

# “Workplace stress and job satisfaction among the teaching faculty of selected nursing institutions at Sangli district”

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## Abstract

A study was carried out to assess the workplace stress and job satisfaction among the teaching faculty of selected nursing institutes at Sangli district. Research objectives were to assess workplace stress among teaching faculty, to assess the job satisfaction among teaching faculty and to find the co-relation between work place stress and job satisfaction. Assumptions of the study were teaching faculty may have some work place stress, teaching faculty may have some job satisfaction and work place stress might be related to job satisfaction. The conceptual framework for the study was based on the Irvin Rosenstock's Health Belief Model. The research design used was quantitative cross sectional descriptive research design. Sample size consist of 100 teaching faculty selected by using non- probability convenient sampling technique. Self-structured work place stress scale was used for the collection of data related to workplace stress among teaching faculty of nursing institutes and modified generic job satisfaction scale<sup>1</sup> to assess the job satisfaction. The data was analyzed using descriptive and inferential statistics. The findings of the study revealed that 45% of nursing teachers had low level of workplace stress, 35% of them had moderate level of workplace stress and 20% of them had high level of workplace stress. While considering job satisfaction, 59% had high job satisfaction. Thus the 'r' value is - 0.69, and hence work place stress and job satisfaction are negatively related to each other, which means when one increases, other decreases. Thus it can concluded that when work place stress increases job satisfaction decreases.

**Keywords:** Assess, Workplace stress, Job satisfaction, Teaching faculty.

## Introduction:

Stress is an unavoidable part of life. Everyone is affected by stress in one way or other. Because we live in an unpredictable world, no one is safe from it and no one can prevent it. Everyone experiences stress in various situations and circumstances throughout their life, leaving them physically and emotionally exhausted and vulnerable. Stress can either have a negative or positive impact in one's life.<sup>2</sup> Work is major component of mental health and a socially integrating force that is highly valuable. People with mental illness are less likely to report full – time employment than people with mental illness.<sup>3</sup>

Workplace stress has long been regarded as a source for tension for all the people in all fields. Workplace stress can be beneficial because it helps in preparing for life's challenges, but can also be harmful if pressure and demands are too high.<sup>4</sup>

Nursing teachers are one of the groups who face lot of stress in the workplace. They have a variety of workloads ranging from meeting the individual needs to adapting to the new changes in the education system especially due to the entry of covid 19 pandemic which had a drastic impact on the entire educational system.

Stress affected by the nursing teachers can be broadly classified into four categories. Physical stress as a result of work overload and working extra than the normal hours with no any extra benefits is the first in this category. Second is the mental stress which includes balancing the work and personal life. Next is the psychological stress which arises especially when trying hard to meet demands and expectation of institution and each student as a separate individual. Last in the list is financial stress, which is obviously the inescapable one among all the stresses.

According to an international comprehensive survey done on January 2021 across 275 international school teachers from 46 countries, 77% of teachers experienced increase in the workload and 80% face increased work related stress.<sup>5</sup> Nursing teachers require various social skills to manage the stress at work for effective functioning. The term “social skills” means the compound ability necessary for effective interpersonal functioning.<sup>6</sup>

Job satisfaction is an inevitable part when it comes to any job. It is defined as the level of contentment any employee feels about their job. This is not just about satisfaction about their daily duties but it also includes satisfaction with the institutional policies, impact of job employee’s personal life and satisfaction with the team members or authority. It is a kind of emotional response the employees experience when doing their job. This increase the productivity and bring the best out of everyone. A fully contented employee works effectively than the unsatisfied ones. It also prevents employee absenteeism and creates a sense of responsibility which in turn gives a positive output. While the role of teachers work for student outcomes is widely recognized, the question whether the teachers are content with their working environment is often overlooked.

This teacher job satisfaction has many important and far reaching implications. A teacher who is happy and satisfied can only give the best to the students because they are less susceptible to stress and burnout, especially elderly and senior teachers. It has been documented that elderly are more prone to psychological problem and depression and it the commonest geriatric psychiatric disorder.<sup>7</sup> In addition to that satisfied teachers offer higher instructional quality and better learning for their students. Furthermore, content teachers demonstrate stronger job commitment and less prone to leave the profession which is especially crucial in times when turnover is high.

Job satisfaction among nursing teachers is essential for their professional and personal wellbeing. Nursing teachers are also under pressure as they hold the responsibility to give new nurses to the society. Most importantly after the covid 19 their work stress has been increased. The teaching system has changed and online teaching has been introduced. But nursing teachers has to demonstrate most of the things though they have taken classes online as they are dealing with human life. Nursing colleges were still working when all the educational institutions were closed. They had to work hard to make both ends meet.

Work place stress and job satisfaction are inter related to each other. Stress within manageable levels helps to grow in career by enhancing creativity. It also removes boredom from life by changes that it brings to the daily life. On the other hand, if the level of stress goes beyond the level one can manage it results in dissatisfaction of job by creating conflicts among colleagues, reduced productivity etc. In other words, it can be said that stress and job satisfaction are very much related to each other and it is important to assess the workplace stress and job satisfaction.

