Relationship between Professional Stress and Teaching Performance Based on the Demographic Factors: A Study on the Teachers of Some Selected Universities Located in Chittagong, Bangladesh

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Abstract

This study is accomplished with a view to exploring the relationship between university teachers' stress they face in their professional life and teaching performance on the view point of some of the demographic variables. A sample of 112 faculty members ranging from lecturer to professor rank is communicated randomly from different private and public universities located in Chittagong. A self-administered questionnaire incorporating five demographic factors ranged in a 5-point Likert scale has been framed in gathering primary data. The paper uses both the descriptive statistics and inferential statistics to portray the data pattern of the respondents followed by required computations to test the hypotheses and conclude inferences based on sample statistics. The study finally concludes some of the practical implications for the policy makers in exploring the issues in the context of service rendering institutions like education sector.

Key Words: Professional Stress, University Teachers, Demographic Factors.

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1. Introduction

Stress being a pervasive and inevitable part of life is faced by human being in all spheres, in a wide variety of situations and settings. Professional stress is a growing concern in the present economy, where people in their profession increasingly face pressure of work-load, burnout, lack of independence, job insecurity and job dissatisfaction. Now, it appears to be an international phenomenon created by organizational, bureaucratic, educational and social factors (Spyromitros and Iordanidis, 2017). Professional stress has negative effect on the health and wellbeing of work-groups, resulting employee-inefficiency and low productivity. Like many other jobs, stress in teaching has been extensively studied mainly due to its adverse effects on the individual and organizational performance.

Newman and Beehr (1979) defined job stress as "a situation wherein job-related factors interact with the worker to change his or her psychological and/or physiological condition such that the person is forced to deviate from normal functioning." Faculty stress refers to the experience by a faculty member of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspects of work as a teacher (Kyriacou, 2001). The American Institute of Stress reported that stress is a major factor in up to 80% of all work-related injuries and 40% of workplace turnovers (Atkinson, 2004). Stress generally arises out of the perception of pressure in exploiting opportunity, imbalanced demand, scarce resources and situations which appear difficult to handle (Bashir & Ramay, 2010).

Along with the prevailing public universities, in Bangladesh, private universities are in the challenging position to cater to the growing need of the higher education due to the expansion of the enrollment and consequently, competition among the private universities established in the recent decades is becoming increasingly intense. So, university teachers now-a-days are confronted with increased workloads, quality teaching, continuous research, academic papers publication and efficiency rating from different interested groups. Recent studies have indicated that university teachers are exposed to from a moderate level to high level of professional stress which, in turn, may create depression and burnout at work. Faculty performance is negatively influenced by a number of stress facets within or outside the institution, that

impede the teachers' performance, resulting in lower individual as well as institutional productivity (Khan et al., 2012).

The present study is an attempt to explore the association between university teachers' stress they face in their professional life and teaching performance on the view point of some of the demographic variables such as, age, gender, job experience, professional types (permanent and adjunct) and university types (private and public) they are involved in.

2. Literature Review

Review of the literature indicates notable researches investigating relationships between certain stress elements and teachers' satisfaction and performance. Manthei and Gilmore (1996) conducted a study on the intermediate teachers of New Zealand and found that just over 26% of teachers felt that teaching was either very or extremely stressful job. Maddi, Bartone, and Puccetti (1987) found that stressful life (varies from low to moderate) uncontaminated by physical health and neuroticism evidently correlates with concurrent illness scores. Anxiety, depression, and anger are common psychological manifestations of stress (Billings & Moos, 1984; Sarason, 1980). Abouserie (1996) in his study performed in the UK on university academic staffs indicated conducting research and time constraints as the two major causes of stress at work, and 74.1% and 14.7% of the academic staffs had moderate to serious levels of stress, respectively. A similar survey conducted in an Australian university showed that of all the staff members who are engaged in both teaching and research had the highest psychological distress and lowest job satisfaction, indicating that high workloads may be the cause for work stress (Winefield & Jarrett, 2001). It may cause emotional exhaustion, negative feelings toward others and a reduced sense of personal accomplishment (Leventis *et al.*, 2017).

According to the Ontario College of Teachers, there are growing signs of unease in the profession (Browne, 2007). More than one thousand teachers were communicated in this survey on the topic "State of the Teaching Profession – A Phone Survey". Canadian teachers are also experiencing high levels of stress. According to the Canadian Teachers' Federation (2001), six in ten teachers surveyed found that their job was more stressful than it was in the past.

