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THE LEVEL OF JOB SATISFACTION AND JOB STRESS AMONG FEMALE UNIVERSITY LECTURERS IN THREE FACULTIES (FP, FPPSM AND ISLAMIC CIVILIZATION)

SARA OSHAGHI LASHKARIANI

A report submitted in fulfillment of the Requirements for the award of the degree of Master of Education (Education and development)

Faculty of Education
Universiti Teknologi Malaysia

JULY 2013
I declare that this thesis entitle “The level of job satisfaction and the level of job stress among female university lecturers in UTM” is the result of my own research except as cited in the references. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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“To the dearest people in my life
My beloved and ever supporting father and mother”
ACKNOWLEDGEMENT

First and foremost, I am grateful for the support of my dear family, my father, mother who live far from me, but I am totally sure that their blessings were behind me.

I would like to express my sincere appreciation to my thesis supervisor, Prof. Madya Dr. Baharin bin Abu for his wise counsel, encouragement guidance, generous open-door, patience and tolerance that I would see this project through to its successful completion.
ABSTRACT

The purpose of this study is to investigate the level of job satisfaction and the level of job stress among female university lecturers at three faculties (Education, Management and Human Resource development and Islamic Civilization) in Universiti Teknologi Malaysia. Different demands in the education world has automatically increased the expectations of the public towards academic staff especially lecturers. This expectation makes the academic institutions to care more about the satisfaction of their lecturers. One of the important issues in job satisfaction is the level of stress among employees. This study examines the relationship between job satisfaction and job stress of female lecturers of three faculties in UTM, and differences in demographic of: age, marital status, academic level, teaching experiences and teaching hours per week. Descriptive correlation and inferential study was conducted. Data were collected by Job Descriptive Index as a job satisfaction instrument and Niosh Generic Job Stress questionnaire. The data were analyzed using statistical package SPSS-19 for the descriptive and inferential statistical values involving the percentage, means, standard deviation, ANOVA test and Spearman correlation. A pilot study was done in mentioned faculties to measure the reliability of the instrument used. The reliability for job satisfaction is 0.852 and for job stress is 0.756. Based on findings, it is concluded that stress level among female lecturers in the faculties in UTM, is moderate, while level of job satisfaction is high. The research findings also show that there is no significant difference in the level of job stress based on age, marital status, teaching experience, academic rank and teaching hours per week. The result for job satisfaction is the same, which shows that there is no statistical difference in the level of job satisfaction based on age, marital status, teaching experience, academic rank and teaching hours per week. Implication and recommendation obtained from the findings were discussed at the final part of this research.
ABSTRAK


Satu kajian rintis telah dijalankan di fakulti yang terlibat untuk mengukur kebolehpercayaan instrumen yang digunakan. Kebolehpercayaan untuk kepuasan kerja ialah 0,852 dan bagi tekanan kerja adalah 0,756. Hasil kajian menunjukkan bahawa tahap stres di kalangan pensyarah wanita di tiga fakulti yang terlibat adalah sederhana, manakala tahap kepuasan kerja adalah tinggi. Dapatkan kajian menunjukkan bahawa tiada perbezaan yang signifikan dalam tahap tekanan kerja yang berdasarkan umur, status perkahwinan, pengalaman mengajar, pangkat akademik dan jam pengajaran seminggu. Hasil kajian menunjukkan kepuasan kerja adalah sama, yang mana menunjukkan bahawa tidak terdapat perbezaan statistik dalam tahap kepuasan kerja berdasarkan umur, status perkahwinan, pengalaman mengajar, pangkat akademik dan jam pengajaran dalam seminggu. Implikasi dan cadangan hasil daripada penemuan telah dibincangkan di bahagian akhir kajian ini.
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CHAPTER 1

INTRODUCTION

1.1 Introduction

Job and life are twisted into each other and people spend most of their times at work. Statistics show that people on average spend more than one third of 24 hours on work (United States Department of Labor, 2008). While people devote most of their weekdays to work, considering the occupational conditions seems so important.

