores and job satisfaction scores university teachers have been divided into three levels i.e. low, moderate and high. Accordingly, occupational

stress scores 3.49 and above are categorized as high, 2.02 to 3.48 are moderate and 2.01 and below are low. Similarly, the teachers with mean job satisfaction scores 3.95 and above are categorized as high, 3.09 to 3.94 are moderate and scores 3.08 and below are categorized as low. The number and percentage of teachers falling under each group have been worked out and are presented in table-1 and -2.

Table-1 : Number and Percentage of Teachers Working in the Universities of South India with Low, Moderate and High Level of Occupational Stress.

Note : Number mentioned in the brackets are in percentage.

Occupational Stress Dimensions	Number and Percentage of Teachers with Low, Moderate and High Level of the Occupational Stress		
	Low	Moderate	High
Organizational Structure and Climate	146 (15.29)	625 (65.45)	184 (19.27)
Personal and Professional Efficiency	381 (39.90)	436 (45.65)	138 (14.45)
Intra and Interpersonal Interactions	357 (37.38)	455 (47.64)	143 (14.45)
Environmental Factors	358 (37.49)	445 (46.60)	152 (15.92)
Occupational Stress as a Whole	249 (26.07)	581 (60.84)	125 (13.09)

From table-1, it is observed that the majority of teachers working in the universities of south India experience moderate and high levels of occupational stress due to organizational structure and climate (84.72 %), personal and professional efficiency (60.10 %), intra and interpersonal interactions (62.09 %), environmental factors (62.52 %) and occupational stress as a whole (73.93 %). Subsequently, 19.27 percent of teachers owing to organizational structure and climate dimension, 39.90 percent of teachers owing to personal and professional efficiency, 37.38 percent of teachers owing to intra and interpersonal interactions, 37.49 percent of teachers owing to environmental factors and 26.07 percent of teachers owing to occupational stress dimension as a whole, experience high level of occupational stress.

An inter comparison of the dimensions in which the teachers experience stress reveals that more number of teachers experience moderate level of stress due to their organizational structure and climate at the university level. Similarly, the organizational structure and climate is causing high stress to more percentage of teachers (19.27 %) followed by environmental factors dimension of occupational stress.

From the above, it is concluded that, majority (73.93 %) of the university teachers are experiencing moderate and high levels of stress. The results of the study by Ahghar (2008) and Rajeswari et al. (2008) on school teachers; Reddy (2007) and Poornima (2010) on special education teachers; Melendez and de Guzman (1983) and Kanta Rao (2010) on university teachers are consistent with the present findings, where the majority of the respondents experience moderate and high level of occupational stress. Further, organizational structure and climate at university level is the major stressors contributing to the teachers stress, as more percentage of teachers are experiencing moderate and high levels (84.72 %) of stress due to this dimension. In the remaining dimensions of occupational stress i.e. personal and professional efficiency, intra and interpersonal interactions, environmental factors and occupational stress as a whole, around 60 percent of teachers experience moderate and high levels of occupational stress.

Number and Percentage of Teachers with Low, Moderate and High Level of Job Satisfaction - Dimension Wise.

In table-2, the number and percentage of university teachers enjoying low, moderate and high levels of job satisfaction in organizational aspects, intra and interpersonal relationships, motivational climate, job security and financial status and job satisfaction dimension as a whole, are presented.

Table-2 : Number and Percentage of Teachers Working in the Universities of South India with Low, Moderate and High Level of Job Satisfaction

Job Satisfaction Dimensions	Number and Percentage of Teachers with Low, Moderate and High Level of the Job Satisfaction			Note :
	Low	Moderate	High	
Organizational Aspects	132 (13.82)	676 (70.79)	147 (15.39)	
Intra and Interpersonal Relationships	163 (17.07)	693 (72.57)	99 (10.37)	
Motivational Climate	159 (16.65)	613 (64.19)	183 (19.16)	
Job Security and Financial Status	137 (14.35)	671 (70.26)	147 (15.39)	
Job Satisfaction as a Whole	141 (15.08)	670 (70.16)	144 (15.08)	

Number mentioned in the brackets are in percentage.

In the first dimension of job satisfaction i.e. organizational aspects, more number (70.79 %) of teachers enjoys only moderate level of job satisfaction. Similarly, moderate levels of job satisfaction have been enjoyed by teachers in all the other dimensions i.e. intra and interpersonal relationships (72.57 %), motivational climate (64.19 %) and job security and financial status (70.26 %). Low levels of job satisfaction are enjoyed by 13.82 percent of teachers in case of organizational aspects, 17.07 percent in intra and inter personal relationships, 16.65 percent in motivational climate and 14.35 percent in job security and financial status. On the other hand, the university teachers reported motivational climate (19.16) as a most satisfying factor that gives high level of

job satisfaction followed by organizational aspects (15.39), job security and financial status (15.39) and, intra and interpersonal relationships (10.37). When job satisfaction dimension as a whole is taken into account, majority (85.24 %) of teachers enjoy only moderate and low level of job satisfaction; whereas, only 15.08 percent of teachers enjoy high level of job satisfaction.