Kyriacou (2001) found that teachers experience higher levels of professional stress compared to other professional groups.

Akter and Rahman (2012) conducted a quantitative study on 211 employees working in five different private commercial banks in Chittagong, Bangladesh. They asserted that mental and physical health might be harmfully affected by the professional stress level beyond tolerance. The quantitative analysis demonstrated that task performance is significantly related with three important variables e.g., family stress, financial stress and social stress. Additionally, these varibles have a great impact on task performance separately.

De Nobile and McCormick (2005) examined the association between job stress and work satisfaction among the teachers of Catholic primary schools in New South Wales, Australia. The study explored four stress domains (information domain, personal domain, student domain, and school domain) as predictors of work satisfaction portraying negative relationship between job stress and work satisfaction. According to a study conducted by Kyriacou and Chien (2004), 26 per cent of the teachers reported that being a teacher was either very or extremely stressful. They indicated the changing education policies of the government as main source of stress. A study conducted by Ololube (2005) examined the relationship between teachers' job satisfaction level and their teaching performance in Rivers State, Nigeria. The study revealed that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. Griffith, Steptoe and Cropley (1999) in the UK found in a study that high job stress felt by teachers was correlated with low social support at service and greater use of coping by disengagement and suppression of competing activities. Past researches showed strong relationships between the experience of chronic stress and the development of illness and disease (Grimshaw, 1999).

Wichert (2002) reported that older employees tend to experience less stress than their younger counterparts with respect to job security but experience more stress than younger workers when it comes to work intensification. Age dimension of employees can affect the job stress, but it tends to be specific to certain aspects of the job. For example, in a study conducted by Statistics Canada (Williams, 2002), more workers over the age of 45 felt stress as a result of having to learn computer skills, as compared to workers between the ages of

15 and 24. Young employees were significantly less likely than older employees to feel that long working hours were a source of stress.

Gender factor is a vital indicator susceptibility to job stress. Research indicates that women are more likely than men to experience the negative effects of stress. Men tend to cope by way of problem focused strategies while women naturally follow more emotion focused strategies to manage their stress. There is also evidence to suggest that women may have been socialized in a way that predisposes them to ineffective coping, for example, women get sick as a way of coping with stress more often than men do (Korabik, McDonald, & Rosin, 1993). Finally, when it comes to how men and women react to stress over the long term, it has been found that men tend to show physical deterioration as a response to stressful situations, whereas women generally exhibit psychological symptoms (Wichert, 2002). Largely due to these kinds of factors, women are significantly more likely to report burnout, stress related illnesses, or a desire to leave their jobs (International Labor Organization, 2001).

Chaplain (1995) conducted a research on demographical factors impacting work stress in the UK education sector and found significant differences between men and women, and faculty members of different ages and length of service experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and pupil behavior. The study stated that just over one-third of all faculty members were satisfied with the teaching profession. Specifically they were found most satisfied with professional performance and least satisfied with teaching resources. Job stress and job satisfaction were found to be negatively correlated, indicating high level of job stress occurred due to low level of job satisfaction. In the study of Victor, Felix and Anbarasi (2013), women teachers are affected by stress at the age of 33. It covers the maximum age group of 37 to 48 years. The reasons behind it are mainly family condition, societal attitude, service administration and the government policies.

However, the existing literature is limited in the area of factors creating teachers' professional stress and performance indicators. Despite the importance of this factor, only a limited number of relevant researches have been done in the recent past (Foulidi *et al.*, 2017; Leventis *et al.*, 2017) yet

without addressing this specific issue. In the context of Bangladesh, no large-scale researches or articles concerning the demographic variables impacting teaching performance are found and the authors of this paper have found a research gap which necessitates the conduct of the study.

In the context of South Asia, a number of studies conducted on the professional stress issue are frontrunners in investigating levels of stress, depression and anxiety in the Indian workforce. In a study, Ravichandran and Rajendran (2007) explored no significant difference in the professional stress of part time working women in India and abroad but significant difference was found in the men working in India and abroad. Many other likely studies validated as professional stress decreases with the age level of workers but this piece of information was not statistically supported in the study of Pratibha P. Kane (2009), since both working women and men in India had higher scores of stress in the age group 20- 40 years, as compared to those working abroad.

