

## **Job Satisfaction and Job Stress: An Empirical Study on Academicians in Goa**

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**ABSTRACT:** *The main objective of the paper was to evaluate the factors leading to job satisfaction and job stress among the academician in the state of Goa. Sampling technique used in the study was random and convenience sampling considering factors such as population size, time and cost constraints, and precision while selecting the sample size. The total respondents who managed to complete and return the questionnaire were 183 from different colleges in Goa. The results revealed that job satisfaction and job stress has a significant difference across demographic variables. The results also revealed that there is significant difference across the different factors evaluated.*

**KEY WORDS:** *Job Satisfaction, Job Stress.*

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### **I. INTRODUCTION**

Job satisfaction in common sense is understood as whether the employees are happy with their work, the opportunities, facilities, fulfilling their needs and desires at their work place. Job satisfaction is a very crucial aspect as it can be influenced by levels of organisational hierarchy, the relationship between the employer and employee, the working condition the employee is exposed to, type of task the person has to complete at his workplace and so on. If all such factors exist as per the desire of the employee it leads to employee satisfaction. Job satisfaction is also affected by the emotional feeling of the person towards his job. All demographic factors such as age, gender, pay scale, marital status, educational qualification and so on has a major influence on job satisfaction.

While all those factors which lead to job satisfaction, when they don't match with the requirements, expectation and the desires of the employees at the workplace it leads to job dissatisfaction and in turn job stress. Job stress in simple words can be defined as the reaction of different people to excessive pressures or any kind of demand placed on the people at their workplace. This also states that stress can be positive as well as negative depending upon particular individual how they take it. When different situations offer an opportunity for an individual to gain something it can be positive stress but when people face problems such as organizational, emotional, social and physical problems it can be negative stress.

It is said that teaching is the best profession one can choose because it is highly satisfying. This statement holds true only in theory but not in practice. The teachers work can be physically and mentally challenging. Along with the professional activity of teaching they have a personal and family commitment which requires using a lot of energy. For instance some teacher conduct research this routine of teacher creates a lot of stress.

In all the educational institutions the staffs is divided into teaching and non-teaching. The overall performance and productivity of any educational institution depend upon the teaching staff, as well as the non-teaching staff also play crucial role. As many previous studies has been done in the area of job satisfaction of industrial, company sector and even on universities of different states and countries, but a few research has been conducted at graduation or college level. Thus this showed the need of this study and hence the study was taken out at this time.

So this study is conducted to find out the level of job satisfaction and job stress among the teaching staffs of commerce colleges in the state of Goa. It also studies the effect of job stress on job satisfaction among the academic staff in various commerce colleges, in the state of Goa. The quality of teaching staff reflects the quality of education provided in the institutions which in turn reflects the reputation of the institution. So in that case job satisfaction of teachers is important. In case of job stress of teachers the performance of teacher gets affected which can in turn affect the reputation of the institution. In this research the focus sample or teachers was academician teaching only at the graduation level, there were no differentiation according to the subjects and stream in which they teach.

## **II. LITERATURE REVIEW**

### **International Studies**

Irshad (2012) examine the level of job satisfaction among university academicians, and explore the extent to which certain organizational characteristics predict academician's job satisfaction. Sample size was 150. Results of the study indicated that a pay differential does exist between private and public universities in Pakistan. Academicians in private sector universities were more satisfied with their pay, supervision, and promotional opportunities than the academicians of public university. On the other hand, academicians in public sector universities were found more satisfied with co-worker's behaviour and job security.

According to Ahsan et al (2009) investigate the relationship between job stress and job satisfaction. The determinants of job stress that have been examined include, management role, relationship with others, workload pressure, homework interface, role ambiguity, and performance pressure. Used the non-probability sampling technique, a total of 300 respondents were selected as a sample of the study from that university. Findings revealed that there was significant negative relationship between job stress and job satisfaction.

Aisyah et al (2012) investigate the relationships between work-related stresses with the job outcomes in Malaysian context, specifically among academic staff. A total of 267 respondents participated in the study. The result indicated that work-related stresses are significantly related to both job satisfaction and turnover intentions. Job control, role clarity violence relationship, and change were related to job satisfaction. However, only peer support was related to turnover intentions. It also suggests that peer support plays an important role in contributing to turnover intentions.

Dhanapal et al (2013) studied the difference in the level of job- satisfaction between genders and generations among academicians in private institutions of higher learning. 100 survey questionnaires by means of a five Likert scale were used to obtain and measure the level of satisfaction among academicians on various intrinsic and extrinsic factors. Analysis indicated that there are no significant differences in job satisfaction between genders. The only significant difference in job satisfaction between generations was seen in the extrinsic factor, work relationship. Thus, it was suggested that future research on job satisfaction takes into consideration the impact of cultural differences on the level of job satisfaction.

