Job Stress and Coping Strategies among Nursing Faculty Academic Staff and their Relations to Job Satisfaction

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Abstract

Aim: The aim of this study was to explore job stress and coping strategies and their relations to job satisfaction among Nursing Faculty Academic Staff.**Methods:** Descriptive correlational design was used. The setting was the Faculties of Nursing at the University of Menoufia, Tanta, Banha and Cairo, Egypt. Multistage random sampling technique was employed to select 200 nursing faculty academic staff. Tool1: Faculty Stress Index (FSI). Tool2: Job Satisfaction Survey. Tool3: Coping Strategies Questionnaire. **Results**: The main findings of this study illustrated that the majority of faculty members under study were found to have a moderate level of job stress and low level of job satisfaction. Also, the most frequent coping strategies employed were prayer followed by spending time with family and relaxation. Also, the most frequent sources of stress were the dimensions of rewards & recognition and professional identity. **Conclusion**: There was a statistically significant negative correlation between all job stress dimensions and total job stress with job satisfaction. Levels of stress and satisfaction significantly differed according to the demographic characteristics of participants. **Recommendations**: Improving the living conditions for nursing faculty members and adopting of approved mechanism for incentives, rewards and promotions would be beneficial to minimize stress levels and improve the levels of job satisfaction.

Keywords: Job stress, coping strategies, nursing faculty members, job satisfaction

Introduction/Background:

Stress is one of the major problems for working people, many of whom are juggling work, home and the care of children and often times aging parents. It is no surprise that stress has increased. The modern phenomenon is the unbearable effects caused by constant pressure both at work and home. Occupational stress involving work can be described as the difference between the demands of the workplace and an individual's ability to succeed in achieving these demands. Occupational stress and its consequences have been among the most popular issues in research literature. This is because many researchers consider that stress is becoming a major contributor to low performance, job dissatisfaction, absenteeism and low retention (**Parveen, 2013**).

Nursing faculty members is frequently exposed to many sources of stress and combat with the various roles of educator, researcher, role model, and academic, making the faculty

member's role very stressful. Also, several causes can contribute to faculty job stress including increased workload and perceived low salaries and vacation time **(Valdez, Cayaban, Mathews & Doloolat, 2019)**. Job stress of nursing faculty members is critical for both students and the institution **(El-Sayed, El - Zeiny & Adeyemo, 2014)**. Faculty members' stress in the work environment has different harmful outcomes and brings about inactivated individual working, low motivation and reduced spirit. It can lead to decreased ability to perform, poor employment execution, decreased productivity, low quality control and poor mental and physical health. Furthermore, high levels of chronic stress can result in job dissatisfaction and aggression **(Asmaa et al., 2018)**.

Nursing Faculty members are exposed to both physical and mental stressors such as interpersonal, emotional and work over-burden which are mainly recognized with teaching profession **(Agarwal, & Sharma, 2015)**. Nursing faculty performance outcomes are influenced by a considerable number of external variables. Among these variables, stress is becoming a major contributor to low performance, job dissatisfaction, high absenteeism and low retention. The cost of these stress consequences has become massive burden on many organizations **(Mohamed and Abed, 2017)**.

Coping strategies facilitate easily adaptation and can alleviate the negative emotional effects of the stressful situation and reduce levels of stress. They are essential to improve well-being and mental and physical health as well. Coping with job stress is accomplished through the thoughts and behaviors used to manage the internal and external demands of situations that are appraised as stressful **(Tan, 2017)**. Among the most common positive coping strategies used to alleviate stress are exercise, social resources, avoidance, reading, hobbies, movement, writing and reading, socialization, time management, relaxation and meditation techniques **(Gupta, Rao & Mukherjee, 2018)**. These strategies used by nursing faculty member's affect their viewpoint on the situation, thereby altering the perception of stress. Furthermore, positive

coping strategies allow faculty members to restore emotional balance and help to decrease stress levels **(Pishgooie, Rahimi & Khaghanizadeh, 2014).**