In Pakistan, Chaudhry A. Qayyum (2012) conducted a study on the university teachers with a view to exploring relationship between professional stress and job satisfaction based on gender, age, and cadre, job experience of university teachers, job nature, and ownership of university. The Pearson correlation shows no significant relationship between job satisfaction and overall professional stress; inverse relationship in the teachers of private universities; no relationship in the context of teachers of public universities; no relationship in case of both male and female faculty members of universities.

An Indian study of Suganya, S. & Rajkumar A. Dunstan (2016) paid attention to stress level of the teachers working in the government higher secondary institutions based on diverse economic and socio cultural situations. The findings state that teachers possessing higher stress have less job satisfaction and more frequency of absenteeism.

The authors of this paper believe the study is unique in the context of Bangladesh in investigating stress – performance association based on distinctive demographic dimensions the teachers of tertiary level education sector possess and is expected to contribute to the dearth of research on this topic in the country.

3. Rationale / Significance of the Study

Hans Selye, known as father of stress commented that stress is an unavoidable consequence of life, and therefore, an unavoidable consequence of organizations. Too much stress is unpleasant and can be a major factor in morbidity and mortality (Benson, 1975; Lynch, 1975). Diseases such as coronary heart disease, stroke, and perhaps even cancer tend to occur more often in people who are habitually stressed than those who are not (Jenkins, 1976; Levy, 1983; Maier & Laudenslager, 1985). The Confederation of British Industry reported stress as the second highest cause of absenteeism among employees in the UK, and the European Foundation for the Improvement of Living and Working Conditions reported that stress affects a third of the European working population (Giga, Cooper, & Faragher, 2003). Employees' individual characteristics that generating burnout include the tendency to place too high expectations on oneself, as well as excessive compulsiveness, perfectionism, and inflated self-confidence (Hutman, Jaffe, Segal, Kemp, & Dumke, 2005). An extreme example of what can happen by stress is reffered as "Karoshi". This is a entirely a Japanese phenomenon, literally translated as "death from overwork". Karoshi refers to death caused by accidents of working long hours, extreme job stress, and cardiovascular disease. Many of the workers who are victims of Karoshi worked for up to twelve hours a day, six or seven days a week. It has been estimated that stress related mental health problems are costing Canadian businesses $33 billion annually in lost production (Conner, 2005), and related mental disability is now accounting for an estimated 30% – 40% of the disability claims being recorded by Canada's major insurers and employers. The consequences of stress are decrease in employees' efficiency, increase in absenteeism, and turnover **(**Ali, Raheem, Nawaz, & Imamuddin, 2014).

The teachers can be treated as front-line players observing greater responsibilities in the entire value-chain of education service providing institutions in any country of the world. Academician and professional researchers of Bangladesh have not yet taken an extensive empirical study on simultaneous assessment of teaching performance on the view point of faculties' demographic characteristics. This raises a concern to conduct a comprehensive research for examining the association between professional

stresses and teaching performance in regards to some specific dimensions of university faculties. The present study is an initiative to cover this gap in the literature. The rationale of the research lies in the implications of stress-performance relationship found in this study to be considered in forming HRM policies to improve teaching performance particularly in enhancing quality education in the tertiary level of education sector.

The paper is expected to provide a new perspective into the area of literature concerning professional stress and teaching performance with respect to individual demographics as predictors of professional depression.

4. Objectives of the Study

The current study has been carried out with a view to accomplishing following objectives:

a) To find out the relationship between university teachers' stress and teaching performance on the view point of some of the demographic variables;

b) To test whether the relationships found between the variables (teachers' job stress and teaching performance) are significant or not;

c) To put forward some recommendations for mitigating stress level in teaching profession indicating implications for the policy makers to ensure quality teaching service.

