

**Research Article**

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## **WORK-RELATED FACTORS ASSOCIATED WITH JOB SATISFACTION AMONG SCHOOL TEACHERS**

**Fatema-Tu-Zohra Binte Zaman, Shamima Akter\* , Mousumi Akhter Santa and Habib Rahmatullah**

*Department of Psychology, Jagannath University, Dhaka, Bangladesh.*

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### **ABSTRACT**

The general purpose of the investigation was to find out the difference between the job-related constructs i.e. quality of work-life, work satisfaction, work stress, and work commitment according to few demographic factors i.e. primary-secondary, government-nongovernment, and urban-rural amongst the school teachers. A sample of 144 school teachers was purposively selected from some specific locations in Bangladesh. To measure, the selected variables a demographic sheet was developed by the researchers and adapted Bangla versions of the “Teachers' Work Stress Scale”, “Teachers' Quality of Work-life Scale”, “Teachers Work Satisfaction Scale, and “Teachers Work Commitment Scale” was employed for the current investigation. Four hypotheses were formulated to test in the present study. The findings of the *t*-test scores partially proved the hypotheses. Furthermore, the results of the current study demonstrated that the variables were positively correlated in terms of work-life quality, work commitment, and work satisfaction. So, the result suggests that some self-developmental prospects, short-range courses, seminars, workshops, endowing with high approval, and rewards for commendable work are some of the ways for achieving job satisfaction among teachers.

**Keywords:** *Work stress, work commitment, work satisfaction, quality of work-life, school teachers*

### **Introduction**

Preparing a qualified nation in both attitude and personality the role of teachers in elementary to higher education is very important. They are the core facilitator in education to teach and provide knowledge among students. Without committed teachers, educational goals and objectives may be impossible to achieve. Committed teachers have an emotional bond with the school and their students which leads to motivation to do work (Drenth 2009; Akinwale and Okotoni 2018). These professional characteristics influence the success of an educator (Crosswell 2006). Job security and rapport between teachers and students are the the important determinants of teachers' job commitment point out by Puopiel and Dery (2013). Additionally, they also explain that work

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\*Correspondence: Shamima Akter, Email: shamimakhter09@gmail.com

environment specifically availability of resources in schools, prompt payment of salary and other allowances, adequate incentives were also related to teachers' work excellence. The key elements of emotional and cognitive attributes to develop teachers' commitment to the school are job satisfaction and perceptions of school support (Anderson *et al.*, 2001).

**Job satisfaction** is a one-an aspect that is determined by the class performance and productivity of schools (Darabi *et al.*, 2013). When teachers are satisfied with their jobs they are paying more attention and showing interest to teach their students effectively. The satisfaction of jobs also leads to perform in maximum capacity. Previous studies have shown that job satisfaction has a positive correlation with professional commitment which explains satisfied teachers have shown professional commitment to their job (Emami 2012; Sorensen and McKim 2014). Tella *et al.* (2007) incorporate the features of job satisfaction are job characteristics, reimbursement, and benefits, job grade, social security, progression and opportunities, technological challenges, and respect. A recent study found some job factors like salary, the working hours of the schools, and resources available on the campus increase the satisfaction level of the teachers in the government schools of Ludhiana (Kaur and Sharma 2015). A similar study detect non-government school teachers are more satisfied than government school teachers due to the amiable environment (Sharma and Jyoti 2006)

**Quality of work life** in the teaching profession delineates the quality of the connection between students, staff, and the total working environment. According to Ellickson and Logsdon (2001) having adequate working equipment, capital, and teaching prospect, and a reasonable workload all noticeably affect a teacher's job satisfaction. Some other studies explain job satisfaction is determined by the attitude towards the work, relationships with member workforce, management, company strategy and support, wages, endorsement, and advancement of the job (Shah and Jalees 2004). Luthans (2005) stated that work, wages, promotion, administrative regulation, and coworkers are the major determinants of job satisfaction. Research suggested a positive relationship exists between the quality of work-life and job satisfaction of teachers in secondary schools of Kermanshah (Bhavani and Jegadeeshwaran 2014; Darabi *et al.*, 2013; Garcia 2003) and between the quality of work-life and professional commitment (Hasanati 2018).

