

The Status of Job Satisfaction and Mental Health of Govt. and Non-Govt. College Teachers of Rajshahi City, Bangladesh

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ABSTRACT

The present study was conducted to investigate the Status of job satisfaction and mental health of Govt. and non-govt. college teachers in Bangladesh. A total of 203 samples were selected purposively from different areas of Rajshahi city in Bangladesh. Among the respondents, 99 were college teachers and the rest of the 104 were non-govt. College teachers. Bangla's version of the Baryfield-Rothe (1951) job satisfaction scale was to measure the job satisfaction of the respondents. Bangla version of Goldberg's (1972) General Health Questionnaire (GHQ-12) was also administered to measure the mental health of the same respondents. The obtained data were analyzed by employing Pearson Product Moment Correlation and t-test. Results revealed that there is a significant mean difference in job satisfaction and mental health in respect of Govt. and non-govt. college teachers. The findings also revealed that job satisfaction and mental health differ significantly in respect to the sex of the respondents. The results further revealed that there is a significant positive correlation exists between job satisfaction and the mental health of the participants.

Keywords: *Job Satisfaction, Mental Health*

Job satisfaction is the most important factor in an individual's life. It is a positive attitude of a person towards work. Job satisfaction refers to a mental state or feeling on which an employee's or an individual's tendency to do his/her work or job satisfactorily or dissatisfactorily is dependent (Katoch, 2012). It is a combination of physiological, psychological, and environmental situations in which the person felt satisfaction (Hoppock, 1935). Specter (1997) mentioned that job satisfaction is an attitude or a mental process that can be found by evaluating the degree to which employees like their jobs. It is a focus of the nature of attitude of an employee that he possesses. Good attitude and feeling are the resultant effect of job satisfaction ensures enhanced productivity and improves the quality and the quantity of the work. Work satisfaction is a set of optimal or adverse feelings and emotions with which the worker sees their job (Davis, 1962). Locke (1976) defined Job Satisfaction as

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a positive attitude or pleasurable emotional state resulting from the appraisal of one's job as fulfilling one's important job values, providing these values are compatible with one's needs. One of the important purposes to do a job is to earn money because it is money only through which needs, demands can be fulfilled. Some previous studies indicate that the payment system is an important factor that affects job satisfaction. Some important factors influencing job satisfaction may be classified into three categories. According to Vroom (1964), 3 types of job satisfaction factors as- 1. Personal Factors (Personality, age, experience, health, sex, marital status, intelligence, educational qualification, etc.). 2. Job-related Factors (Nature of work, working environment, relation with a colleague, job security, supervision, job status, promotion, wage/salary, communication, work time, etc.). 3. Factor outside the job (Family life, social life, etc.). But according to Herzberg et al. (1959), Job satisfaction factors are classified into intrinsic and extrinsic factor. Mental health is the balance between a person's ability to enjoy life, activities of life, and efforts to achieve emotional resilience. It comprises personal wellbeing, autonomy, perceived self-efficacy, competence, intergenerational dependence, and self-actualization. Health could be a state of complete physical, mental and social satisfaction and not simply the absence of disease or frailty (WHO, 2001). Mental health is way over the shortage of psychological disorders. Happiness, peace of mind, satisfaction in action, and delight in life are all aspects of a mental state. People with good mental health can manage their environment very easily. Mental health is described as something more than a mere absence of a mental disorder. Mental health refers to a state of mind that's characterized by emotional upbeat, relative freedom from anxiety and disabling symptoms, and a capacity to determine the constructive relationships and fulfill the basic need and stress of life (Bhagi and Sharma, 1992). Stress and mental health problem affect the all segments of human society (Jamal and Baba, 2000; Paul, 2008). In the present scenario, teachers are also bound to be affected by a certain amount of stress. Research has shown that teacher stress is consistently related to several variables such as lack of government support, lack of information about changes, constant change and demand of new curriculums, family pressure, and environmental stresses (Dewan, 2012). A teacher is the person who assists others to gain knowledge, values, or competencies. And the teacher helps everyone become an efficient citizen. The role of teachers in any education system is very important. Teaching is one of the most respectable professions and plays a vital role in the development of societies. The teachers help students acquire knowledge, information, and motivation for their development and shoulder the responsibility of taking the nation towards development, therefore the teachers are considered as the pillars of the society (Ahsan et. al., 2009). A teacher needs security, recognition, new experience, and independence. When these needs are not fulfilled, the teachers become tense, dissatisfied. Job is not only for the income, it has a great impact on life (George et. al., 2008).