5. Research Methods

The present paper is designed through consulting with professional experts for guidance and reviewing extensively the available literature. The study was carried out in the 2018-2019 academic year. In Bangladesh, most of the private universities are geographically scattered in Dhaka, the capital city and in Chittagong, the main port city of the country. Hence, the universities irrespective of ownership (private and public) located in the Chittagong city (for authors' convenience) constitute the sample frame for the study. All the university teachers in this region are to be considered as population for the study. Thus, the sampling applied here can be treated as stratified random approach. A sample size of 112 faculty members ranging from lecturer to professor rank is communicated randomly at their convenient time. A self-administered questionnaire incorporating five demographic factors ranged in a

5-point Likert scale has been framed in gathering primary data. The frequency distribution of sample faculty members is shown in the tabular form following a brief explanation. The paper uses both the descriptive statistics and inferential statistics to portray the data pattern of the respondents followed by required computations to test the hypothesis and conclude inferences based on sample statistics. In the scale applied here, professional stress (Cronbach's alpha=0.73) and teaching performance (Cronbach's alpha=0.79) appear to be sufficient for the reliability of study instrument and Statistical Package for Social Sciences (SPSS Version 15.0) is used for necessary computations. Relationships between variables are estimated using Pearson correlation coefficient as statistical tool through cross tabulation.

Table - 1: Population and Sample Size of the Study

Universities		Total Number of Teachers	Teacher Student Ratio	No. of respondents (Sample size) in this study
Public	University of Chittagong	1303	1:22	18
	Chittagong University of Engineering & Technology	250	1:16	06
				24
Private	BGC Trust University Bangladesh, Chittagong	121	1:30	32
	Chittagong Independent University	79	1:18	05
	International Islamic University Chittagong	392	1:25	16

	Premier University, Chittagong	336	1:23	12
	University of Science and Technology Chittagong	273	1:11	06
	East Delta University	73	1:22	04
	Southern University, Chittagong	190	1:20	07
	Port City International University	177	1:27	04
	University of Creative Technology Chittagong	28	1:6	02
				88
Total		**3,222**		**112**

Source: Bangladesh Education Statistics, 2018 (New), BANBEIS, Educational data base, Website: data.banbeis.gov.bd

6. Hypotheses Formulation for the Research

For accomplishing the objectives of the study stated above, the following fifteen hypotheses in relation to the respondents' demographic dimensions are formulated:

$H_0$1: There is no significant relationship between professional stress and teaching performance of the university teachers.

$H_0$2: There is no significant relationship between professional stress and teaching performance in the context of male university teachers.

$H_0$3: There is no significant relationship between professional stress and teaching performance in the context of female university teachers.

$H_0$4:: There is no significant relationship between professional stress and teaching performance among the university teachers having up to 5 years of job experience.

$H_0$5: There is no significant relationship between professional stress and teaching performance among the university teachers having service tenure of 6 to 10 years.

$H_0$6: There is no significant relationship between professional stress and teaching performance in the university teachers having service tenure of 11 to 15 years.

$H_0$7: There is no significant relationship between professional stress and teaching performance in the university teachers having more than 15 years of experience.

$H_0$8: There is no significant association between professional stress and teaching performance in the university teachers of below 35 years old.

$H_0$9: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 35 - 44 years.

$H_0$10: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 45 - 54 years.

$H_0$11: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 55 years and above.

$H_0$12: There is no significant association between professional stress and teaching performance in respect of adjunct faculties.

$H_0$13: There is no significant association between professional stress and teaching performance in respect of permanent faculties.

$H_0$14: There is no significant association between professional stress and teaching performance in respect of public university faculty members.

$H_0$15: There is no significant association between professional stress and teaching performance in respect of private university faculty members.

7. Data Analysis and Findings

7.1 Sampled Faculties' Demographic Profile

The demographic profile of the faculties is gathered to examine the relationship between the variables identified for the study. The following table states the demographic profile of the university faculty members. The demographical data of the respondents were collected through five dimensions relating to faculty members' profile namely: gender (sex identity), length of service (job experience), age ranges, professional type (permanent and adjunct), and ownership forms of universities (public and private).

Table - 2: Demographic Profile of the Sample Respondents

01	Age ranges:	No. of respondents
	Below 35 years	29
	35 - 44 years	35
	45 - 54 years	25
	55 years & above	23
02	Professional / service type:	
	Adjunct	35
	Permanent	77
03	Service tenure (in years):	
	00-05	31
	06-10	41
	11-15	22
	16 & above	18

04	Ownership types of Universities: Private Public	 88 24
05	Gender: Male Female	 78 34

Source: Authors' own study, 2019

The table shows that the age of the majority of the respondents falls in the range between 35 years to 44 years followed by below 35 years age group. Majority of the faculties in this study are male belonging to the privately owned universities. Major portion of the respondents possess 6 to 10 years of teaching experience. Job nature of most of the faculties is permanent.

