

Relationship among Family Monthly Income, Socioeconomic Status and Job Satisfaction among College Teachers in Mohammadpur, Dhaka

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Abstract

To determine how college teachers' job satisfaction, socioeconomic status, and family monthly income relate to one another in Mohammadpur, Dhaka. A purposive sample of one hundred instructors was used in a cross-sectional study design. The instrument of measurement was job satisfaction (Khaleque, 1980). The correlation results show that job satisfaction [$r=.402$, $p<.05$] and socioeconomic status [$r=.739$, $p<.01$] are significantly positively correlated with family monthly income. The socioeconomic position of teachers, however, was a small but significant predictor, accounting for 16.1% ($R^2 = .161$, $p = .001$) of the variation in job satisfaction scores. According to these results, if socioeconomic circumstances improve, educators might be happier in their positions. The study adds to our understanding of how professional satisfaction in Bangladesh's academic community is influenced by social and economic positions.

Keyword: Job Satisfaction, Socioeconomic Status, & Family Monthly Income

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INTRODUCTION

Relationship among Family Monthly Income, Socioeconomic Status and Job Satisfaction of college teachers in Mohammadpur, Dhaka

Income, education and occupation are the most commonly used indicators or measures of socio-economic status of an individual. According to Burden & Byrd (1999), "Socio-economic status is a measure of a family's relative position in a community, determined by a combination of parents' income, occupation and level of education". Similarly, American Psychological Association (2000) stated that socio-economic status is often measured as a combination of education, income and occupation. Several studies show that the socio-economic status is positively correlated with achievement. The persons of low socio-economic status generally engage themselves to meet the basic survival needs instead of striving towards higher achievement. Similar is the case of teachers too. Teachers' socio-economic status is most commonly determined by their level of education, occupational status and income.

Teachers are in the front line of education system and, therefore, they are always blamed as the main source of all the students' failure in achieving success (Joni, 1991). This blaming is relevant since some teachers use to busy in some jobs other than their teaching job. Why do the teachers do so? It has long been recognized that being a teacher is a demanding and sometime seven exhausting profession (Keller, Chang, Becker, Goetz, & Frenzel, 2014). In line with Keller, Chang, Becker, Goetz, & Frenzel, (2014), we do believe that many teachers of low socio-economic status are struggling with the obligation of guiding students to achieve success in one hand and of caring their own family in the other hand. They even enter the classroom with all the burden some thoughts and feelings of how to care their sick family member, to rent housing, to pay electricity arrears, to meet child's need and so on. Hence teachers' socio-economic status influences their personal development and job satisfaction, morale as well as their organizational commitment. Sahertian (2000) also found that "teachers in low economic status sometimes even present in school as a very exhausted person. His or her mind is chaotic

due to the simple fact that they are not able yet to provide all the basic needs of family. This fact is directly impact teachers "work morale and the classroom performance". Werang (2010) found that "teachers have no time at home to design teaching learning process and to provide media needed to increase students "understanding. Teachers even have no enough time to evaluate students" work due to the fact that they are so busy to earn money for the need of family"s life by teaching as an honored another schools, farming and trading". Werang, Lewaherilla, & Irianto (2017) studied on the effect of teachers" socioeconomic status on elementary schools" life in Indonesia: An empirical study in the elementary schools of Merauke district, Papua and found that Teacher SES has a positive significant effect on teachers "job satisfaction, morale and organizational commitment in elementary schools of Merauke district, Papua, Indonesia. Santhi (2012) conducted a study on the socio - economic status of women employees in the organised sector particularly of women teachers in collegiate service and found that majority of there respondents are dissatisfied with their salary and monetary benefits and facing problems of student-disobedience in class. There is association between the category of college of the women Teachers and the level of satisfaction with their welfare measures in the institutions. Moreover there is association between the years of experience of the women teachers and the kinds of problems faced from their students. Fikadu and Lemma (2016) studied on the socioeconomic Status and Hypertension among Teachers and Bankers in Addis Ababa, Ethiopia and found no association between hypertension and measures of socioeconomic status like education and occupation was found in this study.

