

## **Study of Job Satisfaction of Elementary School Female Teachers in Relation to Teaching Attitude and Family Structure**

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### **Abstract**

The investigators conducted this study to address job satisfaction of elementary school female teachers in relation to teaching attitude and family structure. The participants were 200 elementary school female teachers who completed Dixit Job Satisfaction Questionnaire (Primary & Secondary Teachers) by Mrs. Meera Dixit 1993 and Teacher Attitude Inventory (TAI) Ahluwalia English I Manual. 2 X 2 factorial design was employed on the scores of job satisfaction which was studied as dependent variable and teaching attitude and family structure was studied as independent variables. It was found that there exists no significant difference between positive and negative teaching attitude in relation to their scores of job satisfaction of elementary school female teachers. It was found that there exists no significant difference of elementary school female teachers belonging to Joint family/Nuclear family structure in relation to their job satisfaction. It was found that although the variables teaching attitude and family structure do not affect the level of job satisfaction among elementary. School female teachers but the interaction effect of job satisfaction with teaching attitude and family structure has been found significant.

### **Introduction**

Teacher has an important place in the life of student to shape the future of budding scholar. He is guide friend and philosopher to help the person to transform into a good human being. They are the nation builder who plays a vital role in the development of nation and helps in bringing social change. He is backbone of the education system that provides guidance & directions for the growth of students into a good citizen of tomorrow. Teacher is committed towards his profession he is facilitator and mediator to promote the good ethics among the students. The quality of good education depends upon qualified teachers and with them qualitative system can help the society to fulfil the objectives of education.

The UNESCO report of International Commission of Education recommend for major measure to bring in qualitative in education through improvements in Teachers Recruitment, Training of Teachers & evaluation programmes. Therefore, teacher makes the class room and children learn more from the teacher than text book. If teacher is so important in education system teacher satisfaction in his job is highly important. The Status of the teacher reflects the Socio-Cultural ethos of a Society. It is said that no people can rise above the level of its teachers.

NPE (1986) Teacher has a highest place in the education system. He is the torch bearer that leads child from ignorance to the light of knowledge and understanding helps in keeping the

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lamp of civilization burning. According to Patanker (1999) Teachers shape the destiny of the nation in the classroom. Due to various reasons some professions like teaching attract more women than men. Her maladjustment/dissatisfaction with the profession not only has adverse effect on her personality but also produces maladjustment among children who she teaches. Their job satisfaction with job and attitude towards teaching is must to obtain the teaching aims, because an unsatisfied teacher can never perform his duty well. Teaching attitude is crucial for effectiveness towards teaching and justification of his profession. Rosenholtz (1989) indicated that if teachers are dissatisfied with their work not only will teacher suffer but their student will suffer as well. Thus let's have a look over various aspect of job satisfaction which ultimately teaching attitudes of the teachers.

Job is the collection of task, duties and responsibilities that as a whole are regarded as an established assignment to individual employment. Satisfaction is a cluster of feelings, emotions and sensation. Therefore, job satisfaction may be defined as a pleasurable or positive or positive emotional state resulting from the appraisal of one's job and job experience. Job Satisfaction is a widely accepted psychological aspect of effective functioning in any profession. The credit of bringing this term into currency goes to Hoppock (1935) who reviewed 32 studies and commented that these were many opinions about job satisfaction. It is like that when any job in fulfilled one's expectation that is Job Satisfaction. Alkhaladi (1983) analyzed the level of job satisfaction and observed that employees with higher qualifications were less satisfied then those with lower qualifications in their jobs. Kaur (1986) in her study found that the newly appointment teacher is more satisfy with job as compare to experienced teacher. Quigley (2007) opined that married women were significantly more satisfied than single women.

Job satisfaction of the teachers refers to a general attitude which is the result of many specific attitudes in three areas, namely, specific job factors, individual characteristics and group relationships. Qualitative school education depends upon teachers. Level of satisfaction is important for teachers to produce effective learning. Therefore the success of any system of education depends upon the job satisfaction of its teacher. The teacher is facilitator and the one who provides opportunity for student to grow and interact with environment. He leads the students towards a right direction.

Wegner and Vallancher (1977) while defining attitudes says, attitude is not behaviour in any observable. It is an anticipation of behaviour of an individual. Attitude toward teaching is thus an enduring perceptual organizational of teacher's belief and learned tendency to react of favourably or unfavourably in different degrees which determine his actual or potential response towards teaching. In order to understand teacher's attitudes toward teaching in its correct perspective, it seems pertinent here to ascertain various definition of teaching put them into some order. Goods (1973) attitude toward profession by the teacher not only affect his behaviour in the school but also the behavior of his colleagues and students. Attitude be notes the inner feeling of the person. Goyal (1974) attitude of a teacher toward teaching to became, influential in so far as children can perceive the nature of the feeling the teacher has toward them and there is evidence to show the presence of such a perception.