To carry out the profession effectively favorable work environment and adequate remuneration (Hasanati 2018) are needed. Teacher stress can occur with the interaction of the teacher, students, and the environment. Travers (2001) point out not enough spaces in the school area and equipment, objectionable working environment, poor physical working conditions, class sizes, and noise levels make teachers stressed in their job. 34% of Iranian teachers (Borg and Riding 1991) and above 26% of New Zealander intermediate teachers (Manthei *et al.*, 1996) reported their jobs as being either very stressful or enormously stressful. Kyriacou (2000) reported the teaching profession as comparable stressful as other professions like working in the police, the prison service or being air traffic controllers, doctors, and nurses. The research found lower job satisfaction and reducing job commitment to be correlated with job stress (Manthei *et al.*, 1996) among teachers. Another study shows a significant relationship among job stressors, job stress, and job satisfaction (Kayastha and Kayastha 2012).

### **Rationale of the Study**

In general, school administrators and teachers to improve the quality of work-life and to improve working environments to be connected to the work they are doing, to be satisfied with their work, to be able to fulfill with satisfaction, cope with stress and burnout, and to maintain strong communication with students, parents, and teachers. The above literature indicates that job commitments, job satisfaction, quality of work-life, and job stress interact with each other among school teachers. On the other hand, it is known to all that the teaching environment is different in urban and rural areas. Despite this, there is not sufficient data regarding these issues. It is expected that the findings of this study will be useful to school management in understanding various job-related factors concerning teachers' job commitment, job satisfaction, quality of work-life, and job stress. Furthermore, it will be useful for the governments to devise such a service structure for the public and private schools that can enhance the quality of the work environment and ultimately improve the level of education in the country.

### **Research Objectives**

The key purpose of the present exploration was to investigate whether the work-related factors i.e. quality of work-life, work commitment, work stress, work satisfaction differ amongst the school teachers according to a type of school i.e. primary-secondary and government-non-government, and type of area i.e. urban and rural. The specific objectives were:

- a) to investigate whether urban and rural school teachers differ in quality of work, work satisfaction, work stress, and work commitment.
- b) to observe whether primary and secondary school teachers differ in quality of work, work satisfaction, work stress, and work commitment.
- c) to investigate whether there are any differences in quality of work, work satisfaction, work stress, and work commitment between government and non-government school teachers.
- d) to assess the relationship among these work-related factors.

