A Study on Stress and Job Satisfaction of Academicians: A Review of Literature

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Abstract: Education is the main root of society. Personas responsible for making this root stronger are called teachers or academicians. The aim of this paper is to investigate the factors responsible for creating stress and job satisfaction among academicians. The most impactful factors found by most of the previous studies for building stress are insufficient salary, lack of respect, job insecurity, poor behaviour of co-workers and students, and lack of motivation among the academicians. Also, these factors if get improved can be the reasons for higher level job satisfaction as well as it may reduce the level of stress among academicians. The researchers claimed work environment, pay and amenities, top management leadership, workload, and level of fairness in the organization as the important motivator toward job satisfaction of academicians. The factors influencing stress and job satisfaction are correlated. If the reasons for work stress can match the desire it can be the reasons for job satisfaction. The study also recommends some strategies for academicians and management to manage stress and improve job satisfaction among academicians.

Keywords: **Stress, job satisfaction, academicians, work environment, salary, management.**

1. INTRODUCTION

The term stress was derived from "Stringere" (a Latin word) to express adversity, strain, and hardship. In the 1950s the word stress was first developed by Selye, a medical expert in psychological stress-related research (Areekkuzhiyil, 2014). Stress refers to the state of mental tension or worry caused by a critical situation (Source: WHO). It can be described as a condition of mind that creates a distinction between the emotional and mental levels of an individual (Khan & Kaur, 2019).

The stress happens due to some organizational, environmental, and individual factors (Cook & Hunsaker, 2001; Matteson & Ivancevich, 1999). Occupational stress can be considered as one of the organizational stress factors (Greenhaus & Beutell, 1985). Occupational stress is described as the perception which refers to a difference between environmental requirements and individual competencies to accomplish those requirements (Vermut & Steensma, 2005; Topper, 2007; Ornelas & Kleiner, 2003). The main reasons for occupational stress include being unemployed for a long period, an anxiety of loss of work and security, lack of safety, and more complexity in the job (Botha & Pienaar, 2006).

Academic profession seemed to be the most peaceful work and is now being introduced as work with lots of stress around the world (Raju & Rani, 2012). The stress of academicians is a collection of bad experiences and negative emotions i.e., immoral attitudes towards something, anxiety, anger, tension, and depression, caused by some elements of their academic jobs (Kyriacou, 2001). A teacher can execute his/her duty effectively and efficiently if he/she is satisfied with his/her job but dissatisfaction and stressful work can lead to his/her attitude negatively toward his/her job (Datta, 2018). The system of an organization makes the job tougher for the academicians to get introduced to new opportunities and challenges due to the needs of the student population (Sabherwal et al., 2015).

Job satisfaction is a positive condition of mind which is a result of an individual's comfort during his/her job (Locke, 1976). It is a comprehensive concept that defines all prospects of a job as well as the workplace that an individual seeks as fulfilling, satisfying, and rewarding as well as unsatisfactory or aggravating (Snipes et al., 2005).

Job satisfaction is basically a multidimensional concept that cannot be described as a single variable (Abdunnazar & Moshahid, 2020). It can be defined as an extent of feeling which refers to individuals' likeliness to their jobs and being fulfilled by them (Kiplangat & Kiptiony, 2017).

According to Skaalvik & Skaalvik (2014), job satisfaction increases productivity and reduces employee turnover. An individual will be satisfied in his/her job influenced by some occupational level like responsibility, greater opportunity, and greater autonomy (Schultz & Schultz, 2006). According to Islam and Hossain (2018), there are many factors that importantly affect job satisfaction of an employee those are salary, characteristics of the job, leadership, work environment, and working condition. Individuals who are happy with their current job are more willing to input more effort to fulfil their duties (Aslan et al., 2014).

2. LITERATURE REVIEW

This study is basically designed based on researches made in previous times. Researchers from different countries and also including India have given their insights regarding the stress and job satisfaction of academicians. To provide a better comprehension the literature review is divided into two parts, one is on stress factors of academicians, and another is providing insights on job satisfaction of academicians.