Regarding the nature of career environment which is somehow a competitive environment, usually workforce tries to keep their situation and ignore the stressors. However, these stressors influence their work and life. People are more concern about the outcome of work which may affect their behaviour with other people. For example, people with a high level of job stress might not be satisfied with the job and consequently they have not feeling well in that organization. While they do not feeling well, this may produce some problems in communicate with other peers or even clients. (Ahsan, Abdullah et al., 2009).

Stress is not an unfamiliar concept, while everybody has experienced it in different situation. Stress experienced by workers at career environment is known as job stress. It is an important psychological concept that can affect health, well-being and job performance in negative aspects. It may be due to a number of factors such as poor working condition, excessive work load, shift work, long hours of work, role
ambiguity, role conflicts, poor relationships, with the boss, colleagues or subordinate officers, risk and danger, to mention a few (Mojoyinola, 2008). Job stress may affect physical health, mental health, personal and work behaviour of workforce. Therefore, it is important to investigate occupational stress as a factor which has negative effects.

Meanwhile, being a lecturer is challenging job while many factors have influence on such crucial job. Lecturers with educational responsibility are the center of attention. They are responsible for the education of the society and therefore their behaviour and attitude whether positive or negative have affected on the social behaviour. Therefore, it is important to consider teaching and negative factors which have influence on lecturers.

For the past decade, the number of universities in Malaysia has increased enormously. Due to the increasing number of universities in Malaysia, university lecturers may face more problems in their job as the managements are confronting competitive pressure from other universities. Universities try to present the best services to preserve the number of enrolments. (Ahsan, Abdullah et al., 2009). They are now applying new objectives to contend with other universities as well as the universities lecturers are involving with the supreme goal. This may causes the university lecturers to face plenty of stress and therefore affect their satisfaction and even their physical or mental health (Ahsan, 2009).

Considering the working environment for lecturers, shows many changes and variations. Such variation may include using technology in teaching and learning process, or increasing work hours or even interaction between lecturers and students. These factors will influence the stress level of lecturers and as an outcome it will affect the level of job satisfaction. Figure 1.1 shows the relationship between working environment, stress and job satisfaction.
Due to such crucial working environment for lecturers, female lecturers need more attention. This is because of other responsibilities in their personal life or even their physiological and psychological differences. Women are rare in upper levels of academia, according to a number of studies conducted by researchers at the Massachusetts Institute of Technology, Johns Hopkins, and Berkeley, Women suffer biases in recruiting, selection, and promotion efforts, especially those in the sciences. Women in male-dominated departments may receive fewer professional development opportunities (e.g., mentoring and networking) and may face a negative bias in evaluations by both students and colleagues. Aside from being a lecturer; they are responsible as wives and mothers. Such factors may have additional effects on their level of stress and their level of satisfaction. The aim of this study is to identify the stressors that influence the female lecturers’ job satisfaction and stress. Teaching has been selected because lecturers have been systematically determined as a group experiencing high stress at work (Ahsan, Abdullah et al., 2009).
1.2 Research Background

Human life has been influenced by job while it is one of the serious issues of individual lives. Most people in the world devote a specific time for job, because it is the way that they can get income and support their lives. That is the reason why they care about the outcome of their work. Such attention can influence their behaviour and attitude. For example, people who face occupational stress cannot be satisfied with their job. Such dissatisfaction may have influence on their behaviour with other peers, family, or managers. They are not happy with job and this feeling may leave a negative effect on the organization itself. Therefore it is essential for employer and employee to identify the negative factors on the occupational environments. Job-related factors that have been found to influence stress include pressures such as heavy work load, poor work conditions, time pressures, unclear work rules, conflict in the workplace and the emotional demand at work.

Meanwhile, job satisfaction can be defined as an indicator which shows the view of workers toward their job. It is a pleasurable emotional state resulting from occupational conditions. It is the degree of like or dislike of job. Job satisfaction is a general or global affective reaction that individuals hold about their job. Examination of these facet conditions is often useful for a more careful examination of employee satisfaction with critical job factors.