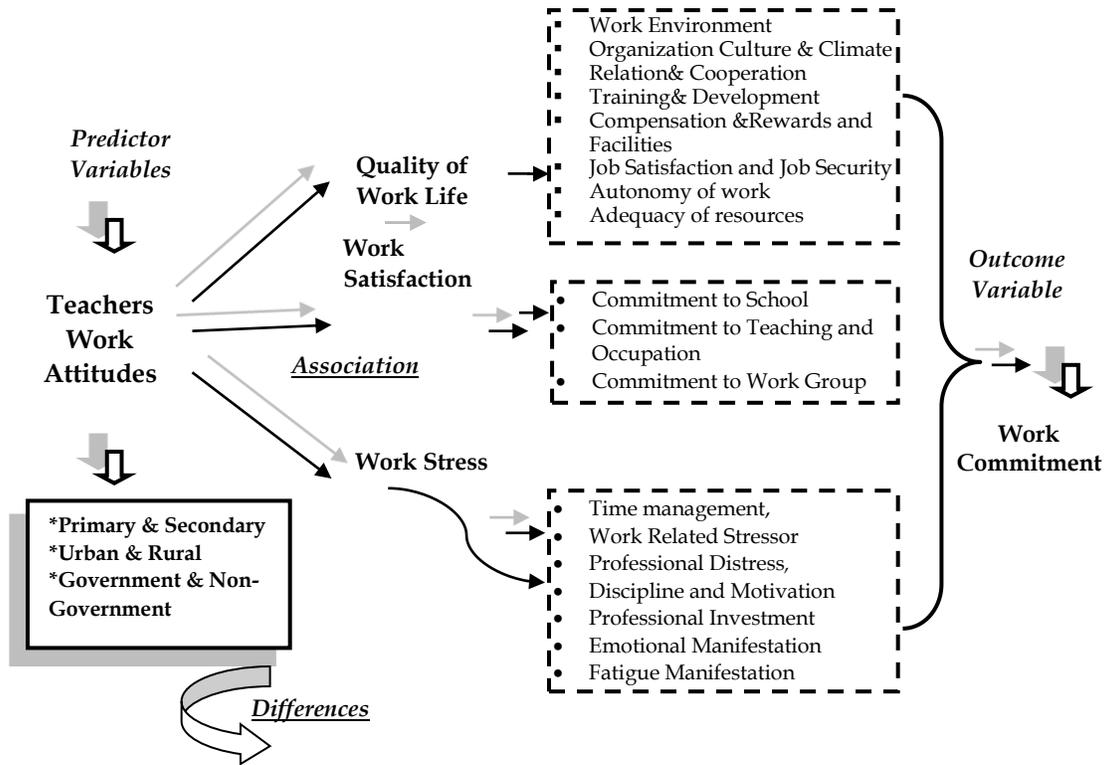
### **Hypotheses**

In light of the above literature and the objectives, the following hypotheses were formulated to test in the present study:

- i) Urban and rural school teachers would differ in quality of work-life, work satisfaction, work stress, and work commitment.
- ii) There will be a significant difference in the quality of work-life, work satisfaction, work stress, and work commitment between primary and secondary school teachers.
- iii) Government and non-government school teachers would also show the differences in the quality of work-life, work satisfaction, work stress, and work commitment.
- iv) significant association would be found among the constructs of the present study.

### **The Hypothetical Framework of the Study**

Based on the theoretical perspective, empirical shreds of evidence and observation following a hypothetical framework have been illustrated which shows the relationship among the predictor and outcome variables (Fig. 1). This framework emphasizes that teacher's work attitudes i.e. quality of work-life, work satisfaction, and work stress influenced work commitment.



**Fig. 1.** The hypothetical framework of the exploration of the study (Zaman et al., 2017).

## Methods

### Participants

A total of 144 primary and secondary school teachers have participated in this study. Among them, ( $N = 72$ ) participants were from different rural areas i.e. Madripur, and Shibchor, and ( $N = 72$ ) were from urban areas i.e. Dhaka and Gazipur. All the participants were selected by the purposive sampling method. Every respondent was chosen in term of age range 20-50 years ( $\bar{X} = 35.98$ ,  $SD = 6.69$ ), and type of institutions i.e. government ( $N = 36$ ) and non-government ( $N = 36$ ). Among all the samples 50% were urban and 50% of the respondents belong to the rural areas.

### Measuring Instruments Used

To conduct the research, personal information form (PIF); and four standardized self-report questionnaires i.e. i) Teacher's Work-Life Quality Scale; ii) Teacher's Work Commitment Scale; iii) Teacher's Work Stress Scale; iv) Teacher's Work Satisfaction Scale was employed for data collection.

**Personal Information Form:** A demographic and individual data survey was utilized to gather information about respondents' age, gender, socio-economic status, types of the institute, living area (urban & rural), etc.