7.2 Inferential Analysis on Faculties' Stress-Performance Relationship

The findings of this research support the literature review in a number of key areas. The information collected through questionnaire is processed through a software package to find the relationship between the variables and to test the significance for acceptance of the formulated hypotheses. The inferential analyses were done on the view point of each of the faculty demographic variables along with finding out the relationship between professional stress and teaching performance and the results are portrayed below sequentially.

7.2.1 Overall Professional Stress and Teaching Performance

H_{01}: There is no significant relationship between professional stress and teaching performance of the university teachers.

In order to test the hypothesis H_{01}, as there is no significant relationship between professional stress and teaching performance of the university teachers, the following table is generated. Based on given statistics, the H_{01} cannot be accepted. Thus, the findings show a significant relationship between professional stress and teaching performance of the respondents of the study.

In the study findings, the coefficient of correlation (value of r) is equal to -0.206 which is found significant (p - value is .07 < 0.1). The correlation indicates a negative relationship between the professional stress and teaching performance of the university teachers at 10% level of significance.

Table-3: Correlations between professional stress and teaching performance of the university teachers

		Overall Teaching Performance
Overall Professional Stress	Pearson Correlation	-0.206
	Sig. (2-tailed)	0.07**
	N	112

Source: Authors' own study, 2019

* Significant at 95% confidence level

** Significant at 90% confidence level

7.2.2 Faculties' Gender Dimensions

H_{02}: There is no significant relationship between professional stress and teaching performance in the context of male university teachers.

H_{03}: There is no significant relationship between professional stress and teaching performance in the context of female university teachers.

The following table is derived to find out the correlation between professional stress and teaching performance in the context of gender dimension (table - 4). The coefficient of correlation (r – value) stands for 0.046 which is found insignificant (as p value is .54 > 0.05). The correlation statistics show that there is no relationship between professional stress and teaching performance in the context of male teachers of universities. In case of opposite gender, female, the coefficient of correlation (r – value) stands for 0.064 which is found insignificant (as p value is .68 > 0.05). The correlation statistics show that there is no relationship between professional stress and teaching performance in the context of female teachers.

Table-4: Correlations between professional stress and teaching performance on the view point of teachers' gender dimension

Demographic Variables	r	Sig.
Male faculties	0.046	0.54
Female faculties	0.064	0.68

Source: Authors' own study, 2019

7.2.3 Faculties' Service Tenure Dimensions

H_{04}: There is no significant relationship between professional stress and teaching performance among the university teachers having up to 5 years of job experience.

H_{05}: There is no significant relationship between professional stress and teaching performance among the university teachers having service tenure of 6 to 10 years.

H_{06}: There is no significant relationship between professional stress and teaching performance in the university teachers having service tenure of 11 to 15 years.

H_{07}: There is no significant relationship between professional stress and teaching performance in the university teachers having more than 15 years of experience.

In order to test the hypotheses formulated regarding university faculties' length of service with a view to judging whether it has significant relationship with teaching performance, the following table is computed.

In case of the faculties having up to 5 years of job experience, the correlation coefficient value "r" is found - 0.523 and the p - value stands for 0.04 ($p = 0.04 < 0.05$). The study results state an inverse relationship between the professional stress and job performance of the junior faculty members of universities which is significant.

Regarding the faculty members having service tenure of 6 to 10 years, the coefficient value of correlation "r" is found -0.312. Here the p – value is found significant at 90% level of confidence (p – value is 0.10). A lower but negative relationship exists between job stress and teaching performance of faculty members whose length of service tenure ranges from 6-10 years at 10% level of significance.

For the length of service tenure from 11 to 15 years of university teachers, the coefficient value of correlation "r" is estimated as 0.729 which is not significantly (p - value is 0.46 > 0.05) different than zero. The result illustrates no relationship between the professional stress and teaching performance of the faculty members whose length of service tenure ranges from 11 to 15 years.

For the senior faculty members (whose service tenure is experience more than 15 years), the coefficient value of "r" is estimated at 0.331 and it is found significant (p - value is 0.03). Inference can be drawn that a positive relationship prevails between professional stress and job performance in the senior faculties at 5% level of significance.