2.1 Literature Review on Stress

2.1.1 Insufficient Salary:

Inadequate salary is related to individual factors that create a financial problem for teachers. They are needed to spend long hours at the workplace but as per their requirement they are not satisfied with their remuneration what they are given. Thus, they are facing work life balance issues and increases stress burden (Datta, 2018). Vijayadurai and Venkatesh (2012) said that there is no significant association between salary and insufficient challenging work but both are related to stress, insufficient salary is a factor which leads to increase stress level of the employees. Receiving inadequate salary to meet the financial needs is the area where academicians feel the most pressures which increase the level of stress (Tan, 2017). Faculty stress as the faculty member's anticipation of his/her inability to respond sufficiently to a perceived demand, accompanied by the expectancy of negative consequence/s due to the insufficient salary (Muchinsky, 2007). Gracy Saila Sree (2019), opined that though they enjoy their work but low salary can de-motivates them, after that they became dislike their jobs and get lethargic and became stressed. Khurshid et al. (2011) found that women feel more stress who has low salary or income level than higher income level working women.

2.1.2 Lack of Status and Respect:

Academicians have been highly respected in most countries because they represent a "key profession" (Locke & Teichler, 2007) but traditionally university teaching has been considered as a stress free profession by outsiders (Fischer, 1994). So-Kum Tang et al. (2001) and Sharma (2007) consider that lack of self-status is a distinct variable from burnout and that the relationship between two variables could be negative. Disruptive behaviour of students with their faculty means disrespect their faculty was also found to be one of the important stressor for faculty (Sivaranjani & Sowmiya, 2018). Teachers have to work on other aspects as how to learn for working in a group setting, how to deal with other ones and how to interact with matters to get them solved in a proper manner (Brent & Felder, 2000). Respect in classroom boosts teachers' effectiveness and encourage active and appropriate participation in classroom activities (Qadimi & Praveena, 2013). Positive, supportive, and respectful relationships between teachers and students even increase students' odds of long-term academic and social success as well as increase teachers' level of stress (Tarimo & Swai, 2020). In order to attain professional teacher status the educator should achieve ratings of proficient or exemplary on each performance standard and overall (Saidu & Haruna, 2020).

2.1.3 Job Insecurity:

Job insecurity is a state of uncertainty in employment. Job insecurity means that you feel your job is unstable and you may lose it soon. The stress levels of the faculty members also differ as per their designation, which seems to be a significant point to study role stress, as the change in designation leads to change in role which increases the job insecurity of a faculty (Sharma, 2014). And Maslić (2011) showed that the fulltime professors, reported lower exposure to stress at work than associate professors, assistant professors, and assistants because job insecurity plays a vital role in this situation. Job insecurity is the most important stress stimulating factors that specially associated with teaching staff. Personality characteristics such as authoritarianism, rigidity, masculinity, femininity, extroversion, spontaneity, and locus of control are particularly relevant to individual stress. Any change in career life of an individual puts him in disequilibrium state of affairs and he is required to bring equilibrium. In this process individual experiences stress. Potter et al. (2002) concluded that the interpersonal stressors like job insecurity at work place have the influence on the employees. Interpersonal conflicts experienced in the work place also predict diseases and well-being declines. Results proved that psychosocial environment of workplace have unique effects on employees.

2.1.4 Poor Behavior:

Poor behavior of a student or coworkers increases the stress level of a teacher. It identifies burnout as a socio-psychological phenomenon, a state of withdrawal from work or a state of decreased motivation due to excessive stress which is closely related to students' poor behavior. Teacher have become stressful because of role demands in institution, for instance when organization member expectation about teacher behaviour is unclear (Ismai & Noor, 2016). As a result, the employees are faced stress because of role conflict factor that will reduce their job satisfaction, increase anxiety, and doesn't communicate with other people. Disruptive behavior by students was also found to be one of the important stressors for faculty (Saidu & Haruna, 2020). Women are reported to experience more stress in teaching than men with regard to classroom problems and student misbehavior, while men report more stress related to administration and need for professional recognition (Travers & Cooper, 1996). Behavioral manifestations include problems such as appetite disorders, excessive smoking and alcohol or drug abuse, procrastination, impatience with others, low productivity, absenteeism, and withdrawal from teaching (Bhuvaneshwari, 2013).

2.1.5 Lack of motivation:

Consequences of the professional stress on the teaching staff of the college effects individually or effects the individuals life by disturbing relations and it may leads toward risk for the repute of organization in which employees performance poorly or it may effects the working activities of students due to the less efficient teaching motivation of the teachers of college due suffering with stress, their poor teaching methods, unprepared lectures, low application or any other cause which usually harmful for students (Betonio, 2015). The roots of the problem of lack of accountability and poor motivation among teachers and local administrators lie in the peculiar trajectory taken by the education system. Thus, the colleagues and the head of the department should be motivated to support the teachers adequately in their teaching and research activities in order to reduce burnout (Reddy & Purnima, 2012).