In the changing social scenario the family type has been divided into nuclear family & joint family and single nuclear family. Now a day the working married women have to share the responsibilities of her family so that they can impart proper education and meet other basic requirements of their children. A working woman thus has to cope up with a tight schedule of duties. If she is satisfied from family environment she will obviously satisfied from her job

place. If she lives in a joint family then the expectations of that family definitely fell on her working life. The joint family system has its own in built system. Frone, Russel and Cooper (1992) stated that the relationship between work and family has been examined with as comprehensive and bi-directional approach. Burke (1988) emphasized in a series of articles that work family conflict is an important variable in work attitude as well as for emotional and physical well being of selected group. Netemelyer et. al. (1996) conducted an academic research and examined in a variety of setting including education accounting medicine etc. The conflict is given two labels work family conflict & family work conflict and finally gives rise to stress and thereby developing negative job attitude.

### **Significance of the Study**

Satisfaction is the biggest thing in our life. The person, who is satisfied with his life, is successful person. Satisfaction does not mean to have too much money or to have too much material things but it deals with feeling of harmony with life. It deals with feeling of peacefulness only if we are satisfied with our life. The teaching attitude of a teacher is also affected by her family structure if teacher is satisfied both at family and job place automatically the teaching attitude will be positive. It will also affect the classroom environment and the students the personality of the teacher will play an influence on the minds of the students.

Rajadhyaksha (1996) and Pande (2000) found that, today majority of females are employed as teachers and the role of woman is changed both inside and outside the family, women today are working shoulder to shoulder with male members but the family has placed and excesses burden on the women. She has to play different roles, as a mother, as a wife and as a teacher professional. The above cited literature reveals that there are many factors which influence the job satisfaction of teachers because if teachers are not satisfied with their job, then it will create anger, frustration and anxiety among them. Teaching profession is regarded as one of the noblest profession. Hence present problem is under taken to study job satisfaction of female teacher in relation to this teaching attitude and family structure.

**Objectives** -- The study was designed to attain the following objectives:

- 1) To study the job satisfaction of elementary school female teachers in relation to their teaching attitude.
- 2) To study the job satisfaction of elementary school female teachers in relation to their family type.
- 3) To study the interaction between job satisfaction of elementary female teachers in relation to their teaching attitudes and family structure.

**Hypotheses** -- The study was designed to test the following hypotheses:

- 1) There exists no significant difference in job satisfaction of elementary school female teachers in relation to their teaching attitude.
- 2) There exists no significant difference in job satisfaction of elementary school female teachers in relation to the family type.
- 3) There exists no interaction between the job satisfaction and teaching attitude and family structure of elementary school female teacher.

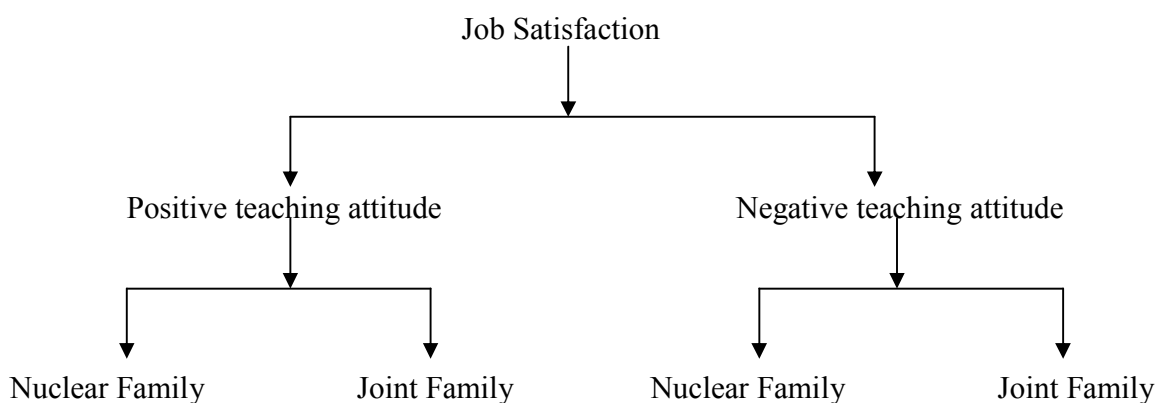
**Sample**

In order to conduct the study total 20 elementary schools were selected randomly from Jalandhar district. From each school, 10 teachers were selected randomly. 2×2 Factorial design was employed in which job satisfaction is studied as dependent variable and used for the purpose of classification into positive and negative attitude of the female teacher of elementary schools.