In this case, Occupational stress has been considered as one the significant factor on job satisfaction. Job satisfaction and job stress are the two crucial issues in human resource management studies. Several researchers (Zeytinoglu, Denton et al., 2007; Konstantinos and Christina, 2008; Ahsan, Abdullah et al., 2009) have tried to examine the connection between stress and job satisfaction to establish the current level of knowledge, focusing on work-related issues of particular relevance to woman and to formulate recommendations identifying information and research needs.
Stress points out to the “experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors” (Nobile and McCormick, 2005). Job stress is the harmful physical and emotional response that occurs when there is a poor match between job demands and the capabilities, resources, or needs of the worker. Stress enhances negative feeling of workforce (Joo, Dahman et al., 2007) while such feeling influence all aspects of life. Usually people with high level of occupational stress become frustrated and dispirited. They also may make a negative affect on the organization, because job stress influences the employer’s job satisfaction and their overall performance in their work and most of the organizations are more demanding nowadays for the better job outcomes. (Achalu, 1995). Modern times have been called as the age of anxiety and stress. (Colman, 1976).

Several studies have examined occupational stress in different aspects. The influence of job stress on health and work behaviour has been examined by Mojoyinola (2008). The relationship between job stress and job performance has been studied by Ismail, Suh-Suh et al. (2009). Josias (2005) identified stress as a key factor of absenteeism. Moreover, the relationship between job satisfaction and stress also has been considered by researchers (Nobile and McCormick, 2005; Zeytinoglu, Denton et al., 2007).

Teaching has been identified as a stressful job (Nobile and McCormick, 2005; Smith, 2007; Ahsan, Abdullah et al., 2009). Stress as an unpleasant feeling for teachers may come with anger, nervousness, and disappointment. Some factors such as increasing work hours, changes on schedule, lack of enough knowledge, not being familiar with using technology make the lecturers under stress. In this case, parallel with technological development, universities also have changed significantly. Learning more about educational technologies, facing tight deadlines on their researches, knowing the using methods of new technological instruments in their area of study and additional long hours for training purposes are certain sources of stress for lecturers in the last decade. This may causes the university academic staffs
to face plenty of stress and therefore affect their satisfaction and even their physical or mental health.

Regarding the stress in work environment, studies show that females experienced significantly higher level of job stress (Antoniou, Polychroni et al., 2006; Vokić and Bogdanić, 2007). Therefore, considering stress among academic staff in universities, female lecturers need more attention. Therefore, seems it is really important to consider stress as one of the important factor in job satisfaction at career environments.

Meanwhile, Technological University of Malaysia, which is known as University Technology Malaysia (UTM) is the oldest technological university (1904) in Malaysia. It is located both in Kuala Lumpur, the capital city of Malaysia and Johor Bahru, the southern city in Iskandar Malaysia. UTM has 14 different faculties in engineering and social science fields. There are more than 16,036 full-time undergraduate students at UTM and more than 5,839 enrolled on distance learning programmes as part-time students. In addition, there are more than 6,350 postgraduate students in various fields of specialisation which is highest number of postgraduate enrolment in engineering and technology (see www.utm.my, 2010). Since 1990s, UTM has started to take international students, particularly from neighbouring Asian countries, the Middle East, and Africa, while they are increasing, especially in postgraduate programs.

UTM has shown many efforts in research by collaboration overseas universities such as Harvard University, MIT, University of Oxford, Imperial College of London, University of Cambridge, Tokyo University and Meiji University. Therefore, UTM has earned its place as Malaysia’s premier research university in engineering and technology which inspires creativity and innovation, on June 10th of 2010.
Such a great characteristics of UTM shows the essential studies to consider UTM as an active working environment with hundreds of academic staff. It is necessary to examine the UTM occupational conditions for both employee and employer. All these achievements, collaborations and qualifications force more pressure on academic staff in many ways. Increasing the number of researches, having more deadlines, training for using technological instruments and more factors make the responsibilities of academic staff much heavier. Naturally, more tasks and responsibilities make people face more problems and issues and problems cause stress and stress cause job dissatisfaction. In this case, job satisfaction among lecturers can be a proper indicator which shows the occupational conditions. Female lecturers have been considered due to their physiological and psychological differences.