A critical analysis of the table shows that the more number of teachers enjoy only low level of job satisfaction owing to intra and interpersonal relationships (17.07 %) followed by motivational climate (16.65 %) , job security and financial status (14.35 %) and organizational aspects (13.82 %). When job satisfaction dimension as a whole is taken into account, majority (85.24 %) of teachers enjoy only moderate and low level of job satisfaction; whereas, only 15.08 percent of teachers enjoy high level of job satisfaction. The results of the studies by Ekambaram (2010) on university teachers and Reddy (2007) and Poornima (2010) on special education teachers corroborate with the present findings where the majority of the respondents enjoy only moderate levels of job satisfaction.

Relationship between the Dimensions of Occupational Stress and Job Satisfaction of University Teachers.

To find out the relationship between occupational stress and job satisfaction of university teacher's correlations have been worked out and presented in table-3.

Table-3: Correlation between the Dimensions of Occupational Stress and Job Satisfaction of University Teachers

O.S.	J.S	Organizational Aspects	Intra and Interpersonal Relationships	Motivational Climate	Job Security and Financial Status	Job Satisfaction as a Whole
Organizational Structure and Climate		-0.345**	-0.183**	-0.119**	-0.209**	-0.281**
Personal and Professional Efficiency		-0.354**	-0.182**	-0.074*	-0.250**	-0.273**
Intra and Interpersonal Interactions		-0.303**	-0.137**	0.007@	-0.160**	-0.189**
Environmental Factors		-0.353**	-0.153**	-0.034@	-0.194**	-0.237**
Occupational Stress as a Whole		-0.386**	-0.186**	-0.065*	-0.232**	-0.280**

Note : **Significant at 0.01 level; * Significant at 0.05 level; @ Not significant at 0.05 level.

The obtained r - values of the correlations from table-3 shows that the dimensions of the job satisfaction i.e. organizational aspects, intra and inter personal relationships, job security and financial status and job satisfaction as a whole are strongly and negatively correlated with each of the occupational stress dimensions i.e. organizational structure and climate (-0.345, -0.183, 0.209, 0.281), personal and professional efficiency (-0.354, -0.182, -0.250, -0.273), intra and interpersonal interactions (-0.303, -0.137, -0.160, -0.189),

environmental factors (-0.353, -0.153, -0.194, -0.237) and occupational stress dimension as a whole (-0.386, -0.186, -0.232, -0.280), as their r-values are significant at 0.05 level. As the relationship between these dimensions is negative, the university teachers reporting higher levels of job satisfaction owing to organizational aspects, intra and inter personal relationships, job security and financial status and job satisfaction as a whole will report lower level of occupational stress owing to organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, environmental factors and occupational stress as a whole and vice versa.

Similarly, the job satisfaction dimension motivational climate has significant negative correlation with the dimensions of occupational stress – organizational structure and climate (-0.119), personal and professional efficiency (-0.074) and occupational stress as a whole (-0.065), as their r-values are significant at 0.05 level. In other words, the university teachers having higher level of job satisfaction from the motivational climate prevailing in their university are likely to experience low level of occupational stress owing to organizational structure and climate, personal and professional efficiency and occupational stress as a whole. In contrast, the r-values report that there is no significant relationship between motivation climate and intra and interpersonal interactions (0.007) and, motivation climate and environmental factors (-0.034). Thus the stated hypothesis, *'there is a significant negative relationship between the dimensions of the occupational stress and the dimensions of the job satisfaction of the teachers working in the universities of south India'* is rejected with respect to motivational climate and intra and interpersonal relationships and, motivational climate and environmental factors and accepted with respect to all the other dimensions of occupational stress and job satisfaction.

From the above, it is concluded that, the job satisfaction dimensions - organizational aspects, intra and interpersonal relationships, job security and financial status and job satisfaction as a whole have significant negative correlations with each of the dimensions of the occupational stress i.e. organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions, environmental factors and occupational stress as a whole. Similarly, the job satisfaction dimension -motivational climate has significant negative correlation with organizational structure and climate, personal and professional efficiency and occupational stress as a whole of the occupational stress dimensions. It is also inferred that lower the job satisfaction, the higher will be the occupational stress experienced by the university teachers. The corresponding nature of results has been demonstrated by the findings of the studies by Abouserie (1996) and Ahsan et al. (2009) on university teachers; Ramathulasamma and Rao (2003) on teacher educators; De Nobile and McCormick (2005) on primary school teachers; Suryanarayana et al. (2009) on secondary school teachers; Reddy (2007) and Poornima (2010) on special education teachers supports the present result where there is significant negative relationship between the occupational stress and job satisfaction. In contrast, motivational climate has not significantly correlated with intra and interpersonal interactions and environmental factors.