Retention of nursing faculty has been vulnerable to job dissatisfaction indicators. Job dissatisfaction has been cited as a heavy workload, multiple role expectations, insufficient time, lack of mentoring, and lack of collegial support **(Peters, 2014; Gormley & Kennerly, 2010). Candela, Gutierrez, and Keating (2012)** noted that when nursing faculty experience these stressors, they can experience negative attitudes toward the job, lack of motivation, decreased job performance, and even detachment from the job. Job satisfaction of faculty members is a vital motivation for the progression of the educational systems and achieving efficiency and effectiveness in the processes of learning and education. The faculty members must feel high level of job satisfaction as they are the most important pillars of these educational institutions for efficiently and effectively providing students with experience in various fields of knowledge and skills **(Esther and Ampadus, 2015)**. Lack of job satisfaction is considered as a reason of professional backward of institutions and employees. Nursing faculty members with high levels of job satisfaction were found to have high levels of psycho-social motivation and internal satisfaction. It also contributes to increased productivity that takes part in achieving the objectives of the organization **(Nandan & Krishna, 2016).**

Significance of the study

Nursing faculties have been shown to have a deep sense of meaning and commitment to the discipline of nursing and the faculty members' contributions to the future of the discipline. Yet the complexities of the faculty role, the salaries, and the workload have led many nursing faculty members to experience higher levels of job stress and lower job satisfaction. During this time of competition to take accreditation, institutions need to judge their effectiveness and analyze their own institutional health. Among requirements to achieve effectiveness and being ready for

accreditations, institutions should benchmark levels of satisfaction and opinions using national norms. The results of this study would be useful to provide baseline data about most common causes of nursing faculty members' stress, highlight the most significant coping strategies with it and areas of faculty members' satisfaction as well as to make recommendations for improvement.

Aim of the study:

The aim of this study was to explore job stress and coping strategies and their relations to job satisfaction among Nursing Faculty Academic Staff.

Research question:

The study researched the following questions:

1.What is the level of job stress among nursing faculty academic staff?

2.What are the sources of job stress among nursing faculty academic staff?

3.What are the coping strategies employed by nursing faculty academic staff to minimize their job stress?

4.What is the level of job satisfaction among nursing faculty academic staff?

5.What is the relationship between nursing faculty members' job stress and their job satisfaction?

6.What is the relationship between nursing faculty academic staff job stress and stress coping ways?

7.Do levels of job stress and job satisfaction differ according to the demographic profile of the study participants?

Subjects and methods:

Study design:

Descriptive correlational research design

was utilized in conducting this study. The main objective of descriptive design is to create a snapshot of the current state of affairs, whereas correlational research helps in comparing two or more entities or variables.

Study setting:

This study was conducted at Nursing Faculties at the Universities of Cairo, Menoufia, Tanta, and Banha, Egypt. Faculty of Nursing at Cairo University is one of the largest and deep-rooted Faculties of Nursing in Egypt. It has 9 departments for different specialties and has a considerably large number of faculty academic staff. Faculties of Nursing of Menoufia, Tanta, and Banha are also large faculties that are located in Delta Region and have faculty academic staff in all Nursing Specialties.

Study population:

Nursing faculty members from the universities of Egypt

Inclusion criteria

Nursing faculty academic staff aged 24 years or more and accept to participate in the study. The study included all faculty academic positions.

Exclusion criteria

Newly employed faculty members were excluded from participating in the current study

Sampling procedure and sample size

A purposive sampling technique was employed to select four nursing faculty from the universities of Egypt. Simple random sample of 200 nursing faculty academic staff was selected from the four Universities (Menoufia, Tanta, Banha and Cairo). Sample size was 230; however, the final sample that completed the whole study was dropped to 200 nursing faculty members which were equally distributed among the four faculties (50 members from each faculty). Among the reasons of attrition is lack of faculty members' time and many considered the study topic as a confidential issue.

Data collection tool:

Data were collected using three validated and pretested tools plus the socio-demographic information of the study participants such as age, marital status, academic rank and years of experience as a faculty staff.

Instrument (1): Faculty Stress Index (FSI):

Faculty stress was measured by using the Faculty Stress Index (FSI) developed by Gmelch, Wilke, and Lovrich (1984). The FSI consisted of 45-item that examines five dimensions namely; Time constraint, Reward and Recognition, Professional Identity, Departmental Influences, and Student interaction. A five point Likert scale ranging from not applicable pressure, slight pressure, moderate pressure, some pressure, and excessive pressure was used. The score below 75 points indicates low level of stress, score between 75 and 150 points indicates moderate level of stress and score above 150 points indicates high level of stress. Reliability of the total FSI estimation was reported in a study by Adnan and Kokash (2011). Internal consistency was evaluated using Cronbach alpha which was (0.95). In the present study, test-retest reliability of the total FSI was (0.88).

