

Job Satisfaction among School Teachers in Duwakot, Bhaktapur District, Nepal

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ABSTRACT

Introduction: Job satisfaction is one of the determinant factors for professionals. The job satisfaction concerning school teachers reflects their strong motivation towards their job. This study aimed to measure the job satisfaction among teachers of Government and Private schools of Changu Narayan Municipality.

Methods: A cross-sectional study was done at seven government and five private schools of wards no. 1 and 2 of Changu Narayan Municipality Bhaktapur District, Nepal over one month (20th April - 19th May 2021). Schools of Changu Narayan Municipality Ward No. 1 and 2 were purposively selected. The data was collected through validated questionnaire on Job Description Index (JDI) which consisted of 17 domains. Data were entered in Excel and data analysis was done in SPSS version 20.

Results: The overall job satisfaction was 65.77 ± 11.52 which indicated that the majority of teachers were highly satisfied with their job.

Conclusion: The findings of this study indicate job satisfaction among school level teachers who were satisfied in their occupation especially in teaching profession. The domain sources of job satisfaction in school teachers appear to be work itself, coworker, relationship with students and sense of achievement. Whereas motivation in profession is most likely to be less job satisfaction among Government and Private schools.

Key words: Job satisfaction, Likert scale, School teachers.

Introduction

Quality education is an important backbone for any educational system. Teachers are the role models to students for providing knowledge, values, morality and to prepare them for future. Job satisfaction is one of the determining factors in any professional field.¹ For school teachers, job satisfaction could be crucial factor for the good job performance leading to a good motivational approach reflecting effective and efficient teaching activities.^{2,3}

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Locke EA states that “Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experiences.”⁴ It serves as a mediator for creating a relationship between individual working conditions and organizational outcome.⁵ Various factors like job description, salary, promotion criteria, working peer-groups and personal factors like age, sex, marital status and years of experience could play a vital role in job satisfaction.⁶ The study done by Bhurtel T. et al in India revealed that Government (Govt.) school teachers are more satisfied in their job satisfaction than the private school teachers.⁷ Similarly another study conducted in Nepal concluded that teachers were experiencing high satisfaction with work, coworker and job in general among higher secondary school of Government and private school in different cities.⁶ This study aimed to find out and compare the job satisfaction among teachers of Government (Govt.) and Private schools of Changu Narayan Municipality.



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Methods

A cross-sectional study was conducted in seven Government and five private schools of ward no. 1 and 2 of, Changu Narayan Municipality, Bhaktapur District, Nepal from 20th April to 19th May 2021. Ethical clearance was taken from the Institutional Review Committee (Ref. 0504202110) of Kathmandu Medical College. The schools were purposively selected. The sample size of 163 was calculated by using the formula, $n = Z^2pq/d^2$. Where, n= sample size, Z= 1.96 for a confidence interval of 95%, prevalence of job satisfaction (p) was 57 %, (0.57) ⁶, q= 1-p=0.43, d= margin of error (here, the value taken as 8% (0.08) making 147 and taking a 10% non-response rate, the final sample size was 163.

Sixty-eight teachers were enrolled from the Government schools and 95 teachers were enrolled from private schools by stratified random sampling technique. Permission was taken from the school authority. Written informed consent was obtained from all Government and Private school teachers participating in this study.

The validated questionnaire based on Job Description Index (JDI)⁸ was used which consisted of 17 domains towards job satisfaction. The JDI is a 5-point Likert scale.⁹ The domains were recognition- to receive honor from principal and students from school, potential for proficient development- improving one's own professional skills, job of achieving success, work itself, interpersonal relationship with colleague and administration, overall level of satisfaction with job, job security, responsibility towards job- sincerity, relationship with students, their dedication towards job, level of job satisfaction.

Questionnaires were completed by teachers from their respective schools at their convenient locations (on school campuses). The completed questionnaires

were subsequently collected by a consenting third party to remove observer bias.

Descriptive statistics were used to measure the level of job satisfaction. Data were entered in Excel and data analysis was done in Statistical Package for Social Science (SPSS) version 20. An independent sample t-test was used to study the significant difference between the mean score of Government vs Private Schools and p-value <0.05 was considered as significant.

