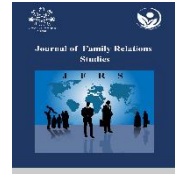




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Research Paper

The Association of Family Functioning with Job Satisfaction and Job Security in Female Teachers



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ABSTRACT

Objective: The purpose of the study was to ascertain the association of family functioning with job satisfaction and job security in female teachers of secondary schools in Isfahan City.

Methods: The sample consisted of 103 female teachers of secondary schools in Isfahan City, selected through convenience sampling. To collect the data, the Family Assessment Instrument Questionnaire (FAD) by Epstein et al. (1983), the Minnesota Job Satisfaction Questionnaire (MSQ) by Weiss et al. (1967), and the Job Security Questionnaire (JSQ) by Nisi et al. (2008), were used to collect the data. Pearson correlation coefficient and Structural Equation Modeling using SPSS – IBM 22 and Smart PLS 3 were run to analyze the data.

Results: Job satisfaction was positively associated with family functioning and its subscales. Job security was significantly positively associated with general family functioning and its subscales. Eventually, the results of structural equation modeling indicated that general family functioning was positively associated with job security ($p < .05$), but it did not have any significant association with job satisfaction.

Conclusion: It is concluded that family functioning has a unique effect on the job security of female teachers, but it does not have a significant effect on satisfaction.

1. Introduction

Family functions are a reflection of the family's obligations towards its members and their ability to adapt to life's changes, resolve conflicts, and foster solidarity. It fosters solidarity among members, achieving success in disciplinary patterns, adhering to the boundaries and limitations between individuals, and adhering to established rules and principles. The purpose of this institution is to protect the entire family's punctuation; in other words, the family

function is the fulfillment of the family's tasks, which its members and sub-systems carry out. Families operate at many different levels and have needs that range from basic to complex needs. They cover a spectrum from physical needs such as food and shelter to self-fulfillment. The main task of the family is to provide food, shelter, safety or protection, health, and education for its members (Ebadatpour et al., 2013).

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Family functioning refers to successful passionate holding between family individuals, the utilization of family rules, family communication, and the administration of outside occasions (Fang et al., 2004). In this way, family functioning portrays the energetic intelligence inside a family unit and how a family fulfills its capacities (Chui, & Wong, 2017), alluding to how family individuals associate and work together to realize common objectives and results (Morris, & Blanton, 1998; Yuan et al., 2019). Different components may impact family work, counting family structure, financial status, life occasions, family connections, and the evaluative stages of the family (Morris, & Blanton, 1998, Schnettler et al., 2020; Shek, Liu, 2014). According to Ryan et al. (2005), family functioning is energetic and alludes for the most part to the quality of family life concerned with the wellness, competence, qualities and shortcomings of family individuals (Shek, 2002).

Education is one of the most basic tasks of human societies, and the teacher is responsible for this important mission. The teacher tries to create a platform for the growth of the individual and society through education and the development of talents. It is necessary to realize these goals and to understand the factors that affect the quality of teachers' activities (Abbasi Hajari & Neissi, 2021). The teaching occupation is one of the most important and sensitive jobs in society, which has a great impact on the current and future state of society. Numerous studies from different countries have been devoted to improving the quality of life of teachers. The mission that teachers have in the matter of guiding and conducting the future makers of tomorrow is not hidden. However, every year, the number of applicants who change teaching positions to other jobs or retire early increases (Bardel et al., 2019).

Job satisfaction is one of the attitudinal variables associated with employees' affect, feelings, cognition, and thinking (Tamini et al., 2012). *Job satisfaction* is defined as the feelings that people have about their work situation, including the degree of enjoyment or displeasure of their work, or the persuasive performance in their work (Sepahmansour et al., 2012). Job satisfaction is an emotional reaction that employees have towards their work, including positive or negative feelings of people towards work or their current job positions that affect their performance in their work process. Based on this, by comparing the employees' expectations of the desired job and their work performance, it is possible to find out the level of their satisfaction with their job (Badri et al., 2015). Job