Instrument (2): Job Satisfaction Scale:

Job Satisfaction Survey developed by Dave and Raval (2015) was used to measure the satisfaction level of nursing faculty members. The scale consisted of 17 questions that ascertains job satisfaction on a seven-point Likert scale (strongly agree, agree, agree somewhat, undecided, disagree, somewhat disagree and strongly disagree). This instrument is divided up into six dimensions which are as follow; classroom teaching and students' quality (4 items), institutional support (2 items), salary (1 item), freedom, research, and security (3 items), management systems and policies (6 items), and team spirit (I item). Responses have been classified into three levels (low, average, and high). The maximum possible score was 119. A score of less than 50 % (less than 59) indicates low degree of satisfaction, a score from 50% to less than 70% (59-83) indicates average degree of satisfaction, a score from 70% or more (83-119) indicates high degree of satisfaction. Overall Cronbach alpha was (0.85).

Instrument (3): Coping Strategies Questionnaire:

Coping strategies Questionnaire was used to assess the strategies employed by faculty members to cope with job stress. The researchers used the 11 questions as reviewed from the previous studies that used coping strategies with stress (Parveen, 2013). Coping strategies questionnaires includes Exercise, writing and reading, medication, food, socialization, time management, relaxation, stress control, workshops, prayers, spent time with family and entertainment. The results were categorized as no (0) and yes (1). The reliability of the instrument was tested and Cronbach alpha amounted to be 0.765 indicating good reliability. No total score was calculated to assess the overall strategies employed by faculty members.

Data collection techniques:

• Data were collected during the first of November, 2019 to the end of January, 2020.

• An approval to conduct the study was obtained from the Research and Ethics Committee of the Faculty of Nursing, Menoufia University. Another approval to collect data was obtained from the deans of the faculties of nursing included in the study. The questionnaires were distributed as self-administered to the faculty members recruited for the study after gaining their consent to participate in the study to assess their job stress, job satisfaction, and coping strategies. Researchers and trained researchers' assistants provided assistance and clarification to the nursing faculty academic staff during the completion of the questionnaires when needed.

Ethical consideration:

An official permission for conducting the study was obtained from the deans of each

Faculty of Nursing involved in the study. An oral consent was obtained from subjects to participate in the study. During the initial meeting, the purpose of the study and the procedures were explained and consent was obtained. The participants were assured that all information will be confidential. Also, they were assured that their participation in the study is voluntary and that they can withdraw from the study at any time.

Pilot Study:

• A Pilot study was conducted to assess the feasibility and applicability of the tools and detect any obstacles and problems that may be encountered during data collection in addition to estimating the time required to complete the study questionnaire. Minor modifications were done based on the pilot conducted and the time required to fill in the questionnaires was 15-20 minutes.

Statistical analysis

Results were collected, tabulated, statistically analyzed by IBM personal computer and statistical package SPSS version 22 (Armonk, NY: IBM Corp, 2013). The following types of statistics were done: Descriptive statistics: e.g. percentage (%), mean (x) and standard deviation (SD) and range. Analytic statistics: e.g. -Chi-square test ($\chi 2$) was used to study association between two qualitative variables. Student t-test is a test of significance used for comparison between two groups having quantitative variables. Mann –Whitney test is a test of significance used for comparison between two groups having quantitative variables not normally distributed. Kruskall-Wallis test is a test of significance used for comparison between more than two groups having quantitative variables not normally distributed. Pearson correlation coefficient measured how variables or rank orders are related. A P-value of < 0.05 was considered statistically significant.

Results summary:

This study was conducted on 200 nursing faculty members. More than half of

them (54 %) had age range from 25-34 years. Moreover, the highest percentage of participants were females (98.5%) and married (71.5%). As for academic rank, the highest percentage of the study sample (50%) were clinical instructors. Furthermore, nearly two thirds (66.5%) of them were working as a faculty academic staff in the faculty of nursing for less than five years (table 1).

