International Journal of Scientific Research in Multidisciplinary Studies
Vol.9, Issue.3, pp.11-18, March 2023
E-ISSN: 2454-9312 P-ISSN: 2454-6143
Available online at: www.isroset.org

Research Paper

Relation between Occupational Stress and Job Satisfaction of Primary School Teachers: A Cross-sectional Study in Bangladesh

Rozina Akter[1*], Tanzeer Alam[2]

[1,2]Research Department, Central Bank of Bangladesh, Dhaka, Bangladesh

**Corresponding Author: rozina.akter@bb.org.bd*

Received: 11/Dec/2022; **Accepted**: 06/Feb/2023; **Published**: 31/Mar/2023

Abstract— Globally, occupational stress hits the degree of job satisfaction from profession to profession, region to region, and country to country through different factors. Hence, the study's primary objective is to analyze the relation between primary school teachers' occupational stress and job satisfaction. Using the systematic random sample method, a cross-sectional study of 250 primary school teachers in Bangladesh is planned. The models, ordered logit and ordinary least squares (OLS), are used to analyze the objective. According to the findings, commute time, promotional policies, cultural events, student behavior, and other factors contribute to nearly 62 percent of teachers experiencing occupational stress at work. The results also show that job satisfaction declines when there is occupational stress. Age, gender, transfer facilities, promotional policies, monthly income, and occupational stress all significantly affect job satisfaction. Therefore, the study suggests that improving the working conditions and support systems for primary school teachers in Bangladesh can have significant benefits for both teachers and students. By addressing the sources of occupational stress and promoting job satisfaction, it may be possible to improve teacher retention rates, reduce burnout, and enhance the quality of education for primary school students.

Keywords— Occupational stress, job satisfaction, primary school teachers, cross-sectional study, Bangladesh

1. Introduction

Around the world, occupational stress causes about 60 percent of lost workdays owing to a range of reasons, including professional attributes, the workplace, and unique personality traits [1,2]. Consequently, job satisfaction is negatively triggered by occupational stress [3,4]. In addition, occupational stress is caused by responses like "I cannot execute the work," and the resulting consequences vary greatly from area to area, profession to profession, and person to person in terms of their financial, physical, and psychological costs [5]. Teaching is one of the occupations that causes the most stress despite having both personal and professional obligations [3,6,7,8]. The disparity between the quantity of labor necessary and the resources available to instructors causes stress in the teaching profession [9,10]. Teachers' stress levels can vary based on the type of kids they teach and the standard of the educational facilities. The experiences of a special education teacher are quite different from those of a primary school teacher. Despite this fact, work stress is associated with absenteeism, presenteeism, physical and emotional discomfort, and job turnover [11].

Primary school teachers are expected to perform a range of tasks as part of their professional obligations, including managing classroom and administrative responsibilities, taking part in extracurricular activities, filling teacher vacancies, evaluating students' performance, carrying out survey-related work, and projecting themselves as the students' role models [8,12,13]. Policymakers are concentrating on this concerning problem in order to lessen occupational stress and work discontent among elementary school teachers. Workload, senior-level professional oversight, a hostile work environment, and a pessimistic view of the educational system are the main sources of stress for teachers in Italy [14]. Another study investigates the relationship between teachers' high levels of job stress, low job satisfaction, and mental health problems [6]. Teachers in China are also experiencing occupational stress due to the country's changing educational system, and women are more likely than men to experience it [8,15]. The key factors contributing to school teachers' diminishing job satisfaction in Australia are inadequate working resources, work overload, a lack of management skills, employment instability, and a lack of possibilities for rewards [16]. Egypt shares similar problems with the teaching profession as other nations, including low compensation, a lack of organizational resources, and an unwelcoming climate for teachers [3].

The three main types of educational systems in Bangladesh are primary, secondary, and tertiary. Depending on the student's educational level, different challenges are presented to teachers in the classroom. The primary educational system is made up of 3, 54,722 teachers and 39,241 public primary

schools [17]. Primary school teachers in Bangladesh are often burdened with a heavy workload that includes taking multiple classes and preparing lesson plans for each class. This can lead to stress, along with limited access to resources such as textbooks, teaching aids, and technology, which can make their job more difficult; a low salary, which can lead to dissatisfaction and demotivation; limited opportunities for professional development, which can lead to a lack of skills and knowledge needed to improve their teaching; and classroom management, which can be challenging for primary school teachers in Bangladesh due to large class sizes and limited resources. This can lead to stress and frustration. As well as this, teachers in Bangladesh often feel that their work is not recognized or valued by society, which can lead to a lack of motivation and job satisfaction [18]. Addressing these problems would require a concerted effort by policymakers, school administrators, and teachers themselves. Strategies such as increasing resources, providing professional development opportunities, improving pay and working conditions, and increasing teacher autonomy could help to improve job satisfaction and reduce occupational stress among primary school teachers in Bangladesh. Thus, the purpose of the study is to analyze the relationship between occupational stress and job satisfaction of primary school teachers in Bangladesh.

The remainder of the article is split into the following sections: section II, which includes related works, section III, which details the methodology, section IV, which includes the results and discussion, and section V, which concludes the article.

2. Related Work

With a yearly cost of USD 300 billion, stress has been called the health crisis of the twenty-first century from biological, psychological, and environmental viewpoints [19]. Environmental stress is the situation in life, whereas psychological stress is the view and value of environmental experiences. Biological stress is an assessment of psychological processes related to the body's response [20]. Stress can have both helpful and deleterious consequences on performance, such as the pressure to attain a higher CGPA on tests, but negative stress has a negative impact on life by generating problems with the physical health and behavior of the human body [21].