**Design**

In the present study 2x2 factorial design was employed on the score of job satisfaction which was studied as dependent variable. Teaching attitude and family structure was studied as independent variables and was used for the purpose of positive teaching attitude, negative teaching attitude and nuclear family structure, joint family structure respectively.

Schematic representation of 2×2 factorial design is as bellow:-

**Schematic representation of 2×2 factorial design.****Tools**

The following tools were used to collect data:-

- 1) Meera Dixit's Job Satisfaction Questionnaire (Primary & Secondary Teachers) by (Mrs.) Dixit 1993.
- 2) Teacher attitude inventory (TAI) Ahluwalia English – 1 Manual

**Procedure**

In order to conduct the present study 20 schools were taken randomly from Jalandhar District. Ten female teachers from each school were selected randomly. Then, job satisfaction scale and teacher's attitude inventory were administered on the selected sample. Collected data was studied and statistical treatment was given.

**Statistical Techniques**

The following statistical techniques were employed:-

- 1) Descriptive statistical techniques such as mean and standard deviation to know the nature of data have been used.
- 2) Two way analysis of variance (ANOVA) has been employed.
- 3) Graphical representation of the analyzed data has been done.

## Analysis Of Data

The analysis of the data was done by computing mean, standard deviation, t-ratio and ANOVA

## Results and discussion

### 2×2 Factorial Design of ANOVA on the Scores of Job Satisfaction

The data for the scores of job satisfaction has been analyzed as follows:

The means of sub groups for 2x2 factorial design on the scores of job satisfaction were calculated and have been presented in Table 1 (A) below:

**Table - 1 (A)**

Means of Sub Groups of ANOVA for 2x2 Factorial Design on the Scores of Job Satisfaction

	<b>Nuclear family</b>	<b>Joint family</b>	<b>Total</b>
Negative Teaching Attitude	$M_1=115.703$ $\sigma_1=34.92$ $N_1=27$	$M_2=131.74$ $\sigma_2=32.71$ $N_2=27$	$M_{NTA}=123.77$ $\sigma_{NTA}=34.77$ $N_{NTA}=54$
Positive Teaching Attitude	$M_3=137.03$ $\sigma_3=37.42$ $N_3=27$	$M_4=114.32$ $\sigma_4=31.32$ $N_4=27$	$M_{PTA}=125.77$ $\sigma_{PTA}=35.78$ $N_{PTA}=54$
<b>Total</b>	$M_{NF}=126.37$ $\sigma_{NF}=37.73$ $N_{NF}=54$	$M_{JF}=123.12$ $\sigma_{JF}=32.78$ $N_{JF}=54$	

In order to analyze the variance the obtained scores were subjected to ANOVA. The results have been presented in table 1 (B) below:

**Table - 1 (B)**

Summary of anova for 2×2 factorial design of the scores of Job satisfaction

<i>Source of Variance</i>	<b>Df</b>	<b>SS</b>	<b>Mss</b>	<b>f-ratio</b>
S.S.A (Teaching Attitude)	1	28.3557	28.3557	0.213
S.S.B (Family Structure)	1	114.076	114.076	0.086
Interaction (A×B)	1	10034.17	10034.17	7.56**
WSS	105	139234.44	1326.042	-
<b>TOTAL</b>	108			

\* Significant at the 0.05 level of confidence.

\*\* Significant at the 0.01 level of confidence.

## Main Effects

### Teaching Attitude (A)

If may be observed from Table 1 (B) that f-ratio for the difference between mean job satisfaction was found not be significant at 0.05 level of confidence as well as at the 0.01 level of confidence indicate that job satisfaction found not to be differ. Thus the data provided sufficient evidence to

retain the hypothesis ( $H_1$ ) namely, **“There exists no significant difference in job satisfaction of elementary school female teachers in relation to their teaching attitude.”**

The results are in tune with the findings of:

Narayana (1982) in his study found no significant difference was found in the teaching attitude of married teachers from different family back ground.

Ghali (2002) the study revealed that job satisfaction is not related to teaching attitude of the women teachers.

### **Family Structure (B)**

It may be observed from Table 1 (B) that f-ratio for the difference mean scores of anxiety of positive teaching attitude and negative teaching attitude was found not significant at the 0.05 level of confidence as well as the 0.01 level of confidence. Thus the data provide sufficient evidence to retain the hypothesis ( $H_2$ ), **“There exists no significant difference in job satisfaction of elementary female teachers in relation to their family type.”**

The results are in tune with the findings of:

Narayana (1982) in his study found that no significant difference in the job satisfaction of married female teachers from Joint/Nuclear family structure.

