

JOB STRESS AND LIFE SATISFACTION OF COLLEGE TEACHERS OF CHITTAGONG

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ABSTRACT

The purpose of the present study was to investigate the job stress and life satisfaction of college teachers. A total of 100 respondents constituted the sample of the present study. They were selected purposively from different colleges of Chittagong. Bangla version of Life Satisfaction Scale (Ilyas 2001) was used to measure life satisfaction and Bangla version of Job Stress Scale (Rahman and Sorcar 1990) was used to measure job stress. The obtained data were analyzed by using descriptive statistics, t-test and Pearson product moment correlation. Results revealed that the non-government college teachers passes more job stress compared to the government college teachers; the life satisfaction of government college teachers are more compared to the non-government college teachers; teachers whose salary level was tk. 11000 | to 20000 | showed more job stress than those whose salary level was more than tk. 20000 |; teachers whose salary level was above tk. 20000 | showed more life satisfaction than those whose salary level ranged from tk.11000 | to tk. 20000 |; Results also showed that job stress was negatively correlated ($r = -0.45, p < 0.01$) with life satisfaction.

Key Words: Job stress, Life satisfaction, Educational institutions.

INTRODUCTION

A teacher is a person who provides education for pupils and students. The role of teacher is often formal and on-going, carried out at a school or other places of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credential from a university or a college. College teachers are mainly of two types; government and nongovernment college teachers. Government colleges are those colleges which are maintained for the public by the government, Ministry of Education, Government of Bangladesh. They function in accordance with certain guidelines set forth by the government. As such, they are closely supervised by one or more governing boards. Government college is able to educate larger populace as they generally have large infrastructure. The teachers have good opportunity in promotion, working environment, salary, and job security. On the other hand, non-government colleges are those which are maintained for the public by the governing body. They function in accordance with certain guidelines set forth by the government. It has poor infrastructure, and teachers face problem in promotion, salary, job security and working environment compared to the government colleges. The present conditions and differences between government and non-government college teachers are given in a table 1.

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TABLE 1: CONDITIONS OF SERVICE FOR TEACHERS AT GOVERNMENT AND REGISTERED NON-GOVERNMENT COLLEGES

Remuneration	Government college	Non-government college
Salary	Eligible for basic salary	70-90 percent of basic salary
House rent	40-55 percent	Tk.100/month (fixed)
Medical allowance	Tk. 400 (fixed)	Tk. 150/month (fixed)
Tiffin allowance	Tk. 100/month	Two festival allowances per year (25percent of basic salary)
Rest and recreation allowance	Equivalent to basic salary every three years	Not eligible
Yearly increment and efficiency bar	Eligible	Not eligible
Time scaled salary increase	After 8, 12 and 15 years of service	Not eligible
Pension	Eligible	Not eligible

(Haq and Islam 2005)

Job stress can be defined as the harmful physical and emotional response that occurs when the requirements of job do not match the capabilities, resources or needs of the workers. Job stress can lead to poor health and even injury. Stress is a common aspect in most professions; however, it has been consistently linked to the helping professions, including teaching. Teaching has traditionally been considered to be one of the most stressful occupations (Kyriacou 2000). Teacher's job stress is an international occurrence which is well researched across a number of different countries (Romano and Wahlstrom 2000). Teacher's job stress comes from heavy workload, dealing with aggressive parents, maintaining discipline, being evaluated by others, lack of stimulation and high external expectations.

Education is a catalyst to sustainable development. The role of teachers has remained a significant factor in education (Ijaiya *et al.* 2011). In Bangladesh there are 3150 colleges; among these 2899 or 92% are non-government. The total number of college teachers is 90401 of which 79,439 or 88% are non-governmental (MOE 2011). So, their life satisfaction is necessary to improve education. Life satisfaction is defined as a perception of being happy with one's own life and it is a belief that one's life is on the right track. It is having a favorable attitude of one's life as a whole rather than their current feelings. Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals (Blegen 1993). Life satisfaction has been shown to be closely affected by job stress. In a meta-analysis of variables related to employees life satisfaction, Blegen (1993), identified the variables of age, autonomy, commitment, communication with peers and supervisors, education, fairness, locus of control, professionalism, recognition, stress and years of

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experience. Stress and commitment had the strongest relationship with life satisfaction. Job satisfaction can be influenced by variety of factors including pay, the work itself, working hours, supervision, relationships with co-workers and opportunities for promotions (Opkara 2002). Balzer *et al.* (1997) suggest that satisfaction with one's work tasks is the greatest predictor of overall job satisfaction. Much of the previous research exploring job satisfaction suggests that satisfaction with one's job or work is related to the work tasks being undertaken. The same was also suggested by Nguyen *et al.* (2003) in their studies that income is an important determinant of job satisfaction. Job stressors are predictive of job dissatisfaction (Cummins 1990) and high levels of work stress are associated with low levels of life satisfaction (Landsbergis 1988). One common research finding is that job satisfaction is correlated with life satisfaction. This correlation is reciprocal meaning people who are satisfied with life tend to be satisfied with their job and people who are satisfied with their job tend to be satisfied with life (Rode 2004).