REVIEW OF LITERATURE

Very few studies have been conducted in this regard but all of them in a foreign culture. Kumar and Bhatia (2011) mentioned that the level of job satisfaction and attitude of the lecturer towards lectures is least pompous by sex, marital statement, least qualification, and income amount of physical education teachers and their perception towards lecture methods. Another study in Pakistan by Shafi et., al. (2016) revealed that teachers are not satisfied with their job because of factors considered for promotion is the full dissatisfaction of teachers and the working place, training, and outcomes of training only satisfied issue of teachers. On payment issues, teachers are very dissatisfied. Satisfaction is a very important factor in all aspects of any profession, the occurrence of skills, knowledge, and competencies depends upon the satisfaction of behavior of individuals (Kumar et. al., 2002). Another study by Filak

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et. al. (2003) found that the job satisfaction of teachers of any college is needed in their behaviors so that they can perform their duties with commitment, dedication, and hard work to provide the latest knowledge and information to students for their development. Raj and Lalita (2013) showed that gender has no impact on job satisfaction. In addition, there was no major difference between Govt. and Private school teachers in the level of satisfaction. Dutta et. al. (2014) undertook a study on the job satisfaction of part-time college teachers in the district of Hooghly, West Bengal. They were neither satisfied nor dissatisfied with their work. In another study Chaturvedi et. al. (2009) it was discussed the issues which influence the teachers' satisfaction and concentrated on workload and condition of services such as salary as part of the key element causing teachers dissatisfaction. Sometimes job satisfaction depends on the job quality and it is complicated in nature (Blum and Naylor, 2004). The relation is affected by a third element, the worker's expectations. Perception of job satisfaction is affected by their gender and types of organization (Metha, 2012). The result showed that there would be a significant difference in the level of job satisfaction of Govt. and Private school teachers. Chen (2010) examined in a study that Chinese middle school teachers are dissatisfied with a job than younger and less experienced teachers. Chen (2010) also found that there exists no significant difference in the mean estimates of government school teachers concerning gender and there exist significant differences in non-govt. school teachers concerning gender. A study by Shafi et. al. (2016) reported that the majority of the teachers in all ranks and with different qualifications were not happy with their job because of a lack of appropriate facility organization and squatty incomes. John (2010) and Mehta (2012) investigated the job satisfaction of the teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization (Private vs. Govt.) and the gender (male vs. female). Behera shared his finding in 2014, job satisfaction has a positive role in mental health. The male teacher holds better mental health than the counterparts (Dagar and Mathur, 2016). Though there are many types of schools. It has no impact on the health of the teacher. Gahlawat (2017) presented that secondary school teachers have better mental health and job satisfaction. Galgotra (2013) and Mahakud and Bajaj (2014) founded that government school teachers possess good mental health in comparison to private school teachers and sex does not affect the mental health of teachers. He also concluded that job satisfaction affects the mental health of the teachers revealed that government teachers at the elementary level enjoy better financial conditions, working place and management, job and personal safety, and opportunities for training and promotion as compared to non-govt. school teachers. In a later Shivendra and Kumar (2016) claimed that the significant difference was found among govt., non-govt. and semi govt. school concerning job satisfaction and occupational hazards. On the contrary, Ghosh (2015) reported that there was no vast difference between government and private institution teachers. Furthermore, it was again revealed that there was no significant difference in the level of job satisfaction of male and female teachers. Sharma (2017) founded that Government teachers are more satisfied than private teaches. The teachers who had a permanent job showed better mental health than part-time or temporary teachers (Laxaman, 2017). He also revealed that temporary school teachers have high occupational stress. Gorsy, Panwar, and Kumar (2015) disclosed that gender variations exist among government school teachers, and male school teachers were found better in the mental state than their feminine counterparts.

