



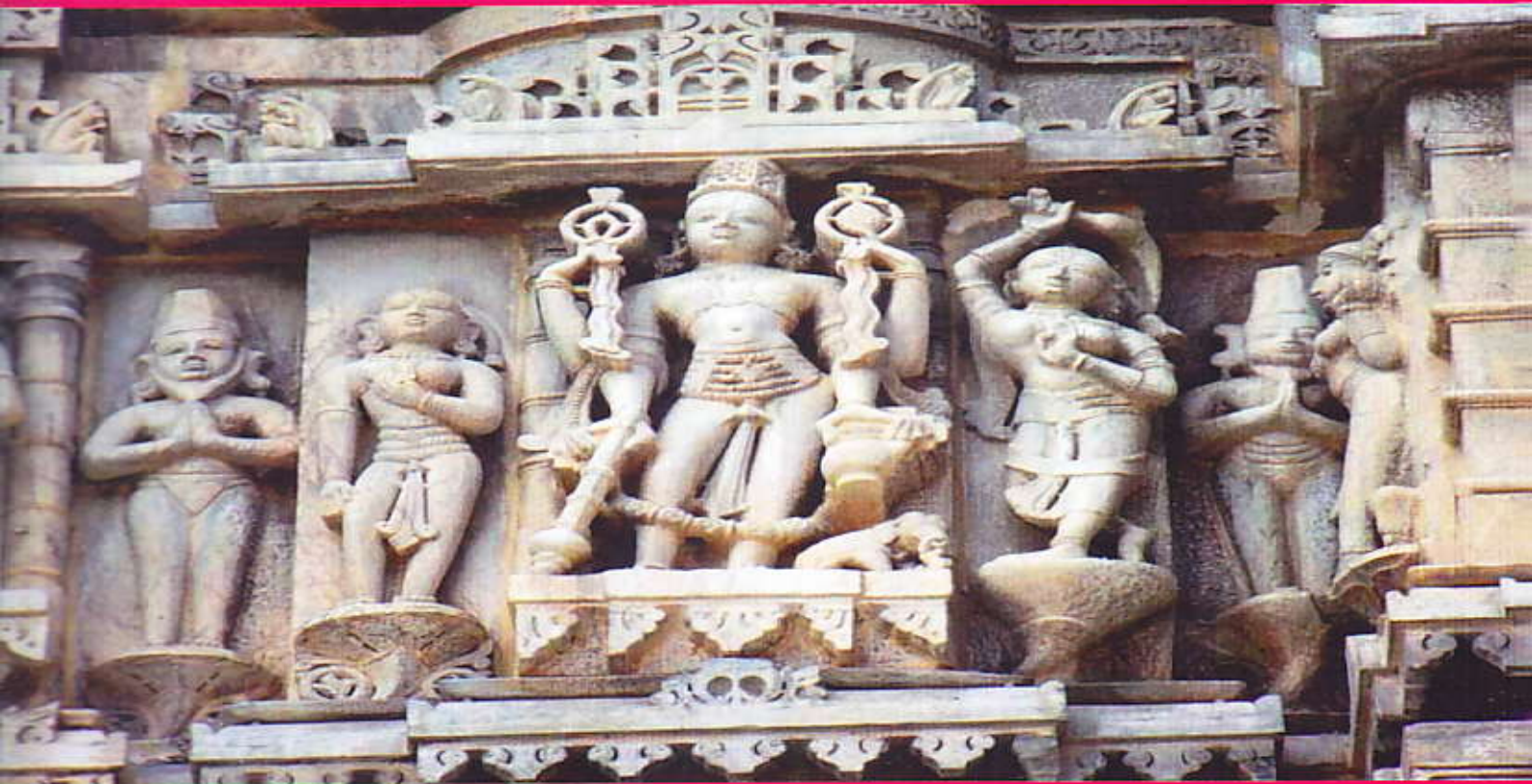
LITERARY FINDINGS

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY RESEARCH

UGC RECOGNIZED JOURNAL

UGCNO: 42329 / IMFACT FACTOR: 4.118

ISSN 2278-2311



SEPTEMBER - 2018

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A STUDY ON JOB STRESS AND ITS IMPACT ON JOB SATISFACTION AMONG ENGINEERING COLLEGE TEACHERS