1.3 Problem Statement

Studies on occupational conditions reveals that job performance is positively affected by job satisfaction of an employee. However job satisfaction can be destroyed by the level of job stress. Teaching environment is determined as a highly stressful place and teaching is identified as a highly stressful job (Nobile and McCormick, 2005; Smith, 2007; Ahsan, Abdullah et al., 2009). Nevertheless this negative effect of teaching environment has been neglected in many studies on teaching performance, although teachers are required to have high performance in teaching. In addition female workers are more dealing with stress at work which reduce their job satisfaction (Vokić and Bogdanić, 2007).

Goleman (1995) stated that a person who is unable to control his or her stress in work environment will face a decrease in job satisfaction. Stress will cause failure and affect work quality. Why does stress occur? Is it a result of environmental factor? Or is it work pressure that leads to job dissatisfaction? These are questions
related to stress and job satisfaction of lecturers. As a result, the study aimed to examine level of stress and the level of job satisfaction and also identify the relationship between two.

In Malaysia, a study conducted by Noordin and Jusoff (2009) in public universities reported that academicians were moderately satisfied with their careers. Salary seems to have a significant effect on their level of job satisfaction. Nasurordin and Ramayah (2007) and Yew (2007) reported that job satisfaction among the Malaysian workforce was derived particularly from extrinsic factors such as salaries, promotion and supervision which are linked positively to commitment to organization.

Wong and Heng (2009) recently attempted to study job satisfaction of the academic staff in two Malaysian universities. This case study was conducted on a hundred (100) faculty members of both the private and public universities. They did not include some of the job aspects that were important, such as research and teaching. In their study, they concluded that the source of job satisfaction came from policies implemented, administration and the salary scheme.

Along with the expansion in achievements of University Technology Malaysia, absorbing local and international students, recruiting more staff to support the educational development of the university and collaborating with well known institutes all around the world. The lecturer’s responsibilities also increase, in terms of student supervision, planning and coordination the programs, meeting deadlines, publications and so on. So there would be changes in job duties and more tasks will be assigned to the lecturers.

The focus of this research is on female lecturers. Women are usually rare in upper levels of academia. Women suffer biases in recruiting, selection and promotion
efforts. Woman in male-dominated departments may receive fewer professionals’ development opportunities. (e.g. monitoring and networking) and may face a negative bias in evaluations by both students and colleagues.

Academic staff’s job satisfaction not only related to the university functions but it also has correlation with UTM’s mission. UTM’s vision is to be recognized as world-class center of academic and technology excellence. In order to be recognized in this level, the university needs to have world class academic staff that is dedicated, knowledgeable and above all committed to the university and their career.

This study proposes to examine the effect of the level of job stress on the factors of job satisfaction and the level of job satisfaction on the factors of job stress among female lecturers with regard to their demographic factors such as (age, marital status, etc.) in the faculty of Education, Management and Human Resource Development and Islamic civilization at University Technology Malaysia.

1.4 Research Objectives

The objectives of this research are:

i. To identify the level of stress among female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM.
   To identify the level of job satisfaction among female university lecturers in three faculties (FP, FPPSM, and Islamic Civilization) in UTM.

ii. To identify the relationship between level of job satisfaction and levels of stress among female university lecturers in three faculties (FP, FPPSM, Islamic Civilization) in UTM.
iii. To identify the difference between the level of stress among female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM and background of respondents (age, marital status, academic rank, teaching experience and teaching hours per week)

iv. To identify the difference between level of job satisfaction among female university lecturers in three faculties (FP, FPPSM, and Islamic Civilization) in UTM and background of respondents (age, marital status, academic rank, teaching experience and teaching hours per week)