Significance of the Study

The focus of the present paper was to find out the level of job satisfaction and mental health of govt. and non-govt. college teachers of the Rajshahi district. We wanted to know the present situation of the job satisfaction and mental health of college teachers. There was a

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dearth of research into job satisfaction and mental health in this area in college education in Bangladesh especially govt. and non-govt. college issue. To conduct this study have constructed the Baryfield-Rothe (1951) Job satisfaction Scale and the Bengali version of the General Health Questionnaire (GHQ-12). After all the findings of the study can help the government, policymakers, college authorities to take some effective initiatives to eliminate the problem and try to enhance the level of job satisfaction as well as mental health of college teachers for the better education of college education.

Objectives of the Study

The present study was conducted to meet the following objective-

1. To investigate whether there is any relationship exists between job satisfaction and mental health of Govt. and non-govt. college teachers in Bangladesh.
2. To compare the levels of job satisfaction and mental health of Govt. and non-govt. college teachers in Bangladesh.
3. To study the levels of job satisfaction and mental health of college teachers in respect of their gender.

Hypothesis

The following hypotheses were formulated to test-

- H₁- Job satisfaction and mental health of the govt. college teachers would be better than non-govt. college teachers.
- H₂- There is no significant difference in job satisfaction and mental health between govt. and non-govt. College male teachers.
- H₃ - There is no significant difference in job satisfaction and mental health between govt. and non-govt. College female teachers.
- H₄- Job satisfaction and mental health of the associate professor would be better than lecturers.
- H₅ - Job satisfaction would be positively correlated with mental health.

METHODS AND MATERIALS

Participants

The present study was conducted on 203 respondents. They were selected purposively from different colleges of Rajshahi city in Bangladesh. Among the respondents 99 were govt. college teachers and the rest of the 104 were non-govt. college teachers. Their age ranged from 25 to 58 years.

Instruments

The following instruments were used to collect information from the participants:

- I. Job Satisfaction Scale:** Bangla version of the Baryfield-Rothe (1951) job satisfaction scale was administered to measure the job satisfaction of the respondents. The Bangla version of Job satisfaction scale was adapted by Khaleque et. al. (1984, 1987, 1993, 1995), cited by Saha et. al. (2020). This scale consists of 18 items (9 positive items and 9 negative items) with five alternative responses ranging from 'strongly agree' (5), 'agree' (4), 'undecided' (3) disagree (2) 'strongly disagree'. It is an 18 items Likert-type scale with five alternative responses ranging from 'strongly agree' (5), 'agree' (4), 'undecided' (3) disagree (2) 'strongly disagree' (1). The scale contains 9 positive and 9 negative items where negative items are estimated reversely. The total raw estimate of this scale ranges from 18-90, where a high estimate indicates job satisfaction and a lower estimate indicates job dissatisfaction. The neutral point of this

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scale is 54. Positive items are this scale is 1, 2, 5, 7, 9, 12, 13, 15, and 17 and negative items are 3, 4, 6, 8, 10, 11, 14, 16, and 18. Split half reliability coefficients of the original scale 0.87. Concurrent validity of Baryfield-Rothe Job satisfaction Scale with Hoppock job satisfaction scale (Hoppock, 1935); General Job satisfaction scale (Weitz et. al., 1952); job descriptive index (Smith et. al., 1969) respectively 0.93, 0.40, and 0.75.