**Teacher's Work-Life Quality Scale:** An adapted Bangla version (Zaman et al., 2017) of the "Teacher's Work-Life Quality Scale" was used to assess individuals' level of work-life quality

originally developed by Reyes in 1990. The 50 (positive) items of the scale evaluate nine work-life quality status were 6 items measure work environment; 7 items measure organizational culture and climate; 6 items measure relation and cooperation; 4 items assess training and development; 5 items determine compensation and rewards, and 5 items assess facilities; 7 items measure job satisfaction and job security; 6 items assess autonomy of work, and 3 items assess the adequacy of resources. Participants rated each item using a 5 point scale anchored “1” (*strongly disagree*), “2” (*disagree*), “3” (*uncertain*), “4” (*agree*), “5” (*strongly agree*). The sum of the scores of all items was the score for the individual. The range of the score is 50-250, where higher scores (250) indicate a high level of work-life quality of teachers and lower scores (50) indicate a low level of work-life quality.

**Teacher’s Work Commitment Scale:** Adapted Bangla translated version (Zaman *et al.*, 2017) of the work commitment questionnaire was used for the current investigation originally developed by Kadyschuk in 1997. The 28 positive items of this self-report questionnaire assess teacher’s commitment to their current job contains three dimensions; i.e. 9 items measure commitment to school; 7 items assess commitment to teaching work; 6 items measure commitment to teaching occupation, and finally, 6 items assess commitment to a workgroup. For each item, the respondents expressed their feelings about their job on a five-point scale i.e. “1” (*strongly disagree*), “2” (*disagree*), “3” (*uncertain*), “4” (*agree*), “5” (*strongly agree*). The sum of scores of all the items was the total score of the scale for an individual. The range of score is 28-140 where a high level of work commitment and low level of work commitment towards their job as indicated by higher (140) and lower (28) score respectively.

**Teacher’s Work Stress Scale:** To measure the teacher’s stress level regarding their work Bangla translated version (Zaman *et al.*, 2017) of “The Teachers Stress Inventory” was used originally developed by Fimian in 1984. The measuring instrument containing 49 positive items with five dimensions: i.e. 8 items measure time management; 6 items assess work-related stressor; 5 items measure professional distress; 6 items assess discipline and motivation; 4 items measure professional investment; 5 items assess emotional manifestation; 5 items assess fatigue manifestation; 3 items measure cardiovascular manifestation; 3 items assess gastronomic manifestation; Finally 4 items of the tool measure behavioral manifestation. For each item, the respondents expressed their feelings about the job on a five-point scale (*i.e. strongly agree, agree, uncertain, disagree, and strongly disagree*). A total score was calculated by adding all the numbers from each answer rating. Higher scores indicate higher stress in work and a lower score indicates lower stress in work. The range of scores is 49-254.

**Teacher’s Work Satisfaction Scale:** To measure the respondents’ level of work satisfaction Bangla adapted version of the “*Work Satisfaction Scale*” was used translated by (Zaman *et al.*, 2017), originally developed by (Smith and Bourke 1992). Among the 5 items, respondents expressed their feelings about the job on a five-point scale (*i.e. strongly agree, agree, uncertain, disagree, & strongly disagree*). All the items of the instrument were positive. Total scores were calculated by adding all the numbers from each answer rating. Higher scores indicate a higher satisfaction level in work and a lower score indicates a lower satisfaction level in work. The range of score is 5-25.

### **Design of the Study**

The present study has been conducted by following the cross-sectional survey research design.

### Procedure

Before administering the questionnaires necessary administering protocol (i.e. permission granted from the school authority, rapport establishment with the respondents, explained the nature of the study, maintaining confidentiality) was followed by the investigators. The questionnaires were administered in a relaxed setting. Respondents were encouraged to ask any questions they might have, and they were informed of their right to withdraw from the study at any time. It took one hour on average to complete the task. After the completion of the task respondents were thanked by the investigators for their cooperation.

### Data Processing and Analysis

Descriptive and inferential statistics were employed for the present research.