Khan (2014) conducted research where primary objective was to inspect the association of job stress with job performance, job satisfaction, turnover intentions and life satisfaction among the college lecturers. The second objective was to estimate the level of all study variables between married and unmarried college lecturers. The results revealed that job stress has a significant negative relationship with job performance, job satisfaction, and life satisfaction while positively significant related with turnover intentions. Further a significant difference was found among married and unmarried college lecturers on these study variables.

### **Indian Studies**

Azmi, et al (2012) examine the relationship between jobs related dimensions and job satisfaction of teaching staff of B-schools in India using Structure Equation Modeling. The results indicated that there is a positive relationship among pay satisfaction, satisfaction with supervision, satisfaction with work-schedule flexibility and teachers' job satisfaction. Promotion opportunities were not found to be an influential factor leading to teachers' job satisfaction. In most Indian management institutes promotion is normally granted after a certain period of service and is not linked directly with performance as it is in the corporate sector.

Tiwari (2014) conducted study, the main objective was to study the level of job satisfaction among the non-teaching staff of A.P.S. University, Rewa (M.P.) India. The study has found that the satisfaction analysis and variation in the perception, the finding reveals that there is an inverse correlation in different cadres of employees. Therefore, the hypothesis stands rejected.

According to Sajid (undated) motivation of university academician, motivation was taken as dependent upon two factors namely, class room environment, work load stress. The study was conducted to assess the impact of factors affecting motivational level of the faculty members of university college Kotli. This study was designed to examine those factors which were responsible for high and low motivational level of university academicians and revealed that class room environment was responsible for high level of motivation while work load stress.

### **Research Gap**

In the area of job satisfaction of teacher's number of research at the university level, job satisfaction of middle school teachers and even comparison between teacher's job satisfaction with regards to public and private sector has been already conducted. So the research gap of this study was to study the job satisfaction and job stress of graduation level academician in the state of Goa.

**Objectives Of The Study**

1. To evaluate factors which lead to job satisfaction and job stress among the academic staff of commerce colleges in the state of Goa.

**III. RESEARCH METHODOLOGY**

**Data Sources:** The data sources used in research are divided into two sources primary data source and secondary data source. Primary data in this study was collected through Questionnaire Interviews, Discussion and Observation. The secondary data has been collected from the various sources such as Books, Published Journals, Websites, and other alternative relevant printed materials.

**Sample Size:** Sampling technique used in the study was random and convenience sampling considering factors such as population size, time and cost constraints, and precision while selecting the sample size. The commerce colleges at the graduation level were selected as the sample. The total of 200 respondents was selected as a sample size of the study from different colleges in the state of Goa. The total respondents who managed to complete and return the questionnaire were 183. The selected colleges were:

**Table 1: Names of Colleges and Number of Respondents**

District	Sr.No.	Name of Colleges	Address	Number of Respondents
North-Goa	1.	Fr. Agnel College of Arts and Commerce	Pilar, Tiswadi – Goa	26
	2.	S.S. Dempo College of Commerce	Altinho, Panjim – Goa	30
	3.	VidyaPrabodhini College of Commerce	Porvorim – Goa	15
	4.	Goa Multi faculty College	Dharbandora, DayardNargarPonda – Goa	12
	5.	St. Xavier’s College	Mapusa, Bardez – Goa	25
	6.	Government college of arts and commerce	Virnoda, pernem- Goa	23
South-Goa	1.	Carmel College for Women	Nuvem, Salcete – Goa	18
	2.	MES College Arts and Commerce	Zuarinagar, Murnugao – Goa	27
	3.	Shree Damodar College of commerce and Economic	Tansor, Comba, Margao – Goa	12
<b>Total</b>				<b>188</b>

**Data Collection Methods:** The data collection instrument used in this study was in the form of questionnaire circulation by means of a four point Likert scale were used to obtain and measure the level of Job Satisfaction and Job Stress among academicians on various factors. The total of 200 respondents was asked to fill the questionnaire. A survey instrument in the form of close-ended questionnaire was developed for the purpose of collecting the main data for the study. The present study was conducted on teaching academic staff of commerce colleges in the state of Goa. The colleges undertaken for the study was public as well as private colleges. The respondent had not been divided as public and private employees for the purpose of analysing the data. The actual field survey was conducted over a period two months.

**Period of Study:** This study is conducted using primary data for the year 2015-2016, so the period of the study is one year.

**Research Hypotheses:**

ANOVA and Independent Sample t-Test

H<sub>01</sub>: There is no significance difference in the mean score of dependent variable because of the influence of the independent variables.

Regression Analysis

H<sub>02</sub>: There is no statistical significance difference of independent variables on Job Satisfaction and Job Stress.

**Data Analysis Tools and Techniques**

**Descriptive Statistics:** Descriptive Statistics shows the normal distribution of the data, display frequency tables, and the total sample size.