Table-5: Correlations between professional stress and teaching performance to the view point of teachers' length of service (experience) dimension

Demographic Variables	r	Sig.
0 - 5 years	-0.523	0.04*
6 - 10 years	-0.312	0.10**
11 - 15 years	0.729	0.46
16 & above	0.331	0.03*

Source: Authors' own study, 2019

* Significant at 95% confidence level

** Significant at 90% confidence level

7.2.4 Faculties' Age Dimensions

H_{08}: There is no significant association between professional stress and teaching performance in the university teachers of below 35 years old.

H_{09}: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 35 - 44 years.

H_{10}: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 45 - 54 years.

H_{11}: There is no significant association between professional stress and teaching performance in the university teachers belonging to age group 55 years and above.

In order to test the hypotheses formulated regarding faculties' age dimensions to judge whether it has a significant relationship with teaching performance, the following table is generated. The figures in the table clearly states that all the age groups of teachers other than below 30 years show no significant correlation between professional stress and teaching performance.

With respect to the faculties of below 35 years, the value of correlation coefficient (r) is -0.526 which is significantly (p – value is .01< 0.05) different from zero. Hence, inference can be drawn that a negative association prevails between the professional stress and teaching performance in young faculties of the universities at 5% level of significance.

Table-6: Correlations between professional stress and teaching performance to the view point of teachers' age dimensions

Demographic Variables	r	Sig.
Below 35 years	-0.526	0.01*
35 - 44 years	0.036	0.71
45 - 54 years	0.196	0.49
55 years & above	0.091	0.59

Source: Authors' own study, 2019

* Significant at 95% confidence level

7.2.5 Faculties' Service Type

H_{12}: There is no significant association between professional stress and teaching performance in respect of adjunct faculties.

H_{13}: There is no significant association between professional stress and teaching performance in respect of permanent faculties.

The following table analyzes the association between job stress and job performance on the view point of two major service types like adjunct and permanent faculties.

Table-7: Association between professional stress and teaching performance on the view point of service nature of faculty members

Demographic Variables	r	Sig.
Adjunct faculties	0.262	0.43
Permanent faculties	-0.091	0.82

Source: Authors' own study, 2019

The null hypotheses (H_{12} and H_{13}) formulated in this regard cannot be rejected in case of both the types. Hence, it can be concluded that there exists an insignificant association between stress and job performance among the faculty members' types of service.

7.2.6 Ownership Types of Universities

H_{14}: There is no significant association between professional stress and teaching performance in respect of public university faculty members.

H_{15}: There is no significant association between professional stress and teaching performance in respect of private university faculty members.

Table - 8: Correlations between professional stress and teaching performance on the view point of institutions' ownership types

Demographic Variables	r	Sig.
Private	-0.525	0.01*
Public	0.088	0.62

Source: Authors' own study, 2019

* Significant at 95% confidence level

The present study finds no association between professional stress and teaching performance among the public university teachers, which leads to the acceptance of H_{14} at 5% level of significance. On the contrary, quite an opposite result is found in case of private university teachers through the rejection of H_{15} upholding significant correlation between the variables at 5% level of significance. The value of correlation coefficient (r) stands for -0.525 and p - value is found $0.01 < 0.05$. Moreover, the correlation coefficient shows an inverse relationship between the variables.

8. Limitations, Implications and Recommendations

This paper is questioned on its generalizability due to low sample size compared to the population. The sample is too small to achieve the precision. Rather, the sample size taken in the study is not methodologically justified due to lower

response rate as that would represent the total population under the study. The low response rate is another drawback. To ensure its wider acceptability, the authors of the paper recommend for further investigation and more research with broader perspective on the relevant topic.

Professional stress can never be fully eliminated. An informed educational community as well as positive school cultures that acknowledge and support educators may help alleviate teachers' job stress to some extent (Mirowsky & Ross, 2003). Stress measurement is done to alert employees with regard to adverse as well as unexpected consequences and indicates the ways to combat those by enhancing job performance (Bhuiyan, 2013). A number of researches have stated that health-risky stress can be combated through health promotion programs and sponsored preventative measures (Smith, 2005). Despite the increasing concern and acknowledgement of adverse effect of professional stress on the efficiency of individuals and organizations, the employers' attention to recognizing the stress-sources and eliminating stressful job conditions is relatively negligible. Researchers in this field have found inconsistency between the theoretical propositions and workplace implications / practices. Cooper, Dewe, and O'Driscoll (2001) stated three causes to explain this incongruence include: a) managers' perceptions about the effect of the work environment on employees' wellbeing, 2) their beliefs about who is responsible for managing individual employees' levels of strain, and 3) the costs associated with managing changes compared with those related to teaching individuals to cope more effectively. Employees can be taught about normal reactions to trauma and stress management techniques and have the opportunity to see they are not alone in their responses (Grimshaw, 1999). The decision making authority should realize that professional stress is responsible for mental and physical health problems in employees, which consequently affect the organizational productivity.

