

Research Paper Received Aug. 14, 2015 Revised Sep. 19, 2015 Accepted Sep. 28, 2015

The Relationship between Islamic Life Style and Job Satisfaction among High School Teachers of Bandar Abbas

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Abstract This study aimed at investigating the relationship between Islamic life style and job satisfaction among high school teachers of Bandar Abbas. The present study was a descriptive correlational study. The population of this study was all the 2000 high school teachers of Bandar Abbas. The sample of this study included 322 teachers. The sample size was determined through Cochran Formula and simple random sampling was used in this study. The 76-item Islamic Life Style Questionnaire and Overall Job Satisfaction Survey by Brayfield and Rothe were used. Pearson Correlation Coefficient Test and Regression Analysis were used for the data analysis. SPSS Package version 18 was used for this purpose. The results of this study showed that there is a correlation between Islamic life style and job satisfaction ($r=0.35$), and Islamic life style explains 12 % of the variance of job satisfaction. There was a correlation between the components of Islamic life style and job satisfaction ($r=0.04$), and the components of Islamic life style explained 15 % of the variance of job satisfaction. Thus, it can be concluded that people with Islamic life style have higher job satisfaction.

Keywords: Islamic life style, job satisfaction, teachers

Introduction

A change in the life style can be considered as the gift of modernity in the present era. Some believe that new life styles are inevitable and are developed with the development and industrialization of societies. But the reality is that the base of life style is the Iran traditional society is based on Islam and changing it means changing Islamic life style to modern and imported life styles that do not match our Islamic culture and change the identity of Muslims. In fact, identity and life style have a reciprocal relationship with each other and affect each other (Mosavi, 2012).

Alfred Adler was the first psychologist to propose life style and then his followers developed this idea. They discussed life style, its formation in childhood, main attitudes towards life style, the main tasks of life and their interaction with each other in detail and illustrated them on life style tree, proposed value, anthropological and philosophical concepts, and depicted the whole life as integrated. (Noroozi, 2004).

One of the variables that might be affected by people's life style is their occupation. Job efficiency and satisfaction are significant issues in each organization. The successful management of organizations depends on high morale and job satisfaction of their staff since organizations have specific goals whose achievement requires efficient human resources in addition to the necessary tools (Jafar Zadeh Kermani et al., 2006).

Job satisfaction of the staff of organizations might be the most important requirement of stability.

Low job satisfaction can cause frequent absences, low efficiency and staff transfers. In addition, job dissatisfaction can cause complaints, insignificant performance, inferior manufactured goods, corruption, disciplinary issues and other problems. Job dissatisfaction can lead to high expenses in some cases (Shafi Abadi, 2007).

Job satisfaction is a collection of feelings and beliefs people have about their current jobs (Shafi Abadi, 2007). According to Hoppock, "job satisfaction" is a complex and multi-dimensional concept which is related to psychological, physical and social factors. Only one factor cannot bring about job satisfaction, a specific combination of various factors leads the employee to be satisfied with his job in a specific point of time and enjoy it (Safiri, 1998). A person with job satisfaction looks at his job with a positive attitude and has a desirable feeling about it (Mohammad Zadeh & Mehrvarzan, 1996).

Teachers are considered human resources for society. The performance of human factors is affected by many factors. One of these factors is life style. The life style of each person is the cognitive framework in which he selects specific behaviors. These behaviors help the individual to get along with his life (Matoba et al., 2003)

Lazaros and Folkman (2011) concluded that religious values help individuals to consider a situation less threatening and strengthen their feelings for dealing with it. Pargament and Han (2010) studied 124 BA religious students and concluded that religion provides emotional support in periods of tension for solving issues. The subjects of this study would ask God why this disaster has happened and prayed that God give them the necessary force for dealing with the disaster. Varsingtone (2009) concluded that religion might help individuals to redefine issues to make them solvable and it might help individuals to be emotionally strong in dealing with tensions.

Ghafari and Rezaei (2011) concluded that there is a negative correlation between following religious beliefs and negative perceptions of stress, and there is a positive significant correlation between religious beliefs and self-efficacy and positive perceptions of stress. In addition, there is a negative relationship between self-efficacy and negative perceptions of stress, and there is a significant positive relationship between self-efficacy and positive perceptions of stress. The results of Standard Multiple Regression Analysis showed that self-efficacy and practicing religious beliefs are credible variables for predicting negative and positive perceptions of stress among students. The results of the study done by Pooladfar and Ahmadi (2006) indicated that there is a reverse significant relationship between life style and psychological disorders.