satisfaction refers to the set of views, feelings, emotional responses, and evaluations of people to different aspects of their job, which in case of satisfaction leads to personal growth, commitment, and more work motivation, and in case of dissatisfaction leads to a sense of failure, burnout and low performance in the individual's job (Sadeghi et al., 2021). Job satisfaction also indicates to the amount of interest and positive attitude a person has for his/her job and the amount of value he/she places on it. Job satisfaction is a measure of personal and work health, which is one of the most important job perspectives; it has three behavioral, cognitive, and emotional natures (Mondalizadeh & Khosravizadeh, 2020). It is a variable that people express their feelings about different aspects of their job based on how much they like their job or not (Ghaedi et al., 2020). It indicates to person's positive feelings and attitudes toward the job, which increases the efficiency of the person in the organization (Lopes & Oliveira, 2020). Job satisfaction shows the degree to which people are satisfied with their work. It is how much they enjoy their work or how much they consider it the main focus of their lives (Kasalak & Dagyar, 2020). There is rare research on the relationship between family functioning and job satisfaction in a study, Thompson et al. (2021) found that task interdependence moderated family functioning's indirect impact on colleague job satisfaction. They concluded that family does matter as positive family functioning permits the employee to take advantage of enhanced job satisfaction. In another study, Cho et al. (2015) found that the ability of healthy family specialists is an important factor in determining their job commitment and job satisfaction and can be used throughout the service period. It is effective in their service duration. These results show that salary systems, salary increases, job recognition, employee benefits, systematic operation, and motivation are needed to improve job satisfaction. There are various ways to improve the professional competence of healthy family specialists in addition to the training program. Tang et al. (2014) showed that work-family enrichment completely mediates the relationship between supervisor and organizational support and job satisfaction. The results of Ilies et al.'s (2009) study supported the main effects of daily job satisfaction on daily marital satisfaction and influence at home and the moderating impact of work-family integration on the strength of the within-individual spillover effects on the home effect. That is, employees with highly integrated work and family roles revealed stronger intra-individual spillover influences on positive and negative effects at home. Taheri Goudarzi (2017), in a study,

showed that work-family conflict and family-work conflict hurt job satisfaction and work support – family and family support – work have a positive effect on job satisfaction. Also, job satisfaction was effective on job performance.

Job security is the set of favorable expectations that a person has about his/her future career, such as the existence of opportunities for advancement and promotion at work (Yarian and Dinparvar, 2020). Job security is a set of individual's feelings and perceptions of having a suitable job as well as the assurance of its continuation in the future, which reduces human tensions in the organization (Qanaian et al., 2019). The meaning of job security is that the organization can create fields for empowering individuals so that the employees of the organization can be attracted to the labor market outside the organization in terms of the acquired abilities (Mondalizadeh and Khosravizadeh, 2020). Job security is the result of a person's assessment of work, environmental, and personal conditions, which can inform him/her about the continuation of his/her job in the present or future (Hajizadeh Maymandi, and Bonyad, 2020). Job security is a feeling of relative freedom from danger that a pleasant situation has created for a person, and a person has mental and physical peace in it (Vahidizadeh, Barzegar, and Ahmadi, 2017). Studies have shown that family function has a significant role in job security, for example in a study, by Arif et al. (2017), demonstrated that job security partially mediates the relationship between work-family conflict and employee welfare service. The result of a study indicated that partial support for workload acts as a mediator of the impacts of job insecurity on subsequent work-family conflict (Richter et al., 2010). Sora & Höge (2014) revealed that job insecurity was negatively related to family satisfaction and affective well-being. In a study, Larson et al. (1994) showed that job insecurity stress was linked in a systemic way to dysfunction of marital and family. Studies have suggested an association between job insecurity and impaired family well-being. Results of studies indicated that job insecurity deluges family life, as proposed in the spillover theory of the work-family interface. The results of studies have indicated some evidence of intersecting effects of job insecurity from parents to children: parents' job insecurity is associated with negative outcomes in children (Mauno et al., 2017). Sahibzada (2006) showed that job insecurity predicted work-to-family conflict and job pressure partially mediated the association of job insecurity with work-to-family conflict.