**KMO and Bartlett Test of Sphericity:** The KMO criterion can have values between [0, 1] where the usual interpretation is that 0.8 indicates a good adequacy to use the data in a factor analysis. If the KMO criterion is less than 0.5 we cannot extract in some meaningful way.

**Factor Analysis:** is an explorative analysis. The factor analysis groups similar variables into dimensions. This process is also called identifying latent variables. Since factor analysis is an explorative analysis it does not distinguish between independent and dependent variables. Factor Analysis reduces the information in a model by reducing the dimensions of the observations.

**Independent-Samples t-Test:** The independent samples t-test consists of tests that compare mean value(s) of continuous level (interval or ratio data), normally distributed data. The independent samples t-test compares two

means. It assumes a model where the variables in the analysis are split into independent and dependent variables. The model assumes that a difference in the mean score of the dependent variable is found because of the influence of the independent variable. Thus, the independent samples t-test is an analysis of dependence. It is one of the most widely used statistical tests, and is sometimes erroneously called the independent variable t--test.

**One-Way (ANOVA) analysis of variance:** The main purpose of an ANOVA is to test if two or more groups differ from each other significantly in one or more characteristics. Also, it is important to realize that the one-way ANOVA is an omnibus test statistic and cannot tell you which specific groups were significantly different from each other; it only tells you that at least two groups were different. For specifying the difference post-hoc test issued.

**Multiple Regressions:** It is used when we want to predict the value of a variable based on the value of two or more other variables. The variable we want to predict is called the dependent variable (or sometimes, the outcome, target or criterion variable).

**Factors Influencing Job Satisfaction And Job Stress**

The objective of this section was to evaluate factors which lead to job satisfaction and job stress among the academic staff of commerce colleges in the state of Goa. To analyse the objective KMO and Bartlett’s Test and Factor Analysis was conducted. The output and result of analysis are explained below:

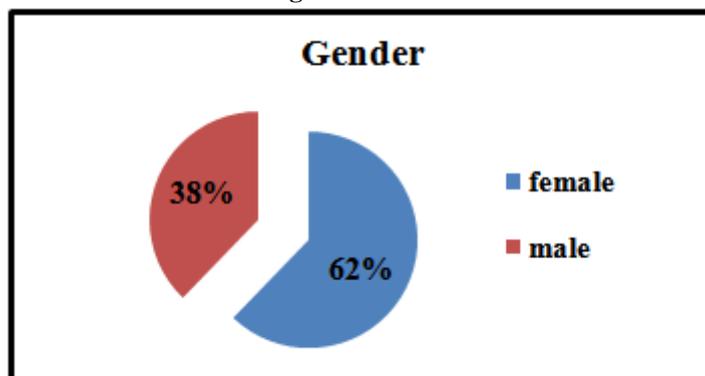
**Cronbach’s Alpha**

**Table 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.852	.867	101

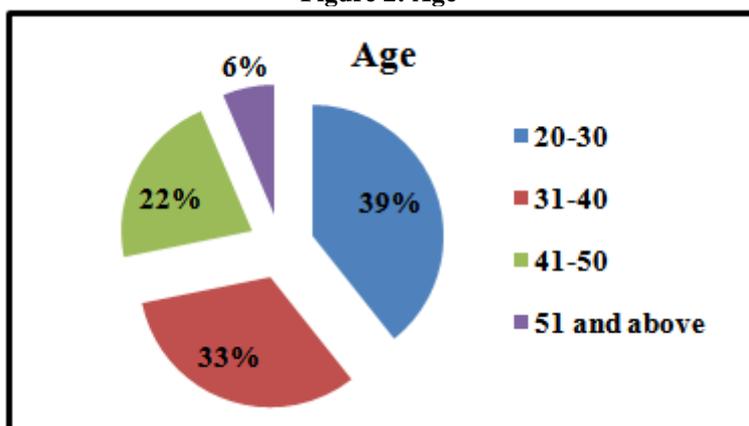
Cronbach’s Alpha was used and observed to check the reliability of data for all the variables used in the study. The results reported Cronbach’s Alpha .852, which indicates high level of internal consistency among the various variables.