II. General Health Questionnaire (GHQ): The Bengali version of the General Health Questionnaire (GHQ-12) adapted by Sorcar and Rahman (1989), cited by Nahar et. al. (2013); Roshni et. al. (2020) was used to measure the mental health of the participant. GHQ-12, originally developed by Goldberg (1972) was designed to detect minor psychiatric disorders in community and primary health care settings. The 12 GHQ items were derived from 60 items in the original version. The development studies (Goldberg, 1972) showed high internal consistency (0.65), test-retest reliability (0.73) over a period of 6 months, and validity in terms of a linear relationship with clinical check-up records as the criteria ($r = 0.70$). The answering pattern of the original GHQ-12 was ‘less than usual’ or ‘more than usual’ format. But, in the Bengali version, this scoring system had to be changed because of its linguistic difficulties. Sarker and Rahman adopted a new Likert type scoring system in which true-keyed items (all positively worded items) of their questionnaire weights of 0, 1, 2, and 3 were assigned for ‘not at all’, ‘somewhat’, ‘to a considerable extent, and a great extent’, respectively. The scoring for false keyed items was reversed. The possible range of estimate is 0-36. The higher the estimate is the better the mental health.

Data Collection Procedure

The standard data collection procedure was followed to collect information from the respondents. They were informed of the purpose of the study and were simply briefed about the questionnaire. Firstly, they filled up the personal information sheet, and then they were asked to give his/her opinion to all the items of the scale by tick (✓) marks. Participants were requested to answer the question sincerely and honestly. All possible clarifications were made to any problem faced by the respondents while answering the questions. There is no time limit to answer the questions of the job satisfaction scale. After completion of their task, the questionnaires were collected from them and they were given thanks for their active cooperation. The raw scores for each item were summed up to get the total score. Thus, the total score of each respondent was computed.

RESULTS

The results of the study were tabulated and interpreted by Pearson’s product-moment correlation and *t*-test through IBM SPSS version 26. The results of the present study are illustrated in the following tables.

Table-1: Mean differences of Job satisfaction and Mental Health between Govt. and Non-govt. college teacher of Rajshahi District.

Variables	College Type	N	Mean	SD	df	t-value	p-value
Job Satisfaction	Govt. college	99	68.08	14.18	201	2.22*	0.02
	Non-govt. college	104	64.20	10.31			
Mental Health	Govt. college	99	25.44	6.75	201	0.13	0.89
	Non-govt. college	104	25.34	4.37			

Note: **t*-value is significant at the level of 0.05 level

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The collected data were analyzed by t-test to see the mean difference between different variables such as job satisfaction and mental health of the govt. and non-govt. college teachers. Table 1 suggests that there is a significant difference between Govt. and non-govt. college teachers on their job satisfaction. The mean estimates of Job satisfaction of Govt. college teacher are higher than non-govt. college teacher. It means govt. college teachers had higher satisfaction with their job than non-govt. College. But their difference is not significant in their mental health. The mean estimate of mental health of Govt. and non-govt. college teacher almost the same.

Table-2: Mean differences of Job satisfaction and Mental Health between Govt. and Non-govt. college male teacher of Rajshahi District.

Variables	Male teacher	N	Mean	SD	df	t-value	p-value
Job Satisfaction	Govt. college	60	68.22	11.52	122	3.29**	.001
	Non-govt. college	64	61.80	10.22			
Mental Health	Govt. college	60	26.25	5.12	122	1.27	.207
	Non-govt. college	64	25.17	4.32			

Note: *t-value is significant at the level of 0.01 level

Table 2 suggests that there is a significant difference between Govt. and non-govt. college male teachers on their job satisfaction. The mean estimate of Job satisfaction of Govt. college male teacher is higher than non-govt. college male teacher. It means govt. college male teachers had higher satisfaction with their job than non-govt. College male teacher. But their difference is not significant in their mental health. The mean estimate of mental health of Govt. and non-govt. college male teacher almost same.

Table-3: Mean differences of Job satisfaction and Mental Health between Govt. and Non-govt. college female teacher of Rajshahi District.