**Table 1. Number of items and internal consistency of the instruments and their dimensions.**

Scales	Total Item	Internal Consistency
<b>Teacher's Work-Life Quality Scale</b>	<b>50</b>	<b>.93</b>
Work Environment	6	.83
Organization Culture and Climate	7	.86
Relation and Cooperation	6	.90
Training and Development	4	.88
Compensation and Rewards	5	.91
Facilities	5	.92
Job Satisfaction and Job Security	7	.86
Autonomy of Work	6	.89
Adequacy and Resources	3	.90
<b>Teacher's Work Commitment Scale</b>	<b>28</b>	<b>.97</b>
Commitment to School	9	.87
Commitment to Teaching Occupation	7	.91
Commitment to Teaching Work	6	.94
Commitment to Work Group	6	.96
<b>Teacher's Work Stress Scale</b>	<b>49</b>	<b>.83</b>
Time Management	8	.76
Work Related Stressor	6	.80
Professional Distress	5	.81
Discipline and Motivation	6	.79
Professional Investment	4	.77
Emotional Manifestation	5	.79
Fatigue Manifestations	5	.80
Cardiovascular Manifestation		.76
Gastronomic Manifestation	3	.82
Behavioral Manifestation	4	.79
<b>Teacher's Work Satisfaction Scale</b>	<b>53</b>	<b>.877</b>

### Results

Obtained data were analyzed using descriptive and inferential statistics through SPSS 20 version and results are presented in the following tables.

**Table 2. Differences in the independent variables and their sub-dimensions according to the selected demographics factors.**

