



INFLUENCE OF FAMILY ENVIRONMENT ON JOB SATISFACTION OF SECONDARY SCHOOL TEACHER IN WEST BENGAL

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ABSTRACT:

The purpose of this study is to determine the relationship between job satisfaction of secondary school teacher and their family environment. The present study was chosen as descriptive survey method. The population of the study comprised of school teacher working in secondary schools of West Bengal. A sample of 50 school teacher was selected by random sampling technique. The researcher was used to assess the job satisfaction and family environment of school teacher. Analysis was done by using Pearson's Product Moment Coefficient of Correlation and 't'-test as statistical techniques. The correlation analysis of data reveals that there was a significant positive relationship between job satisfaction and family environment school teacher. The school teacher working in government schools had more satisfaction in their job than aided and unaided schools and female teacher had more satisfaction in their jobs than male teacher.

KEYWORDS:

JOB SATISFACTION, INFLUENCE, FAMILY ENVIRONMENT, JOB SATISFACTION, SCHOOL TEACHER.

INTRODUCTION:

Job satisfaction is regarded as a very important issue within the educational context, especially for school teachers. This may be due to it connected with different aspects of their role and those which consume most of their time both in and outside of school. Therefore, it is necessary that they feel satisfaction and carry out their duties to ensure effectiveness in delivering their role. The relevance of job satisfaction of school teachers is very crucial to the long-term growth of any educational system around the world. Alongside professional knowledge and skills, competencies, educational resources and strategies, job satisfaction is a veritable determinant of educational success and performance. Rownstree Derek (1981) defined job satisfaction as the extent to which each person in each organization obtains satisfaction from the processes and content of his work. According to Paul Specters (1985) "job satisfaction is liking of one's job and finding fulfillment in what one does. It combines an individual's feeling and emotion about their job and how their job affects their personal lives." Job satisfaction is a pleasurable emotional state of the appraisal of one's job as an effective reaction and an attitude towards one's job (Weiss, 2002). Job satisfaction is caused by many interrelated factors and it is very difficult to isolate these factors. Sometimes one and sometimes one and sometimes all these factors work and importance of the various factors appears to change from one situation to another. Family environment, family support and work life balance are some important factors; personal factors, factors, inherent

in the job and factors controlled by the management. The family is the most important primary group in society. The family, as an institution, is universal. It is the most permanent and the most pervasive of all well-beings of an individual. The conditions in a family very much affect the livelihood and working of an individual. A sense of belonging is derived from the strong bond of family. Families shape personality, emotional strength, and work as a support system. Individuals are not just moulded within this sociological unit, which prepares an individual for routine experience but also determine how he/she will react to stressful experiences. Therefore the present study is undertaken to know the influence of family environment on job satisfaction of school teacher in West Bengal south district.

REVIEW OF RELATED LITERATURE:

Crossman and Harris (2006) conducted a study on job satisfaction of secondary school teachers. The results indicated a significant difference in the overall job satisfaction scores of teachers by type of school.

Ahmed Mohamed Alzaidi (2008) identified the factors which might affect secondary school head teachers' job satisfaction in the city of Jeddah Saudi Arabia. The results revealed that factors causing dissatisfaction are: lack of authority to transfer underperforming teachers, lack of finance and manpower for the cleaning of school buildings, lack of financial resource to improve school buildings, salary, poor revenue from school meals as a financial resource, and lack of financial reward.

Kaur and Sidana (2011) found that level of job satisfaction of male teachers was greater than their female

counterparts. Gupta, Pasrija and Bansal (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, teachers belonging to rural areas had better job satisfaction than their counterparts.

Raj and Lalita (2003) compared job satisfaction among teachers of private and government school. The study concludes that there was no significant difference in the level of satisfaction of male and female teachers and also revealed that there is no significant difference in the level of satisfaction of Govt. And privet school teachers.

OBJECTIVE OF THE STUDY:

1. To find out the job satisfaction of secondary school teacher job satisfaction.
2. To find out the relationship between job satisfaction of school teacher with their family environment.
3. To find out the difference between the male and female secondary school teacher’ job satisfaction.
4. To study the government, aided and unaided secondary school teacher job satisfaction.
5. To study the influence of family environment on job satisfaction of secondary school teacher.

HYPOTHESES:

H₁: There will be significant difference in job satisfaction of secondary school teacher with their family environment.

H₂: There will be significant difference between male and female secondary school teacher’ job satisfaction.

H₃: There will be significant difference between secondary school teacher’ job satisfaction working in government, private aided and unaided school.

H₄: There will be significant difference between secondary school teacher’ job satisfaction working With different family environment level.

METHODOLOGY:

The present study used the descriptive type survey method in the present study. The investigators have used different tools, techniques, strategies and method of descriptive survey research to collect, analyze and interpret the data.

SAMPLING:

A total of 100 secondary school teacher working in government, private aided and unaided schools of West Bengal south district in Karnataka state were randomly selected for the present study.

TOOLS AND TECHNIQUES USED:

In the present study, to collect the data the researcher selected job Satisfaction Scale (JSS) for School teacher and Family Environment The reliability is worked out by both the split half and test-retest method. The collected data was analyzed by using inferential statistical techniques such ‘t’ test and Pearson’s Product Moment Coefficient Correlation.