Results

Majority 116 (71.2%) of the respondent were female and most of the teachers were Hindu 156 (95.7%). One hundred and thirty teachers (79.8%) were married and 102 (62.6%) belonged in nuclear families. Their school status showed that 71 (43.6%) have a bachelor degree. About half of the respondents 84 (51.5%) taught at the (6th - 10th grade) secondary level and most of the them 58 (35.6%) have teaching experience of more than ten years. (Table 1)

The Mean and Standard Deviation of teachers' job satisfaction in Government and Private schools were significant in various domains. The result indicates most of the Job satisfaction domains were greater than 3, showed "interpersonnel relationship" domain among the private school teachers had the highest job satisfaction level (mean 4.13±0.64) except in "received award" and "motivation in profession" domains. Thus this study found that the mean value for job satisfaction of teachers among Government school and Private school were 62.81±12.56 and 66.13±10.04 respectively. There is a significant relationship between Government and Private School teachers regarding various job satisfaction domains like interpersonnel relationship, sense of achievement, level of satisfaction and job security (Table 2).

Table 1: Sociodemographic profile of the teachers working in Government and Private schools (n=163)

Socio demographic profile		Government school (n)(%)	Private school (n)(%)	Total n (%)
Age	<29	10 (6.13)	50 (30.67)	60 (36.80)
	30-39	26 (16)	31 (19)	57 (35)
	40-49	13 (8)	9 (5.5)	22 (13.50)
	>50	19 (11.6)	5 (3.1)	24 (14.70)
Gender	Male	27 (16.5)	20 (12.3)	47 (28.8)
	Female	41 (25.1)	75(46.1)	116 (71.2)

Socio demographic profile		Government school	Private school	Total
		(n)(%)	(n)(%)	n (%)
Caste	Brahmin	32 (19.7)	44 (26.9)	76 (46.6)
	Chhetri	17 (10.4)	27 (16.6)	44 (27.0)
	Janajati	20 (12.2)	23 (14.2)	43 (26.4)
Religion	Hindu	65 (39.8)	91 (55.9)	156 (95.7)
	Buddhist	0 (0)	2 (1.2)	2 (1.2)
	Christian	3 (1.9)	2 (1.2)	5 (3.1)
Family	Nuclear	40 (24.5)	62 (38.1)	102 (62.6)
	Joint	28 (17.2)	33 (20.2)	61 (37.4)
Marital status	Married	63 (38.6)	67 (41.1)	130 (79.8)
	Separated	1 (0.6)	3 (1.9)	4 (2.5)
	Unmarried	4 (2.4)	25 (15.4)	29 (17.8)
School level (work place)	Elementary school	43 (26.3)	27(16.6)	70 (42.9)
	Secondary School	21 (12.9)	63 (38.6)	84 (51.5)
	Higher secondary school	4 (2.4)	5 (3.1)	9 (5.5)
	Secondary	13 (7.8)	2 (1.2)	15 (9.0)
Teachers education	Higher secondary	18 (11.1)	18 (11.1)	36 (22.2)
	Bachelor	20 (12.2)	51 (31.4)	71 (43.6)
	Master	17 (10.4)	24 (14.7)	41 (25.2)
Teaching experience	<10 years	11(6.6)	47 (28.8)	58 (35.6)
	11-20 years	15(9.2)	26 (15.9)	41 (25.2)
	21-30 years	11 (6.7)	7 (4.4)	18 (11)
	>31 years	31 (19.0)	15 (9.2)	46 (28.2)

Table 2: Descriptive statistics of Domains of Teacher's Job Satisfaction by schools (n=163)

Domains of Job Satisfaction	Government School	Private School	P-value
	Mean (SD)	Mean (SD)	
Recognition	3.53 (0.80)	3.76 (0.74)	0.039
Potential	3.68 (0.81)	3.97 (0.55)	0.001**
Supervision	3.47 (0.88)	4.01 (0.49)	0.001**
Interpersonal relationship	3.81 (0.17)	4.13 (0.64)	0.001**
Job security	3.62 (1.10)	3.73 (0.81)	0.001**
Job status	3.78 (0.68)	3.87 (0.55)	0.56
Experiencing success	3.71 (0.62)	3.86 (0.57)	0.70
Working condition	3.66 (0.88)	3.81 (0.60)	0.004
Teacher evaluation	3.57 (0.77)	3.99 (0.61)	0.001**
Responsibility	3.99 (0.53)	4.02 (0.56)	0.718
Work itself	3.96 (0.50)	4.08 (.45)	0.276
Factors in personal life	3.74 (0.80)	3.89 (0.59)	0.001**
Relationship with student	3.99 (0.78)	4.12 (0.50)	0.99
Sense of accountability	3.93 (0.65)	4.00 (0.52)	0.83
Sense of achievement	3.74 (0.56)	4.00 (0.61)	0.001**
Level of satisfaction	3.63 (0.77)	4.02 (0.56)	0.001**
Motivate in profession	1.15 (0.35)	1.06 (0.24)	0.001**
Over all job satisfaction	62.81 (12.56)	66.13 (10.04)	