**Figure 1: Gender**



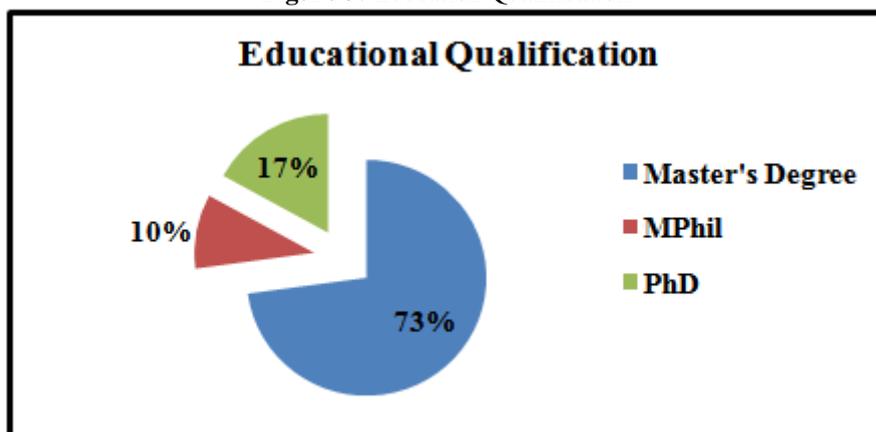
The result of the finding showed that the distribution of gender was higher for female with the total of 117 female respondents (62.2%) and 71 male respondents (37.8%). This result also indicates that females are more in the teaching profession at college level, than the males in the state of Goa. The Age distribution of the respondents showed (39.4%) respondents from the age group 20-30. (32.4%) of respondents were 31-40 years old, however (21.8%) of the respondents belong to the age group of 41-50, and the rest (6.4%) of the respondent were above 50 years old. These results also reviles that number of youngster are stepping in teaching profession in the state of Goa.

Figure 2: Age



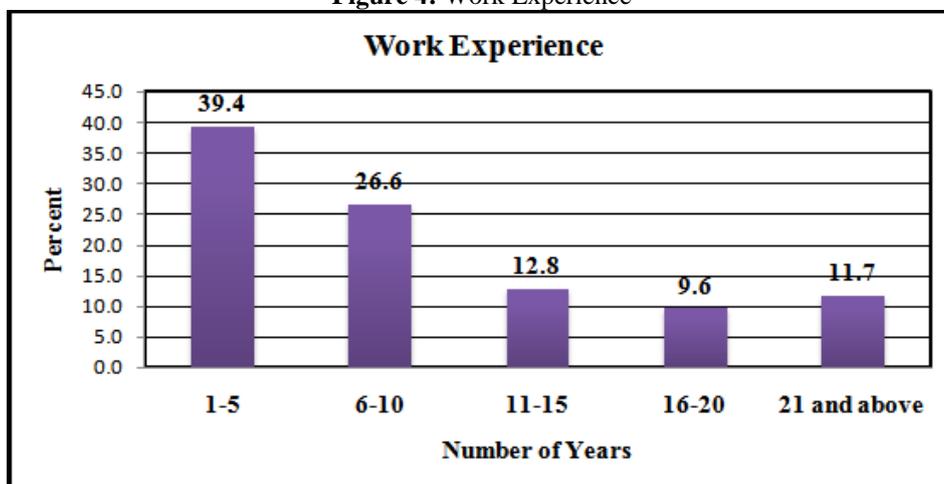
In case of Marital Status of respondents, 114 of the respondents are married (60.6%), however 69 respondents are single (36.7%) and only 5 respondents marked others (2.7%). So it can be said that more number of teachers are married as compared to single in the state of Goa.

Figure 3: Education Qualification



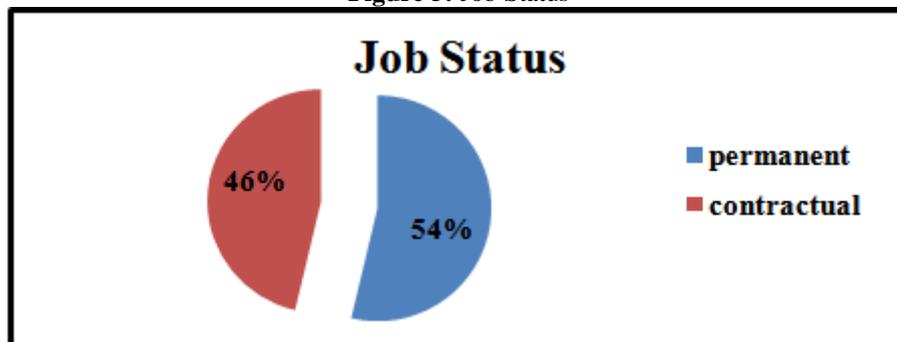
In terms of the highest education level among the respondents, statistics showed that the highest qualification among the respondents were Master's Degree (72.9%) followed with (17%) PhD and minimum educational level were MPhil with (10%). The result also indicates for being in teaching profession at college level, minimum educational qualification must be Master's Degree.