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Abstract

Teaching Profession is considered as one of the best profession in this world. It is basically a competence building process which has the capacity to convert any human being into a wizard. It is the specialized application of knowledge, skills and attributes designed to provide unique service to meet the educational needs of the individual, society and of nation. It is true to say that development of any nation depends on its citizens and development of citizens depends on the education system of which teacher occupies an important place. Teachers are responsible for creating productive and efficient citizens with proper perspective who contribute in pacing the advancement in all the fields. For an effective teaching performance, a teacher must possess a sound mental and physical health and has a deep knowledge of subject. In modern education system, teacher's life is full of physical and mental challenges. They have to play multiple roles i.e. an administrator, role models, friends, philosopher and counselor for the students which in turn increase stress in teachers and expectations of the school authorities. If the teacher is unable to do his part of work effectively, then the whole school process would collapse. In the present world of competition and globalization, teaching profession demands a highly qualified, active, competent and dedicated teacher which puts a lot of pressure on them to achieve the targets of success. Hence the present study analyze the job stress and job satisfaction among engineering college teachers.

Keyword: Job stress, Job Satisfaction, Engineering.

INTRODUCTION

Job life is one of the important parts of our daily lives which causes a great deal of stress. Due to the competitive nature of the job environment most of the people in the world are spending their time for job related work purposes resulting in ignoring the stressors those are influencing their work and life. Usually people are more worried about the outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers. For example, people with a higher percentage of occupational stress may not be satisfied with their job and therefore they will not feel happy working in the organization. They may feel frustrated negative impact to the organization itself. Therefore, it is very important for employer and employees to realize the stress and the stressor that cause all the negative effects. The number of universities in India has increased tremendously for the past few years. Due to the increasing number of universities in India, university academic teachers may face more problems in their job as the managements are facing competitive pressure from other universities. Almost all universities are now setting new goals to compete with other universities and the academic teachers are involved with the ultimate goal. This may cause the university academic teachers to

face plenty of stress and therefore affect their satisfaction and even their physical or mental health.

REVIEW OF LITERATURE

Falak Zehra Mohsin (2014) studies shows the relationship between procrastination, delay of gratification, and job satisfaction among high school teachers and work-related stress proved to be a significant variable that plays an active role amongst the three variables, that is, work-related stress operated as an intervening variable. Dr. Salem Saleh Khalf Ibnian (2016) study examined whether EFL teachers are satisfied or not with their job. Hence the study revealed that basic needs and desires for public schools EFL teachers must be fulfilled. Satisfaction of male and female EFL instructors is influenced by a number of factors such as, salary, job security and stability, working environment, benefits, possibility for career growth, and services extended to teachers, including transportation and medical insurance. The most teachers are satisfied with the level of security and stability of their jobs, cooperation among their colleagues, working environment, as well as the training sessions and workshops held by the Ministry of Education on various educational areas. Ombeni William Msuya (2016) suggested suggest that teachers in public secondary schools in Tanzania generally have higher job satisfaction. These findings complement the Herzberg's (1959) two factor theory. The motivators and hygiene factors were confirmed to have great contribution on job satisfaction among teachers in public secondary schools in Tanzania. Moreover, teachers' job satisfaction aspects in public secondary schools in Tanzania are not homogeneous; therefore, there is a need for educational officers and government to use different management styles and motivational strategies to maximize teachers' motivation. This study was limited itself to teachers who are working in public secondary in Mwanza District in Kilimanjaro region; therefore, there is a need to conduct a comparative study on job satisfaction among teachers working in public and private secondary schools in Tanzania. The sample for the study should be increased to involve more teachers from public and private secondary schools in order to get rich data from different contexts and cultures. Shaf M (2016) recommended that the teaching staff should be appointed on merit basis according to the knowledge/expertise/experience of individuals in the best interest of education. It is further recommended that the students should also be granted admissions only on merit basis, as the talented students always focus on their studies which will reduce the work-load of teachers and the academic activities of the college will be carried out smoothly. It is also suggested that the workshops may be conducted to reduce the stress among teaching staff from time to time. Due to stumpy salary, delay in promotion, non-availability of accommodation, lack of appropriate facilities in the colleges and work life imbalance almost half of the teaching staff was dissatisfied with their jobs. Improper planning for appointment/posting of teaching staff was also found as a vital issue in the present study. Considering the results of the study, it is proposed that the pay and promotion policy should be reviewed and government accommodation with sufficient facilities should be provided to the teaching staff in-order to motivate them to work with more attention, dedication, hard work and commitment in the best academic interest.

OBJECTIVES OF THE STUDY

To study the job stress and its impact on job satisfaction among engineering college teachers.