Prediction of Independent Variables (OS Dimensions) to the Dependent Variables (JS Dimensions) of the University Teachers

In order to explore which of the specific dimensions of occupational stress were important predictors of job satisfaction, stepwise multiple regression analysis were undertaken with each of the dimensions of job satisfaction as the dependent variable and each of the dimensions of occupational stress as the independent variables. The results of the analysis are presented in table-4. Table-4 illustrates the percentage wise contribution of the dimensions of occupational stress to the dimensions of job satisfaction of university teachers.

Table-4: Prediction of Independent Variables (OS dimensions) to the Dependent Variables (JS dimensions)

Dependent Variables	Independent Variables	β Coefficient	Individual Contribution of the Variable (R^2)	% Wise Individual Contribution
JS ₁	OS Total	-0.517	0.149	14.9 %
	OS ₃	0.149	0.154	15.4 %
JS ₂	OS Total	-0.186	0.035	3.5 %
JS ₃	OS ₁	-0.206	0.014	1.4 %
	OS ₃	0.138	0.026	2.6 %
JS ₄	OS ₂	-0.250	0.063	6.3 %
JS Total	OS ₁	-0.177	0.079	7.9 %
	OS ₂	-0.148	0.090	9.0 %

From table-4, it is observed that the occupational stress dimensions - intra and interpersonal interactions and occupational stress as a whole emerged as significant predictors of the dependent variable organizational aspects as intra and interpersonal interactions and, occupational stress as a whole accounted for 15.4 % and 14.9 % of variance in organizational aspects. This implies that the stressors arising out of intra and interpersonal interactions and occupational stress as a whole should be checked out to bring satisfaction among university teachers in organizational aspects. For intra and interpersonal relationships, the occupational stress as whole contributed 3.5 percent of variance. These results suggest that the stressors arising out of occupational stress as a whole have to be taken care in order to bring satisfaction in intra and interpersonal relationships of the university teachers.

In case of motivational climate, organizational structure and climate and intra and interpersonal interactions accounted for 1.4 % and 2.6 % of variance respectively. Here the stressors arising out of organizational structure and climate and, intra and interpersonal interactions should be eliminated to bring out motivational climate among university teachers. Personal and professional efficiency of the occupational stress

dimension emerged as a significant predictor of job security and financial status and accounted for 6.3 % of variance which suggests to enhance personal and professional efficiency of the university teachers to prevent their occupational stress thereby lead for better job satisfaction owing to job security and financial status. When job satisfaction dimension as a whole is taken into account, the occupational stress dimensions personal professional efficiency and, organizational structure and climate accounted for 9.0 % and 7.9 % of the variance respectively. This gives vast scope to improve the organizational structure and climate of the university and give opportunities to enhance personal and professional efficiency in university teachers for better job satisfaction.

It can be summed up that the intra and interpersonal interactions (15.4 %) followed by occupational stress as a whole (14.9 %) emerged as a major predictors of organizational aspects of the job satisfaction dimension. Occupational stress as a whole (3.5 %) predicted intra and interpersonal relationships. Intra and interpersonal interactions (2.6%) followed by organizational structure and climate (1.4 %) predicted motivational climate. personal and professional efficiency (6.3 %) predicted job security and financial status; while, job satisfaction as a whole is predicted by personal and professional efficiency (9.0 %) followed by organizational structure and climate (7.9 %).

Implications of the Study

1).a. As majority of the university teachers are experiencing stress due to organizational structure and climate, it is paving way to follow stress reduction interventions. The interventions like changing the work environment will reduce the stressors arising out of the organizational structure and climate of the university departments in which the teachers are working. The results highlight that the teachers working in the university departments are challenged with over workload. This is because of understaffing. This can be checked out by filling up the vacancies in the university departments and recruiting adequate supportive staffs. Further, the university administration should provide equipments to carryout the teaching-learning and research activities by allotting adequate funds to develop the departments. Moreover, the university administration and the head of the respective departments should involve the staff during decision making process. In addition, opportunities for promotion and career development shall be arranged. Similarly, the rules and regulations should be relaxed to promote autonomy in workplace. Further, the teachers should be given clear job description in order to reduce role conflict, role ambiguity and role overload. Newman and Newman (1990) found that goal setting through goal specification assisted in reducing uncertainty and role ambiguity in producing research publications. Goal setting was found beneficial to increase role clarity by focusing individual's efforts and attentions in a specific direction (Maurer, Weiss and Barbeite, 2003).