Mean scores distribution of the studied sample according to faculty stress index showed that the most frequent cause of stress was from the dimension rewards & recognition (34.6% from maximum) followed by professional identity (34.43% from maximum), time constraint (33.09%), departmental influence (32.75%) and the lowest dimension was students' interaction (23.79%) (Table, 2).

The highest percentage of the study sample (74 %) had moderate level of stress whereas the highest percentage of them (83%) reported low job satisfaction (figure 1).

The most frequent coping strategies employed by the faculty members was prayer (82.5%) followed by spending time with family (79.5%) and relaxation (74.5%). On the other hand, the least frequent used strategies were mediation (33.5%) and other strategies (34.5%) (Figure 2).

A statistically significant negative correlation was found between total job stress and all of its dimensions (except time constraint as there was a negative relation but not significant) with job satisfaction of the studied sample (Table 3).

Table (4) presents relationship between job stress and employed coping strategies as reported by the studied sample. The stress control workshops and prayers were significant coping way for stress relieve in the studied participants.

There were significant differences in job stress levels in the studied participants as regards age group (the highest levels were among age group from 25-34), marital status (the highest levels among married), academic

degree (the highest levels among Assistant lecturers) and working years (the highest levels among members worked from (6-10 years).

Table (6): Shows the relationship between in job satisfaction and demographic data of the studied sample. As revealed from the table, there were significant differences in job satisfaction levels in the studied participants. As regards marital status (the highest levels were among single), academic degree (the highest levels were among professors followed by clinical instructors and the lowest levels were in assistant lecturers) and working years (the highest levels were among those worked more than10 years).

Table 1: Distribution of Socio-demographic Characteristics among Studied Sample (No=200)

Variables	Items	No	%
Age (years)	20-24	55	27.5
	25-34	108	54.0
	35-44	26	13.0
	> 45	11	5.5
Sex	Males	3	1.5
	Females	197	98.5
Marital status	Single	52	26.0
	Married	143	71.5
	other	5	2.5
University	Menoufia	50	25.0
	Tanta	50	25.0
	Banha	50	25.0
	Cairo	50	25.0
Academic rank	Professor	4	2.0
	Assistant professor	12	6.0
	Lecturer	37	18.5
	Assistant lecturer	47	23.5
	Clinical instructor	100	50.0
Working years	<5	133	66.5
	5-10	52	26.0
	>10	15	7.5

Table 2: Mean Scores Distribution of the Studied Sample According to Faculty Stress Index (N=200).

Job stress dimensions (FSI)	Maximum score	Mean ± SD	% from maximum score
Rewards &recognition	72	24.29±12.68	34.6%
Time constraint	90	29.78±16.04	33.09%
Departmental influence	36	11.79±7.59	32.75%
Professional identity	30	10.33±6.56	34.43%
Students' interaction	24	5.71±4.64	23.79%
Total job stress index	252	81.89±37.87	32.50%

Figure (1) Percentage Distribution of Job Stress and Satisfaction Levels as Reported by the Study Sample (N=200).
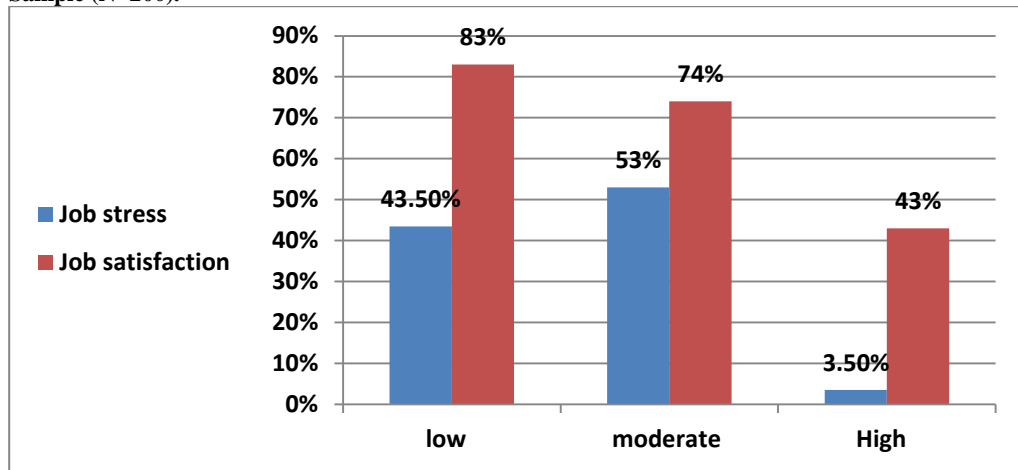