It can be said that the most important factor in developing a society's education system is the existence of motivated and effective teachers. Teachers, as the main element of

the teaching-learning process, can guarantee the effectiveness of a country's education system by providing high motivation and energy. However, based on the existing facts, there is an imbalance between society's expectations and the teachers' education system on the one hand and meeting their needs and desires on the other hand. This imbalance and the existing gap can affect teachers' attitudes towards their jobs (Sharif et al., 2021). As explained in the main body of this research, the functioning of family relationships significantly impacts job security and job satisfaction. However, there is a lack of research on this topic in Iran. Therefore, the purpose of this study is to investigate how family functioning affects the job satisfaction and job security of female teachers. To achieve this goal, the following research questions have been formulated:

1. Can a relationship be established between family functioning and job satisfaction among female teachers? Is there a significant correlation between these two variables?

2. Can a relationship be established between family functioning and job security among female teachers? Is there a significant correlation between these two variables?

These questions need to be addressed to better understand the factors influencing job satisfaction and job security among female teachers. A thorough investigation of these variables may uncover valuable insights that can enhance female teachers' well-being and improve their overall job satisfaction and security.

2. Materials and Methods

The method used in the current study was a descriptive correlational study. The statistical population of this research included all female teachers of the secondary school in Isfahan City in 2023. The sample size consisted of 103 secondary school teachers selected through convenience sampling. In the present study, a questionnaire was used to collect data, which was sent online through a link on the virtual network of the group of teachers (WhatsApp) to female teachers of the second secondary school.

Instrument

1. Family Functioning Questionnaire: The Family Assessment Instrument Questionnaire (FAD) was created by Epstein, Baldwin, and Bishop (1983) to measure family functioning based on McMaster's model and has 60 questions and 6 dimensions of family functioning, including problem-solving, communication, roles, and emotional companionship, emotional intercourse, and behavior control. The scoring of this questionnaire is in the form of a 4-option Likert scale (Strongly Agree=1, Agree=2,

Disagree=3 and Strongly Disagree=4). Questions describing unhealthy functioning are reverse-scored (lower scores indicate healthier functioning). The reliability of this questionnaire has relatively good internal consistency with alpha coefficients of its subscales from 0.72 to 0.92. Similarly, [Sanaei Zaker & Amini \(2000\)](#) reported the alpha coefficients of all scales as 0.92 in a study. The "Family Assessment Tool" questionnaire has predictive and concurrent validity to some extent. In an independent study on 178 couples aged around 60, this questionnaire had a moderate correlation with the "Locke-Wallace Marital Satisfaction Scale" and has shown relatively good power to predict the "Philadelphia Geriatric Morale Scale" scores. In the current research, the overall Cronbach alpha coefficient was 0.942.

2. Job Satisfaction Questionnaire: The Minnesota Job Satisfaction Questionnaire (MSQ) was created by [Weiss et al. \(1967\)](#) and has 19 items with 6 subscales, which include: payment system (3 questions), job type (4 questions), advancement opportunities (3 questions), and organizational climate. (2 questions), leadership style (4 questions), and physical condition (3 questions), which are scored on a 5-point Likert scale (strongly disagree, disagree, neutral, agree, and strongly agree) in the order of points from 1 to 5 is considered. The reliability of this questionnaire was obtained using Cronbach's alpha of 0.86, and university professors confirmed its validity. The reliability coefficient of this questionnaire was found to be 0.92 in the research of [Bakhtiar Nasrabadi, Rajaepour, Salimi, Taherpour, and Partoee \(2009\)](#), which indicates its high reliability and also the face and content validity of the Minnesota questionnaire in this research after receiving comments and correcting some items by supervisors, consultants, and other expert professors in the fields of management and psychology of educational sciences of Isfahan University and managers, engineers, supervisors and senior workers of the company of Zobahan Isfahan was approved. In the current research, the reliability of this questionnaire using

Cronbach's alpha was equal to 0.91.

3. Job Security Questionnaire: The job security questionnaire (JSQ) was developed by [Nisi, Waghfouri, and Khaki \(2008\)](#) in Iran, which has 30 items and 9 subscales, which include: focus on the job (2 questions), less displacement in the job (3 questions), choosing the right job (2 questions), job satisfaction (3 questions), economic satisfaction (3 questions), emotionality of the work environment (3 questions), feeling of peace (4 questions), organizational commitment (3 questions), and defending the organization (7 questions). The scoring of this questionnaire is in the form of a 5-point Likert scale (from strongly disagree to strongly agree), which is considered in the order of points from 0 to 4. The validity and reliability of the questionnaire (JSQ) have been examined in various studies. In a study, [Nazari, Suri, and Eidi \(2015\)](#) reported that the reliability coefficient of this questionnaire was 0.90, using Cronbach's alpha formula. [Saghaiyan \(2011\)](#) obtained the reliability coefficient of the whole scales through the Cronbach's alpha formula of 0.87 and the Cronbach's alpha of the sub-scales between 0.76 and 0.83, which shows the high reliability of this questionnaire. In the current research, the reliability of this questionnaire using Cronbach's alpha was equal to 0.905.