Figure 4: Work Experience



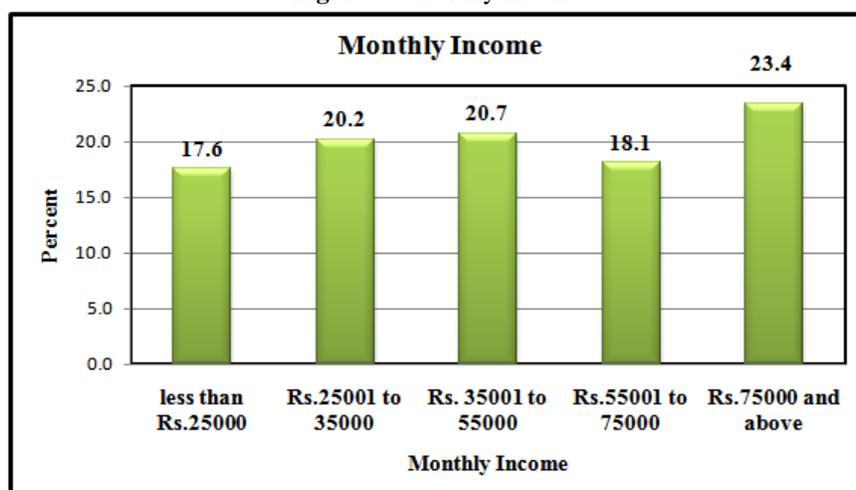
The result of the finding showed that (39.4%) of respondents are having work experience between 1-5 years, (26.6%) of the respondents have experience of 6-10 years, followed by (12.8%) respondents are having 11-15 years of work experience, almost equal number of respondents (11.7%) have work experience for more than 21 years, but only (9.6%) of the respondents are having work experience for 16-20 years in the State of Goa

**Figure 5: Job Status**



In terms of job status there don't exist much difference as (53.7%) of the respondents were permanent in their job, while, (46.3%) of the respondents were on contract. However it can be said that more number of teachers are permanent as compare to contractual.

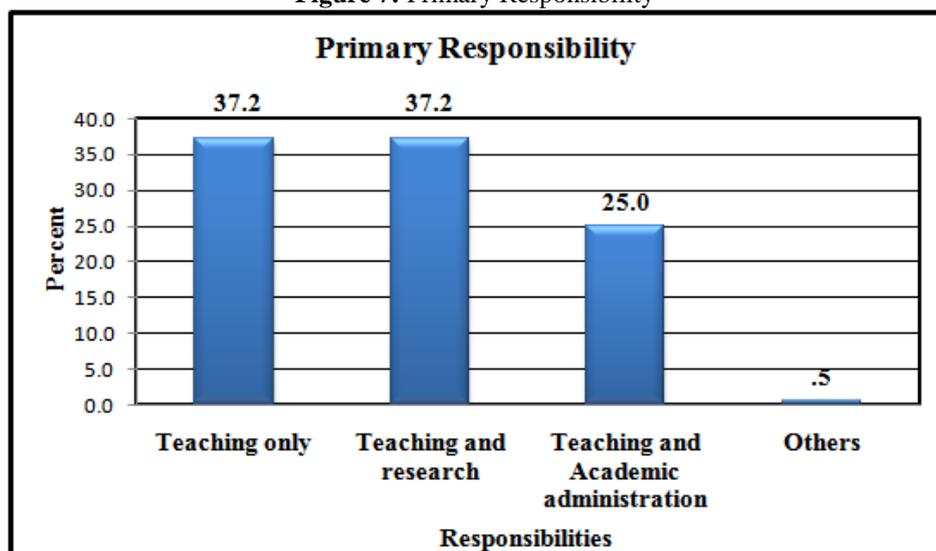
**Figure 6: Monthly Income**



In terms of monthly income distribution (23.4%) of the respondents are earing Rs.75000 and above while 20.7% of the respondents are earing Rs.35001 to 55000 and somewhat equal number of respondents (20.2%) are withdrawing Rs.25001 to 35000 monthly income. However (18.1%) of respondents are earning Rs.55001 to 75000 and (17.6%) of respondents earn less than Rs.25000.

The result of the finding showed that the distribution of primary responsibilities of teachers was higher for both teaching only as well as for teaching and research with the total of 70 respondents (37.2%), in case of teaching and academic administration (25.0%) and rest (5%) respondents marked others.

Figure 7: Primary Responsibility



Further we evaluate factors which lead to job satisfaction and job stress among the academic staff of commerce colleges in the state of Goa. To analyse the objective KMO and Bartlett's Test and Factor Analysis was conducted. The output and result of analysis are explained below:

#### IV. RESULT AND ANALYSIS

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.829
Bartlett's Test of Sphericity	Approx. Chi-Square	13063.623
	Df	3321
	Sig.	.000

