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Examining the relationship between job satisfaction and family ties of Turkish primary school teachers

Hüsne Demirel, Gürcü Koç Erdamar

A* Vocational Education Faculty, Gazi University, Ankara and 06170, Turkey

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Abstract

Job satisfaction affects all the social lives of the individuals. When employees are satisfied with their jobs, this cover their all their lives. Studies have been encountered indicating that individuals with higher job satisfaction have more positive behaviors and their psychological health within the social structure is better. With these reasons, like in all other professions, working of teachers in their jobs willingly and lovingly is extremely important for an efficient operation of the education system. Professional activities of teachers, which cover significant portions of their lives, are among the prerequisites that will ensure the society to be more healthy and successful. Many studies examining the job satisfaction of teachers performed in the country and in abroad have been encountered. Job satisfaction and individual and environmental factors affecting the job satisfaction have been stressed in these studies, and factors like salaries, gender, school administration and guiding, and work conditions have been frequently examined. Together with these, it is thought that family ties are also effective, and it is assumed that individuals with higher family ties have higher job satisfaction. The present study was performed with the purpose of determining the relationship between job satisfactions of teachers and their family ties. The study group of this study consisted of teachers working in primary schools of Ankara Province. Study was implemented in 8 primary schools. Accordingly, total 614 teachers consisting of 302 teachers working in the first phase of primary education and 302 teachers working in the second phase who accepted to participate in the study constituted the sampling. Data of the study were collected using the demographic characteristics questionnaire, Minnesota Job Satisfaction Scale and Family Ties Scale developed by the investigators. Branches, ages, gender, educational statuses, years of service, marital statuses, family structures, monthly incomes, daily and weekly average working hours and whether or not they would choose the same profession if they had a chance were asked to the teachers within the scope of demographic characteristics. Minnesota Job Satisfaction Scale developed by Dawis, Weiss and England was used to determine the job satisfaction of teachers. This scale consists of 20 items in the form of 5-likert. The scale developed by the investigators was used to determine the family ties of the teachers. In the scope of the pilot study, family ties scale was applied to total 109 teachers, out of which 42 were teachers of the first phase in primary education and 37 were from second phase. Factor analysis was performed for the scale that was prepared as 29 items initially, and items under 40 according to the results of the analysis were excluded. According to the results of the factor analysis, the scale consists of two sub-scales, namely as the “importance-value attributed to the family” and “giving time to the family”. The sub-scale of “importance-value attributed to the family” consists of 10 items and the sub-scale of “giving time to the family” consists of 7 items. Alpha reliability coefficient of the sub-scale “importance-value attributed to the family” was found to be 0.90, the alpha reliability coefficient of the sub-scale “giving time to the family” was found to be 0.81, and the alpha reliability coefficient of family ties scale was found to be 0.91. Demographic characteristics of the teachers were shown as percentages and frequency. Arithmetic average and standard deviation of the job satisfaction and family ties scale scores of teachers were calculated. Relationship between the job satisfaction, family ties and its sub-scales were examined.

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Hüsne Demirel
E-mail address: husnedem@gazi.edu.tr

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1. Introduction

Job satisfaction does not have only one description. It has been defined in several ways by many authors and researchers. According to some authors, job satisfaction is that the work experiences of the individual are satisfying (Dunnette, 1970), according to others it is the stance which people take toward their jobs (Balci, 1985; Kaynak, 1990), for others it is the fact of being happy based on the person’s ? motivation, morale and the job (Başaran, 1982) and finally, job satisfaction can be the expectation of success obtained as a result of the efforts exerted (Eren, 1990). According to Blum and Naylor (1968), job satisfaction can be defined as the stance taken concerning the job as a result of the salary, inspection, working conditions, promotion opportunities, recognition of skills, evaluation of the job, social relations at work and the work environment. In short, job satisfaction is the fact of being satisfied with the job a person has as well as feeling successful and happy as a consequence.

Job satisfaction is a multidimensional concept. Job characteristics, organization and management, salary, working conditions, co-workers, promotion opportunities and inspection, which are regarded as external factors are included in the job satisfaction concept as well as internal factors such as the expectations that individuals have of their jobs (Minibaş, 1990; Karaca, 1994; Aydinay, 1996; Köktürk, 1997; Çermik, 2001). The type of work, whether it necessitates creative skills, the difficulty of the objectives and if the work is monotonous, has an impact on professional performance. As a result of the job being monotonous and boring, individuals become dissatisfied with their work and are alienated from the job whereas innovation and creativity in profession contribute to the attachment of individuals to the work (Mitchell and Larson, 1987).