Each year, the educational system and families spend huge amounts of capital and costs for the successful education of students. Proper psychological and educational nurturing of students presents efficient graduates with robust scientific and practical ability to the society and the spent capital and costs will be optimally returned. The results of the present study can also be used in universities, higher education institutions and other state and non-state organizations. Thus, in case of any problems in this regard, necessary measures can be taken in order to solve the problems.

Thus, the present study intended to answer the question if there is a relationship between the life style and job satisfaction of high schools teachers in Bandar Abbas.

Methodology

The present study was a descriptive correlational study. The population of this study was all the

2000 high school teachers of Bandar Abbas. The sample of this study included 322 teachers. The sample size was determined through Cochran Formula and simple random sampling was used. The 76-item Islamic Life Style Questionnaire and Overall Job Satisfaction Survey by Brayfield and Rothe were used.

The 76-item Islamic Life Style Questionnaire:

Islamic Life Style Questionnaire has 76 items and is prepared and normalized by Sadeghi et al., (2006). This questionnaire has three sub-scales. Ethical issues, religious issues and financial issues are the three subscales of life style. Sadeghi et al. estimated the reliability of this questionnaire through split-half method and Cronbach's Alpha as 0.88 and 0.86 respectively which are acceptable. The content validity of this questionnaire was also confirmed. The reliability of this questionnaire was estimated using Cronbach's Alpha as 0.79.

Overall Job Satisfaction Survey by Brayfield and Rothe:

This five-choice 19-item questionnaire was developed in 1951 by Brayfield and Rothe in order to measure job satisfaction. In this questionnaire, the respondents are asked to determine their feelings and attitudes towards their jobs on a 5-point continuum. The reliability of this questionnaire was estimated by Mokhtari (1994) through split-half method as 0.78 and by Abdollah Zadeh and Karam Roodi (1994) using Cronbach's Alpha as 0.93. In addition, Mokhtari (1994) confirmed the content validity of this questionnaire. The Cronbach's Alpha of this questionnaire was estimated as 0.76 in this study.

Regression Analysis and Pearson Correlation Coefficient Test were used for the data analysis. SPSS version 18 was used for the data analysis.

Results

Table 1 shows the mean and standard deviation of Islamic life style and job satisfaction for the participants of this study.

Table 1. Mean and standard deviation of the variables of study

Variable	Quantity	Mean	Standard deviation
Job satisfaction	322	58.10	9.99
Islamic life style	322	105.81	11.34
Ethical issues	322	35.41	3.85
Religious issues	322	32.40	4.05
Financial issues	322	38.00	3.41

As it can be seen in the above table, the means of job satisfaction, job stress, Islamic life style, ethical issues, religious issues, and financial issues are 58.10, 72.71, 105.81, 35.41, 32.40 and 38.00 respectively.

Table 2. The regression analysis of job satisfaction based on Islamic life style

Model	Correlation coefficient	The coefficient of determination	Modified coefficient of determination
1	0.35	0.12	0.12

This table showed that there is a correlation between Islamic life style and job satisfaction ($r=0.35$), and Islamic life style explains 12 % of the variance of job satisfaction in this study.

Table 3. The coefficient from regression analysis of job satisfaction based on Islamic life style

Model	B	Standard error	β	t	p
Constant	155.68	3.94	-	39.51	**0.001
Islamic life style	0.51	0.07	0.35	6.87	**0.001

The above table shows that the regression coefficient of Islamic life style was $\beta=0.35$ which is significant. The positive mark of β shows that the better Islamic life style, the more job satisfaction.

In order to test the role of the components of Islamic life style in job satisfaction, multivariate regression analysis was used.

Table 4. The regression analysis of job satisfaction on predicting variables (ethical, religious, and financial issues)

Model	Correlation coefficient	The coefficient of determination	Modified coefficient of determination
1	0.40	0.16	0.15

There was a correlation between the components of Islamic life style and job satisfaction ($r=0.04$), and the components of Islamic life style explained 15 % of the variance of job satisfaction in this study.