3. Results

To analyze the data frequency, percent, mean, and standard deviation, the Pearson correlation coefficient using SPSS – IBM 22 was applied, and to evaluate the Structural Equation Modeling of family functioning on job satisfaction and job security, Smart PLS 3 was run. The results are presented in the tables and figures below.

Table 1 shows the mean and standard deviation of variable studies in female teachers.

To respond to the first and second research questions, Pearson correlation and structural equation modeling were used, presented in the tables and figures below.

Table 1. Results of the Mean and SD of Female Teachers

Variables	Mean	Std. Deviation
1. Problem solving	21.45	2.90
2. Communication	20.81	3.52
3. Roles	24.77	3.66
4. Affective responsiveness	19.31	3.04
5. Affective involvement	22.63	4.54
6. Behavioral control	25.84	3.64
7. General family functioning	38.10	4.60
8. Job Satisfaction	61.06	12.62
9. Job Security	172.84	22.23

Table 2. Results of Pearson Correlation Coefficient of Family Functioning Assessment with Job Satisfaction and Job Security in Female Teachers (n=103)

Variable	1	2	3	4	5	6	7	8	9
1. Problem solving	1								
2. Communication	.72**	1							
3. Roles	.75**	.77**	1						
4. Affective responsiveness	.66**	.72**	.71**	1					
5. Affective involvement	.56**	.62**	.69**	.64**	1				
6. Behavioral control	.62**	.68**	.76**	.62**	.62**	1			
7. General family functioning	.79**	.78**	.77**	.70**	.56**	.72**	1		
8. Job Satisfaction	.39**	.30**	.48**	.46**	.20	.36**	.38**	1	
9. Job Security	.84**	.88**	.91**	.84**	.80**	.84**	.89**	.41**	1

**p<.01, *p<.05

The results of Pearson correlation coefficients revealed that job satisfaction was significantly positively correlated with problem-solving ($r=.37$, $p<.01$), communication ($r=.30$, $p<.01$), roles ($r=.48$, $p<.01$), affective responsiveness ($r=.46$, $p<.01$), behavioral control ($r=.36$, $p<.01$), and general family functioning ($r=.38$, $p<.01$). But there was not any significant correlation between job satisfaction and affective involvement ($r=.20$, $p>.05$). Job security was significantly positively correlated with problem-solving ($r=.84$, $p<.01$), communication ($r=.88$, $p<.01$), roles ($r=.91$, $p<.01$), affective responsiveness ($r=.84$, $p<.01$), affective involvement ($r=.80$, $p<.01$), behavioral control ($r=.84$, $p<.01$), and general family functioning ($r=.89$, $p<.01$). By increasing the scores of

family functioning subscales the scores of job satisfaction and job security increase and vice versa. Structural equation modeling was run to investigate the role of family functioning in predicting job satisfaction and job security of female teachers. The data tabulated in Table 3 indicate the relationship between model variables, the confirmed path analysis pattern, the t value in each path, and the significance value. The significance values of less than .05 imply that the relationship is significant and should be retained in the model measurement. The impact of path coefficients (PC) higher than 1.96 certifies the effectiveness and significance of the relationship. In the present research, one model was presented to investigate the effect of variables.