2.2 Literature Review on Job Satisfaction

2.2.1 Work Environment:

Work environment is described as the atmosphere, setting, and situation in which employees work (Oludeyi, 2015). It is also pointed to the atmosphere where it shapes people, workplace physical elements, and tools (Oludeyi, 2015). Abdul and Awan (2015) stated that the working environment is a place where employees in an organization work as a team to complete and achieve tasks and common objectives. It has been found that the job satisfaction of an academician is related to the work environment (Makena Muguongo, 2015; Anastasiou & Papakonstantinou, 2014). According to previous researches (Makena Muguongo, 2015; Anastasiou & Papakonstantinou, 2014), job satisfaction is depended on pleasant work environment without focusing on the types of demographics, schools, and colleges. Moreover, supportive characteristics of work conditions raise academicians' job satisfaction. According to Dabre et al. (2012), the work environment is an important factor for academicians as well as other professionals' job satisfaction. Work environment is helpful to an employee's performance and is made of sufficient benefits, safety, comfort, and a clean environment (Robbins et al., 2003). Yesemin (2011) stated that academicians' job satisfaction can improve in a friendly and supportive work environment. The findings of Afaq et al. (2022) stated that job satisfaction is positively correlated with work environment or condition.

2.2.2 Pay and Amenities:

Pay and amenities are proven to be the common financial stimulus among employees working in any organization (Tessema et al., 2013). Amenities are termed non-monetary compensation (Klonoski, 2016), and Zobal, (1998) has interpreted pay as reward and wages. Pay and amenities are important factors that stimulate employees in their work in the organization. These are also responsible for increasing productivity and performance (Klonoski, 2016). Remuneration is one of the most important tools for turnover and retention and also played a vital role in motivating employees who wanted to be committed to their organizations (Chiu et al., 2002). Makena Muguongo, (2015) found that basic remuneration and amenities influenced academicians' job satisfaction. From the findings of that research, it is proved that pay and amenities are significantly associated with job satisfaction. But Almutawa et al. (2018) stated a very low influence of remuneration on job satisfaction. It has been seen that remuneration is not only responsible for making employees meet their fundamental needs but also responsible for providing them the job satisfaction at the higher level (Dulebohn & Werling, 2007). According to Linh (2018), not only pay but also fringe benefits are the reasons for someone's job satisfaction within an organization. Like the other previous studies, Shah (2012) has also found benefits and rewards to the important factors related to job satisfaction and Hee et al. (2016) stated that poor remuneration and amenities can put a negative impact on employees' job satisfaction.

2.2.3 Top Management Leadership:

Top management is made up of a group of people who are responsible for managing an organization (Deros et al., 2009). Top management leadership is meant to be the process of social communication between a leader and his/her followers. Generally, the role of a leader is to achieve organizational objectives via innovation, change, motivational activities, and engagement (Glamuzina, 2018; Hee et al., 2018). Satisfaction and motivation are the new basis of top-level management to attract and retain academicians by managing their performance (Van der Berg & Martins, 2013). Ghosh and Joshi (2017) found that the leadership style and management of universities are sensitive and supportive toward lecturers. It is found from previous research that the leadership style of top management is responsible for improving and influencing academicians' job satisfaction (You et al., 2017). You et al. (2017) also stated that if top management gives positive feedback to the academicians, it would be more effective for their job satisfaction, and allocating the work equally by the top management directly impacts job satisfaction. Hee et al. (2020) found that top management leadership is one of the major factors influencing the job satisfaction of academic employees.

2.2.4 Workload:

Workload refers to the number of works assigned to an individual over a particular time period (Dasgupta, 2013). It is generally signified by the severity of the assignments of the job (Saad et al., 2011). Lam and Yan (2011) said that a huge workload and enormous administrative work can lead the academic staffs towards getting dissatisfied with their jobs. Importantly the job may contribute towards satisfaction by its own. It has been found that lighten workload will be important for enhancing the level of job satisfaction among academic personnel (Anghelache, 2014). Another study (You et al., 2017) proved that higher amount of workload will increase the potentiality of academic staffs being dissatisfied with their respective jobs and also affect negatively in their performance which means minimum workload is responsible for maximum job satisfaction and maximum workload can cause maximum job dissatisfaction. Similarly, creating higher workload for the academic personnel will result in reduced efficiency. According to Hee et al. (2020), workload and job satisfaction share a significant relationship between them.