Variables	Rural			Urban			Primary			Secondary			Government			Non-Government		
	$\bar{X}_i$	SD	$\bar{X}_j$	SD	$\bar{X}_k$	SD	$\bar{X}_l$	SD	$\bar{X}_m$	SD	$\bar{X}_n$	SD	$\bar{X}_o$	SD	$\bar{X}_p$	SD	t	Sig.
Teacher's Work Life Quality	137.64	21.99	151.08	26.13	141.84	29.29	135.06	26.81	127	23	128.79	24.36	149.21	28.89	-4.10	.11		
Work Environment	19.25	5.27	18.70	5.11	20.18	30.82	3.74	3.88	-6.15*	.006	13.30	3.06	13.29	3.08	2.21	.68		
Organization culture and climate	21.08	5.07	21.13	4.77	25.40	29.23	6.14	4.31	-7.25*	.003	23.367	2.81	10.077	2.71	1.73	.67		
Relation and cooperation	19.02	5.29	19.2	5.45	20.84	24.69	5.54	4.32	-5.08*	.34	33.09	2.26	10.25	2.87	-1.68	.64		
Training and development	13.48	4.69	12.94	4.14	19.15	23.30	4.31	4.43	-5.86*	.87	6.16	2.213	9.57	2.25	1.53	.70		
Compensation and rewards	14.65	4.62	15.03	4.26	26.90	29.15	5.09	5.23	13.54*	.006	43.18	15.87	9.98	16.87	-1.44	.52		
Facilities	13.81	14.63	14.20	4.53	14.78	20.25	4.88	3.16	13.23*	.001	53.16	14.57	8.18	13.57	1.43	.99		
Job satisfaction and job security	23.07	6.47	23.96	6.56	19.15	23.30	4.31	4.43	-5.86	.87	16.349	12.34	7.59	11.34	2.27	.79		
Autonomy of Work	18.67	4.61	18.27	4.78	9.15	3.30	4.13	4.23	-6.78	.56	16.94	5.77	7.57	4.77	2.81	.66		
Advocacy & Resources	10.33	3.02	9.69	2.23	14.78	20.25	4.88	3.16	13.23*	.006	17.15	7.56	5.733	6.56	-1.76	.56		
Teacher's Work Commitment	87.87	20.37	99.10	14.07	94.07	18.14	92.26	18.93	0.50	.98	89.12	15.76	98.06	20.41	2.54*	.04		
Commitment toward School	26.33	7.01	29.26	7.13	27.16	6.92	26.84	7.65	.23	.16	24.57	6.09	29.75	7.52	4.14*	.06		
Commitment toward teaching	25.08	7.40	27.41	5.56	25.36	6.81	26.97	6.50	-1.39	.32	26.86	6.49	25.46	6.86	1.20	.31		
Commitment toward profession	17.56	6.11	20.76	7.51	19.30	7.33	18.96	6.69	.29	.39	16.55	6.01	21.82	6.97	4.78*	.009		
Commitment toward colleagues	21.14	6.01	23.70	5.40	22.70	5.57	22.15	6.13	.55	.45	20.65	6.14	24.24	4.94	3.82*	.006		
Teacher's Work Stress	137.64	21.97	151.08	26.13	148.09	25.08	141.23	25.04	1.49	.80	143.10	23.98	147.13	26.29	-1.81	.41		
Time management	87.87	20.37	99.10	14.07	29.65	22.71	5.13	5.22	7.48*	.009	24.82	4.31	24.13	5.33	-2.29	.22		
Work related stressor	17.56	6.11	20.76	7.51	28.82	27.74	4.97	6.00	2.17*	.001	25.32	5.54	23.18	4.72	1.87	.99		
Professional distress	20.84	5.54	24.6	4.32	28.82	27.74	4.97	5.22	7.48*	.007	12.19	4.88	20.83	4.71	2.17	.78		
Discipline and motivation	25.32	6.81	23.57	4.93	24.82	23.48	4.80	5.31	1.21	.229	20.32	5.40	20.84	4.50	1.53	.52		
Professional investment	12.19	7.33	10.30	6.87	22.89	20.87	4.32	4.98	3.03*	.005	20.50	6.09	19.15	4.28	3.06	.66		
Emotional manifestation	20.32	5.57	22.89	4.57	30.11	35.25	5.25	5.79	-3.85*	.009	24.31	5.13	26.90	6.04	2.87*	.08		
Fatigue manifestation	20.50	5.09	19.15	4.01	23.46	24.47	5.05	4.28	-4.06*	.004	21.54	5.22	22.05	5.79	1.70*	.02		
Cardiovascular manifestation	20.65	6.14	24.24	4.96	21.54	24.70	4.79	4.28	-4.06*	.008	21.46	4.80	22.65	5.23	1.68	.45		
Gastrocnale manifestation	16.44	6.01	21.82	6.97	23.18	25.40	6.31	5.33	-2.93*	.004	3.11	2.97	3.15	4.75	2.14	.87		
Behavioral manifestation	3.36	2.21	4.45	2.27	20.50	22.56	3.17	4.50	-1.57	.11	3.28	2.13	3.19	4.51	1.733	.22		
Teacher's Work Satisfaction	14.38	4.64	16.04	4.15	16.16	4.40	14.73	3.98	2.04*	.04	15.77	4.71	15.14	3.74	.89*	.04		

\*t-test is significant at the .05 level (2tailed)

The results presented in table 2 indicated that there was significant difference between urban and rural school teachers on their quality of work life ( $t = 2.78, p < .05$ ); work commitment ( $t = 3.26, p < .002$ ); and work stress ( $t = 2.78, p < .05$ ). However no significant difference was observed in terms of work satisfaction ( $t = 2.26, p < .60$ ). Additionally, two sub-dimensions of work commitment construct were [(e.g., *commitment toward teaching* ( $t = 2.04, p < .02$ ), *commitment toward profession* ( $t = 2.76, p < .01$ ))] found significant difference between urban and rural school teachers. Further, significant variation were also found among the eight sub-dimensions of work stress construct (e.g., *time management* ( $t = 3.26, p < .002$ ), *work related stressor* ( $t = 2.76, p < .01$ ), *professional distress* ( $t = -5.08, p < .038$ ), *emotional manifestation* ( $t = 1.21, p < .001$ ), *fatigue manifestations* ( $t = 3.03, p < .005$ ), *cardiovascular manifestation* ( $t = -0.38, p < .005$ ), *gastronomic manifestation* ( $t = -4.78, p < .009$ ), and *behavioral manifestation* ( $t = 2.02, p < .04$ )).