Table 3. The Results of Structural Equation Modeling of the Influence of Family Functioning on Job Satisfaction and Job Security

The conceptual model relationships	Mean	SD	T	P value
Problem solving \Rightarrow job satisfaction	-.013	.18	.060	.9529
Problem solving \Rightarrow job security	.14	.02	8.29	.0001
Communication \Rightarrow job satisfaction	-.30	.16	1.96	.05
Communication \Rightarrow job security	.15	.01	12.47	.0001
Roles \Rightarrow job satisfaction	.62	.19	3.26	.0012
Roles \Rightarrow job security	.15	.01	13.34	.0001
Affective responsiveness \Rightarrow job satisfaction	.42	.16	2.79	.0055
Affective responsiveness \Rightarrow job security	.15	.01	10.47	.0001
Affective involvement \Rightarrow job satisfaction	-.33	.19	1.85	.0655
Affective involvement \Rightarrow job security	.22	.23	9.68	.0001
Behavioral control \Rightarrow job satisfaction	.04	.17	.23	.8177
Behavioral control \Rightarrow job security	.17	.01	10.98	.0001
General family functioning \Rightarrow job satisfaction	.007	.19	.001	.9921
General family functioning \Rightarrow job security	.21	.01	14.06	.0001

Based on the results of Table 3 and Figure 1, problem-solving had a positive ($PC=8.29$) significant effect on job security, while it had no significant effect on job satisfaction. Communication had a negative ($PC=1.96$) significant effect on job satisfaction but a positive ($PC=12.47$) significant effect on job security. The subscale of roles had a significant positive effect on job satisfaction ($PC=3.26$) and job security ($PC=13.34$). Affective responsiveness had a positive significant effect on job satisfaction ($PC=2.79$) and job security ($PC=10.47$). Affective involvement had a

positive significant effect on job security ($PC=9.68$), but it had no significant effect on job satisfaction. Behavioral control positively affected job security ($PC=10.98$), but it did not significantly affect job satisfaction. Eventually, general family functioning positively affected job security ($PC=14.06$), but it did not significantly affect job satisfaction. As shown in Figure 1, the scores of family functioning and its subscales had a greater influence on job security than job satisfaction in female teachers.

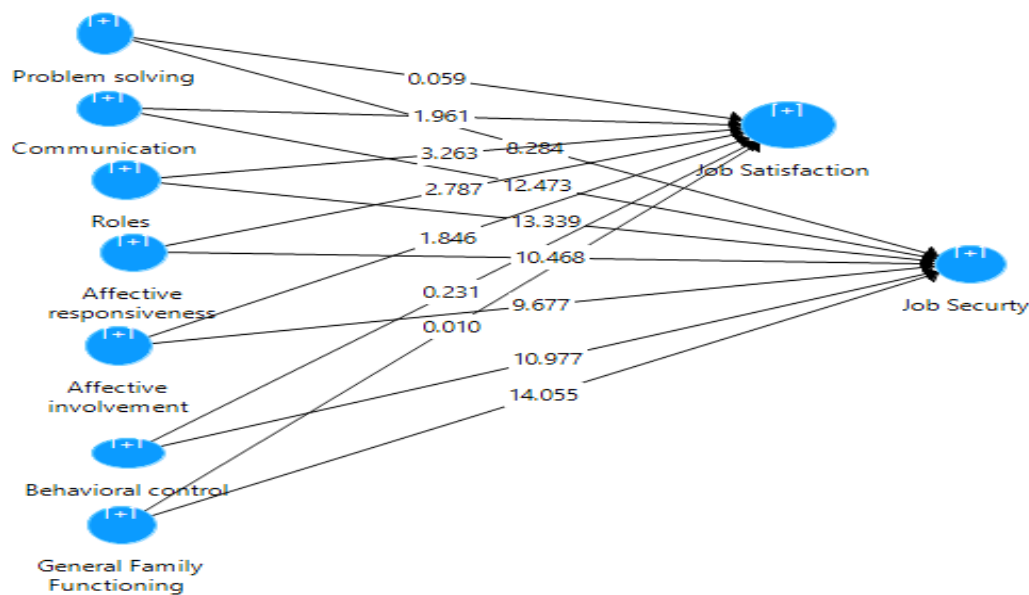


Figure 1. Pathway Coefficients of the Role of Family Functioning in the Prediction of Job Satisfaction and Job Security in Female Teachers