Nevertheless, stress is a given in any line of work. A teacher's stress level is different from that of other occupations, as is the stress level of a construction worker from that of an administrative worker, and so forth. Because of this, and despite being a noble profession, nursing has low job satisfaction [22], [23]. Nurses in Japan face many challenges in the workplace, including work expectations, a lack of employment stability, a lack of family and coworker support, long hours, night shifts, and a lack of coping techniques [24]. Similar to this, dealing with patient pain, workload, and interacting with patients' families while they are in the emergency room are the main sources of stress for emergency medical service professionals in Tehran [25].

The effects of work stress on the physical and mental health of military personnel are significant [26]. In addition, younger workers have greater occupational stress that reduces job satisfaction than other workers as a result of inactivity, poor sleep, lengthy workdays, and psychological discomfort [27], [28]. The level of job satisfaction is inversely connected with the range of occupational stress that police officers, like soldiers, endure. People in Greece commonly feel stressed out as a result of harsh criticism from superiors, a heavy workload, shifting tasks, a lack of family time, and recognition for their efforts [29].

Most crucially, teachers at all levels—primary, secondary, and tertiary—manage stress in a range of categories [30]. To measure occupational stress, university professors' health problems, high levels of stress at work, decreased productivity, low job satisfaction, and job turnover are taken into consideration [8]. Stress among faculty members is brought on by a lack of motivation, a lack of good incentive opportunities, and conducting research [31]. Psychological health problems and a lack of job satisfaction are common among teachers in the USA, Australia, and the UK. Demographic characteristics significantly affect job satisfaction and occupational stress, according to studies done on secondary school teachers in Malta [32,33].

The general population, the next generation, and the educational institution are all adversely affected by a teacher's job happiness. In Bangladesh, a student's first official educational environment is a primary school. A primary school teacher encounters stress at work as a result of the misbehavior of their students, a mismatch between demand and resource availability, a lack of acknowledgment for their job, and poor interpersonal skills [34]. Additionally, there is a considerable correlation between primary school teachers' occupational stress and their age, gender, and educational background [35]. However, there are a number of threats to people's physical and mental health at work in Bangladesh. Teachers in secondary and primary schools, as well as those employed at public and private colleges, report varying degrees of job satisfaction [36]. There are 1,29,258 schools in Bangladesh overall (of 25 distinct types), with more than 30 percent of them being government elementary schools [17]. The overall number of primary school instructors is 3,54,722, with 1,15,593 female teachers and 2,39,129 male teachers. Here, the factors that most affect primary school teachers' job happiness include their gender, marital status, level of teaching experience, educational background, remuneration package, and promotion rules [37]. However, there is still much to learn about the relationship between job satisfaction and occupational stress.

3. Methodology

Design

This study is being conducted using a structured questionnaire including questions about socioeconomic status, demographics, and occupational stress, as well as a method of systematic random sampling. From a total of 20

elementary schools in five divisions, including Dhaka (4 primary schools), Khulna (4 primary schools), Barishal (4 primary schools), Mymensingh (4 primary schools), and Rajshahi (4 primary schools) are considered here. All of the teachers that work in the 20 schools are taken into consideration as samples for this study. The authors physically collect data from the respondents rather than using an electronic questionnaire like a Google form, email, or social media. It is challenging and time-consuming to cover every school across the divisions because the research is self-funded. Due to the authors' systematic approach to revealing the structure of primary school instructors, the sample size is 250. This sampling strategy is referred to as systematic random sampling since the sample is drawn from the population utilizing an arbitrary starting point but with a predetermined interval time. Additionally, these cities receive preference in the selection process based mostly on a deliberate strategy. The salary ranges for primary school teachers are uniform, however there may be differences in living conditions from city to city, area to area, and school to school. In this situation, rather than providing a specific statement to achieve the goal of the study, the data from five divisions will be used to convey generalized results.

Statement on Occupational Stress (OS)

In order to maximize the acceptability of the study results, the Occupational Stress Inventory-Revised Edition (OSI-R) questionnaire was chosen for this investigation. The OSI-R is a standardized tool used to assess occupational stress. It is a self-report questionnaire that was developed by Dr. Robert Caplan and his colleagues at the National Institute for Occupational Safety and Health (NIOSH) in the USA [8].

Table 1. Statements for measuring occupational stress

Subscale	Statements	Unit of Measurement
Occupational Role	1) Excessive workload (RO)	5= Always 4= Often 3= Sometimes 2= Rare 1= Very Rare
	2) Gap between own skill and job demand (RI)	
	3) Confusion about what should I expect (RA)	
	4) Pressure of responsibility (R)	
	5) Unhealthy physical environment (PE)	
Personal Strain	1) Feeling monotonous and lack of interest to work (VS)	
	2) Feeling depressed, anxiety and irritates (PSY)	
	3) Worries about physical symptoms (PS)	
Personal Resources	1) Irregular to follow exercise routine and diet plan (SC)	
	2) Lack of problem solving ability (RC)	

Source: Author's Compilation based on [8], [38]
NB: RO=Role Overload, RI=Role Insufficiency, RA=Role Ambiguity, R=Responsibility, PE=Physical Environment, VS=Vocational Strain, PSY=Psychological Strain, PS=Physical Strain, LSC=Lack of Self-care, and LRC=Lack of Rational Coping

On the basis of the relevance of the study, 10 items from the OSI-R questionnaire, including three key subcategories, such as the occupational role questionnaire (ORQ), the personal strain questionnaire (PSQ), and the personal resources questionnaire (PRQ), were selected. The whole applicable question is graded on a 5-point Likert scale, with a maximum and lowest score of 50 and 10, respectively.