The results presented in table 2 further, indicated that except work satisfaction ( $t = 2.04, p < .04$ ) there was no significant difference was found among the constructs i.e. quality of work life ( $t = 1.27, p < .23$ ); work commitment ( $t = .50, p < .98$ ); and work stress ( $t = 1.49, p < .80$ ) between primary and secondary school teachers. However, it was also found that five sub-dimensions of teacher's work life quality (e.g., *work environment* ( $t = -6.15, p < .006$ ), *organization culture and climate* ( $t = -7.25, p < .003$ ), *compensation and rewards* ( $t = -13.54, p < .006$ ), *facilities* ( $t = -13.23, p < .001$ ), *adequacy and resources* ( $t = -13.23, p < .008$ )) were significantly differ between primary and secondary school teachers. Results also indicated that there are eight sub-dimensions of work stress (e.g., *time management* ( $t = 7.48, p < .009$ ), *work related stressor* ( $t = 2.17, p < .001$ ), *professional distress* ( $t = 7.48, p < .007$ ), *professional investment* ( $t = 3.03, p < .003$ ), *emotional manifestation* ( $t = -3.85, p < .009$ ), *fatigue manifestations* ( $t = -4.06, p < .004$ ), *cardiovascular manifestation* ( $t = -4.06, p < .008$ ), *gastronomic manifestation* ( $t = -2.93, p < .004$ )) found significant difference between primary and secondary school teachers.

The results presented in table 2 again indicated that there was significant difference between government and non-government school teachers in terms of work commitment ( $t = -2.5, p < .04$ ); and work satisfaction ( $t = .89, p < .04$ ). Additionally, three sub-dimensions of work commitment [e.g., *commitment toward school* ( $t = -4.14, p < .06$ ); *commitment toward profession* ( $t = -4.78, p < .009$ ); *commitment toward colleague* ( $t = -3.82, p < .006$ )] also significantly differ between government and non-government school teachers. In case of quality of work life ( $t = -4.10, p < .11$ ); and workstress ( $t = -.81, p < .41$ ) no significant difference were found between government and non-government school teachers. Further, exclude one sub-dimension of work stress (e.g., *fatigue manifestations* ( $t = -1.76, p < .02$ )) was also found to be significant.

**Table 3. Correlation Co-efficient among the variables.**

Variables	1	2	3	4
1. Quality of Work Life	1	-	-	-
2. Work Stress	1.06	1	-	-
3. Work Commitment	.888	4.08 *	1	-
4. Work Satisfaction	1.97*	.509	.698**	1

Note: \*\*Correlation is significant at the .01 level, \*Correlation is significant at the .05 level.

Results of correlation indicated that except work stress construct the school teachers' quality of work-life and work commitment is significantly positively correlated with work satisfaction ( $r = 1.97, p < .05$ ); ( $r = .698, p < .01$ ) respectively.

### **Discussion**

The purpose of the investigation was to find out the difference between the job-related constructs (*i.e. quality of work-life, work satisfaction, work stress, and work commitment*) according to few demographic factors (*i.e. primary-secondary, government-nongovernment, and urban-rural*) amongst the school teachers. The results of this study offer a valuable understanding of the intricacies of such a relationship and will be discussed in the same order in which they were hypothesized.