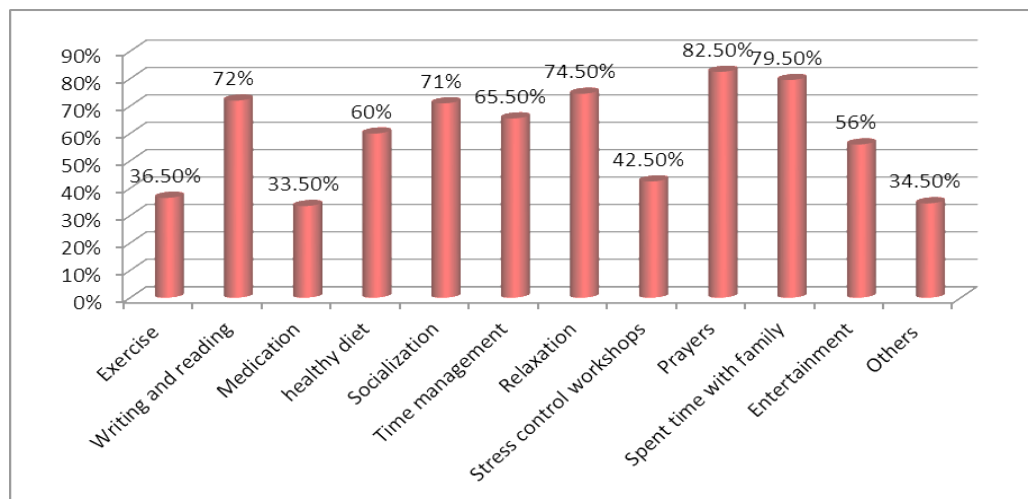**Figure (2) Percentage Distribution of Coping Strategies as Reported by the Study Sample (N=200).**

Table 3: Correlation between Faculty Members' Job Stress and Job Satisfaction in the Studied Sample (N=200).

Job stress dimensions	Job satisfaction	
	r	**p-value**
Rewards and Recognition	-0.22	0.002 [*]
Time constraint	-0.11	0.123
Departmental influence	-0.26	**<0.001** [**]
Professional identity	-0.30	**<0.001** [**]
Students' interaction	-0.23	**0.001** [**]
Total job stress scale	-0.26	**<0.001** [**]

* Significant.   **High significant.

Table (4): Relationship between Job Stress and Employed Coping Strategies as Reported by the Studied Sample (N=200)

Coping strategies	Responses	Job stress Mean ± SD	U	p-value
Exercise (physical or yoga)	Yes	83.58±41.52	0.48	0.633
	No	80.91±35.74		
Writing and Reading	Yes	82.44±37.29	0.33	0.742
	No	80.46±39.63		
Medication	Yes	77.63±35.44		
	No	84.03±38.99	1.13	0.260
Food (healthy diet)	Yes	80.52±37.44		
	No	83.94±38.66	0.63	0.533
Socialization	Yes	79.85±39.72		
	No	86.88±32.70	1.19	0.234
Time Management	Yes	84.63±41.06		
	No	76.86±30.58	1.37	0.173
Relaxation	Yes	82.16±39.63		
	No	81.08±32.54	0.18	0.861
Stress control workshops	Yes	75.81±35.81		
	No	90.11±39.49	2.68	**0.008**
Prayer	Yes	79.44±36.16		
	No	93.40±43.83	2.00	**0.047**
Spend time with family	Yes	83.92±39.21		
	No	74.00±31.33	1.50	0.135
Entertainment	Yes	83.63±42.01		
	No	79.66±31.94	0.74	0.463
Others	Yes	84.52±43.07		
	No	80.50±34.92	0.71	0.476

* Significant.   **High significant.

Table (5): Relationship between Job Stress, Job Satisfaction and Demographic Data of the Studied Sample (N=200).