Role overload (RO) is the first of five components that make up the first domain of the OSI-R questionnaire, which assesses occupational stress in the workplace. RO stands for a burden at work. The term "role inefficiency" (RI) in this context refers to the imbalance between individual competence and topic demand. Third, role ambiguity (RA) draws attention to the contradiction between his behavior and his desires. Finally, balancing many obligations at home and at work causes the stress of responsibility (R) to manifest as an unpleasant physical environment (PE) and a demanding work schedule [39].

The second domain, which is a personal strain, is made up of three features. The term "vocational strain" (VS) is first used to describe a lack of interest in one's job. Second, concerns with sadness, anxiety, and depression increase the psychological strain (PSY). Last but not least, physical discomfort reveals a worried attitude toward physical strain (PS). The third domain is a personal resource with two attributes. For instance, a loss of self-care (LSC) indicates that dietary routines and regular exercise are inconsistent, and the last item on the list, a lack of rational coping (LRC), implies that respondents lack the capacity to think creatively and solve problems [39]. In this situation, all types of occupational stress, including role, pressure, and resources, have a negative relationship with job satisfaction.

Also, if the respondents' total score for occupational stress is higher than 40, it indicates that they frequently feel stressed. Similarly, a score between 31 and 40 stands for "often," a score between 21 and 30 signifies "sometimes," a score between 11 and 20 denotes "rarely," and a score of less than 10 denotes never experienced stress.

Empirical Analysis

In order to find trends and connections among variables, occupational stress research frequently uses cross-tabulation as a statistical tool. When the dependent and independent variables are not given, it entails generating a table that shows the distribution of one variable in relation to another variable. Table 2 includes row factors for age, gender, married status, education level, and monthly income and a column variable for job stress.

Table 2. Cross-tabulation variables

Row Variable	Column Variable
Age	Occupational Stress
Gender	Occupational Stress
Marital Status	Occupational Stress
Qualification	Occupational Stress
Monthly Income	Occupational Stress

Source: Authors' Compilation based on field survey, 2022

For example, a cross-tabulation is needed to examine the relationship between age and stress levels among primary school teachers in Bangladesh. The authors could create a

table that displays the proportion of workers in each age group who report high levels of stress, and use statistical tests to determine whether there are significant differences between age groups.

The index on occupational stress is computed based on respondents' responses to variables associated with occupational stress. For every 10 items of occupational stress, the weighting is as follows: 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rare, 1 = Very Rare.

Ordinary Least Square (OLS) is a statistical method commonly used to estimate the relationship between a dependent variable and one or more independent variables. In the context of determinants of occupational stress, OLS can be used to identify and quantify the relationship between occupational stress and various factors that may contribute to it. Before exploring how these characteristics affect job satisfaction, it is critical to first understand the elements that contribute to occupational stress, which is the dependent variable [18].

This study's major objective is to investigate the relationship between primary school teachers' job satisfaction and occupational stress. An ordered logit model, also known as an ordered logistic regression, is a statistical method used to analyze the relationship between an ordinal dependent variable and one or more independent variables [22]. In the context of measuring job satisfaction, an ordered logit model can be used to examine the determinants of different levels of job satisfaction, ranging from low to high. Here, the dependent variable is job satisfaction which has five categories as 5= Very Satisfied, 4= Satisfied, 3= Neither Dissatisfied nor Satisfied, 2= Dissatisfied, and 1= Very Dissatisfied.

The variance inflation factor (VIF) is recommended for locating multicollinearity effects among the explanatory variables, and the outcome is presented in the appendix. A multicollinearity issue among the explanatory variables is present if the VIF score is higher than 10 [23].

4. Results and Discussion

The result and discussion chapter is an essential part of a research. In this chapter, the researchers present and analyze the results of the study and discusses the implications and significance of the findings.

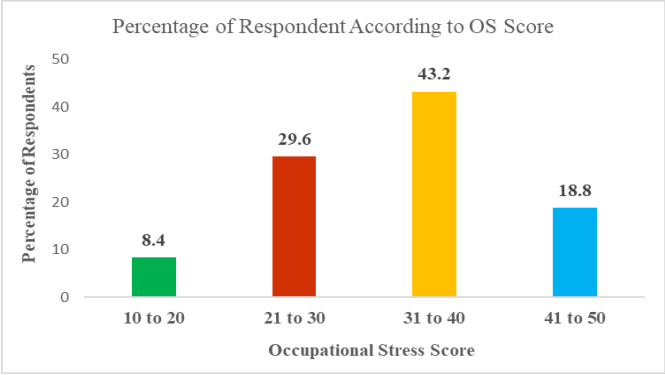

Figure 1. Occupational Stress Score

An occupational stress score can show the level of stress experienced by an individual in their job or workplace. Figure 1 shows the percentage of respondents according to the categories of occupational stress score. A high occupational stress score may indicate that responding are experiencing significant stress in their job, which can have negative effects on their physical and mental health, job satisfaction, and overall well-being. On the other hand, a low occupational stress score may suggest that teachers are coping well with their job demands and may be experiencing more positive outcomes, such as job satisfaction, and good health.