** significant at 1% level of significant.

Discussion

Job satisfaction is one of the important aspect in everyone's carrier. Job satisfaction will help to work further responsible and accountable in their working status which ultimately helps to bloom their career as a successful teacher. This study was conducted to find out the job satisfaction level among the Government and Private school teachers of Changu Narayan Municipality. One hundred and sixty three teachers of seven Government and five private schools were enrolled in current study. Most of the domains have positive responses both in Government and private school teachers and they were satisfied in their job. The mean score of Job satisfaction domains were mostly higher among Private school teachers as compared to Government. There was highest mean score in "interpersonnel relationship" and "relationship with students" among private school teachers.

On comparing Government and Private schools teachers Job satisfaction in our study, most of the domains were similar. Domains like "responsibility 3.99 ± 0.53 " and "relationship with students 3.99 ± 0.82 " are the most observed highest mean score in Government school teachers whereas domains like "Interpersonal relationship 4.13 ± 0.64 " ($p < 0.001$) and "relationship with students 4.12 ± 0.50 " ($p = 0.99$) were the highest observed among Private school teachers. This highlighted that there is a decent relationship between teachers and students among both the Government and private schools. Our findings are intimately verified by Veldman et al¹⁰ in which teachers' job satisfaction was positively related to relationships with students.

A study conducted by Bhurtel et al in Haryana, India found that means of various job satisfaction domains eg. "enjoy at work", "interesting & challenging work", "satisfied with job" and "job responsibilities" were 4.53 ± 0.61 , 4.47 ± 0.61 , 4.33 ± 0.87 and 4.48 ± 0.61 respectively.⁷ Whereas, in our study, domains mean of "relationship with students", "work itself", and "interpersonal relationship" were 4.12 ± 0.50 , 4.08 ± 0.45 and 4.13 ± 0.64 respectively highlighting the various domains of job satisfaction among school teachers. This shows that the teachers in various places including Nepal enjoy their job and they are happy and satisfied in their occupation.

Similarly, Thadathil BJ in Nepal reported high job satisfaction among school teachers in the following domains like "enjoy the job ($M = 4.23 \pm 0.84$: 4.36 ± 0.76)" followed by "like colleagues ($M = 4.45 \pm 0.84$: 4.49 ± 0.78)" and "sense of pride ($M = 4.39 \pm 0.86$: 4.44 ± 0.88)" whereas, less job satisfaction was noted in "hours of work + ($M = 2.25 \pm 0.93$: 2.45 ± 1.18)" among Govt. and private school.¹¹ In our study "relationship with students, work itself and responsibility" had a higher job satisfaction level. Likewise domain to motivate in profession (1.15 ± 0.35 : 1.06 ± 0.24) has less job satisfaction. The reason behind this less job satisfaction could be due to not receiving rewards, long hours of work and not motivation towards job.

The study done by Thadathil BJ accepted that the overall level of job satisfaction among government and private teachers in Nepal is high.¹¹ The findings were similar in this study too. The reason behind higher job satisfaction in our study could be due to dedication to providing better education to students for their future life.

Conclusion

The findings of this study indicate job satisfaction among school level teachers was satisfied in their occupation especially in teaching profession. The domain sources of job satisfaction in school teachers appear to be work itself, coworker, relationship with students and sense of achievement. Whereas motivation in profession is most likely to be less job satisfaction among Government and Private schools. Though job satisfaction was observed higher in both Govt. and private schools in our study, for continuity of this job satisfaction, granting rewards and promotions, conducting teacher's training, and providing recreation facility will have motivation in profession.

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