2.2.5 Level of Fairness:

Systematic justice captures the fair side of decision-making processes and is maintained if the superiors are concerned about principles such as allowing voice to employees, consistency, correct ability, ethicality, representativeness, and accuracy (Thibaut & Walker, 1975). Many studies have shown the impact of fairness in the workplace by focusing on the concern of superiors in obeying the rules relevant to every justice dimension is related to important employee attitudes such as organizational commitment, job satisfaction, higher task performance, lower counterproductive formal behaviour (Colquitt et al., 2013). A study among 200 teachers reported that supervision, school policies, interpersonal relations, pay, promotion opportunities, recognition, achievement, responsibility, and work itself were significantly related to the job satisfaction of academic staff (Usop et al., 2013).

3. NEED OF THE STUDY

An important aspect that is observed from the previous research contribution is that they are most concentrated in the Western countries of the globe. The number of contributions is relatively much lower in Asian countries including India. The number of

studies in India that mainly focuses on job satisfaction and the stress level of academicians is quite low and hence there is an urgent need to identify those factors.

4. OBJECTIVES

- To find the factors responsible for academicians' work stress.
- To know the reasons which may affect the job satisfaction level of academicians.
- To identify some strategies or remedies by which the stress of academicians can be reduced.
- To get some managerial intervention that can improve academicians' job satisfaction.

5. RESEARCH METHODOLOGY

The articles reviewed in this conceptual review paper have been downloaded from google, google scholar, emerald data base, International Journal of Scientific Research and Management and various other journals and sources. In total 76 articles published in between 1985-2022 have been chosen for review. The paper planned to first focus on the occupational stress and then job satisfaction experienced by faculty members of colleges and universities, both globally and specifically in India, various contributory factors leading to stress as well as job satisfaction among the academicians, coping strategies recommended by various studies, and a conclusion.

6. FINDINGS

Many studies have worked on investigating the stress factors which influenced academic professionals in their jobs. Various factors of stress have been found in the studies. Harish and JeyaPrabha (2018) found job insecurity, lack of personal growth and research opportunities, negative attitudes and poor behaviour of students, and ineffective management are the most impactful stress influencers. In the research of Komba (2020), it is found that lecturers of Higher Learning Institutions in Tanzania experience occupational stress. The most common factors that caused occupational stress among lecturers were lack of support from management, lack of facilities, and the academicians perceived, the work accomplished by them was not given importance. It is recommended that organization should be concerned to help the workers to cope with occupational stress effectively. Gracy Saila Sree (2019) discovered that the teacher's workload is one of the major stress-causing factors in colleges. The other stressors identified for the study such as salary, lack of support from the management, lack of support from colleagues, cooperation from senior teachers, availability of resources, the pressure of time of the job, student orientation, and difficulty in preparation of lessons respectively for UG and PG colleges. This research indicates that the difficulty in lesson preparation causes more stress among the teachers as compared to the other factors. The next factor causing more stress is the students' orientation and their attitude toward their teachers. Agarwal et al. (2018), says that there is almost the same stress level in Government and Private Institutions but their stress pattern is different. Government faculty are relaxed because their job is secure but private faculty are unable to give their 100% because they do not have any job security.

There are many Indian and Foreign studies that have investigated the factors which are responsible for the job satisfaction of academic staff and also found the reasons which can demotivate their job satisfaction. Amarasena (2019) stated that the working environment, salary, and workload are the most impactful factors. This is also supported by Almutawa et al. (2018) that said working environment, salary, and social relations can affect job satisfaction if not fulfilling the requirement of the employees. Job security is one of the important reasons for satisfying the employees in their job (Afaq et al., 2022). This was also been found as an important factor by saying that the permanent employees were more satisfied in their job in another study (Abdunnazar & Moshahid, 2020). Apart from the previous factors, superior and colleague support also have an important role in improving academicians' job satisfaction (Ali et al., 2019). Co-workers' support was found to be the most influential one to achieve satisfaction among academic faculties (Teli & Ahmad, 2019). It has been found that organizational support or top management leadership had the strongest influence on job satisfaction (Kodithuwakku 2017; Hee et al., 2020). A study from Kenya (Kiplangat & Kiptiony, 2017) stated that job experience also had a role in shaping higher levels of job satisfaction. It said that lecturers with 20 years of job experience were more satisfied in their job. As Mehrad (2014) stated the income factor satisfied academicians at its highest level. Relating to this statement, Moloantoa and Dorasamy (2017) stated the lack of advancement opportunities as a reason for low job satisfaction in their research which has the ability to influence income. According to Perera and Wijewardene (2016), the job satisfaction of academic employees depended on work autonomy, salary, work environment, and recognition. A study done in Northeast India (Singh & Bhattacharjee, 2020) stated that motivation and hygiene factors are impactful on academicians' job satisfaction. Academic freedom, shared governance (Shin & Jung, 2014), and employee involvement (Shaikh & D'Silva, 2021) were also responsible for creating the highest job satisfaction among academic faculties.