Table 3. Cross-tabulation

Variables	Occupational Stress Score				
	10 to 20	21 to 30	31-40	41-50	Total
	Frq. (%)	Frq. (%)	Frq. (%)	Frq. (%)	Frq. (%)
Age					
Age Up to 30	4 (15.38)	4 (15.38)	8 (30.77)	10 (38.46)	26 (10.40)
Age 31 to 40	8 (6.67)	44 (36.67)	46 (38.33)	22 (18.33)	60 (48.00)
Age 41 to 50	22 (25.00)	40 (45.45)	20 (22.73)	6 (6.82)	44 (35.20)
Age above 50	4 (25.00)	6 (37.50)	4 (25.00)	2 (12.50)	8 (6.40)
Gender					
Female	22 (11.46)	64 (33.33)	66 (34.38)	40 (20.83)	192 (76.80)
Male	12 (20.69)	30 (51.72)	12 (20.69)	4 (6.90)	58 (23.20)
Educational Qualification					
HSC	2 (20.00)	4 (40.00)	2 (20.00)	2 (20.00)	10 (4.00)
BSS	10 (33.33)	12 (40.00)	4 (13.33)	4 (13.33)	30 (12.00)
MSS	22 (10.68)	80 (38.83)	68 (33.01)	36 (17.48)	206 (82.40)
Above MSS	2 (50.00)	0 (0.00)	2 (50.00)	0 (0.00)	4 (1.60)
Marital Status					
Single	2 (14.29)	2 (14.29)	8 (57.14)	2 (14.29)	14 (5.60)
Married	30 (13.51)	72 (32.43)	84 (37.84)	36 (16.22	222 (88.80)
Divorced	4 (33.33)	4 (33.33)	2 (16.67)	2 (16.67)	12 (4.80)
Widow	0 (0.00)	2 (100.00)	0 (0.00)	0 (0.00)	2 (0.80)
Monthly Income					
15,001 to 20,000	2 (11.11)	4 (22.22)	6 (33.33)	6 (33.33)	18 (7.20)
20,001 to 25, 000	14 (10.45)	48 (35.82)	48 (35.82)	24 (17.91)	134 (53.60)
25,001 to 30,000	18 (21.95)	44 (53.66)	16 (19.51)	4 (4.88)	82 (32.80)
Above 30,000	2 (12.50)	6 (37.50)	4 (25.00)	4 (25.00)	16 (6.40)

Source: Authors' Compilation based on field survey, 2022
NB: Frq.=Frequency of respondents; %=Percentage of respondents

The occupational stress score in connection to various socioeconomic characteristics is shown via cross-tabulation, which considers numerous variables at once, regardless of whether they are dependent or independent variables. One column variable and five rows of variables are taken into account, as shown in Table 3. The respondents' age, gender, educational attainment, marital status, and monthly income make up the row factors in this case. Based on OS scores, a column variable with four categories describes the respondents' occupational stress.

According to the table's results, teachers between the ages of 31 and 40 are more likely to experience working stress. The study's respondents were made up primarily of female teachers (about 77 percent) and male teachers (about 23 percent). Female teachers not only have responsibilities at work but also a range of responsibilities at home, such as looking after children and the elderly. Therefore, compared to male instructors, they could feel more stress at school. according to their academic backgrounds, about 82.40 percent of primary school teachers have MSS degrees, and they report occupational stress at work. The majority of the respondents who had an MSS degree said that teaching in primary schools is not their first choice of career, which was the most significant finding. Contrarily, teachers who are single, divorced, or widowed report less work-related stress than teachers who are married. If the row percentage is taken into consideration, then 4 (2+2) out of 14 single teachers, or around 29 percent of single teachers, have a workplace stress score between 31 and 50. Similarly, 102 (30+72) out of 222 married teachers, or nearly 46 percent, have stress levels between 10 and 30, while 120 (84+36) out of 222 married teachers, or 54 percent, have stress scores between 31 and 50. This shows that married teachers are more prone than single ones to experiencing high levels of stress. The 13th grade government position includes a primary school teacher in Bangladesh who is known as an "assistant teacher," and their 2015 national pay scale salary ranges from BDT 11,000 to BDT 26,590. According to their monthly income, primary school teachers may be categorized into four groups in terms of their occupational stress levels. It was discovered that respondents who earn only BDT 20,000 to BDT 25,000 have high occupational stress levels.

Occupational Stress Index

There are 10 statements that help measure the index value of occupational stress. These statements are based on the Occupational Stress Inventory Revised Edition (OSI-R). From the statements, it is easy to get a sense of the respondents' perceptions of each statement. The statements are focused mainly on role overload, role insufficiency, role ambiguity, responsibility, physical environment, vocational strain, psychological strain, physical strain, self-care, and rational coping. For the 250 primary school teachers in this study, the index value of occupational stress is 3.72.

Table 4. Index of occupational stress

Se. No.	**Occupational Stress Statement**	**Index Value**
OS-1	Feel excessive workload (RO).	4.61
OS-2	Gap between own skill and job demand (RI).	2.84
OS-3	Confusion about what should I expect (RA)	2.96
OS-4	Excessive responsibility pressure (R).	4.60
OS-5	Unhealthy physical environment (PE).	3.66
OS-6	Feel boredom and lack of interest for job (VS).	3.70
OS-7	Feel depression, anxiety and irritation (PSY).	3.89
OS-8	Feeling worries about physical symptoms (PS).	3.92
OS-9	Take physical exercise and diet regularly (SC).	3.30
OS-10	Having problem solving ability (RC).	3.72
	Mean of Occupational Stress	**3.72**

Source: Author's Compilation based on field survey, 2022

Determinants of Occupational Stress

According to Table 4, socioeconomic and demographic factors stress primary school teachers, which has an impact on the workplace environment. Because they have grown acclimated to this profession over time, older respondents experience less stress than younger respondents. In terms of gender, female teachers appear to experience higher stress at work than male teachers. This kind of outcome might be for carrying out domestic duties, caring for children and the elderly, among many other things, along with maintaining professional dedication.