## **Materials and methods:**

The research design used for the study was cross sectional descriptive research design. In this study the study variables were workplace stress and job satisfaction among the teaching faculty and the demographic variables were age, gender, professional qualification, teaching experience and teaching program.

The present study setting was selected as per the needs and criteria. The settings were nursing institutes from Sangli district and the population was teaching faculty of selected nursing institutions. Also samples were selected from the teaching faculty of nursing institutes at Sangli district.

Inclusion criteria were teaching faculty who are teaching to all teaching program, those having teaching experience 3 years and more than 3 years of experience. Exclusion criteria was teaching faculty who are not willing to participate in study. The sample size comprises of 100 teaching faculty who are determined by using power analysis. Sampling technique used was non-probability convenient sampling technique.

The data collection tool included development of the tool, description of the tool and scoring system. Selection and development of the tool was done based on the study i.e. to assess the workplace stress and job satisfaction

among nursing teachers. After an extensive review and study of literature, books and journals were done before developing the tool as well as discussion with the guide is done and expert's opinion was also taken. The tool was developed under the guidance of the guide to collect the data.

The tool contains 3 sections. Section one includes demographic data such as age, gender, professional qualification, teaching experience and teaching program. Section two was self-structured workplace stress scale and section three was Modified Generic Job Satisfaction Scale.

The data collection tool has been sent to 25 experts out of 23 have been received with their valuable feedback and suggestion. The tool validity was done for internal consistency of the tool. Total 23 experts in the field of nursing validated the tool. The experts were selected from various fields based on the topic, i.e. 3 psychiatric doctors, 2 psychologists, 6 psychiatric lectures, 2 statisticians and 10 from various nursing specialty. The expert gave valuable suggestion and modification of the tool and were incorporated in the study.

Proposal of research with the data collection tool was presented in front of the research committee in Bharti Vidyapeeth (Deemed to be university) College of Nursing, Sangli. Research was approved by the Institutional Ethics Committee (IEC). The permission for pilot and main study were obtained from several Nursing Institutes at Sangli district. Principal of confidentiality was attained by giving code numbers to data collection tool. Information obtained was kept confidential.

Official permission was taken from concerned authorities. The investigator discussed the study with the college principal. Informed written consent was taken from nursing teachers included in the study by explaining the purpose and objectives of the study. 100 samples were taken in the study. Study was done by distributing the tool and results were calculated from the tool.

## Results and discussion:

Analysis and explanation of survey results are arranged under the following headings.

Section1: frequency and percentage of demographic variable

Section  
General

Variable	Groups	Distribution	
		Frequency	%
Age	21-30yrs.	25	25.00
	31-40yrs.	37	37.00
	41-50yrs	30	30.00
	51-60yrs.	08	08.00

2a:

assessments of workplace stress among the teaching faculty of nursing institutions at Sangli District.

Section 2b: General assessments of job satisfaction among the teaching faculty of nursing institutions at Sangli District.

Section 3: Correlation of workplace stress and job satisfaction among teaching faculty of nursing institutions at Sangli District.

### Section 1

n=100

Gender	Male	32	32.00
	Female	68	68.00
	Trans	0	0.00

Professional Qualification	M. Sc. Nursing	42	42.00
	B. Sc. Nursing	32	32.00
	Ph.D.	06	06.00
	P. B. B. Sc. Nursing	20	20.00
Teaching experience	3-6yrs	38	38.00
	7-10yrs	26	26.00
	11-15yrs	30	30.00
	15yrs and above	06	06.00
Teaching program	B.Sc.	28	28.00
	GNM	24	24.00
	ANM	26	26.00
	M.Sc.	12	12.00
	P.BSc. Nursing	10	10.00

**Table 1: Frequency and percentage distribution demographic variables of teaching faculty of nursing institutes at Sangli district.**

Above table deals with analysis of demographic data like age, gender, professional qualification, teaching experience and educational qualification of teaching faculty of nursing institute from Sangli district in term of frequency and percentage.

**Age:** Above table and following figure depicts that, 25% of teaching faculty of the nursing institutes were of 21-30 years of age group, 37% were between 31-40 years of age group, 30% were among 41-50 years of age and 8% were from 51-60 years of age.

**Gender:** Above table shows that 68% of participants of the study were females and remaining 32% were males.

**Professional qualification:** Table above reveals that, among the participants, 42% were hold M.Sc. Nursing degree, 32% had B.sc Nursing qualification, 20% were P.BSc. Nursing graduates and 6% were Ph.D.

**Teaching experience:** From the above table it can be concluded that 38% of the study participants had 3-6 years of teaching experience, 26% had 7-10 years, 30% had 11-15 years of experience in the field of teaching and 6% were of more than 15 years of teaching experience.