b) In order to reduce the stress arising out of poor personal and professional efficiency, the university teachers should be given opportunity to upgrade their knowledge and skills by permitting them to the orientation and refresher courses from time to time. Further, the university teachers should be given training in decision making process to solve the problem arising out of their work and should be oriented to adapt to new procedures and policies implemented. Similarly, there is a need to develop healthy interactions between the teaching and non-teaching staff members, students and administrative people, as good communication will act as a good strategy to solve the problems arising out of the stressors and also will act as a moderator to reduce

the stress in teachers. Moreover, adequate feedback and information from the university from time to time will facilitate them to clarify the goals in teaching and research and also will find appropriate working methods to solve their problems.

c) In order to reduce the stressors arising out of the environmental factors, the university administration should introduce reward structure in order to motivate the individuals for their good performance. Nadler and Lawler (1983) established linkages between efforts and rewards that provide motivation for the teachers to face role stressors. Also, the university administration should take measures to curtail student's indiscipline and should not show any favoritism towards any particular student and teacher's community. Further, the activities of the university administration should be transparent.

2). Several research has been conducted to reduce stress in teacher like introduction of stress management programmes like emotional intelligence training which helps the teachers to be self aware of the abilities and skills required for the range of roles, responsibilities and demands of their work, manage emotional reactions to specific situations and people, accurately pick up on emotions in other people and react to others emotions and understanding other needs and socially skilled enough to use awareness of ones own emotions and the emotions of other to manage interactions successfully. Also, Steel (2001) suggested for introducing staff support for teachers through supervision in the field of education. Supervision in other helping professions has been successful in providing support, changing perceptions, managing emotions and coping with stressful situations and in so doing has improved relationships with others and work performance. Mokdad (2005) suggested for ergonomic design in the educational system to combat occupational stress. Educational ergonomics refers to the application of theories, models, laws and methods of ergonomics to the educational settings. Educational ergonomics are : teaching (teaching methods, teaching aids, increasing learners motivation); academic curricula (design, development, enrichment, evaluation); assessment of academic performance (developing evaluation tools, assessing evaluation tools, academic achievement tests, exams); development of individuals (students, teachers, administrators); the design of context design (study place, the design of classrooms and amphitheatres, computer stations, the physical environment); and the legislative framework (laws and regulations). The same should be carried out in higher education to overcome stress in university teachers.

3) In addition to these strategies, the cognitive behavioral programme to enhance teacher stress management shall be taught to overcome stress. In this technique, the individual is encouraged to reappraise or restructure the stressful situations so that they are no longer stressful by removing cognitive distortion such as over-generalizing, magnifying and personalization and introducing assertiveness training (Travers and Cooper, 1996). Further, the Employee Assistance Programs or Counseling Services shall be adopted by the university administration to reduce the stressors in teachers.

4) The results revealed that majority of the university teachers enjoy only moderate and low level of job satisfaction. Thus there is a need to reduce the factors causing job dissatisfaction among the university teachers. The university administration should control the conflicting situation by understanding the need and requirements of the staffs and involve the staff in decision making process. Also, the department should be provided with adequate infrastructural facilities in order to create favorable working environment. At the

same time, adequate grants should be allotted to develop the department. Some of the university teachers feel that they are earning less than any other profession and feel to leave the job even though the UGC has implemented VIth Pay. This may be taken care by introducing performance based incentives where the university teachers showing good academic caliber will be given incentives or increments. Further, they should be trained in self-efficacy in order to tackle the problems arising out of organizational aspects and intra and interpersonal relationships.

5) The correlation studies revealed that occupational stress is related negatively with job satisfaction. These results further confirm the need to control the stressors arising out of organizational structure and climate, personal and professional efficiency, intra and interpersonal interactions and environmental factors in order to reduce emotional exhaustion, depersonalization and low personal accomplishment and increase the job satisfaction with respect to organizational aspects, intra and interpersonal relationships and job security and financial status. The stressors arising out of intra and interpersonal interactions and occupational stress as a whole should be checked-out to bring satisfaction among university teachers in organizational aspects. Similarly, the stressors arising out of occupational stress as a whole have to be taken care in order to bring satisfaction in intra and interpersonal relationships of the university teachers. Also, the stressors arising out of organizational structure and climate and, intra and interpersonal interactions should be eliminated to bring out motivational climate among university teachers.

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