Teaching is the noblest as well as the most intricate profession in our society. It is unanimous that qualified, trained and highly motivated teachers are sine-qua-non to ensure quality output. Govinda & Varghese (1993) asserted that teachers" qualification and training coupled with high morale and positive perception of the academic ability of the learners constitute powerful set of factors determining the learning levels of the children. Even the best curriculum and most perfect syllabus remain ineffective in the absence of a good teacher. Hence, the quality development of students depends upon the effective and efficient teachers. Teachers "efficiency on the other hand depends on the several factors such as socio-economic status, presort in-service training, adequate salary, student community, motivation towards teaching job and so on. However, sometimes the most efficient teachers too can"t make any difference in students" learning unless they satisfy themselves with the job. Therefore, teachers" job-satisfaction must be given prominence while discussing their efficiency. Job satisfaction is a broader concept. It is an essential pre-requisite for effective and quality outcome in any profession. The term "job satisfaction" was first utilized by Hoppock (1936) referring to a combination of psychological, physiological and environmental

circumstances that make a person feel satisfied with their job. Locke (1976) defined job satisfaction as "pleasure or positive emotional state, resulting from the appraisal of one"s job experiences." Inmost studies, job satisfaction is described as how people feel about their jobs and its different aspects. One of the major objectives of the present study is to explore the level of job satisfaction among the university and college teachers. Teachers" job-satisfaction is affected by a number of components such as workload, salary, relation with co-workers, supervision, motivation, recognition, promotion opportunities, health and insurance benefits, job security, and soon. Latif, Shahid, Sohail and Shahbaz (2011) conducted a study on Job Satisfaction among-public and Private College Teachers of District Faisalabad, Pakistan: A Comparative Analysis. The study revealed that teachers of public sector-reported more satisfaction with their job, educational qualification, working hours, benefits, promotion opportunities, salary, job security and work life balance than private sector teachers. Nyamubi (2017) conducted a study on Determinants of Secondary School Teachers" Job Satisfaction in Tanzania. Results show that teachers were satisfied by both monetary and non monetary incentives such as community support. They were pleased with fair remuneration packages that related to their labour input, opportunities for career development, a well-defined individual appraisal system, timely-promotion, and requisite workplace conditions. The study also showed that teachers" friendship and cooperation with co-workers and students as well as the respect of community members also enhanced their satisfaction in teaching. Taruna & Pooja (2014) did an analytic examination of-teachers" job-satisfaction in Senior Secondary Schools. The findings of the study suggest that there lies significant difference in job satisfaction level of teachers on the basis of type of schools and gender where as no significant difference was found on the basis of locality, academic qualification and socio economic status.

Research Question:

What type of Relationship exists among Family Monthly Income, Socioeconomic Status and Job Satisfaction of college teachers in Mohammadpur, Dhaka?

Rationale of the Study:

The connection between family monthly income, socioeconomic status (SES), and job satisfaction of college teachers is selected due to the inter relatedness of these variables and their potential to affect one another. Grasping this connection can assist in recognizing possible obstacles and chances for enhancing teacher wellness and effectiveness. Building a long-lasting, just, and inspiring workplace for college instructors depends on this study. It addresses how social and economic issues influence professional happiness and, consequently, the caliber of higher education, going beyond academics.

OBJECTIVES

Main Objective:

To find out the Relationship among Family Monthly Income, Socioeconomic Status and Job Satisfaction of college teachers in Mohammadpur, Dhaka.

Specific Objectives:

- To see whether there any relationship among Family Monthly Income, Socioeconomic Status and Job Satisfaction.
- To assess socioeconomic status predict job satisfaction individually.

METHODS

The present part includes the methodological details of the study. It includes- sample and sampling technique, selection of appropriate instruments, research design and data collection procedure which are described below:

Target Population

Target populations of this study was the college teacher in urban area.

Sample and Sampling Technique

A total of 100 college teacher were selected purposively by following a non-probability sampling method.

Research Design

A cross-sectional survey design was used for the present study. All data was collected at a single point in time.

Measuring Instruments

To collect data for this study, the following instruments were used:

- Personal Information Form
- Job Satisfaction Scale (Moody, Steer & Porter, 1979)

Personal Information Form

Personal information of this study was sex, marital status, participant's age, educational qualification, job experience, nature of job, socio-economic status, and family income of the participants.

Participants were assured that their personal information will be handled with confidentiality and all information will be used only as research purpose.