The existing research on job stress and life satisfaction explores a variety of teacher's background and school level factors that impact on teachers' experiences in their work environment. Prolonged dissatisfaction with one's job may lead to stress. According to Kyriacou (2001), teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher. Teacher's stress can also involve a negative emotional experience associated with the level of pressure and demands made on an individual, as well as the degree of mismatch between these demands and his/her ability to cope with those demands. Jangaiah (2005) studied job stress of the school teachers and found that job stress of female teachers is higher than that of their male counterparts. From a study on occupational stress and its determinants among Maltese primary school teachers, Borg *et al.* (1991) discovered that environmental factors, such as pupil misbehavior, time/resource difficulties, professional recognition needs, poor relationships and ability of group taught had an impact on teacher's stress. They also observed that teachers having greater stress were less satisfied with their job and less committed to choose a teaching career if they are given a second chance. In the United State, Abel and Sewell (1999) found that stress from pupil misbehavior and works loads were significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers.

With respect to the rationale of the study, the broad objective was to find out the condition of job stress and life satisfaction of college teachers in relation to salary and nature of their institutions. And other objectives were (a) to see whether job stress varies according to the status of the institutions; (b) to investigate whether the life satisfaction varies according to the status of the institutions; (c) to know whether job stress varies in relation to salary, and (d) to observe whether the life satisfaction varies in relation to salary.

MATERIALS AND METHODS

Sample

The sample of the present study constituted of 100 college teachers. Among the 100 college teachers 50 were government college teachers (25 were of salary ranges of tk. 11000 | to 20000 | per month and 25 were of salary above tk. 20000 | per month) and 50 were non-government college teachers (25 were of salary ranges tk. 11000 | to 20000 | per month and 25 were of salary above tk. 20000 | per month). The samples of both groups were purposively selected from various colleges in Chittagong district. These teachers belong to different areas (Hathazari, Chawkbazar, GEC Circle, Potenga, Patharghata, Sitakunda, Fatikchari, Nazirhat), socio-economic status and educational backgrounds (Hathazari Degree College, Government Hazi Mohammad Mohshin College, Chittagong Laboratory College, Chittagong College, Ispahani School and College, Nou Bahini School and College, Patharghata Girls College, Sitakunda Degree College, Fatikchari Degree College and Nazirhat College).

Measuring Instruments

The following instruments were used in the present study:

a. Job Stress Scale

b. Life Satisfaction Scale

Job Stress Scale

Job stress was measured by using the job stress index developed by Srivastava and Singh (1981) which consisted of 46 items covering 12 dimensions of job stress. These are: role overload, role ambiguity, role conflict, unreasonable group and political pressures, responsibility for persons, under participation, powerlessness, poor peer-relations, intrinsic impoverishment, low status, strenuous working conditions, and unprofitability. Out of 46 items, 28 are true-keyed items and the remaining 18 items are false-keyed items. The reliability of the scale was tested by split-half method. It was 0.94 and, found to be highly significant. For the present study, a bangla version adapted by Rahman and Sorcar (1990) of the index was used which was found to have high inter judge agreement. The responses were given weights of 1, 2, 3, 4 & 5 respectively for strongly disagreeing to strongly agree.

Life Satisfaction Scale

The Satisfaction With Life Scale (SWLS, Diener *et al.* 1995) is a 5-item scale that is designed around the idea that must one must ask subjects for an overall judgment of their life in order to measure the concept of life satisfaction (Diener *et al.* 1985). The Bangla version of the SWLS was adapted by Ilyas (2001). It was 7 point response formats ranging from strongly disagree to strongly agree. The total score ranged from 5-35, with higher score indicating higher life satisfaction. Individuals indicate their degree of agreement or disagreement on a 7-point Likert-type scale. The 5 items of the SWLS were selected from a pool of 48 items based on factor analysis. Diener *et al.* (1993) provide an extensive list of studies that have used the SWLS with corresponding normative data. The range of means

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for various groups of individuals (e.g. undergraduates, health workers) was 14.4 to 27.9. The range of standard deviations was 4.4 to 9.0. Diener *et al.* (1985) reported a 2-month test-retest correlation coefficient of 0.82 and an alpha coefficient of 0.87 for a sample of 176 undergraduates from the University of Illinois. In a sample 39 elderly individuals, Diener *et al.* (1991) obtained an alpha Coefficient of 0.83. The SWLS has been found to be positively associated at statistically significant levels with other measures of subjective well-being and negatively associated with measures of psychopathology.