The amount of time a teacher commutes has a positive effect on their level of work stress. They will have less time to take care of other responsibilities if they commute for a longer period of time each day. Elementary school teachers also bemoan the promotion policy. Although the headmaster of that school may be an assistant teacher, existing teachers have been unhappy with the promotion procedure for many years because 35 percent of headmasters are picked from outside the BCS cadre. Teachers who participate in extracurricular activities, on the other hand, experience less stress than other educators because they feel that taking part in cultural events enables people to reduce their tension. Typically, children go to primary school from the age of five to eleven. When they are more inexperienced, teachers frequently struggle to manage so many youngsters in the classroom.

Table 5. Determinants of occupational stress

Explanatory Variables	Description of Variables	Coefficient (Std. Error)
Age	Number of Years	-0.39*** (0.08)
Gender	1=Male, 0= Female	-1.83* (0.71)
Marital Status (Married)	Single is the Base Category	4.75 (2.37)
Number of Children	in Number	0.09 (0.98)
Number of Earning Member	in Number	-1.06 (1.27)
Time to commute	Hour per Day	2.08* (0.84)
Satisfaction on Promotional Policy	5=VS, 4=S, 3=NDS, 2=D, 1=VD	5.09*** (2.54)
Cultural Activities	1= Yes, 0= No	-3.34*** (2.12)
Pupils' Behavior	5=VS, 4=S, 3=NDS, 2=D, 1=VD	-1.06** (0.63)
Relation with Head	5=VS, 4=S, 3=NDS, 2=D, 1=VD	-0.94** (0.09)
Constant		47.90***
Observations		250
R-squared		0.47

Source: Author's Compilation based on field survey, 2022

NB:*** p<0.01, ** p<0.05, * p<0.1; Std. Error: Standard Error

VS= Very Satisfied, S= Satisfied, NDS= Neither Dissatisfied nor Satisfied, 2= Dissatisfied and 1= Very Dissatisfied

Additionally, instructors must get along with their headmaster in order to benefit from additional professional benefits like selecting the subject and class according to their preferences

and getting career advancements. Consequently, maintaining a positive relationship with the headmaster becomes a source of low stress for the majority of the respondents to this survey. The explanatory factors are tested for multicollinearity using the VIF test (Table A1).

Occupational Stress and Job Satisfaction

Job satisfaction is a categorical variable, measured by a 5-point Likert scale, such as 5 = Very Satisfied, 4 = Satisfied, 3 = Neither Dissatisfied nor Satisfied, 2 = Dissatisfied, and 1 = Very Dissatisfied. Because of that, the ordered logistic model is preferred for this analysis. Here, the dependent variable is job satisfaction, and the rest of the variables are explanatory.

Table 5 shows that age, gender, transfer facility, promotional policy, monthly income, and occupational stress have a significant impact on job satisfaction. On the other hand, relationships with the headmaster and pupils' behavior have an insignificant influence on job satisfaction, but the coefficient results support the expected sign.

From the coefficient of the variable age, it is observed that if the ages of the respondents increase by 1 year, respondents are more likely to be in the upper categories of job satisfaction. The marginal effect shows that by increasing the age of respondents, they are 0.03 percent less likely to be in category 1 and 0.01 percent less likely to be in category 2 or 3. Furthermore, respondents are 0.02 percent more likely to have 4 and 0.30 percent more likely to have 5 categories, respectively. As teachers get older, their job satisfaction increases as their job switching options decrease, and they become accustomed to living in that environment for a long time. For variable gender, if the respondents are male rather than female, then they are more likely to be in the lower categories of the dependent variable. Throughout the marginal effects, male respondents are more likely to prefer categories 1, 2, and 3 than 4 and 5.

The study reveals that, though female teachers have high levels of occupational stress; their job satisfaction is higher compared to male teachers because female teachers prefer the teaching profession. Transfer benefits increase a teacher's job satisfaction. Usually, if a teacher lives far away from a school, he or she prefers to transfer from that school to one nearby. So, they think that the transfer facility will indeed increase their job satisfaction. Here, satisfaction with the promotional policy helps them be satisfied with their current job. Any kind of reward or recognition is motivation to continue doing better in the future, and promotion is one of the most important expectations of a school teacher. In this study, the respondents were more likely to choose categories 1, 2, and 3 compared to categories 4 and 5, respectively. Dissatisfaction grows in a job if a teacher can't keep up with his or her livelihood properly, where salary is the main source of meeting basic needs.

In Bangladesh, a primary school teacher gets a salary range of between BDT 11,000 and BDT 26,590, and according to the current price level, it is very difficult to run a household with this salary structure. Therefore, if the salary of a teacher increases by 1 unit, he or she will be more likely to choose categories 4 and 5 instead of 1, 2, and 3. Most importantly, occupational stress shows that if the respondents' stress increases, they are 0.01 percent more likely to choose category 1, 0.08 percent more likely to choose category 2, and 0.13 percent more likely to choose category 3. They are also 0.02 and 0.03 percent less likely to choose categories 4 and 5, respectively. Apart from this, the VIF test (Table A2) is performed to identify multicollinearity problems among the explanatory variables.