#### Factor Loadings

Table 4: Factor 1: Stress

Sr.No.	Rotated Component Matrix <sup>a</sup>	Factor loadings
	<b>Factor 1: Stress</b>	
1	I have unrealistic time pressure.	.819
2	I am pressured to work long hours.	.811
3	I feel exhausted in balancing home and work.	.779
4	I have inadequate preparation time.	.775
5	Lesson planning requirements are over- burdensome.	.770
6	There is lot of stress just keeping up with changing professional standards.	.765
7	I have too much work to do and not enough time to do work.	.743
8	Having to participate in college activities outside of the normal working hours is very stressful.	.712
9	There are too many meeting after the college hours.	.707
10	Trying to keep my work from being too routine and boring puts a lot of stress on me.	.702
11	trying to complete reports and paper work on time causes me a lot of stress	.696
12	Each day of work seems like it will never ends, which makes me tense and panic at work.	.692
13	I find that trying to be attentive to the problems and needs of fellow faculty is very stressful.	.683
14	I feel exhausted managing my work as I am taking courses while working	.675
15	Increase in workload such as increase in class size.	.653
16	I have to neglect some tasks because I have too much to do.	.553

**Table 5: Factor 2: Employer-Employee Relationship**

Sr.No.	Factor 2: Employer-Employee Relationship	Factor loadings
1	My administrative head asks my opinion on decisions that directly affect me.	.810
2	I can rely on my superior to help me out with a work problem.	.795
3	I can talk to my superiors about something that has upset or annoyed me about work.	.788
4	When I really need to talk to my administrative head, (s) he is willing to listen.	.784
5	I have sufficient opportunities to question superiors about change at work.	.702
6	When I have conflicts with parents or students my head gives me the kind of support I need.	.700
7	Do you think that your head appreciate your participation in decision making?	.659
8	There exists good relationship with principal and personal.	.650
9	principal of the college have good attitudes/behaviour towards the staff	.608
10	There exist positive climate at my work place.	.553
11	My administrative head brings me together with other faculty in joint meetings to make decisions and solve common problems.	.535
12	There is good working environment at my work place.	.529
13	Does there exist an effective accountability system (both for academic staff and students) within your college, reaching ones potential and personal growth.	.450
14	I receive enough information to carry out my job effectively.	.393
15	Is your institution helpful in developing a college climate that encourages job security and enrichment?	.352

**Table 6: Factor 3: Job Satisfaction**

Sr.No.	Factor 3: Job Satisfaction	Factor loadings
1	I find real enjoyment in my work	.704
2	Most days I am enthusiastic about my work	.691
3	I feel happier in my work than most other people.	.675
4	I feel satisfied with my job	.632
5	My job is interesting enough to keep me from getting bored.	.627
6	I am satisfied with being a teacher	.590
7	I am given supportive feedback on the work I do.	.590
8	If i could choose my career again, i would change almost nothing	.546
9	my working conditions as a teacher are excellent	.392

**Table 7: Factor 4: Employee Development**

Sr.No.	Factor 4: Employee Development	Factor loadings
1	Does your college administration have fair and transparent placement policies?	.747
2	Does your college administration have a transparent performance appraisal system?	.637
3	Does your administration favour you in finding career development opportunities within your college?	.634
4	I received appropriate training at my work place	.621
5	Does your college administration helpful in encouraging professional development of the staff.	.614
6	Do you feel that you administration is best in communicating its policies and procedures etc.?	.528
7	There is lack of communication from administration.	-.468

**Table 8: Factor 5: Co-Workers**

Sr.No.	Factor 5: Co-Workers	Factor loadings
1	There is friction or anger between colleagues.	.758
2	Staffs are exposed to interpersonal conflict at work.	.671
3	I do not have enough support in dealing with bureaucratic paperwork.	.665
4	There exists lack of professional development of the staff.	.641
5	I am subject to personal harassment in the form of unkind words or behaviour.	.525
6	I am given too much responsibilities without adequate to carry it out.	.522
7	I receive conflicting demands from two or more people or groups at my work.	.472

**Table 9: Factor 6: Skills Required**

Sr.No.	Factor 6: Skills Required	Factor loadings
1	Beings creative and taking new challenges this job gives me perfect platform.	830
2	My job makes good use of my skills and abilities.	784
3	I can use my abilities and skills for achievement of my targets at work.	742
4	I have opportunities to express my ideas and points of views.	658
5	I have a choice in deciding how I do my work.	655

**Table 10: Factor 7: Responsibilities**

Sr.No.	Factor 7: Responsibilities	Factor loadings
1	I am clear about what my duties and responsibilities are at work.	766
2	I am clear what is expected of me at work.	690
3	I am clear about the goals and objectives for my department.	594
4	I know how to go about getting my job done using my ability.	498

**Table 11: Factor 8: Employee Attitude**

Sr.No.	Factor 8: Employee Attitude	Factor loadings
1	I currently find my life quite boring.	739
2	I indefinitely dislike my work.	635
3	I am disappointed that I ever took this job.	633
4	I most of the time I have to force myself to go to work.	554
5	I am offended bored with my job.	441