All emotional, logical and behavioural tendencies of the individual in relation to their work result in the person taking a negative or positive stance towards that job (Gilmer, 1971). Individuals who spend 70% of their daily life and 2/3 of their life with their families are expected to have high levels of job satisfaction. That is because the satisfaction of the individual with his or her work facilitates taking positive stances (Erdog än, 1997). The most effective use of manpower is only enabled when individuals are completely satisfied with their jobs when they work in accord with their own concept of individual freedom (Bozkurt, 1980).

Job satisfaction affects all of the social life of individuals. If workers are satisfied with their work, this satisfaction spreads over their whole life. Some studies have suggested that individuals with a high level of job satisfaction display positive behaviours and their psychological health is ameliorated in their social life (Robbins, 1996).

For the reasons given above, teachers, like other professions, should perform their work enthusiastically and willingly in order for the education system to operate more efficiently. Professional activities which form the greater part of teacher’s lives are the prerequisites for their being healthy and successful.

In order to be a successful teacher, this profession should be performed fondly and willingly (Karagözlu, 1987; Saracaloğlu, 1991; Saracaloğlu et al., 2000; Can, 1991). If teachers develop positive perceptions toward their profession, then they will carry out their work more effectively and efficiently. For the success and for the quality of education, job satisfaction of teachers is a must. Today, teachers in Turkey, may be said to experience several problems such as a low salary, the management, and organizational environment. These problems reduce the teacher’s job satisfaction. It has been observed that teachers’ dissatisfaction with their job has negative effects on the education system? (Gençtan, 1988). Low job satisfaction means the lower attachment levels of workers to the institution. These individuals either change their jobs or continue working unwillingly (Bircan, 1984).

According to the studies conducted on teachers’ job satisfaction, it was found that job satisfaction levels were higher among teachers working in private schools than those working in state schools; these levels are higher among female teachers than male teachers, among teachers who thought their income was adequate and among teachers with over 10 years of service (Aydinay, 1996; Köktürk, 1997; Çermik, 2001). Farber and Miller (cited in Mitchell and Larson, 1987) stated in their study that teachers who would like to be promoted were satisfied with their jobs whereas teachers who isolated themselves in classrooms and excluded themselves from the social atmosphere of work were dissatisfied.

There are many studies in Turkey and abroad which examine the job satisfaction of teachers (Boardmark, 1985; Karagöz, 1987; Minibaş, 1990; Özdayi, 1990; Karaca, 1994; Aydinay, 1996; Perie and Baker, 1997; Köktürk, 1997; Dalgan, 1998; Kanali, 2000; Brunetts, 2001; Çermik, 2001; Marston et al., 2006). These studies dealt with job satisfaction and the factors which affect job satisfaction such as, salary, gender, school administration, counseling and working conditions. However, virtually none of these studies were concerned with the relationship between job satisfaction and family ties. It is thought that family ties are important in achieving job satisfaction and that job
satisfaction levels are regarded higher in those who have better family ties (Kınalı, 2000). The purpose of this study is to determine the relationship between job satisfaction and family ties of teachers in Turkey.

2. Method

2.1. Participants

The study group consisted of primary school teachers in 8 primary schools in Ankara province. A total of 614 teachers, 302 were primary school teachers and 312 were branch teachers on teaching practice agreed to participate in the study.

2.2. Instruments

The data for the study were collected using a demographic characteristics questionnaire, Minnesota Job Satisfaction Scale, a Job Characteristics sub-scale and a Family Ties Scale developed by the researchers. In the scope of the demographic characteristics, the teachers were asked about their fields, gender, educational background, years of service, marital status, family structure, average working hours per day and per week and whether they would choose the same profession if they were given another chance.

In order to determine the job satisfaction levels of teachers, Minnesota Job Satisfaction Scale, developed by Dawis, Weiss and England. This scale consists of 20 articles and is in the form of a 5-point Likert scale as follows: completely dissatisfied is 1, dissatisfied is 2, neither dissatisfied nor satisfied is 3, satisfied is 4 and completely satisfied is 5 (Özdayı, 1990). From the sum of these points, the total points were obtained. The Cronbach-Alpha Reliability Coefficient of the scale was 0.89. This coefficient was regarded as appropriate and therefore, could be used in the study.