Table 5. The coefficient from regression analysis of job satisfaction based on the components of Islamic life style

Model	B	Standard error	β	t	p
Constant	160.00	4.12	-	38.80	**0.001
Ethical issues	0.31	0.35	0.07	0.88	0.380
Religious issues	0.93	0.33	0.22	2.74	**0.006
Financial issues	1.60	0.32	0.30	4.94	**0.001

The results showed that the regression coefficient of ethical issues was $\beta=0.07$ which was not significant. The regression coefficient of religious issues was $\beta=0.22$ and the regression coefficient of financial issues was $\beta=0.30$. Both coefficients are significant. The positive mark of β shows that the better Islamic life style, the more job satisfaction. In addition, the beta value of variables shows that although both the variables significantly predict job satisfaction, the predictability power of financial issues are higher.

Discussion

The results of this study indicated that there is a positive significant relationship between Islamic life style and job satisfaction of high school teachers of Bandar Abbas. In addition, Islamic life style can predict job satisfaction. Furthermore, the results of this study showed that, among the components of Islamic life style (ethical, religious, and financial issues), two components, i.e., religious and financial issues can predict job satisfaction.

These results were in line with the results of Iranian local studies such as Pooladfar and Ahmadi (2006). Pooladfar and Ahmadi (2006) conducted a study aimed at investigating the relationship between life style and psychological disorders of high school teachers in Isfahan. The results showed that the life style of teachers was desirable. The most severe disorder among the teachers

was sensitivity in interactions and obsessive-compulsive disorders. There was a significant reverse relationship between life style and psychological disorders. These results were in line with the results of the present study.

Compared with studies conducted outside Iran, the obtained results was in line with the findings of the study done by Varsingtone (2009). In his paper Religious Faith during Life, Implications for Consultation and Research, Varsingtone (2009) concluded that religion might help individuals to redefine issues to make them solvable and it might help individuals to be emotionally strong in dealing with tensions by giving meaning to issues and giving hope to people. It also helps people and increase their job satisfaction. This finding is in line with the findings in this hypothesis.

In fact, religious beliefs are support factors that decrease life stress by giving hope, power and meaning to life and it leads to increased health for people. As a matter of fact, having a sense of belonging to a high source and having hope to God's help in life stressful situations are sources through which people undergo less damages in dealing with job difficulties and experience a higher level of job satisfaction. In addition, a religious attitude can have an effective role in alleviating stress in all the phases of life and increases satisfaction in assessing situations, individual cognition, dealing activities, support sources, etc. On the other hand, religious gives meaning to life events by the positive attitude it gives to individuals and this meaningfulness cause religious people to experience less psychological problems and higher job satisfaction.

Despite what has been previously stated about religion and its actions, religious belief systems are very vast in terms of content and performance. Specific religious beliefs are in cultural transfer framework in a significant part of issues; their continuation depends on transferring from a generation to another. Thus, members of a society transfer religion as a completely personal phenomenon to another generation. Given this description, religion necessarily requires to be internalized as a cultural phenomenon. When internalization is discussed, processes are at work based on which people undergo deep changes in their psychological structures. Internalization does not mean inserting an external phenomenon or issue into psychological structures and adding an element to the elements present in human psyche. Internalization is the insertion of external elements and issues into psychological structures in a way in which this insertion leads to structural changes or it is unified with the present structures (Bahrami, 1999). In some research studies, an ambiguous and obscure relationship has been reported between various dimensions of religion and psychological compromise. It seems that religious beliefs can have positive and negative effects on mental health and stress; similar events in life can be considered by completely different points of view based on religious beliefs of people. These descriptions can be considered as explanations for the relationship between life style and job satisfaction.

It can be said that people with strong value systems believe that God supports and loves them. This feeling gives religious people feelings of control and efficiency, this self-efficacy feeling has a divine origin and can compensate for their decreased personal control. Thus, it seems that people who are bound to religious rituals and orders do not suffer from many psychological diseases. Although this conclusion is completely rational in view of Islamic scientists, it has not been accepted by the public and some people believe that non-religious people are more vigorous and exhilarated than religious people. Today, many psychologists and psychiatrists have found out that prayer and strong faith can remove the concern, anxiety, despair and fear which are the cause of many diseases (Mesbah Yazdi et al., 2005). These can be considered as an explanation

of the relationship between Islamic life style and job satisfaction among teachers.

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