

ABSTRACT

This study was designed to determine the relationship between job stress and job satisfaction of lecturers in the two largest faculties of Assumption University, i.e., the Faculty of Business and the Faculty of Art. To answer the research objectives, demographic factors (gender, age, education level, number of working years and nationality), job-related stress (role conflict, role ambiguity, work variance, organization leadership, organization structure) and non-job related stress factors (dual-career family, marriage, living conditions) and job satisfaction factors (achievement, recognition, work itself, responsibility, advancement and growth) were analyzed.

This study reviewed several areas of literature on job stress and job satisfaction. These were definitions of job stress and job satisfaction, theories of job stress and job satisfaction, causes of stress, sources of stress, and the relationship between job stress and job satisfaction.

The population for this study was composed of all full-time faculty employed in the two faculties (Business Administration Faculty and Business Art Faculty) of ABAC. A questionnaire survey method was used to collect data from the respondents. The survey was pre-tested for validity and reliability, using 20 lecturers from the ABAC School of Risk Management.

The findings demonstrated a correlation between demographic profiles and job related stress in terms of age and number of working years. There was no correlation between demographic profile and non-job related stress and also between demographic profiles and job satisfaction. However, there was a correlation between job related stress in terms of role ambiguity, role conflict, work variance, organization leadership, and organization structure. There was a correlation of non-job related stress in terms of dual career family and marriage to job satisfaction, but no correlation of non-job related stress in terms of living conditions. There was significant difference between the two faculties in terms of non job-related stress

and there was no significant difference between the two faculties in terms of job-related stress and job satisfaction.

These findings led to the recommendation that the university can reduce job stress and increase job satisfaction by creating new programs for lecturer development and job satisfaction.