The Job Description Index, developed by Smith, Kendall and Hulin and the sub-scale of Job Characteristics were used in order to determine teachers' perceptions of the quality of their jobs. This sub-scale consists of the adjectives related to the satisfaction of each one of the job characteristics and it is in the form of 3-point Likert scale. The choices related to these adjectives are “Agree”, “Disagree” and “Neither Agree nor Disagree” (Köktürk, 1997). The answers which were compatible with the key were given 1 point, and neither agree nor disagree was awarded a ½ point and the incompatible answers were given 0. From the sum of these points, the total points were obtained. The Cronbach-Alpha Reliability coefficient of the sub-scale was 0.69. It was found to be appropriate and therefore, could be used in the study.

The scale developed by the researchers was used in order to determine the family ties of the teachers. This scale, within the scope of the pilot study, was applied on total 109 teachers, 42 of whom were primary school teachers who were prioritized in the application and 37 of whom were branch teachers education. Factor analysis was used in the determination of structural validation of the scale which contained 29 articles. According to the results of the Principal Components Analysis, the Kiser-Meyer Olkin (KMO) value was found to be 0.94. In addition, the value found from the Bartlett test was significant (4795.314, sd=136) (p<.001). As the KMO value was higher than 0.60 and the Bartlett results was significant, it was possible to make a factor analysis (Büyüköztürk, 2005). As a result of the factor analysis the articles below 0.40 were removed. According to the factor analysis, the Family Ties Scale consisting of two sub-scales which were “the importance and the value given to the family” and “the time spent with the family”. The former consisted of 10 articles whereas the latter contained 7 articles. The variance explained by the first factor was 43.544% and the variance explained by the second factor was 9.305%. These two factors explain only 52.849% of the variance. The factor loadings of the articles were 0.66, on average. These factor loadings vary between 0.50 and 0.79. The internal consistency coefficient of the scale was determined using Cronbach-Alpa method. The Alpha reliability coefficient of the “importance and value given to the family” sub-scale was 0.90 whereas, this coefficient was 0.81 for “the time spent with the family”. The reliability of the “family ties scale” was found to be 0.91. 5-point scaling was applied (1- Strongly disagree, 2- Disagree, 3- Neither Agree nor Disagree, 4- Agree, 5- Strongly Agree). The minimum score that can be obtained from the “Family Ties Scale” was 17 and the maximum score was 85. The higher the score on the scale, the better and stronger family ties it suggests.

Hierarchical Regression Analysis was made in terms of the job satisfaction of teachers, job characteristics as well as the arithmetic averages and standard deviations of the scores from family ties scale. Demographic
3. Results

39.5% of the teachers who were included in the study were 20-30 years old, 60.1% were women, of the total cohort, 88.6% of graduated from university and 8.5% took post-graduate education, 70.8% were married, more than the half were married for over eleven years (51.7%) and nearly half had 2 children (47.7%). 31.5% of teachers stated that they had been teaching for more than 1.5 years, nearly half stated they worked on average 6 hours per day (49.8%) and over half stated that they would choose the same profession if they were given another chance (62.3%).

A great majority of the teachers participating in the study had nuclear families (90.4%).

The Job satisfaction scale average was 71.77 ±12.08, the Job characteristics scale average was 11.74±2.52, “the importance and the value given to the family” sub-scale of family ties scale average was 43.05±6.56, and “the time spent with the family” sub-scale was 24.99±5.03.

When the results of the Hierarchical Regression Analysis were examined (Table 2), it can be seen that the job satisfaction scale points of demographic data explained 1.4% of the variance F (5.606) 1.690, p>0.05. The family ties scale consisting of “the importance and the value given to the family” and “the time spent with the family” sub-scales explain 8.9% of the job satisfaction F (7.604) 9.841, p<0.001. Job characteristics and whether teachers would choose the same profession if they were given another chance explained 28.1% of the job satisfaction F (10.601) 37.428, p<0.001. According to these results, it can be deduced that, in particular, positive thoughts with regards to the job and stronger family ties have positive impacts on job satisfaction. Whereas gender, marital status, age and years of service were found to have no impact (a minimal impact?) on job satisfaction levels, the number of children was observed to have a negative effect on this level. The more children the teachers have the less satisfied they become with their work. Although a negative relationship was observed between the years of service and job satisfaction, it was statistically significant (p>0.05). It was determined that the importance and the value given to the family sub-scale of the family ties scale affected the job satisfaction (p<0.01) while the time spent with the family sub-scale did not have an affect on this level (p>0.05). The difference between the job satisfaction and job characteristics of those teachers who would choose the same profession if they were given another chance and those who would not was statistically significant (p<0.001).