	Demographic characteristics	Job stress (N=200) Mean ± SD	Kruskall-Wallis test	p-value
Age (years)	18-24 25-34 35-44 > 45	66.73±26.87 92.30±40.30 72.73±36.48 77.09±35.54	6.76	**<0.001***
Gender	Male Female	87.00±14.11 81.81±38.13	0.24*	0.198
Marital status	Single Married Divorced	66.06±28.51 87.78±39.75 78.00±19.17	6.66	**0.002**
University	Menoufia Tanta Banha Cairo	90.18±39.39 78.70±35.94 79.32±38.72 79.34±5.26	1.07	0.363
Academic rank	Professor Ass. professor Lecturer Ass. Lecturer Clinical instructor	66.50±1.73 77.58±35.85 74.51±29.35 100.15±44.82 77.16±35.78	3.89	**0.005**
Working years	<5 6-10 >10	81.75±44.16 94.04±45.43 76.37± 30.84	2.68	**0.048**
Relationship between Job Satisfaction and Demographic Data of the Studied Sample.				
	Demographic characteristics	Job satisfaction in participants (N=200) Mean ± SD	F-test	p-value
Age (years)	18-24 25-34 35-44 > 45	84.82±19.32 78.80±21.41 75.35±18.21 80.45±18.77	1.61	0.188
Gender	Male Female	75.67±13.01 80.16±20.53	0.38#	0.706
Marital status	Single Married Divorced	85.54±21.65 78.65±19.87 64.80±3.83	3.70	**0.026**
University	Menoufia Tanta Banha Cairo	77.02±21.24 84.64±18.94 77.02±21.89 81.70±19.04	1.70	0.168
Academic rank	Professor Ass. professor Lecturer Ass. Lecturer Clinical instructors	115.00±4.62 78.83±16.07 78.92±21.73 75.81±18.66 81.30±20.38	3.77	**0.006**
Working years	<5 6-10 >10	77.81±21.39 74.65±21.46 83.29± 19.27	2.45	0.065

*U: Mann-Whitney test was used   # t- test was used   ** statistically significant   *** highly statistically significant

Table (6): Relationship between Job Satisfaction and Demographic Data of the Studied Sample.

	Demographic characteristics	Job satisfaction in participants (N=200) Mean ± SD	F-test	p-value
Age (years)	18-24 25-34 35-44 > 45	84.82±19.32 78.80±21.41 75.35±18.21 80.45±18.77	1.61	0.188
Gender	Male Female	75.67±13.01 80.16±20.53	0.38*	0.706
Marital status	Single Married Divorced	85.54±21.65 78.65±19.87 64.80±3.83	3.70	**0.026****
University	Menoufia Tanta Banha Cairo	77.02±21.24 84.64±18.94 77.02±21.89 81.70±19.04	1.70	0.168
Academic rank	Professor Ass. professor Lecturer Ass. Lecturer Clinical instructors	115.00±4.62 78.83±16.07 78.92±21.73 75.81±18.66 81.30±20.38	3.77	**0.006****
Working years	<5 6-10 >10	77.81±21.39 74.65±21.46 83.29± 19.27	2.45	0.065

*t- test was used   ** statistically significant

Discussion:

There is a well-documented shortage of nursing faculty academic staff, which further exacerbates workload demands. Increases in faculty workload result in difficulties with work-life balance and dissatisfaction. This makes careers in nursing education becoming less attractive to young faculty **(Suzanne et al., 2018)**. In a study conducted by **Fontenot, Hawkins & Weiss (2012)** to investigate nurse practitioner faculty members, participants detailed their experiences with cognitive dissonance, citing differences between expectations for which they were rewarded and those for which they were compensated. The authors concluded that expecting faculty members to excel in practice, research, teaching, and service may create unrealistic workloads for nursing faculty members **(Fontenot, Hawkins, & Weiss, 2012)**.

In the current study, two hundred nursing faculty members were approached over a 3-month period from the four universities, Menoufia, Tanta, Banha and Cairo, Egypt. The highest percentage of the study sample was

clinical instructors. Furthermore, nearly two thirds of them were working as a faculty member in the faculty of nursing for less than five years.