4. Discussion and Conclusion

This research examined the connection between family functioning, job satisfaction, and job security among female teachers in Isfahan City. The study revealed that job satisfaction was positively associated with family functioning sub-scales such as problem-solving, communication, roles, affective responsiveness, behavioral control, and general family functioning. However, there was no notable correlation between job satisfaction and affective involvement. Structural equation modeling showed that the sub-scales of roles and affective responsiveness had a significant positive impact on job satisfaction, whereas communication had a significant negative effect. The sub-scales of problem-solving, affective involvement, and behavioral control had no significant effect on job satisfaction. The research suggests that by boosting the scores of roles and communication in secondary female teachers in Isfahan city, their job satisfaction will increase. Communication sub-scale scores had an inverse relationship with job satisfaction, indicating decreased job satisfaction. The findings of this study align with the works of Tang et al. (2014), Thompson et al. (2021), and Cho et al. (2015). Similarly, Ilies et al. (2009) concluded that daily job satisfaction has a significant effect on daily marital satisfaction and influence at home, and the moderating impact of work-family integration on the strength of the within-individual spillover effects on home effect. The results of this study have demonstrated a significant positive correlation between job security and various subscales

of family functioning, including problem-solving, communication, roles, affective responsiveness, affective involvement, behavioral control, and general family functioning. Furthermore, the study found that an increase in family functioning subscale scores was associated with higher scores of job satisfaction and job security, and vice versa. Structural equation modeling was employed to investigate the impact of different sub-scales of family functioning on the job security of female secondary school teachers in Isfahan City, revealing that problem-solving, communication, roles, affective responsiveness, behavioral control, and general family functioning subscales had a positive and significant effect on job security.

These findings are consistent with prior research conducted by Arif et al. (2017); Richter et al. (2010); Sora & Höge (2014); Larson et al. (1994). Specifically, Richter et al. (2010) noted that job insecurity is partially mediated by workload and impacts work-family conflict. Larson et al. (1994) observed that job insecurity stress was linked to dysfunction in both marital and family settings. Sora & Höge (2014) found that job insecurity was negatively associated with family satisfaction and affective well-being.

The family's primary responsibility is to provide its members with food, shelter, safety, health, and education (Ebadatpour et al., 2013). Family functioning is an energetic concept that refers to the quality of family life and encompasses the wellness, competence, values, and weaknesses of family

members (Shek, 2002), as noted by Ryan et al. (2005) consequently, the dimensions of family functioning have a unique impact on job security, and vice versa. For instance, Larson et al. (1994) reported that job insecurity stress was linked to dysfunction in both marital and family settings.

Previous studies have suggested that job insecurity affects family life, as proposed in the spillover theory of the work-family interface. Additionally, some studies have shown that parental job insecurity is associated with negative outcomes in children (Mauno et al., 2017). Sahibzada (2006) concluded that job insecurity predicts work-to-family conflict and job pressure partially mediates the association of job insecurity with work-to-family conflict. Based on our research, family functioning, including its various components, correlates more with job security than job satisfaction among female secondary school teachers in Isfahan City. Additionally, family functioning proves to be a more reliable indicator of job security for this particular demographic of educators than job satisfaction.

Limitations

- The study sample was comprised exclusively of female secondary teachers in Isfahan City. Therefore, caution should be exercised when applying these findings to male teachers or teachers in other cities or cultures. Generalizing the results of this study to other research requires careful consideration.
- There is a limitation in the study regarding the data collection scale utilized, as the family assessment instrument developed by Epstein et al. (1983) was employed by the researchers to evaluate family functioning using McMaster's model. However, whether this scale would be appropriate for the Iranian culture is uncertain. To accurately assess the family functioning of female teachers, it would be more fitting to utilize a scale dependent on Iranian culture.

Suggestions

- The research findings suggest that female secondary school teachers in Isfahan City experience reduced job satisfaction due to inadequate communication skills. To address this issue, family experts are encouraged to enhance the communication skills of these teachers.

Additionally, future studies should compare the results of this study with those focused on male secondary school teachers to gain insights into any potential gender differences or similarities.

5. Ethical Considerations

Compliance with ethical guidelines

Compliance with ethical guidelines all ethical principles were paid attention in this research. The secondary female teachers of Isfahan city were explained about the aim of this study. They authors assured them that their information will be kept confidentiality and they were informed free to quit the study whenever they intend, the study findings would be accessible to all of them.

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Authors' contributions

All authors have equally participated in the design, gathering the data, and writing all parts of the research.

Conflicts of interest

There was no potential conflict of interest with the authors of this study.

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