Table 2. The Results of the Hierarchical Regression Analysis

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<td>The Time spent with the Family</td>
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4. Discussion

The average point that teachers obtained from the job satisfaction scale was found to be 71.77±12.08. The highest score that can be obtained from this scale was 100 and therefore, it can be said that the job satisfaction levels of teachers were above the average. Furthermore, the study conducted by Sünnmez and Eryaman (2008) suggested that the job satisfaction levels of teachers were above the average. This level was found to be 77.0% in the study conducted by Mertler (2002), and 55.0% in the study conducted by Harris et al. (1987).

Given the highest scores that can be obtained from the family ties scale and its sub-scales (family ties: 85, the importance given to the family: 50 and the time spent with the family: 35), it can be stated that the family ties of teachers were above the average. According to the data obtained by Alesina and Guliano (2007) from 78 countries, Turkey was stated to be a country where strong family ties existed. However, they also stated that recently there had been a reduction in this level. Germany, the Netherlands and Northern Europe countries were determined to have weak family ties whereas these relations were found to be strong in Mexico, Poland, Latin America, Canada and Southern Europe countries. There are less women in the workforce in those countries where family ties are strong. According to the study, the participation of the young people and the women in the workforce had a negative effect on family ties. Although 60% of the teachers in the study sample are female, family ties were found to be high. This may also be due to the adherence of Turkish families to their traditions and values. It was also reported that the score gained through the importance given to the family sub-scale of family ties scale was higher than the score gained through the time spent with the family sub-scale. Nevertheless, it is important to spend or try to spend time with family members in terms of the strengthening of the family ties. It is well known that common activities contribute to a better mutual understanding and strengthening family ties (Yazıcıoğlu and Kayhan, 2007).

Age, gender, marital status and years of service, are some of the demographic information which were determined not to be effective on job satisfaction level while there was a negative effect in terms of the number of children and job satisfaction. The more children individuals have, the more difficulty they experience in economic terms and in family ties. This situation is thought to decrease job satisfaction level. The study conducted by Dalgan (1998) suggested that the job satisfaction of teachers reduces as they get older. On the contrary, the study by Baysal (1981) and Erdem (2005) stated that the job satisfaction levels of teachers increased as they get older. On the other hand, Sargent and Hannume (2005) from a study they conducted on primary school teachers reported that the job satisfaction levels of young teachers were lower. The average age in this study we conducted was 35.10±8.67 and most are in their thirties; therefore, it is reasonable to assume that no or little relationship between job satisfaction and age is found. According to Baysal (1981), there is a relationship between job satisfaction and age. When a person starts to work, their job satisfaction levels are high in the first few years then this level decreases as years pass by until the person is approaching retirement then job satisfaction starts to increases. According to Pearson and Marrow (2005), the reason for the incomplete matching of current studies with each other was the different socio-cultural and economic structures of the schools where those studies were conducted.

The family ties of the teachers participating in the study were found to affect their job satisfaction levels and they account for 8.9% of the job satisfaction. According to this finding, there is an intermediate relationship between family ties and job satisfaction. There were some studies conducted in terms of the relationship between family ties and job satisfaction in Turkey and abroad, but there were many studies which explained that job satisfaction was affected positively by a high-quality and satisfactory family ties. (Boardmak, 1985; McCall et al. 1988; Ruderman et al. 2002; Kiecolt, 2003). The study conducted by Lee (-) suggested that there was an intermediate relationship between family ties and job satisfaction. In addition, it was reported that good family ties positively affects the mood and this in turn appears to be responsible for the person accepting increased working hours in a relaxed manner. Furthermore, individuals become more successful by making use of the advantages gained in the family such as information and skills that can be conveyed to working life.

Job characteristics and whether teachers would choose the same profession if they were given another chance account for 28.1% of the job satisfaction. This is a considerable percentage. The positive stance and thoughts of teachers about their work increase their job satisfaction. More than the half of the teachers stated that they would
choose the same profession if they were given another chance. The findings obtained from the studies conducted by Marston et al. (2006), Mertler (2002), Brunetts (2001) and Perie and Baker (1997) support the findings of this study. In accordance with these findings, following suggestions can be made:

- As this study was conducted as a pilot study, new and more comprehensive research which encompasses all teaching population should be conducted.

- In order to strengthen family ties, families should be given more importance and the time spent with the family should be increased.

- However, it should be taken into consideration that it is not the length of time spent with the family but the contents of activities done during this time.

- Values and traditions which support the strengthening of family ties should be given importance.

- The most important factor which increases job satisfaction is that individuals have positive thoughts about their jobs. This depends on performing these jobs willingly and enthusiastically. Therefore, individuals should take care when choosing a profession selecting a career they can perform willingly and enthusiastically.

References