7. CONCLUSION

Academic stress is a phenomenon that has been widely discussed in the mass media and studied by various experts and authorities in this particular field to find out the causes or reasons for stress among academic staff. The presence of job satisfaction as a vital factor amongst academic staff in universities is too considerable. Job satisfaction is the attitude of the teachers towards their job roles. The problem of stress is inevitable and unavoidable in educational institutions. Managing stress should be the responsibility of the individuals also. Excessive stress can cause health difficulties such as fatigue, loss of appetite, headaches, and gastrointestinal issues. Job satisfaction refers to the feeling or attachment towards their profession, work role, and their college. Job satisfaction leads to improving the dedication level of an academician. And job satisfaction also contributes to the well-being of teachers and their students, overall institution cohesion, and enhanced status of the teaching profession. Job dissatisfaction can also lead to teacher disengagement, low morale, and high absenteeism. There is a negative relationship between stress and job satisfaction. High levels of stress are related to low levels of job satisfaction. If teachers feel great stress on their job and they are less satisfied with their job then the performance of the institution will be affected. It is important for any institution to understand the needs of its academicians and give them an environment that is satisfied them and fulfils their needs. Stress benefits teachers in the workplace; stressful situations can better prepare them for future tasks. Moderate amounts of stress build confidence and problem-

solving skills, which are essential for the world of work. If they are happy and have high job satisfaction, they are more likely to work well in their jobs and stay longer with a company.

8. SUGGESTIONS & RECOMMENDATIONS

Teachers can acquire a good healthy body through proper work out, healthy meals and sound sleep. To reduce stress and to excel in teaching profession, teachers have to consider a lot of factors and to follow upon them. One should try to modify changing the stressful situation, and find some time to move away for rest and relaxation. The first step is to recognize the true sources of stress. Some suggestions for reducing stress are:

- Exercise is one of the most important techniques to remove stress. Teachers should maintain a daily schedule of exercise to get out of their work stress and continue a happy and fresh mood.

- Teachers should take a break from their daily work schedule that can help in oiling the flow smoothly. Restful things academicians can do include: Meditation, Yoga, Prayer, Listening to their favorite music, and spending time in nature.

- Stress can be released if it has been shared. Teachers should talk to his/her families, friends, relatives, and consultant to rid of stress.

- Start the day right with breakfast, and keep the energy up and mind clear with balanced, nutritious meals throughout the day.

- Government should also originate friendly and encouraging policies in favour of working women to encourage them, which will support them to achieve balance in their work-family life.

Job satisfaction is needed for the highest level of efficient work in educational organizations. If the employees are happy and satisfied with their job role, working conditions, pay package, management, and work environment they will be at their highest level of job satisfaction. The management should be concerned about:

- Increasing employee involvement in decision-making will be more fruitful to job satisfaction and the smooth functioning of an organization.

- Promoting social support may result in the highest level of job satisfaction for academic professionals. Social support includes management, superior, and co-worker support.

- Administrators need to improve the factors which are responsible for low job satisfaction.

- Administrators should work on motivating and satisfying the academics to achieve the objectives.

- Job satisfaction in academics can be improved by providing conducive work environments, better enhancement opportunities, job security, and recognition.

- The management also should be careful of providing a better pay package, and a professional environment to the academicians.

9. LIMITATIONS

There are a few limitations in this research paper. Though it has tried to present a complete vision regarding stress and job satisfaction in academics, it is limited to giving a bigger point of view due to the reasons, such as

- The paper is based on secondary data, so the information was limited. Primary data is more informatic and authentic compared to secondary data.

- It lacked to present a whole perspective of any particular place or population.

- The study could be more descriptive in nature if raw data had been collected and evaluated.

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