Variables	Female teachers	N	Mean	SD	df	t-value	p-value
Job Satisfaction	Govt. college	39	67.87	17.67	77	-.05	0.95
	Non-govt. college	40	68.05	9.34			
Mental Health	Govt. college	39	24.21	8.61	77	-.90	0.37
	Non-govt. college	40	25.60	4.48			

Table 3 suggests that there is no significant difference between Govt. and non-govt. college female teachers on their job satisfaction and mental health. The mean estimate of job satisfaction and mental health of Govt. college female teacher is slightly lower than non-govt. college male teacher. It means govt. college female teachers had slightly lower satisfaction and mental health with their job than non-govt. College female teacher.

Table-4: Mean differences of Job satisfaction and Mental Health between Lecturer and Associate Professor of Rajshahi District.

Variables	Teachers designation	N	Mean	SD	df	t-value	p-value
Job Satisfaction	Lecturer	104	63.62	13.44	125	-2.57*	.01
	Associate Professor	23	71.26	9.53			
Mental Health	Lecturer	104	24.78	5.83	125	-2.58*	.01
	Associate Professor	23	28.13	4.67			

Note: *t-value is significant at the level of 0.01 level

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Table 4 suggests that there is a significant difference between lecturer and associate professor on their job satisfaction. The mean estimate of job satisfaction of a lecturer is lower than an associate professor. It means associate professors had higher satisfaction with their job than lecturers. In the term of mental health, there is also a significant difference between lecturer and associate professor. Just like the previous job satisfaction, here, the mean estimate of mental health of a lecturer is lower than an associate professor. It means associate professors had higher mental health than lecturers in their job environment.

Table-5: Correlation between Job satisfaction and Mental Health estimate of the respondents.

Variable	Job satisfaction	Mental Health
Job satisfaction	1	.567**
Mental Health	.567**	1

Note: correlation is significant at the 0.01 level. (2 tailed).

The above table-5 shows that there is a positive correlation between job satisfaction and mental health of Govt. and Non-govt. college teachers. The degree of correlation between Job satisfaction and Mental Health is .567 which indicates that teachers with a higher level of job satisfaction have a higher level of mental health.

DISCUSSION

The present research is a comparative study to investigate the condition of job satisfaction and mental health of Govt. and non-govt. college teachers in Bangladesh. In order to collect the data, two questionnaires were applied to 203 samples (99 Govt. college teachers and 104 non-govt. college teachers) selected from different areas of the Rajshahi District in Bangladesh. The data were subjected to a t-test to compare the difference between job satisfaction and mental health. The obtained data were also analyzed by Pearson Product Moment Correlation to see the relationship between job satisfaction and mental health of Govt. and non-govt. College teachers in Bangladesh.

The *first* hypothesis of the present research started that job satisfaction and mental health of the govt. college teachers would be better than non-govt. college teachers. The results were present in Table 1. Computation of t-test indicated that there are significant differences ($t=2.22$) on job satisfaction between govt. and non-govt. college teachers (Table 1). The mean estimate of job satisfaction for govt. college teachers ($M = 68.08$) are found higher than that non-govt. college teachers ($M = 64.20$). These findings are consistent with the findings of Mehta (2012), John (2010), Gahlawat (2017), Sharma (2017), Shivendra and Kumar (2016), Laxman (2017), Galgotra (2013), but contradicts the findings of Raj and Lalita (2013), Ghosh (2015). The probable reason is that academic promotion, management systems, and others conditions have not similarities in govt. and non-govt. College. But the syllabus, curriculum, academic calendar as well as controlling authority (Ministry of Education-MOEDU), Directorate of Secondary and Higher Education-DSHE & National University-NU) are the same. The govt. college teacher's nature of work, working environment, job, and personal security, job status, promotion, wage/salary, opportunities for training, development, etc. are better than non-govt. college teachers in Bangladesh. On other hand, in the terms of mental health, the difference is not significant ($t=0.13$) between Govt. and non-govt. college teachers. The mean estimate of mental health for govt. college teachers ($M = 25.44$) are found higher than non-govt. college teachers ($M = 25.34$). These findings are consistent with the findings of Dagar and Mathur (2016), Mahakud, Shivendra and Kumar (2016), Laxman