Boles and Babin (1996) found that work family conflict is related to the overall job satisfaction not all studies have reported significant link between work-family conflict & job satisfaction.

### **Teaching Attitude And Family Structure (A×B)**

It is observed from the table 1(B) that f-ratio for the interaction between family structure and teaching attitude was found to be significant at the 0.05 level of confidence as well as the 0.01 level of confidence. There the data provide sufficient evidence to not accept the hypothesis ( $H_3$ ), **“There exists no interaction between job satisfaction and teaching attitude and family type of elementary school female teachers.”**

The results are in tune with the findings of:

Bala (1997) studied that job satisfaction and teaching attitude has a co-relation it shows that there is a relationship between job satisfaction and teaching attitude.

Sundram (1998) in her study found that significant relationships exist between teaching attitude and their job satisfaction.

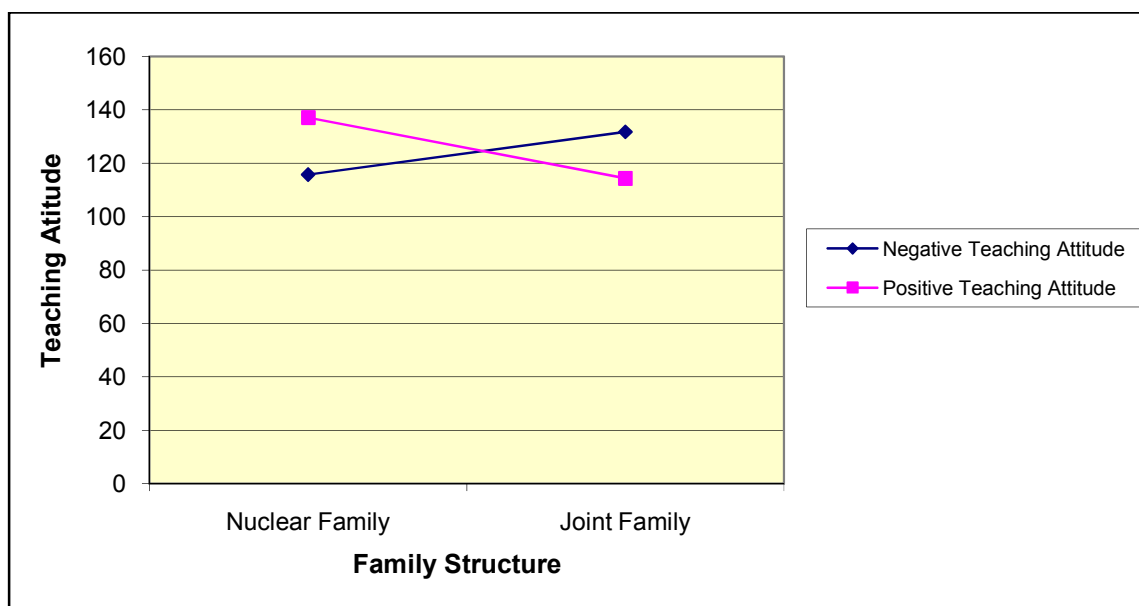
**Table – 2**

t-ratio for the difference between the means various cells of  $2 \times 2$  factorial design for the area i.e. Job satisfaction in relation to teaching attitude and family structure

<b>Cells</b>	<b>D</b>	<b>T</b>
$M_1-M_2$	16.04	5.96**
$M_1-M_3$	21.33	7.93**
$M_1-M_4$	1.18	0.376
$M_2-M_3$	5.29	1.966
$M_2-M_4$	17.42	6.47**
$M_3-M_4$	22.71	8.44**

\*\* Significant at the 0.01 level of confidence t-ratio significant.

It may be observed from the table that means of sub groups of sample in job satisfaction shows that t-ratios are significant for some of the sub groups namely  $m_1-m_2$ ,  $m_1-m_3$ ,  $m_2-m_4$ ,  $m_3-m_4$  that the cells of teaching attitude and family structure on the scores of job satisfaction score is found to be significant.



### Educational Implications

Family structure does not play important role from any form of family structure the teacher can have job satisfaction. Teaching attitude test should be conducted before the selection of the teachers. Family background should not be considered during the selection of the teachers. Teaching attitude independently has no effect. But when teaching attitude and family structure interact they affect job satisfaction.

### Suggestions

- 1) The present investigation is related to elementary school female teachers. It could be extended to secondary school and even at college or university level.
- 2) Further the same study could be replicated on a wider sample or on a wide range of job satisfaction theories.
- 3) The same study may be conducted on rural and urban teacher's job satisfaction.
- 4) The variable other than the present study can be further taken up i.e. school climate, teacher effectiveness, socio-economic background, organization commitment, working mothers and mental health to examine their effect on job satisfaction.

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