

Teachers' Job Satisfaction: A Study of Private Schools in Kanakai Municipality

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Abstract

The main purpose of the present study was to investigate the determinants that affect private schoolteachers' job satisfaction. This study was conducted at three private schools of Surunga in Kanakai Municipality. The instrument used for data collection was a questionnaire and unstructured interviews of private schools' teachers. The findings of the study revealed that some participant teachers in Surunga perceived teaching as their ideal profession but most of them were engaged in the teaching profession because of the prevalence of private schools in their neighborhoods and lack of employment alternatives. Also, teachers report dissatisfaction about delays in salary payment and most of the teachers are also dissatisfied with available job benefits and security in their chosen profession. The findings suggest that school administrators need to address these important issues, especially regarding equitable payment, on-time salary payment, improved workplace conditions, job security, fair reward system to enhance job satisfaction amongst their employees and increase their physical and mental attachment to the workplace.

Keywords: administration, education, motivation, productivity, qualified, retain, salary, satisfaction

Introduction

The quality of education has to be enhanced to produce productive, disciplined and socially responsible citizens, and also to create a workforce capable enough to face the challenges of the 21st century. Quality education enables people to develop specific attributes and skills that can help them to achieve their full potential as human beings and members of society. The provision of quality education assists the nation's development. The teaching profession is one of the most common and important professions. Teachers do not only teach course books, they also guide young minds by

changing learners' values, behaviors, attitudes, and skills. They are the heart of classroom activity and are responsible for increasing productivity. The role of a teacher cannot be quantified, because they have the power to change society through education. In fact, teachers' work is not limited to the classrooms or school alone. The community looks up to teachers as role models with the hope that they will do a responsible job in shaping and polishing the life of future generations. The responsibilities and duties of teachers as a leader, mentor, counselor, manager and tutor are complex. A high degree of professional competence and motivation to make a positive impact is essential to accomplish these responsibilities and duties. A highly competent and motivated teaching staff is the cornerstone of a successful education system.

Katzell and Thompson (1990, as cited in Kumar, 2021) affirm that a happy worker is good worker. Job satisfaction is essential for a happy teacher. It has been defined as “the sense of fulfillment and gratification that teachers experience through their work as a teacher” (Ainley and Carstens, 2018, as cited in Zakariya et al., 2020, pp. 2-4). Job satisfaction has a positive effect on life satisfaction, Bernarto (2018, as cited in Zakariya et al., 2020, pp. 2-4). Various organizational psychologists and management experts have been engaged in a vigorous debate regarding the relationship between motivation and employees' job performance.

Robbins (1986) referred to job satisfaction or dissatisfaction as an individual's general attitude towards his or her job. A person with high level of job satisfaction holds positive attitude towards the job. Robbins (1986) noted that satisfaction is strongly, consistently, and negatively related to an employee's decision to stay or leave the organization. Job satisfaction can be described as one's feelings or state of mind regarding the nature of the work. Job satisfaction can be influenced by a variety of factors such as the quality of the academics' relationships with their supervisors, the quality of the physical environment in which they work and the degree of fulfillment in their work. (Lambert et al., 2008, as cited in Zakariya et al., 2020, pp.2-4)

Job satisfaction, extent to which a job provides gratification, actualization, and enjoyment of the work which can help attract and retain ideal teachers, is primary necessity at institutional schools (private schools). Motivating teachers through various ways can lead to job satisfaction and enhancement of institutional and individual goal. When teacher feel positive about their income, especially their salaries, their accountability is boosted. Gil-Flores (2017, as cited in Zakariya et al., 2020, pp. 2-4) stated, " Teacher-student relation (a dimension of the school factors) also play a

significant role in predicting teacher job satisfaction". High job satisfaction is important; therefore, managers, directors, and heads should be concerned with the level of job satisfaction in their organization for three reasons; i.e., to retain skilled employees, to increase organizational productivity and to ensure organizational change and development.

An institutional school teacher is a teaching professional who is typically employed at an institutional school. Nepal Law Commission (1971) has defined institutional school as a school that receives permission or approval to run but does not get any regular grant from Government of Nepal (Article 2, D3). Institutional schools are also known as Private Boarding Schools (PBS) in people's tongue in Nepal. These schools provide education at the primary, basic and high school levels within a private institution, providing specialized or general instruction to their students. Overall job satisfaction and perception of school support are key cognitive and emotional attributes to generate teachers' commitment to the school. Overwhelming pressure to perform their duties/ tasks might explain private school teachers' dissatisfaction with their work.

In Nepal, schools are mainly of two categories; i.e., community school (public school) and institutional school (private school). The present study has focused on the perception of the job satisfaction of the teachers of institutional schools or private schools.