1.5 Research Questions

This research will focus on the following research questions:

i. What is the level of job stress among female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM?

ii. What is the level of job satisfaction among female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM?

iii. What is the relationship between level of job satisfaction and levels of job stress among female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM?

iv. What is the difference between level of job stress of female university lecturers in three faculties (FP, FPPSM and Islamic Civilization) in UTM and selected background of respondents? (Age, marital status, academic rank, years of teaching experience and teaching hours per week)

v. What is the difference between level of job satisfaction of female university lecturers in three faculties (FP, FPPSM and Islamic
Civilization) in UTM and selected background of respondents (Age, marital status, academic rank, years of teaching experience and teaching hours per week).

1.6 Research Hypothesis

Ho1: There is no statistical significant relationship between job satisfaction and the level of job stress among female lecturers in faculty of Education, Management and Human Resource Development and Islamic Civilization in UTM.

Ho2: There is no statistical significant relationship between job satisfaction and support.

Ho3: There is no statistical significant relationship between job satisfaction and workload.

Ho4: There is no statistical significant relationship between job satisfaction and cope.

Ho5: There is no statistical significant relationship between job stress and present job.

Ho6: There is no statistical significant relationship between job stress and payment.

Ho7: There is no statistical significant relationship between job stress and supervision.

Ho8: There is no statistical significant relationship between job stress and promotion.

Ho9: There is no statistical significant relationship between job stress and co-workers.

Ho10: There is no statistical difference between job satisfaction and background of respondents: (age – marital status – academic rank – years of teaching – teaching hours per week).

Ho11: There is no statistical difference between job stress and background of respondents: (age – marital status – academic rank – years of teaching – teaching hours per week).
1.7 Conceptual Framework

In the light of problem of this study, a model is developed as conceptual framework of this study (see Figure 1.2). This study attempts to investigate the effects of demographical factors of female lecturers and the level of their job stress on their job satisfaction.

![Conceptual Framework Diagram]

**Figure 1.2: Conceptual Framework**
1.8 Importance of Study

Regarding the UTM conditions and the role of female lecturers, this study has aim to identify the level of job satisfaction factors and the level of stress among female academic lecturers. In addition the relationship between these two factors also will be identified.

Besides having some similarities in the subject of interest with the previous studies, the present study is emphasizing on a different aspect, which is focusing on female lecturers. This study provides findings that relate to the faculty of Education, Management and Human Resource Development and Islamic civilization with female lecturers level of stress and level of job satisfaction. This study will benefit many parties in UTM.

Among them we can mention management and academic staff of the university and more specific female lecturers. Knowing the level of job satisfaction and level of stress among female lecturers plays an important role in leading to success and it has to be taken seriously. Because a large number of lecturing positions at UTM belongs to female lecturers and knowing their feelings, problems wills and vision of the job and the environment they are working at, help them to improve themselves in every aspects and woman as mothers, teachers can influence a society so the level of their satisfaction is very important.

The finding of this study can be an appropriate source for academic managers to prepare all possible efforts to satisfy the lecturers. Administrators can identify which factor may cause dissatisfaction among educators. By considering the finding of this study, administrators can optimize the working conditions. Moreover, it can be a valuable source for others who wish to work in such working environment. The findings will be beneficial as a substantial base of references to the faculty of
1.9 Scope of the Study

According to reviewed studies the level of job stress is much more affecting the job satisfaction of female employees rather than males. Population of this study will be female lecturers in the faculty of Education, Management and Human Resource Development and Islamic civilization at U.T.M. Stratified sampling method will be used to select female lecturers or the sample of this study, with regard to their faculties in three mentioned faculties at U.T.M.

This study, therefore, purpose to investigate the relationship between the level of job satisfaction and the level of job stress. The factors are, present job, pay, supervision, promotion and co-workers for job satisfaction according to JDI model and support, workload and cope for job stress according to the adapted NIOSH model.