**Table 12: Factor 9: Organisation and Management**

Sr.No.	Factor 9: Organisation and Management	Factor loadings
1	There are courses/workshops on subject matter or methods and other education related topics for the professional development of teachers.	813
2	Participation in a network of teachers formed specifically for the professional development of teachers.	757
3	Education conferences or seminars are held where teachers or researchers present their research results and discuss educational problems for the professional development of teachers.	716
4	Observation visits to other colleges are made for the professional development of teachers.	499

**Table 13: Factor 10: Exhaustion**

Sr.No.	Factor 10: Exhaustion	Factor loadings
1	I feel exhausted in dealing with disruptive student behaviour.	814
2	I find that dealing with student discipline problems puts a lot of stress on me.	745
3	I feel exhausted maintaining class discipline.	640

**Table 14: Factor 11: Resistance**

Sr.No.	Factor 11: Resistance	Factor loadings
1	Staffs are always consulted about change at work.	682
2	When changes are made at work, I am clear how they will work out in practice.	664
3	My working time can be flexible	451

**Table 15: Factor 12: Remuneration**

Sr.No.	Factor 12: Remuneration	Factor loadings
1	Do you receive reasonable amount of salary?	790
2	Is your salary sufficient to meet the financial needs of your family?	751
3	Do you receive fringe benefits in addition to your salary?	508
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.		
a.	Rotation converged in 12 iterations.	

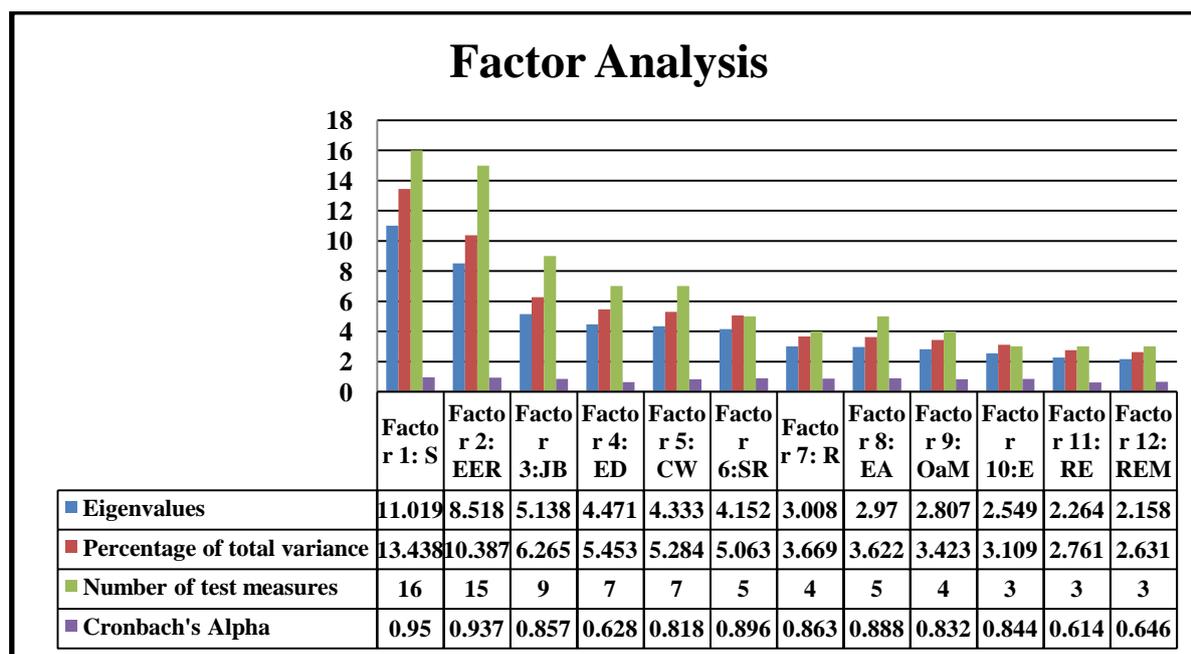
The results of an orthogonal rotation of the solution are shown in Table. Where loadings less than 0.30 were excluded, the analysis yielded a 12 factor solution with a simple structure of more the 0.30.

**Table 16: Summary of Factor Analysis**

	Factor 1: Stress	Factor 2: Employer-Employee Relationship	Factor 3: Job Satisfaction	Factor 4: Employee Development	Factor 5: Co-Workers	Factor 6: Skills Required	Factor 7: Responsibilities	Factor 8: Employee Attitude	Factor 9: Organization and Management	Factor 10: Exhaustion	Factor 11: Resistance	Factor 12: Remuneration
Eigenvalues	11.019	8.518	5.138	4.471	4.333	4.152	3.008	2.970	2.807	2.549	2.264	2.158
Percentage of total variance	13.438	10.387	6.265	5.453	5.284	5.063	3.669	3.622	3.423	3.109	2.761	2.631
Number of test measures	16	15	9	7	7	5	4	5	4	3	3	3
Cronbach's Alpha	.950	.937	.857	.628	.818	.896	.863	.888	.832	.844	.614	.646

**Fig. 3.9 Summary of Factor Analysis**

The table includes the Eigenvalues of each factor. The eigenvalue is the sum of the squared factor loadings for each factor. SPSS extracts all factors that have an Eigenvalue greater than 0.1. In our case the analysis extracts 14 factors out of which 12 had high loadings. This table also shows us the total explained variance after rotation.