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(2017), and Bajaj (2014) but contradict with the findings of Galgotra (2013), Gahlawat (2017), Gorsy, Panwar and Kumar (2015). The *second* hypothesis of the present research started that there is no significant difference in job satisfaction and mental health between govt. and non-govt. College male teachers. The results were present in Table 2. Computation of t-test indicated that there were significant differences ($t=3.29$) on job satisfaction between Govt. and non-govt. college male teachers. The mean estimate of job satisfaction for govt. college male teachers ($M = 68.22$) are found higher than that of non-govt. college male teachers ($M = 61.80$). But, in the term of mental health, the difference is not significant ($t=1.27$) between govt. and non-govt. college male teachers. The mean estimate of mental health for govt. college male teachers ($M = 26.25$) are found higher than that of non-govt. college male teachers ($M = 25.17$). These findings are consistent with the findings of Chen (2010), John (2010), Gorsy et. al. (2015), and Metha (2012). The *third* hypothesis of the present research started that there is no significant difference in job satisfaction and mental health between govt. and non-govt. College female teachers. The results were present in Table 3. Computation of t-test indicated that there were no significant differences ($t=-.05$) on job satisfaction between Govt. and non-govt. college female teachers. The mean estimate of job satisfaction for govt. college female teachers ($M = 67.87$) is found lower than that of non-govt. college female teachers ($M = 68.05$). Again, the difference is not significant ($t=-.90$) on mental health between govt. and non-govt. college female teachers. The mean estimate of mental health for govt. college female teachers ($M = 24.21$) is found lower than that of non-govt. college female teachers ($M = 25.60$). This result is really surprising and dramatic. How it possible? The probable reason is that govt. college female teachers expect less from the job so they are satisfied with less. They have not the higher expectations for promotion and others issues. The *fourth* hypothesis of the present research started that job satisfaction and mental health of the associate professor would be better than lecturers. The results were present in Table 4. Computation of t-test indicated that there are significant differences ($t=-2.57$) on job satisfaction between associate professor and lecturers (Table 4). The mean estimate of job satisfaction for associate professor ($M = 71.26$) is found higher than those lecturers ($M = 63.26$). In the same way, in the term of mental health, the difference is also significant ($t=-2.58$) between associate professor and lecturers. The mean estimate of mental health for associate professor ($M = 28.13$) is found higher than that of lecturers ($M = 24.78$). These findings are consistent with the findings of Chen (2010) and Shafi et. al. (2016). The results were presented in Table 5 showed that a significant positive correlation ($r=.567$) is found between job satisfaction and mental health of govt. and non-govt. college teachers. This finding is consistent with the findings of Behera (2014). The *fifth* hypothesis of the present research started that job satisfaction would be positively correlated with mental health. The results were presented in Table 5 showed that a significant positive correlation ($r=.567$) is found between job satisfaction and mental health of govt. and non-govt. college teachers. This finding is consistent with the findings of Behera (2014). In addition, most of the non-govt. college teachers were works weak infrastructure college. Their salary level is so low and no other allowance. On the others hand, the work and salary condition of govt. college teachers were well enough.

CONCLUSION

A recent study indicates that Govt. college teachers are comparatively more satisfied with mental health than non-govt. college teachers. In the modern world of competition, we need physically and mentally healthy as well as satisfied teachers to take the obligation of preparing our future generation to compete on a global level. Teachers should be given the freedom to make the decisions most suitable for the all-around improvement of the students.

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This result also suggests that government or authorities must give indispensable services and security to enhance the mental and physical health as well as the satisfaction of their teachers. Based on the results of the present research it can be concluded that proper concern should be given to the improvement of the status of job satisfaction and mental health of non-govt. college teachers in Bangladesh. Although the present research tried to maintain a sound methodology and analysis of data, it is not free from limitations. It is, therefore, suggested to conduct a study on larger representative samples. The findings of the present research have thrown the light of an important area of research in job satisfaction and mental health of college teachers in Bangladesh.

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Conflict of Interest

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