ANALYSIS AND INTERPRETATION OF DATA:

The data analyzed by computing coefficient correlation and ‘t’ test analysis as under:

TABLE-1: TABLE SHOWS COEFFICIENT OF CORRELATION AND ITS SIGNIFICATION OF JOB SATISFACTION OF SCHOOL TEACHER AND THEIR FAMILY ENVIRONMENT.

Variables	N	df	Obtained ‘r’ value and sig. Level	P Value
Job Satisfaction and Family Environment	100	98	0.432**	0.000

**Significant at 0.01 level (0.258); Significant at 0.05 level (0.196); Not Significant

The table-1 revealed that the obtained ‘r’ value 0.432 is greater than the table value 0.196 at 0.05 and 0.258 at 0.01 levels of significant. Therefore the null hypothesis is rejected and an alternate hypothesis has been accepted that “there is a positive significant relationship between Job Satisfaction and family environment of school teacher” is accepted.

TABLE-2: TABLE SHOWS NUMBER, MEAN, STANDARD, ‘T’ VALUE AND ITS LEVEL OF SIGNIFICANT OF THE SCORES OF JOB SATISFACTION OF SCHOOL TEACHER WITH RESPECT TO SEX.

Variable and Groups	N	Mean	Standard Deviation	‘t’ value	Sig. Level
Sex	Male	49	107.13	7.732	3.28
	Female	51	116.41		

The table-2 shows that the obtained ‘t’ value 3.28 is greater than the table value 2.58 at 0.01 level of significant. Hence the stated null hypothesis is rejected and an alternate hypothesis is accepted that is there is a significant difference in the Job Satisfaction of male and female school teacher. The female school teacher (M=115.941) had more satisfied in their job when compared with male teacher (M=108.530).

TABLE-3: TABLE SHOWS NUMBER, MEAN, STANDARD, ‘T’ VALUE AND ITS LEVEL OF SIGNIFICANT OF THE SCORES OF JOB SATISFACTION OF SCHOOL TEACHER WITH RESPECT TO TYPE OF MANAGEMENT.

Variable and Groups	N	Mean	Standard Deviation	‘t’ value	Sig. Level
Type of Management	Government	16	120.50	18.146	2.14
	Private Aided	30	112.10		
	Private Aided	30	112.10	7.207	0.55
	Private Unaided	54	109.30		

	Government	16	120.50	18.146	2.34	NS
	Private Unaided	54	109.30	11.152		

The table-3 also shows that the obtained 't' value 2.14 and 2.34 are greater than the table value 1.96 at 0.05 level of significance. Hence the stated null hypothesis is rejected and an alternate hypothesis is accepted that is there is a significant difference in the job satisfaction school teacher working in government & private aided and government & private unaided schools and no difference found between government & private aided school teacher job satisfaction and the 't' value 0.55 less than the table value 1.96 at 0.05 level. The school teacher working in government schools (m=121.750) had more satisfaction in their job when compared with private aided (M=111.600) and unaided school teacher (M=110.500).

TABLE-4: TABLE SHOWS NUMBER, MEAN, STANDARD, 'T' VALUE AND IT'S LEVEL OF SIGNIFICANT OF THE SCORES OF JOB SATISFACTION OF SCHOOL TEACHER WITH RESPECT TO FAMILY ENVIRONMENT.

Family Environment	Low	29	106.34	10.152	2.88	**
	Moderate	48	112.00	9.043		
	Moderate	48	112.00	9.043	0.80	NS
	High	23	116.03	16.720		
	Low	29	106.34	10.152	2.41	*
	High	23	116.03	16.720		

^{NS}Not Significant ** Significant at 0.01 level 't' 0.05 level(1.96); 0.01 level (2.58).

The table-4 further shows that the obtained 't' value 2.88 and 2.41 are greater than the table value 2.58 at 0.01 and 1.96 at 0.05 level of significance respectively. Hence the stated null hypothesis-4 is rejected and an alternate hypothesis is accepted that is there is significant difference in the job satisfaction school teacher working with low & moderate and low & high level of family environment and the 't' value 0.80 which is less than the table value 1.98 at 0.05 level. The school teacher working in high family environment (m=117.043) had more satisfaction in their job when compared with moderate (M=114.000) and low family environment levels (m=107.344).

FINDINGS OF THE STUDY:

The findings of the present study are as follows:

1. There was a significant relationship between job satisfaction of school teacher and their family Environment.
2. There was a significant difference in the Job Satisfaction of secondary school male and female school teacher.
3. There was a significant difference in the Job Satisfaction of school teacher working with

different types of management. The school teacher working in government school had more satisfaction in their job than aided and unaided schools.

4. There was a significant difference in the Job satisfaction of school teacher working with different levels of family environment. The school teacher working supported family environment had more satisfaction in their job.

CONCLUSION:

From the present study, the school teacher had average level of satisfaction and the correlation result shows that there was a positive significant relationship between Job Satisfaction and Family Environment of secondary school teacher and also 't' test result shows that school teacher whose family have supportive environment had more satisfaction in their jobs. Thus, it is essential to establish a successful balance between work and family areas so that several demands in both domains could be met efficiently, and the required resources could be attained and used easily. This implies that school teacher must be supported and motivated by their members thereby enhancing the job satisfaction of school teacher. The family members should provide moral support, encouragement and help in decision making, maintain well-being and balance work-family conflict for better satisfaction.

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