In preventing professional stress, the decision making authority should formulate strategies involving the creation of work-friendly environment in terms of employee benefits, healthy culture, peer relations, fair organizational policies, flexible structure, employees' union / relations and favorable employment conditions. Stress management can play a significant part for well physical and emotional health maintenance and to keep healthy relationships

with others. Practicing meditation is an ancient and proven method to work under stress in a sense of peace. Reserving a free time for a hobby or in something one finds enjoyment may reduce hassles and stresses of work life. Relaxation may be one of the most effective ways of dealing with stress. Regular exercises help release tension and relax minds. Finally, instrumental support may offer the resources to resolve a problem or stop it from arising in the first place (Wainwright & Calnan, 2002; Wichert, 2002).

9. Summary of Findings and Conclusion

This paper investigates the prevailing association between professional stress and faculty performance of tertiary level education sectors in Bangladesh. Faculty members presently serving in the private and public universities of the country constitute the sample frame for the study approached through questionnaire and survey responses are adapted in the study using a scale related to job stress and performance. Necessary modifications were done in the scales to ensure construct simplicity, variable identification and acceptable design to local settings.

It could be inferred from this study that there was found significant relationship between overall professional stress and teaching performance of the respondents of the study revealing negative relationship with the coefficient value of correlation of -0.206 which is found significant (p - value is .07 < 0.1) at 10% level of significance. But in the context of gender varieties, correlation statistics show no relationship between the said variables. The study results state an inverse relationship between the professional stress and teaching performance of the junior faculty members of universities as significant. For the senior faculty members (whose service tenure is more than 15 years), the coefficient value is found significant (p- value is 0.03). Inference can be drawn that a positive relationship prevails between professional stress and teaching performance in the senior faculties at 5% level of significance. A negative association prevails between the professional stress and teaching performance in young faculties of the universities at 5% level of significance. In case of private university teachers there was found negative and significant correlation between stress and performance at 5% level of significance.

Mental health has to be seen as important as physical health (Harvey, 2005). Personality differences, gender differences, age, and social support all seem to be important factors in determining stress level which requires for individuals' coping strategies with workplace stress (Wichert, 2002). Stress coping strategies include appropriate tactics and plans to be implemented for reducing professional stress. Favorable work environment, student behavior and administrative supports may ease distress in teaching profession (Chan, 2002; Mirowsky & Ross, 2003). Institutional consciousness is indispensable to helping faculties manage workload as well as student behavior concerns. Rational coping behaviors can be treated as a good alternative which facilitates the academicians strike professional stress and attain valued outcomes with students, whereas avoidance coping predicts high level of stress.

Outcome based systematization mutually set by the governing bodies (like UGC) could establish a firm ground for strategies that would get better conditions for faculty members in higher education sector. Coping and adopting strategies may differ from person to person but, in broad-spectrum, the coping strategies usually experienced by peoples of different walks of life are psychological and physical preparation, mental perseverance keeping, treatment of clinical methods, behavioral modification, spiritual involvement, active liveliness, humor, more funniness etc. Establishing and maintaining a support network both inside and outside of the university may be a good strategy in this regard. However, with workload greater than before, teachers may feel as though they do not have the time to create and maintain such support systems. A variety of strategies are proposed in the literature. For instance, Admiraal, Korthagen, & Wubbels (2000) stated that the reaction may consider administrating the stress (termed as problem-oriented coping) and lessening the emotional reaction (termed as emotion-oriented coping). Schonfeld (1990) says more research into the association among stress factors, depression, anxiety, and role of social supports and teacher stress is needed. Finally, the study herewith recommends for policy propositions such as the inevitability of staff facility with psychologists, training visits, extroversion actions, practice of networking and health counseling.

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