Design

A cross-sectional survey research design was followed for conducting present study.

Procedure

At first, the concerned authorities of some government and non government colleges were contacted for their approval and cooperation in conducting the research. After being permitted to conduct the research, the selected teachers were then supplied with a set of questionnaires. The respondents were requested to read each statement and express their feelings by putting on tick mark (\checkmark) on the appropriate point. Respondents fulfill their questionnaires in the college but there was no limit condition. Respondents were assured that it was purely an academic research and that their personal information would be kept secret. After the questionnaires were filled in by the respondents, they were thanked for their cooperation.

RESULTS AND DISCUSSION

The data were analyzed using t-test and Pearson product moment correlation. All statistical analyses were carried out using the statistical program SPSS version 16.0 for windows.

TABLE 2: JOB STRESS SCORES OF GOVERNMENT AND NON-GOVERNMENT COLLEGE TEACHERS.

Group	N	Mean (\bar{x})	SD	df	t
Government	50	137.96	9.29	98	
Non-government	50	153.86	13.35	87.46	-6.91*

*P<0.05

The obtained result shows in Table 2 that of stress, the mean (\bar{x}) score on job stress of government college teachers was 137.96 and the standard deviation was 9.29. On the other hand the mean (\bar{x}) score on job stress of non-government college teachers was 153.86 and the standard deviation was 13.35. It indicates that there is a significant difference between the stress levels of government and non-government college teachers.

TABLE 3: LIFE SATISFACTION OF GOVERNMENT AND NON-GOVERNMENT COLLEGE TEACHERS.

Group	N	Mean (\bar{x})	SD	df	t
Government	50	24.70	2.96	98	2.71*
Non-government	50	23.12	2.88	97.94	

*P<0.05

Findings as shown in Table 3 indicate that of life satisfaction, the mean (\bar{x}) score of government college teachers was 24.70 and the standard deviation was 2.96. On the other hand, the mean (\bar{x}) score non-government college teachers was 23.12 and the standard deviation was 2.88. It indicates that there is a significant difference between the life satisfaction government and non-government college teachers according to life satisfaction.

TABLE 4: JOB STRESS OF GOVERNMENT AND NON-GOVERNMENT COLLEGE TEACHERS ACCORDING TO SALARY (TAKA PER MONTH).

Group on salary per month	N	Mean (\bar{x})	SD	df	t
Tk.11000 to 20000	50	149.82	15.15	98	2.91*
Above tk. 20000	50	142.00	11.53	91.49	

*P<0.05

On the basis of Table 4 indicates that of job stress, the mean (\bar{x}) score of tk.11000 | to 20000 | salary level was 149.82 and the standard deviation was 15.15. On the other hand, the mean (\bar{x}) score of above tk. 20000 | salary level was 142.00 and the standard deviation was 11.53. It indicates that there is a significant difference between the job stress of salary level tk. 11000 | to 20000 | and above tk. 20000 | per month.

TABLE 5: LIFE SATISFACTION OF GOVERNMENT AND NON-GOVERNMENT COLLEGE TEACHERS ACCORDING TO SALARY (TAKA PER MONTH).

Group on salary per month	N	Mean (\bar{x})	SD	df	t
Tk.11000 to 20000	50	22.08	2.76	98	-7.63*
Tk. above 20000	50	25.74	1.97	88.55	

*P<0.05

On the basis of Table 5 indicates that of life satisfaction, the mean (\bar{x}) score of tk.11000 | to 20000 | salary level was 22.08 and the standard deviation was 2.76. On the other hand, the mean (\bar{x}) score of tk. above 20000 | salary level was 25.74 and the

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standard deviation was 1.97. It indicates that there is a significant difference between the life satisfaction of salary level tk. 11000 | to 20000 | and above tk. 20000 | per month.

A negative correlation ($r=-0.45$) was found between job stress and life satisfaction of college teachers in Chittagong district with an alpha level of $p<0.01$. It reveals that the increase of job stress, life satisfaction decreases.