Table 6. Ordered logit for job satisfaction

Explanatory Variables	Coefficient (Std.Error)	Marginal Effects				
		1	2	3	4	5
Age	0.07*** (0.87)	-0.03	-0.01	-0.01	0.02	0.30
Gender	-1.24*** (0.62)	0.06	0.11	0.10	-0.25	-0.03
Transfer Facility	0.08** (0.92)	-0.01	-0.01	-0.02	0.03	0.05
Relation with Headmaster	0.29 (0.45)	-0.01	-0.02	-0.03	0.06	0.07
Pupils' Behavior	0.17 (0.53)	-0.01	-0.01	-0.02	0.03	0.06
Promotional Policy	-0.06* (0.89)	0.02	0.03	0.03	-0.06	-0.07
Monthly Income	0.07*** (0.97)	-0.03	-0.01	-0.01	0.02	0.30
Occupational Stress	-0.09*** (0.90)	0.01	0.08	0.13	-0.02	-0.03
Cut 1	-1.51					
Cut 2	-0.14	Observations				250
Cut 3	2.12	Pseudo R2				0.15
Cut 4	5.20**	Log likelihood				142.54

Source: Authors' Compilation based on field survey, 2022

NB:*** p<0.01, ** p<0.05, * p<0.1; Std. Error: Standard Error

5= Very Satisfied, 4= Satisfied, 3= Neither Dissatisfied nor Satisfied, 2= Dissatisfied and 1= Very Dissatisfied

5. Conclusion and Future Scope

This study empirically explores the link between job satisfaction and occupational stress. Hence, there is a significant relationship between occupational stress and job satisfaction among primary school teachers. The research study indicates that teachers' job satisfaction is negatively affected by occupational stress, leading to poor job performance, burnout, and turnover intentions. Here, age, gender, commute time, satisfaction with promotion policies, cultural events, student behavior, and relationship with the headmaster are taken into account as stressors with the predicted sign, respondents rely heavily on occupational stress.

For policymakers, these findings have a few suggested policy consequences. Confirm counseling services for educators to help them deal with ongoing stress because stress is a contributing factor in a number of behavioral, psychological, and physical illnesses. Second, rigorous transfer policies should be loosened in response to teacher requests. According to their facilities and opportunities, teachers wish to switch schools. Thirdly, compared to other professions, the promotion policy for teachers in primary schools is strict. It is common for an assistant teacher to leave their position at the school after being promoted to the position of senior assistant teacher, where about 35 percent of all headmasters are non-

cadre BCS members. Last but not least, elementary school teachers were permitted to teach grades 13 according to official job categories in 2015, but given the current situation, this pay scale is insufficient to sustain social standing and subsistence. As a result, this policy can help the social status of a teacher by adding extra increments according to their merits and experience. Therefore, primary school teachers are the architects of the future generation, so they should be stress-free at the workplace. In light of this backdrop, it is crucial to address the issue of occupational stress and job satisfaction.

The relation between occupational stress and job satisfaction of primary school teachers in Bangladesh has been taken into account in this study. However, there is still plenty of room to improve this problem by altering measurements. First off, teachers from various institutions and levels, such as secondary school teachers, university professors, special needs child teachers, and so on, can be taken into consideration. The second takes into account a larger number of schools throughout various regions, localities, and the entire nation. Moreover, there are other top-ranked stress-causing jobs around the world besides teaching. Hence, the research can also be conducted on people of different occupations.

Conflict of Interest
The authors declare that there are no conflicts of interest.

Funding Source
There is no external funding for this study.

Acknowledgements
The authors appreciate all the primary school teachers who took part in the study. They made it possible to collect data and helped to complete this study successfully.

References

[1] Naser Hoboubi, Choobineh Alireza, Fatemeh Kamari Ghanavati, Sareh Keshavarzi, Ali Akbar Hosseini, "The Impact of Job Stress and Job Satisfaction On Workforce Productivity in an Iranian Petrochemical Industry," *Safety and Health at Work*, Vol. **8**, Issue.**1**, pp.**67-71**, **2017**.

[2] Alexandros-Stamatios G. Antoniou, Marilyn J. Davidson, Cary L. Cooper, "Occupational Stress, Job Satisfaction and Health State in Male and Female Junior Hospital Doctors in Greece," *Journal of managerial psychology*, Vol.**18**, Issue.**6**, pp.**592-621**, **2003**.

[3] Dalia Desouky, Heba Allam, "Occupational Stress, Anxiety and Depression Among Egyptian Teachers," *Journal of Epidemiology and Global Health*, Vol. **7**, Issue.**3**, pp.**191-198**, **2017**.

[4] Carmen Alexandrache, "Occupational Stress as A Factor of (Non) Orientation Teaching Profession," *Procedia-Social and Behavioral Sciences*, Vol. **180**, pp.**1038-1043**, **2015**.

[5] Cătălina Dumitrescu, "Influence of Psychotherapeutic Interventions on Occupational Stress," *Procedia-Social and Behavioral Sciences*, Vol. **127**, pp.**696-701**, **2014**.

[6] De Simone, Silvia, Gianfranco Cicotto, Jessica Lampis, "Occupational Stress, Job Satisfaction and Physical Health in Teachers," *European Review of Applied Psychology*, Vol. **66**, Issue.**2**, pp.**65-77**, **2016**.

[7] Shannon V. Ryan, Nathaniel P, Laura L. Pendergast, Elina Saeki, Natasha Segool, Shelby Schwing. "Leaving the Teaching Profession: The Role of Teacher Stress and Educational Accountability Policies on Turnover Intent," *Teaching and Teacher Education*, Vol. **66**, pp.**1-11**, **2017**.

[8] Xiaolu Yang, Cuixia Ge, B. Hu, T. Chi, L. Wang, "Relationship between Quality of Life and Occupational Stress Among Teachers," *Public Health*, Vol. **123**, Issue.**11**, pp.**750-755**, **2009**.

[9] Richard Lambert, Lauren Boyle, Paul Fitchett, Christopher McCarthy, "Risk for Occupational Stress among US Kindergarten Teachers," *Journal of Applied Developmental Psychology*, Vol. **61**, pp.**13-20**, **2019**.