METHODOLOGY

The study is basically an empirical one based on data gathered from the respondents have been chosen for the study. A sample of 533 respondents has been chosen for the purpose of the study. For this study, the researcher used a well-structured questionnaire to collect the data from the respondents. The questionnaire related to job stress and job satisfaction among engineering college teachers in Madurai district. The researcher used multiple regression analysis to analyse

Fatigue manifestations	0.022	0.017	0.034	1.267	0.206
Professional distress	0.011	0.018	0.015	0.584	0.559

Note: ** Denotes significant at 1% level

The multiple correlation coefficient is 0.839 measures the degree of relationship between the actual values and the predicted values of the job satisfaction. Because the predicted values are obtained as a linear combination of Professional investment (X_1), Behavioral manifestations (X_2), Time Management (X_3), Discipline and Motivation (X_4), Emotional manifestations (X_5), Work related stress (X_6), Gastronomic manifestations (X_7), Cardiovascular manifestations (X_8), Fatigue manifestations (X_9) and Professional distress (X_{10}) the coefficient value of 0.839 indicates that the relationship between job satisfaction and the ten independent variables is quite strong and positive.

The Coefficient of Determination R-square measures the goodness-of-fit of the estimated Sample Regression Plane (SRP) in terms of the proportion of the variation in the dependent variables explained by the fitted sample regression equation. Thus, the value of R square is 0.704 simply means that about 70.4% of the variation in job satisfaction is explained and R square value is significant at 1 % level.

The multiple regression equation is

$$Y = 0.064 + 0.112 X_1 + 0.276 X_2 + 0.412 X_3 + 0.177 X_4 + 0.268 X_5 + 0.016 X_6 + 0.016 X_7 + 0.023 X_8 + 0.022 X_9 + 0.011 X_{10}$$

Here the coefficient of X_1 is 0.112 represents the partial effect of professional investment on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.112 for every unit increase in professional investment and this coefficient value is significant at 1 % level. The coefficient of X_2 is 0.276 represents the partial effect of behavioral manifestations on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.276 for every unit increase in behavioral manifestations and this coefficient value is significant at 1 % level. The coefficient of X_3 is 0.412 represents the partial effect of time management on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.412 for every unit increase in time management and this coefficient value is significant at 1 % level. The coefficient of X_4 is 0.177 represents the partial effect of discipline and motivation on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.177 for every unit increase in discipline and motivation and this coefficient value is significant at 1% level. The coefficient of X_5 is 0.268 represents the partial effect of emotional manifestations on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.268 for every unit increase in emotional manifestations and this coefficient value is significant at 1% level. The coefficient of X_6 is 0.016 represents the partial effect of work related stress on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.016 for every unit increase in work related stress and this coefficient value is not significant at 1% level. The coefficient of X_7 is 0.016 represents the partial effect of gastronomic manifestations on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.016 for every unit increase in gastronomic manifestations and this coefficient value is not significant at 1%

level. The coefficient of X_8 is 0.023 represents the partial effect of cardiovascular manifestations on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.023 for every unit increase in cardiovascular manifestations and this coefficient value is not significant at 1% level. The coefficient of X_9 is 0.022 represents the partial effect of fatigue manifestations on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.022 for every unit increase in fatigue manifestations and this coefficient value is not significant at 1% level. The coefficient of X_{10} is 0.011 represents the partial effect of professional distress on job satisfaction, holding the other variables as constant. The estimated positive sign implies that such effect is positive that job satisfaction would increase by 0.011 for every unit increase in professional distress and this coefficient value is not significant at 1% level.

Based on standardized coefficient, time management (0.538), behavioral manifestations (0.309), discipline and motivation (0.239), emotional manifestations (0.257), professional investment (133) is the most important factors to extract job satisfaction, followed by work related stress (0.022), gastronomic manifestations (0.028), cardiovascular manifestations (0.035), fatigue manifestations (0.034) and professional distress (0.015).

CONCLUSION

Job stress in the workplace is becoming a chief anxiety for all teachers, owing to the professional health and wellbeing legislations involving workers to practice duty of care by offering teachers with secure working situations which also hold the psychological well being of their workers. The decrease of job stress will encourage the teachers to offer resourceful and efficient service to the society. Indian higher education is facing several challenges and the situation is desperate. College system was introduced to build up academic excellence. But the total success of collegiate education rests on the involvement of teachers, which depends on their desire and attitude towards autonomy. When the engineering college teachers are stressed because of more work, low pay, the advantage of academic freedom is easily exceeded by the job stress. Hence the study is aimed at analyzing the job stress and its impact on job satisfaction among engineering college teachers.

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