Job Satisfaction Questionnaire

To measure the teachers' job satisfaction, Bangla version of 18 items Brayfield-Rothe job satisfaction scale was used (Khaleque, 1980). This scale contains 9 positive and 9 negative items. For each positive items, score 1 indicates (strongly disagree, score 2 disagree, score 3 undecided, score 4 agree, score 5 strongly agree). On the other hand, for negative items scoring was in reverse order. The sum of score of all items was total score of the scale for an individual. The lowest possible score is 18, highest possible score is 90 and neutral point is 54. High score indicates more satisfaction with their job. The reliability and validity of this score is very high. The value of reliability and validity of Job satisfaction scale are .87 and .93 respectively.

Procedure:

For accumulating right records from participants, at the start, permission became taken from involved authority to collect statistics and rapport become hooked up with individuals. After establishment of rapport, the researcher expressed the objectives of the study and also assures them the confidentiality of the responses. After that the respondents have been asked to refill personal statistics blank. while the private records clean changed into filled up, the guide of the Bangla versions of job satisfaction scale had been given to them. The respondents undergo the commands given on the front page of the publication. Data had been amassed from the participants thru self-report administered. After the respondents finishing the project according to the commands, the statistics sheet was accumulated from the respondents. After collecting data, filled questionnaires had been checked and respondents had been thanked for their cooperation in the have a look at.

RESULTS

In order to analyze the data Pearson correlation and simple regression for each dependent variable were used for the obtained scores. The obtained results are presented through table (1 to 4)

Table 1: Correlation Matrix among Family Monthly Income, Socioeconomic Status and Job Satisfaction

Variables	1	2	3
1. Family Monthly Income	-		
2. Socioeconomic Status	.739**	-	
3. Job Satisfaction	.402**	.013	-

** $p < .01$ & * $p < .05$

The correlation matrix of table-1, simple correlation of independent variable with each dependent variable are presented. The results indicates that Family Monthly Income has the significant positive correlation

with Socioeconomic Status [$r = .739, p < .01$] and Job Satisfaction [$r = .402, p < .05$]. There is no significant correlation between Socioeconomic status and Job Satisfaction [$r = .013, p < .05$].

Table 2: Selected Statistics from Regression of Job Satisfaction on Socioeconomic Status

Variables	R	R ²	R ² change	P
Predictor Variable : SES	.402	.161	.153	.001

Dependent Variable: JS

Results of table 2 indicate that, the strongest predictor was Socioeconomic Status which alone explained 16.1% variance in Job Satisfaction.

Table 3: Simple Regression of job Satisfaction on Socioeconomic Status

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.
	β	Std. Error	β	t	
(Constant)	1.197	.694	.402	1.724	.088
SES	3.529	.813		4.342	.001

Dependent variable: JS

The results presented in table - 3 suggest that unstandardized B is 3.529 this value indicates that as Socioeconomic Status increases by one unit, Job Satisfaction increase by 3.529 units. This interpretation

is constant. The value of standardized beta ($\beta=.402$) indicates that as socioeconomic status increases by one standard deviation, job satisfaction increase by .402 standard deviations.

Table 4: The Overall F-Test for Regression of Job Satisfaction on socioeconomic status

Sum of variations	SS	df	MS	F	P
Regression	414.760	1	414.760	18.856	.001
Residual	2155.600	98	21.996		
Total	2570.360	99			

From table 4 it can be said that socioeconomic status is a good predictor. This result fit the model.

DISCUSSION

From table 1 Family monthly income and socioeconomic status (SES) are strongly correlated because income is a key indicator of a family's economic and social standing. A higher income generally translates to access to better resources, opportunities, and a higher quality of life, which are all components of SES. Higher family incomes provide more financial security, allowing families to invest in better education, healthcare, housing, and overall well-being. Families with higher incomes often have better access to quality educational resources, healthcare, and social networks, which can influence their overall SES.

Studies show that higher incomes are associated with greater parental investment in children's development, including time, resources, and access to higher-quality programs. Income is a major factor in determining a family's social class, and it can influence their ability to achieve social mobility. Higher incomes can lead to better nutrition, access to healthcare, and a reduced risk of stress related to financial hardship, all of which positively impact health and well-being. Financial stability can reduce stress and anxiety, contributing to a greater sense of security and well-being. In essence, family income is a primary driver of SES because it influences access to resources, opportunities, and the ability to meet basic needs, all of which contribute to a family's social and economic standing. Bradley &

Corwyn, (2002); Ensminger & Fothergill (2003); Krieger, Williams, & Moss, (1997); & Mueller & Parcel, (1981) also suggest the results. In another A significant positive correlation exists between family monthly income and job satisfaction, meaning that as income increases, job satisfaction also tends to increase. This relationship is primarily attributed to the financial security and improved standard of living that higher incomes provide, leading to reduced stress and increased overall well-being. Additionally, higher incomes can open up opportunities for fulfilling desires and achieving goals, further contributing to satisfaction. Selvitopu & Kaya, (2023); Tomaszewski *et al.*, (2020) found the same findings.