The first hypothesis stated that urban and rural school teachers would differ in quality of work-life, work satisfaction, work stress, and work commitment. The findings presented in table 2 indicated that there was a significant difference between urban and rural school teachers in their quality of work-life, work commitment, and work stress. According to the findings, it can be explained that the quality of work-life is one of the important factors associated with work stress and work commitment to the teachers. But sometimes these factors would differ according to the living areas *i.e.* urban and rural. Cause of the lack of facilities in rural professional life teachers sometimes felt a higher level of stress toward their profession. Due to a lack of professional satisfaction, their stress level increased and commitment towards work was decreasing. It was found that when a teacher is committed to their work they were motivated to their profession which causes their stress level low (Akinwale and Okotoni 2018). The findings supported the formulated first hypothesis which also is consistent with the findings of other researchers (Akinwale and Okotoni 2018).

Further, the second hypothesis stated that there will be a significant difference in work-related factors *i.e.* the quality of work-life, work satisfaction, work stress, and work commitment between primary and secondary school teachers. The outcome presented in table 2 pointed out that there was a significant difference between primary and secondary school teachers in their work satisfaction. The findings supported the second formulated hypothesis which is consistent with the findings of other researchers (Bhavani and Jegadeeshwaran 2014; Darabi *et al.*, 2013; Garcia 2003). The results of the study can be explained in the context of Bangladesh that, several facts work behind the dissimilarity of job satisfaction between primary and secondary school teachers. Due to the difference in the quality of work lifelike working environment, organization culture and climate, compensation-rewards, facilities adequacy resources, etc. increase their satisfaction level which helps to reduce work-related stress in various levels in the education sector. Further, it can be explained that at the primary level teachers has to work with children who sometimes cause the occurrence of stress and decreases satisfaction toward the job. In the support of the findings, it can be concluded by showing the evidence of Sharma and Jyoti (2006) that, characteristics of students' and teacher perceptions of controlling the classroom environment are factors affecting primary teacher satisfaction.

However, the third hypothesis stated that government and non-government school teachers would also show the difference in these factors *i.e.* the quality of work-life, work satisfaction, work

stress, and work commitment. The findings presented in table 2 yet again indicated that there was a significant difference among government and non-government school teachers in terms of their work commitment and work satisfaction respectively. The findings proved the third formulated hypothesis which is consistent with the findings of previous research was conducted by (Kaur and Sharma 2015; Sharma and Jyoti 2006). In Bangladesh, it can be seen that the government school teachers enjoyed their job as they get many kinds of facilities i.e. fixed salary, greater job security, working hour, availability of the resource, etc. during the job period which leads them committed to the job more effectively. Similarly, findings were also observed by Karim *et al.* (2011). So it can be concluded that work commitment and satisfaction would differ according to the selected demographic factor.

However, the final hypothesis stated that significant association would be explored among the constructs. Results of correlation indicated that the school teachers' quality of work-life and work commitment is significantly and positively correlated with work satisfaction respectively. These findings also confirmed the hypothesis and are consistent with the findings of previous research was conducted by (Sorensen and McKim 2014; Emami 2012; Luthans 2005; Ellickson and Logsdon 2001). The finding of the present study indicates ensuring incentives, facilities, working equipment, assets, teaching opportunities, and lesser workload lessens the work stresses among the teachers enhances the level of satisfaction towards their jobs. Overall, a healthy working environment increases commitments towards the teaching profession. So, it can be said that the quality of work-life, work commitment, and work satisfaction are positively correlated with each other.

The present study has some limitations, which should be addressed by future researchers in this field. The sample size of the study was relatively small. The sample for the study was not selected randomly. Moreover, there was no empirical study available to prove the present study. Furthermore, some respondents did not give their exact feedback because they were afraid of negative consequences, thus skewing the results. After analyzing the above-mentioned limitations, we can say that if this research can be done and if more samples can randomly be taken, results may be dependable.

### **Conclusion**

Based on the above discussion it is concluded that there is a significant positive relationship between work satisfaction, work stress, and the quality of work-life of school teachers. Some steps that can be taken towards achieving job satisfaction are self-advancement programs, short-term courses, seminars, workshops, high appreciation, and rewards for commendable work.

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