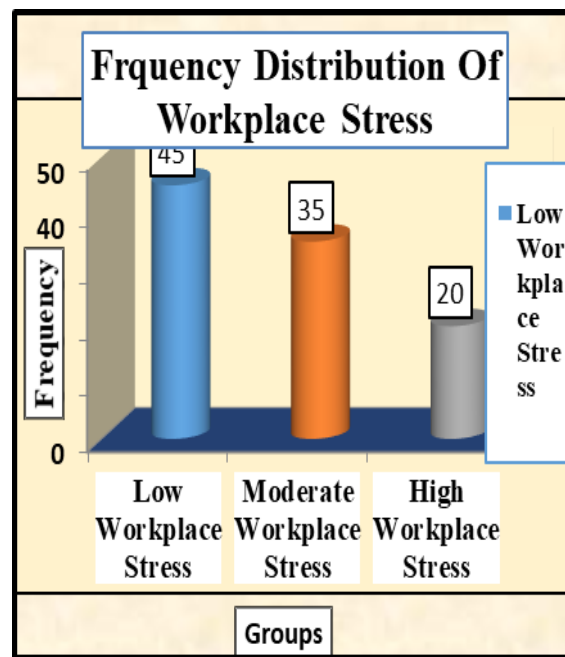
**Teaching program:** When considering the teaching program, the table reveals that, 28% of the nursing teachers participated in the research teach B.Sc. Nursing students, 24% teach GNM students, 26% teach ANM students, 12% teach M.Sc. nursing students and 10% teach P.BSc. students.

## Section 2a

**Table 2a: General workplace stress assessments of faculty of selected Sangli district.**

Low Stress	20-35	45	45.00
Moderate Stress	36-45	35	35.00
High Stress	46-60	20	20.00

n=100  
assessments of among the teaching nursing institutes at



**Figure 1: Frequency distribution of workplace stress**

**Section 2b**

Level of job satisfaction	Score	Frequency	%
Low satisfaction	10-20	10	10.00
Moderate satisfaction	21-25	31	31.00
High satisfaction	26-30	59	59.00

n=100

**Table 2b: General assessments of job satisfaction among the teaching faculty of selected nursing institutes at Sangli district.**

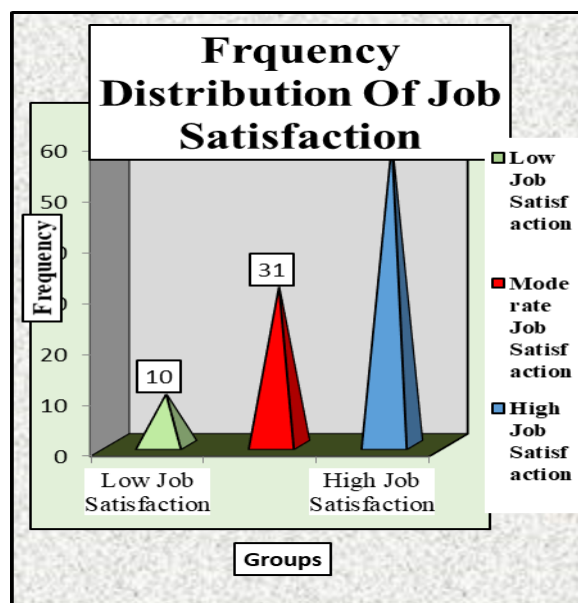


Figure 2: Frequency distribution of Job Satisfaction

Table 2a and figure 1 shows that 45% of nursing teachers had low level of workplace stress, 35% of them had moderate level of workplace stress and 20% of them had high level of workplace stress. Table 2b and figure 2 reveals that 10% nursing teachers participated in the study had low level of job satisfaction, 31% had moderate level of job satisfaction and 59% had high level of job satisfaction.

### Section 3

Test	Mean	SD	Spearman's rank co-relation coefficient	P Value
Workplace stress	37.78	6.97	-0.69	0
Job satisfaction	25.67	3.17		

Table 4: Co-relation between workplace stress and job satisfaction among the teaching faculty of selected nursing institutes at Sangli district.

$$\text{Co-relation} = r = \frac{\text{COV}(x,y)}{n \cdot \sigma_x \cdot \sigma_y}$$

$$r = \frac{\sum(X-X)(Y-Y)}{n \cdot \sigma_x \cdot \sigma_y}$$

Where,

COV (x, y) = Covariance between X (workplace stress) and Y (Job satisfaction)

$\sigma_x$  = Standard deviation of Workplace stress

$\sigma_y$  = Standard deviation of Job satisfaction

Hence  $r = -0.69$

Co-relation was calculated by using Spearman's rank co relation coefficient,  $p=0.00$ , hence shows the high significance.

### Conclusion:

The findings of the study revealed that 45% of nursing teachers had low level of workplace stress, 35% of them had moderate level of workplace stress and 20% of them had high level of workplace stress. While considering

job satisfaction, 59% had high job satisfaction. Thus the 'r' value is -0.69, and hence work place stress and job satisfaction are negatively related to each other.

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