[10] Pramath Chandra Sarker, M. N. Siddique, Md Fazle Rabbi Nishad, "The Status of Job Satisfaction and Mental Health of Govt. and Non-Govt. College Teachers of Rajshahi City, Bangladesh," The International Journal of Indian Psychology, Vol. **3**, Issue.**9**, pp.**842-852**, **2021**.

[11] Richard M Ingersoll, "Teacher Turnover and Teacher Shortages: An Organizational Analysis," *American Educational Research Journal*, Vol. **38**, Issue.**3**, pp.**499-534, 2001**.

[12] Kapildev S. Khudaniya, S. M. Kaji, "Occupational Stress, Job Satisfaction & Mental Health among Employees of Government and Non-Government Sectors," *Int J Indian Psychol*, Vol. **2**, Issue.**1**, pp.**150-158**, **2014**.

[13] Anuradha Mehta, "A Study of How Emotional Intelligence Reduces Occupational Stress among Teachers," *International Monthly Refereed Journal of Research in Management and Technology*, Vol. **2**, pp.**19-28**, **2013**.

[14] Shafqat Naeem Akhtar, Muhammad Amir Hashmi, Syed Imtiaz Hussain Naqvi, "A Comparative Study of Job Satisfaction in Public and Private School Teachers at Secondary Level," *Procedia-Social and Behavioral Sciences*, Vol. **2**, Issue.**2**, pp.**4222-4228**, **2010**.

[15] Sheena Johnson, Cary Cooper, Sue Cartwright, Ian Donald, Paul Taylor, Clare Millet, "The Experience of Work-Related Stress Across Occupations," *Journal of Managerial Psychology*, Vol. **20**, Issue.**2**, pp.**178-187**, **2005**.

[16] Nicole A. Gillespie, M. H. W. A. Walsh, Anthony H. Winefield, Jagdish Dua, Con Stough, "Occupational Stress in Universities: Staff Perceptions of the Causes, Consequences and Moderators of Stress," *Work & Stress*, Vol. ***15,*** Issue.**1**, pp.**53-72**, **2001**.

[17] MoPME, "Annual Primary School Census Reort-2019," *Directorate of Primary Education*, **2019**.

[18] Kazi Fayz Ahamed, Mohammad Abdullahil Baki Billah, Md Saiful Alam, "Job Satisfaction of Public Primary School Teachers in Bangladesh: A Case Study in Sherpur District," *Journal of Business Studies*, Vol. **34**, Issue.**1**, **2013**.

[19] Helmut Sies, "On The History of Oxidative Stress: Concept and Some Aspects of Current Development." *Current Opinion in Toxicology*, Vol. **43**, Issue.**7**, pp. **122-126**, **2017**.

[20] Sangita Basak, "Factors Affecting Work-life Balance of Women in Bangladesh: A Study during COVID-19 Pandemic," *Canadian Journal of Business and Information Studies*, Vol. **3**, Issue.**3**, pp.**48-48**, **2021**.

[21] Evan J. Jordan, Daniel M. Spencer, Girish Prayag, "Tourism Impacts, Emotions and Stress," *Annals of Tourism Research*, Vol.**75**, pp.**213-226**, **2019**.

[22] Herdis Sveinsdottir, Pall Biering, Alfons Ramel, "Occupational Stress, Job Satisfaction, and Working Environment among Icelandic Nurses: A Cross-sectional Questionnaire Survey" *International Journal of Nursing Studies*, Vol. **43**, Issue.**7**, pp.**875-889**, **2006**.

[23] Nahid Dehghan Nayeri, Tahmineh Salehi, Ahmad Ali, Asadi Noghabi, "Quality of Work Life and Productivity among Iranian Nurses," *Contemporary nurse*," Vol. **39**, Issue.**1**, pp.**106-118**, **2011**.

[24] Sten-Olof Brenner, D. A. G. Sörbom, E. V. A. Wallius, "The Stress Chain: A Longitudinal Confirmatory Study of Teacher Stress, Coping and Social Support," *Journal of Occupational Psychology*, Vol.**58**, Issue.**1**, pp.**1-13**, **1985**.

[25] Md Irteja Islam, Khan Md Watin Alam, Syed Afroz Keramat, Munzur E. Murshid, Rezwanul Haque, Enamul Kabir, Rasheda Khanam, Manjurul Haque Khan, "Working Conditions and Occupational Stress among Nurses in Bangladesh: A Cross-sectional Pilot Study," *Journal of Public Health*, pp.**1-9**, **2021**.

[26] Steven Pflanz, "Occupational Stress and Psychiatric Illness in the Military: Investigation of the Relationship between Occupational