The study results revealed that the highest percentage of the studied sample had moderate level of job stress. The current study result is similar to other studies conducted about job stress among faculty members in Egypt. A study conducted by **Mohamed and Abed, (2017)** about Job stressors, Burnout Levels and Coping Strategies among Faculty Members and Assistants in Beni Suef University found that the majority of the studied sample had moderate level of job stress among faculty members. Additionally, a study conducted by **Mohamed and Nagy (2017)** about Intelligence and Job Stress among Academic Members at Faculty of Nursing - Cairo University reported that about half of the studied sample had moderate psychological stress and about one third had high occupational stress. this congruence among studies may be owed to similar working conditions, policies and rules that govern the Faculties of Nursing in Egypt. However, findings of the present study are different from what was reported by **Veena, Pushpalatha,**

and Mallaiah (2016) who conducted a study about "Professional Stress among Faculty Members of Mangalore University" and reported that the majority of respondents felt low level of occupational stress and only low percentage of them were highly stressed. This disagreement may be due to difference of systems, polices and economic conditions at that university as compared to the setting of the current study.

The current study also aimed at assessing the sources of job stress among the study participants. The most frequent causes reported were from the dimension rewards & recognition followed by professional identity. This means that the majority of stress was derived from inadequate rewards, insufficient recognition, having inadequate time for teaching preparation and lacking personal impact on departmental decision making. Other area in which faculty felt more stress was faculty status which is constructed from scholarship: publications, presentations in conferences, grants, and research. Stress among nursing faculty members was also stemmed from imposing high self-expectations and unclear expectations in all three areas of faculty responsibility (teaching, research, and service). These findings were congruent with what was reported by **Parveen, (2013)** study about "Faculty Stress in a Saudi Government University" an Arabic university which may share the similar working conditions with the current study setting as the most frequent cause of stress was from the dimensions of rewards & recognition, departmental influence followed by professional identity. In the same line, a study by **Adrian, Susie, Lonnie, Barbara & Jeff (2014)** reported that the most common cause of stress was from rewards & recognition and the majority of studied sample reported low socioeconomic status. This may be due to the relatively low salary and spending a lot of money on their scientific research, causing loss of money and bad economic conditions.

Other areas that cause stress for nursing faculty members but with a lesser degree were time constrains, departmental influence and student interaction. These dimensions include items such as participating in work-related activities outside regular working hours,

meeting social obligations as volunteer work, not having clear criteria for evaluating service activities, teaching workload, evaluating the performance of students, and evaluating the performance of teachers by students. In agreement with the study results, a study conducted by **Iqbal, (2011)** reported that dimension of time constrain and departmental influence were the least frequent causes of faculty stress together with rewards and recognition. The disagreement in the dimension of rewards and recognition that occupied the first rank in our study may be attributed to the difference in the studies settings as the study by **Iqbal, (2011)** was conducted at a private university in Saudi Arabia where faculty members receive high salary and different benefits as compared to their counterparts in Egypt, the setting of the current study.

The most frequent coping strategies employed by the faculty members were prayer followed by spending time with family and relaxation. Whereas, the stress control workshops and prayers were significant coping way for stress relieve in the studied participants. These results were consistent with **Quraishi, Aziz and Siddiquah, (2018)** who study the effect of coping strategies of university teachers' stress and found that most frequent coping strategies employed were relaxation followed by prayer. In the same line, a study conducted by **Tan (2017)** reported that the majority of studied sample use religious beliefs and practices in the facilitation of problem solving in order to easily adapt and alleviate the negative emotional effects of the stressful situation followed by relaxation techniques. On the other hand, the findings of the present study differed from what was reported by **Shrivastava & Shukla (2017)** who found that a high level of faculty members in Pakistan employed yoga and exercise followed by meditation as the most frequent coping strategies. This difference might be due to difference in their culture and religion in addition to having more awareness about scientific techniques of stress reduction.

Regarding the level of job satisfaction of nursing faculty members, the highest percentage of the study participants had low degree of job satisfaction. This result is dissimilar to that of

Al-Smadi and Qblan (2015) who conducted a study about assessment of job satisfaction among faculty members in Najran University in Saudi Arabia and concluded that the overall level of job satisfaction was moderate and there are statistically significant differences due to gender, teaching experience and college type, where the differences in favor of males, scientific colleges and more experienced. Another study conducted by **Esther and Ampadu (2015)** about "Impact of Nurse Faculty Job Stress on Job Satisfaction and Intent to Remain in Academia in Boston" differ from the study results as the majority of faculty members involved in the study had reported job satisfaction despite being exposed to job stress. This incongruence may be explained in light of better working conditions in those studies when compared to these conditions in Egypt.