Sixteen items loaded into Factor 1 all items relate to job stress; hence this factor was labelled “Stress”. The eigenvalue recorded 11.019, with total variance explained (13.438%). The 0.950 was cronbach’s alpha for factor 1.

Fifteen items was loaded into Factor 2 all items related to relationship between employer-employee. The eigenvalue recorded 8.518, with total variance explained (10.387%). The cronbach’s alpha of 0.937 was recorded which highly reliable. The factor was labelled as “Employer-Employee Relationship”.

Nine items loaded into Factor 3 all items related to job satisfaction. The eigenvalue recorded 5.138, with total variance explained (6.265%). The cronbach’s alpha of 0.857 was recorded. This factor was labelled as “Job Satisfaction”.

Seven items loaded into Factor 4 which is labelled as “Employee Development” as all items loaded focused on employee development. The eigenvalue recorded 4.471, with total variance explained (5.453%). The cronbach’s alpha for these factor was 0.628 which is lower.

Seven items loaded into Factor 5 which is labelled as “Co-Worker” as all items loaded focused on relationship between the workers. The eigenvalue recorded 4.333, with total variance explained (5.284%). The cronbach’s alpha for these factor was 0.818 which is reliable.

Five items was loaded into Factor 6 all items related to, what are the skills required and best those skills be used for job performance. The eigenvalue recorded 4.152, with total variance explained (5.063%). The cronbach’s alpha of 0.896 was recorded which highly reliable. The factor was labelled as “Skills Required”.

Four items was loaded into Factor 7 all items related to, responsibilities they handle at their workplace. The eigenvalue recorded 3.008, with total variance explained (3.669%). The cronbach’s alpha of 0.863 was recorded which highly reliable. The factor was labelled as “Responsibilities”.

Five items was loaded into Factor 8 all items related to, attitude of employees towards their job. The eigenvalue recorded 2.97, with total variance explained (3.622%). The cronbach’s alpha of 0.888 was recorded which highly reliable. The factor was labelled as “Employee Attitude”.

Four items was loaded into Factor 9 all items related to, organising and management. The eigenvalue recorded 2.807, with total variance explained (3.423%). The cronbach’s alpha of 0.832 was recorded which highly reliable. The factor was labelled as “Organising and Management”.

Three items was loaded into Factor 10 all items focus on whether teachers feel exhausted or not in performing their job. The eigenvalue recorded 2.549, with total variance explained (3.109%). The cronbach’s alpha of 0.844 was recorded which highly reliable. The factor was labelled as “Exhaustion”.

Three items was loaded into Factor 11 all items related resistance of teachers to the changes made in performing their job. The eigenvalue recorded 2.264, with total variance explained (2.761%). The cronbach’s alpha of 0.614 was recorded which highly reliable. The factor was labelled as “Resistance”.

Three items was loaded into Factor 12 all items related to the salary teachers receive. The eigenvalue recorded 2.158, with total variance explained (2.631%). The cronbach’s alpha of 0.646 was recorded which highly reliable. The factor was labelled as “Remuneration”.

From the output of factor analysis KMO and Bartlett test of sphericity value was reported .829 which is highly adequate to use the data in factor analysis. Considering all the variables in the questionnaire 12 Factors was loaded namely: Factor 1: Stress, Factor 2: Employer-Employee Relationship, Factor 3: Job Satisfaction, Factor 4: Employee Development, Factor 5: Co-Workers, Factor 6: Skills Required, Factor 7: Responsibilities, Factor 8: Employee Attitude, Factor 9: Organisation and Management, Factor 10: Exhaustion, Factor 11: Resistance, Factor 12: Remuneration with reliable cronbach’s alpha and eigenvalues for each of the factor.

## V. CONCLUSION

The result of the research relived that data collected for the study was highly reliable. From objective to evaluate factors which lead to job satisfaction and job stress among the academic staff of commerce colleges in the state of Goa, 12 factors were loaded which includes Stress, Employer-Employee Relationship, Job Satisfaction, Employee Development, CoWorkers, Skills Required, Responsibilities, Employee Attitude, Organisation and Management, Exhaustion, Resistance, Remuneration with reliable cronbach’s alpha and eigenvalues for each of the factor.

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