Stress and Mental Illness among Military Mental Health Patients," *Military Medicine*, Vol. **166**, Issue.**6**, pp.**457-462**, **2001**.
[27] Md Asadujjaman, Md Harun Or Rashid, Md Ashraful Alam Nayon, Tarun Kumer Biswas, Mohammad Arani, Md Mashum Billal, "Teachers' Job Satisfaction at Tertiary Education: A Case of an Engineering University in Bangladesh." In *2020 Sixth International Conference on e-Learning (econf)*, pp.**238-242**, **2020**.
[28] Paul Mtasigazya, "The State and Implementation of Inclusive Education Policy in Tanzania: The Case of Primary School Education in Ilala Municipal Council (IMC)", International Journal of Scientific Research in Multidisciplinary Studies, Vol.**9**, Issue.**1**, pp.**25-32**, **2023**.
[29] Claudia C. Ma, Michael E. Andrew, Desta Fekedulegn, Ja K. Gu, Tara A. Hartley, Luenda E. Charles, John M. Violanti, and Cecil M. Burchfiel, "Shift Work and Occupational Stress in Police Officers." *Safety and Health at Work*, Vol. **6**, Issue.**1**, pp.**25-29**, **2015**.
[30] Mohd Zuri Ghani, Aznan Che Ahmad, Suzana Ibrahim, "Stress among Special Education Teachers in Malaysia," *Procedia-Social and Behavioral Sciences*, Vol. **114**, pp.**4-13**, **2014**.
[31] Arlene Gray Blix, Robert J. Cruise, Bridgit McBeth Mitchell, Glen G. Blix, "Occupational Stress among University Teachers." *Educational Research*, Vol. **36**, Issue.**2**, pp.**157-169**, **1994**.
[32] Gail Kinman, "Pressure Points: A Review of Research on Stressors and Strains in UK Academics," *Educational Psychology*, Vol. **21**, Issue.**4**, pp.**473-492**, **2001**.
[33] Mark G. Borg, Richard J. Riding, "Occupational Stress and Satisfaction in Teaching," *British Educational Research Journal*, Vol. **17**, Issue.**3**, pp.**263-281**, **1991**.
[34] Mark G. Borg, Richard J. Riding, Joseph M. Falzon, "Stress in Teaching: A Study of Occupational Stress and Its Determinants, Job Satisfaction and Career Commitment among Primary Schoolteachers," *Educational Psychology*, Vol. **11**, Issue.**1**, pp.**59-75**, **1991**.
[35] Caleb Onah, Desmond Kungwa Hundu, James Matthew Okwoli," Health Workers Drinking Behaviour: The Extrapolative Role of Stress and Work Anxiety," International Journal of Scientific Research in Multidisciplinary Studies, Vol. **9**, Issue **1**, pp.**33-39**, **2023.**
[36] Masud Ibn Rahman, Rumana Parveen, "Job Satisfaction: A Study Among Public and Private University Teachers of Bangladesh," *Journal of ICMAB*, Vol.**34**, Issue.**3**, pp.**73-90**, **2006**.
[37] Arifin Sultana, Md Nazirul Islam Sarker, A. S. Prodhan, "Job Satisfaction of Public and Private Primary School Teachers of Bogra District in Bangladesh," Journal of Sociology and Anthropology, Vol. 1, Issue.1, pp.41-46, 2017.
[38] Rozina Akter, Mukta Akter, Md Tanvir Hossain, Md Nasif Ahsan, "Socio-environmental Factors Affecting Mental Health of People during COVID-19 in Coastal Urban Areas of Bangladesh," In *Environmental Resilience and Transformation in Times of COVID-19*, *Elsevier Publication*, USA, pp.**49-62**, **2021**.
[39] R. E. Hicks, Mark Bahr, Daisure Fujiwara, "The Occupational Stress Inventory-Revised: Confirmatory factor Analysis of the Original Inter-Correlation Data Set and Model," *Personality and Individual Differences*, Vol. **48**, Issue.**3**, pp.**351-353**, **2010**.

Appendix

Table A.1 Variance Inflation Factor and Tolerance Test

Variables	VIF	1/VIF
Age	1.64	0.60
Gender	1.35	0.74
Marital Status	1.54	0.10
Number of Children	1.38	0.72
Number of Earning Member	1.61	0.62
Time to Commute	1.22	0.81
Satisfaction on Promotional Policy	1.69	0.59
Pupils' Behavior	1.31	0.76
Technological Change	2.02	0.49
Cultural Activities	1.89	0.52
Mean VIF	1.57	

Table A.2 Variance Inflation Factor and Tolerance Test

Variables	VIF	1/ VIF
Age	1.36	0.73
Gender	1.30	0.76
Transfer Facility	1.25	0.73
Relation with Headmaster	1.15	0.87
Pupils' Behavior	1.03	0.97
Promotional Policy	1.05	0.72
Monthly Income	1.10	0.65
Occupational Stress	1.80	0.55
Mean VIF	1.04	

AUTHORS PROFILES

Rozina Akter is currently working as an Assistant Director in Money and Banking Wing under Research Department at the Central Bank of Bangladesh. Prior to her appointment at central bank, she was an adjunct faculty member in the North Western University, Bangladesh. She achieved President Gold Medal and Prime Minister Gold Medal for her distinctive academic results in her Bachelor's and Master's degree from Economics Discipline of Khulna University, Bangladesh. Her research interest is centered on Macroeconomics; Development and Health economics related issues. Her ORCID iD is https://orcid.org/0000-0002-0551-9800 and she can be reached at rozina.akter@bb.org.bd.

Md. Tanzeer Alam is currently working as an Assistant Director in Publications Wing under Research Department at the Central Bank of Bangladesh. He obtained distinction in his Bachelor's and Master's degree from Economics Discipline of Khulna University, Bangladesh. Besides the academic career, he performed duties as President of Khulna University Economics Society (KUES). His research interest is focused on Macroeconomics, Health Economics and other development related issues. His ORCID iD is https://orcid.org/0000-0001-8458-4434 and he can be reached at tanzeer.alam@bb.org.bd.

Call for Papers:
Authors are cordially invited to submit their original research papers, based on theoretical or experimental works for publication in the journal.

Make a Submission

All submissions:
- must be **original**
- must be **previously unpublished research results**
- must be **experimental or theoretical**
- must be in **the journal's prescribed Word template**
- and will be **peer-reviewed**
- may not be **considered for publication elsewhere at any time during the review period**