There were statistically significant negative correlations between all job stress dimensions (except time constraint) and total job stress with job satisfaction. The findings of the present study were congruent with many other studies **(Esther and Ampadu, 2015; 26. Morsy, Mohamed, El Magrabi & Mohamed, 2017; Valdez, Cayaban, Mathews and Doloolat, 2019)** who studied the impact of nursing faculty members' job stress and their job satisfaction and found that there was a moderate-to-strong negative correlation between job stress and job satisfaction. From the researchers' point of view, this agreement between the current study results and many other studies sounds justifiable as its logic for those faculty members who have higher stress levels to report lower levels of job satisfaction and vise verse.

Significant differences in job stress levels in the studied participants were detected. As regards age group (the highest levels were among age group from (25-35), marital status (the highest levels among married), academic degree (the highest levels among Assistant lecturers) and working years (the highest levels among members worked from (6-10 years). From the researchers' point of view, this age group (25-35) is always the suitable age for family building and child bearing. At the same time, assistant lecturers' position is always associated with increasing academic

responsibilities and preparation for doctoral degree which is more difficult than master degree. The present study findings were also similar to what was reported by **Adrian, Susie, Lonnie, Barbara and Jeff, (2014)** who reported that there were significant differences in job stress levels in the studied participants, and the highest levels among married. A study conducted by **Parveen, (2013)** contradicts with our study results as that study findings concluded that the faculty members who have worked for less than 3 years of experience excessive pressure related to professional identity with the item on securing financial support for the research and the faculty members with PHD degree experience excessive pressure than Masters and Bachelor degrees as the doctorate has to perform three levels of roles (academic, research and community service) in order to meet the top management expectations.

On contrary to the present study, a study conducted by **Parveen (2019)** about "the effect of occupational faculty nursing stress on job satisfaction found that age and marital status does not have any effect on male and female faculty members' stress. The faculty members who had worked for less than 3 years and 11 years or more had experienced excessive pressure. This difference from our results may be explained by the small sample size and criteria for sample selection of the previous study as the majority of participants were from clinical instructors and assistant lecturers who had limited experience in teaching with inadequate resources that hinder them to find better instructional strategies to improve their teaching performance over time and lack of positive feedback in which a faculty member obtain verbal comments about their capabilities to master given tasks.

There were significant differences in job satisfaction levels in the studied participants. The highest satisfaction levels were among single members, professors and faculty members worked more than10 years. From the researchers' point of view, single members have lower stressors due to lesser responsibilities as compared to married. Also, professors have achieved better self-actualization than other positions. Finally, higher levels of satisfaction

associated with greater work experience may be explained in the light of attachment to the job with time and better ability to cope with job dissatisfies, in addition to greater academic achievements. However, the findings differ from what was reported by **Annette and Jackson (2016)** who found that the large majority of the sample was married and reported a higher mean job satisfaction score than did respondents who were not and higher levels of job satisfaction were reported by those who were working less than one year.

Conclusion:

The study findings revealed that the majority of nursing faculty academic staff under study were found to have a moderate level of job stress and low level of job satisfaction. The most frequently employed coping strategies were prayer, spending time with family and relaxation. Significant coping strategies for stress relieve were attending stress control workshops and prayers. There was a significant negative correlation between job stress and job satisfaction. There were significant relationships between job stress and job satisfaction on one hand and demographics of participants. In conclusion, this study would provide a direction to the universities top management to focus on enhancing the working conditions of nursing faculty members and focus on dimensions reported in this study as causing higher stress so as to minimize job stress and maximize job satisfaction.

Recommendations:

Several implications may be drawn from this study to assist academic institutions and nursing faculty move toward lower levels of stress and improved job satisfaction. Improving the living conditions for faculty academic staff , adoption of approved mechanism for rewards and promotions, training sessions on time management, relaxation techniques and mediation are all recommended strategies for maintaining high job satisfaction. Frequent surveys of faculty members' job satisfaction levels are recommended. It is recommended to appoint more administrative employees in each faculty so as to save nursing faculty time.

Finally, especial considerations should be devoted to the problems of assistant lecturers.

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