The present study has focused on exploring job stress and life satisfaction of college teachers as a psychological phenomenon in comparison to certain socio demographic factors like institution and salary. The first objective of the present study was that to see whether job stress varies according to institutions. Non-government college teachers suffer more job stress than government college teachers. It means that there is a significant difference between the government and nongovernment college teachers in their job stress. This might be because of the teachers of non-government colleges face some difficulties such as time pressure, work load, staff tension and conflict, lack of reward and recognition, change role perception and ambiguity. These lead to job stress. Job stress may come from several factors such as work condition, technological advancement, work responsibilities, lack of autonomy, role conflict, lack of support from supervisor and colleague, organizational climate (Cooper and Payne 1988). Most of the time non-government college teachers remain under excessive work pressure, pupil misbehavior resulting their classroom situation can be stressful and its impact creates job stress (Borg *et al.* 1991).

The second objectives of the present study were to investigate whether the life satisfaction varies in relation to the status of the institutions. The findings of the present study show that government college teachers possess more life satisfaction than non-government college teachers. The teachers play an important role in our society. But the non-government college teacher has to meet many problems (time pressure, work load, staff tension and conflict, lack of reward and recognition, change role perception and ambiguity) which create job stress. And these stress leads to the in low job satisfaction and life satisfaction. Job satisfaction depends on some factors; administrative support and leadership, student behavior and school atmosphere, relation with parents and teacher autonomy. Job satisfaction is related to life satisfaction. If a person is satisfied with his job, then his life will be satisfied (Rode 2004). Perie and Barker (1997) noted that the more favorite the working conditions were, the higher the satisfaction is. On the other hand, higher level of job dissatisfaction with work and occupational stress has been associated with the teacher performance, absenteeism, and leaving the job (Kyracou *et al.* 2003). Therefore, the government college teacher has more favorable working condition than non-government college teacher. So, their life satisfaction is high. Other factors for life satisfaction are; flexibility in schedule of work, flexible time table and shorter hours of work allow teachers to balance work and family life better. Time is such a scarce source, flexible arrangements are a top indicator of work life equality and employee life satisfaction. Promotions are also an important aspect of a worker's career and life, affecting other facets of the work experience. In these respect, government college teacher get more advantages than non-government college teacher. So, their life satisfaction is high.

The third objective of the present study was to know whether job stress varies according to salary levels. And the finding was that job stress is highly related to salary. The non-government college teachers show more job stress than government college teachers because of their salary structure. The non-government college teachers have many problems such as unfavorable working environment, needed to take time to be permanent in job, lack of promotion opportunity, low salary, low increment opportunity, low bonus, low opportunity in retirement benefit, limited income in examining duty, problem in Monthly Pay Order (MPO). Their house rent and medical allowances are very limited. Every person has to meet to their basic needs; if a person cannot fulfill their basic needs then he or she cannot reach the stage of self-actualization (Maslow 1998). The salary of non-government college teacher is lower than government college teacher, and it leads to job stress.

The fourth objective of the present study was to observe whether the life satisfaction varies according to salary. And the finding was that life satisfaction is highly related to salary. Government college teachers show more life satisfaction than non-government college teachers because of their salary structure. The total salary is not adequate for non-government college teacher. And they face difficulty to fulfill their needs. In particular, most of the cases, the starting salary is very low for non-government college teachers. In some respect, government college teachers get more allowance than non-government college teachers, such as in salary, house rent, medical allowance, tiffin allowance, rest and recreation allowance, yearly increment and efficiency bar, time scaled salary increased, pension. Salary and job security is essential facet of job satisfaction and life satisfaction for the teachers. The job of government college teacher is more secure and gets more salary than non-government college teacher. So, their life satisfaction is high (Rode 2004). The more the salary and job security the more the teacher is satisfied with his or her job. The primary sources of satisfaction of teachers were in aspect of working with students, intellectual stimulation, autonomy, holidays, salary and job security.

And finally the main objective of the present study was to find out relation between job stress and life satisfaction of college teachers in relation to salary and the status of institutions. The findings show that negative correlation was found between job stress and life satisfaction of government and non-government college teachers in Chittagong in relation salary and the status of institutions. The results reveal that if the job stress is high than the life satisfaction of that college teacher will be low standard type.

This study may have important implications for psychologist, social worker, organizations working with stressful and depressed college teachers. The findings from these types of research will definitely help us to understand the reasons, causes and consequences of job stress and dissatisfaction of college teacher in Bangladesh and thus will contribute to reduce the job stress and dissatisfaction of teacher. Finally, it is worthwhile to suggest further in depth research with a large sample in this area, so as to find out more variables revealing other factors related to job stress and life satisfaction of college teachers.

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