Table 2 indicate that, Socioeconomic status (SES), including factors like income, education, and financial security, is a strong predictor of job satisfaction because it directly influences various aspects of an individual's work and life experiences. Higher SES often translates to greater financial stability, access to better working conditions, and opportunities for advancement, all of which contribute to higher levels of job satisfaction. Conversely, lower SES can lead to financial stress, less desirable jobs, and limited opportunities for growth, impacting job satisfaction negatively. This findings is congruent with Yun *et al.*, (2024).

Table 3 indicates that, Job satisfaction has a positive impact on socioeconomic status. When individuals are satisfied with their jobs, it can lead to increased productivity, career advancement, and higher

earning potential, ultimately contributing to improved socioeconomic status. Job satisfaction plays a crucial role in improving socioeconomic status by promoting productivity, career advancement, higher earning potential, and overall well-being. Roh & Kim (2024) support this findings.

From table 4, job satisfaction can be a significant predictor of socioeconomic status. Higher job satisfaction often correlates with better career progression, higher income, and greater access to resources, which are key indicators of socioeconomic status. Conversely, individuals with lower socioeconomic status may experience lower job satisfaction due to factors like limited opportunities and challenging working conditions.

Several factors contribute to this relationship: *Income*: Higher job satisfaction can lead to better career advancement and higher salaries, contributing to a higher socioeconomic status. *Education*: Individuals with higher levels of education may experience greater job satisfaction due to access to more fulfilling and higher-paying roles. *Financial Security*: Job satisfaction can be linked to financial security and access to resources, which are important components of socioeconomic status.

Besides it Impact on Individuals like: *Job Satisfaction and Well-being*: Higher job satisfaction can improve overall well-being, including happiness, self-esteem, and social relationships. *Socioeconomic Status and Well-being*: A better socioeconomic status, characterized by higher income and education, can also contribute to improved well-being.

The most important part is organization where it plays a vital role on this. We can see *Productivity*: Satisfied employees are more likely to be productive and engaged, which can benefit organizations and contribute to economic growth., & *Reduced Turnover*: High job satisfaction can lead to lower employee turnover, reducing costs associated with recruitment and training.

Finally, *Family Background*: Some studies suggest that family socioeconomic background can also influence job satisfaction, particularly for young people starting their careers, & *Subjective Socioeconomic Status*: It's also important to consider subjective perceptions of socioeconomic status, as individuals may perceive their status differently based on their personal experiences and circumstances. This findings is congruent with Jun, Nam, & Ryu, (2011).

Limitations and Recommendations

This study, while concentrating solely on urban areas in Bangladesh and utilizing a limited sample, also focuses on a specific geographical region, namely Dhaka City. Consequently, the results may not be adequately representative or definitive for generalizing to all human

resource managers across Bangladesh. Future research should expand the sample size to encompass a wider range throughout the country.

CONCLUSION

The current research sought to investigate the connection between family monthly income, socioeconomic status, and job satisfaction among college educators in Mohammadpur, Dhaka. The results indicated a significant positive relationship between socioeconomic status and job satisfaction, suggesting that educators with higher SES are more likely to express greater satisfaction in their work. Likewise, family monthly income was found to have a moderate association with both SES and job satisfaction, implying that financial stability plays a role in overall well-being and job contentment. These findings emphasize the significance of economic and social factors in influencing the professional satisfaction of teachers. In the context of Mohammadpur, where income and resource disparities are present even among college educators, the research highlights the necessity for supportive institutional policies that take into account financial and social well-being as essential elements of faculty development and retention. Although the study offers important insights, it is constrained by its concentration on a single urban locality and a relatively limited sample size. Future investigations could broaden the scope to encompass rural regions or various types of educational institutions for comparative purposes. Policymakers and educational leaders are urged to tackle the economic difficulties encountered by teachers to improve their job satisfaction and overall effectiveness, which ultimately benefits students and the wider education system.

Conflict of Interest: None

Disclaimer: Agree

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