A correlational study with quantitative method will be conducted to find out the relationship between the level of job stress and level of job satisfaction. A questioner of the level of job stress and the factor of job satisfaction will be used as research instrument.

Data in this study will be collected by questionnaire while, this study does not control the extraneous variables that might involve, such as lecturers’ physical conditions, social economic status, or any other dispositional differences that might influence their levels in term of the variables mentioned in this study.
1.10 Definition of Terms

The followings are the terms used in this study and are frequently used in the next chapters.

i. Job satisfaction

Generally, the concept of job satisfaction refers to the view of workers to their job, whether it is positive or negative. Job satisfaction describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. It can be defined as a pleasurable emotional state resulting from the appraisal of one’s job.

Particularly in a teaching environment, according to Santhapparaj and Alam (2005) age, marital status, academic rank, teaching experience, and teaching hours per week has influenced on job satisfaction. Moreover, job satisfaction has been shown to be closely affected by job stress. According to Job Descriptive Index, there are five levels in job satisfaction as mention below:

1: Present job: This scale is designed to measure how people feel about the job they are currently doing. It measures how satisfied an employee is with the work. The questions related to this area are designed to measure the different facets of a job including: “sense of freedom, allowing an individual to increase his or her knowledge, and changes in responsibility, amount of work, autonomy, job enrichment and job complexity.
2: Pay: This scale measures how a people feel with their pay and the difference between what a people are actually getting and what they believe they should be getting. Payment for work can assume in number of different forms, including a basic wage or salary, supplementary cash payments, such as shift pay and overtime pay, and benefits in kind.” (Heery and Noon, 2001).

3: Supervision: This scale of the JDI measures how satisfied people are with their supervisors. According to Heery and Noon (2001), a supervisor is defined as “a front-line manager who is responsible for the supervision of employees.” Nel et al. (2004) consider supervisors to be those employees that “control the activities of lower-level employees.”

4: Promotion: This scale measures how the employees feel about the procedures that the administration follows in accordance with giving promotions. Heery and Noon (2001) define promotion as “the act of moving an employee up the organization hierarchy, usually leading to an increase in responsibility and status and a better remuneration package.”

5: Co-workers: This scale looks at the relationship and satisfaction that the employees have with their co-workers. This area of satisfaction is measured by how well employees get along with each other and how well they look up to their fellow employees.

ii. Job Stress level

Basically people many needs and while such needs are not enough people feel stress. In addition to human needs, some external factors have influence to make stress. According to Beehr and Newman (1978), stress can defined as a situation
which force a person to change his/her psychological and/or physiological status. In other words, stress provides a situation for person to turn aside from his/her normal function. According to Coxa and Brockleya (1984), stress is an outcome of the unbalanced situation between the command given and the ability of a person to do his/her task completely. It is the reaction by a person to stressors in the environment. It can be defined as a mutual relationship between person and environment.

Sharrard (1992) defined stress as an “individual efforts to cope with problems in a variety of occupations”. Therefore, stress is an inconsistency between individual abilities and environmental demands. Such inconsistency provides an unpleasant feeling for people. Therefore, stress in educational environment for lecturers can be affected by cope, workload, control emotions and disability to concentrate. There are three levels of job stress according to the questionnaire I adapted from Niosh Generic job stress questionnaire as mentioned below:

1: Support: This scale measures the supervisor and co-workers behaviour and the harmony within working group.

2: Workload: This scale measures the situation when job demand exceed human limits and people have to do too much in too little time with too little resources.

3: Cope: This scale measures the expending conscious effort to solve personal and interpersonal problems, and seeking to master, minimize or tolerate stress or conflict.
1.11 Conclusion

This chapter has described briefly the job satisfaction and the occupational stress. The background of the problem which is the foundation of the research has been explained. The details of the research objectives, research hypothesis and scope of study have been described in depth to provide a considerable understanding of the whole study. Related previous research will be discussed in next chapter and referred to further strengthen the research.