Teachers need a conducive workplace environment as well as adequate remuneration to conduct their profession effectively.. With regard to income, teachers' appreciation of their schools is enhanced by the salaries they receive, especially when these salaries correspond to their level of education, responsibilities they hold and duties they perform in school. It could be seen that a satisfied workforce translates into higher productivity due to fewer disruption caused by absenteeism or good employee quitting.

Statement of the Problem

Teaching is one of the ideal professions. The teachers in private and public schools deliver knowledge to their students. Private schools in Kanakai Municipality² have been providing job opportunities to the general population based on employee's capabilities, and school's need. The teachers in boarding schools are also putting in

²Kanakai Municipality is one of the Municipalities of Nepal which is situated in Province No. 1.

their best effort to deliver quality education through which institutional effectiveness is enhanced. They actively participate in weekly extra activities that shape the overall development of their students. However, the teachers' turnover ratio is high in private schools. This research found that the private schools' teachers do not have a proper work and family life balance. It was also noticed that teachers in private schools are facing job insecurity and heavy workload with the minimum pay scale.

Objectives of the Study

The study aims to find the underlying factors that have an impact on job satisfaction of the teachers of Private Boarding Schools in Kanakai Municipality. In particular, the objective of this study is to find out the degree of job satisfaction of the teachers at the Private Schools in Surunga.

Review of the Literature

Job Satisfaction and Pay Scale

Pay system of Private Boarding School significantly influences job satisfaction. It fulfills employee's (teacher's) needs. Pay serves as a symbol of achievement and source of recognition. Flexible benefit plan increases job satisfaction. Equitable rewards through just and fair pay policies positively influence job satisfaction. Employees should perceive equity in pay system. Windrey's (1979, as cited in Winifred, 2016, pp. 2-4),

Equity theory (1973)

Equity theory as reviewed by Walter, Recheid, and Waster (1973) show how a person perceives fairness in regard to social relationship. The theory presupposes that during a social exchange, a person identifies the amount of input gained from a relationship and compares it with the output or effort another person's puts forth. The major concern in equity theory is about equity between effort and payment. Therefore, the cause of concern of equity for an employee is that their contribution and performance are being equitably rewarded with their pay. If an employee feels underpaid, he/she would be dissatisfied and therefore become hostile toward the organization and co-workers which may ultimately result in lack of motivation to perform.

Equity occurs when,

$$\frac{\text{Person's outcomes}}{\text{Person's inputs}} = \frac{\text{Other's outcomes}}{\text{Other's input}}$$

Source: Equity theory (J. Stacy Adams)

Ololube (2008) stated that teachers' salaries represent the single most costly item in the educational budget generally accounting for between 65 and 95% of the educational budget in developing countries. While only a few countries have been able to pay their teachers reasonable salaries, most underpay teachers. Consequently, the education sector is unable to attract the best qualified personnel low salaries often force teacher to seek additional work, which in turn influences the quality of the teaching. This section of the review has shown that the biggest challenge of private school teacher is that private school's teachers have not been adequately rewarded financially which led them job dissatisfaction. Employees compare their remuneration, promotion policy, their values etc. in the organization for job satisfaction. However, Wesley and Vugi (1977, as cited in Ansah, 2016, pp. 162-164) believe that the degree of satisfaction with pay depends on employee's needs and values. If an employee's salary is sufficient to provide for his own family needs, he is likely to be more satisfied than if his pay is less than necessary to secure adequate standard of living. Hence, people who are more materialistic, salary will be an important determinant of their job satisfaction.

The influence of job Satisfaction on Performance

Herzberg's two factor theory (1959)

Herzberg developed a specific work motivation theory. This theory has been admired as the most useful model to study job satisfaction which sought to examine the relationship between job satisfaction and productivity. They identified two categories of rewards which they called satisfiers or motivators and dissatisfiers or hygiene factors. To them, the motivators are factors which are related to job satisfaction positively, they are related to the nature of the job or the content of the work itself and are referred to as intrinsic factors. The factors which are believed to encourage the growth and development of people at work place include: achievement, recognition for responsibility and advancement. When these factors are present in a work situation, they lead to strong motivational satisfaction and good job performance. On the other side, the hygiene factor prevents dissatisfaction as it takes care of the lower needs like that of physiological, security, or social needs such as physical working conditions, salary, company policies and practices, and benefits which can help prevent dissatisfaction. Herzberg (1959) feels that the hygiene factor needs to be at an acceptable standard if the organization wants the employees to work harder and put some extra effort. In principle better performance level is not because of the hygiene factors. Herzberg's findings revealed that there are different characteristics of a job which contribute towards job satisfaction or job dissatisfaction. They are:

Table 1*Factors of Job Satisfaction*

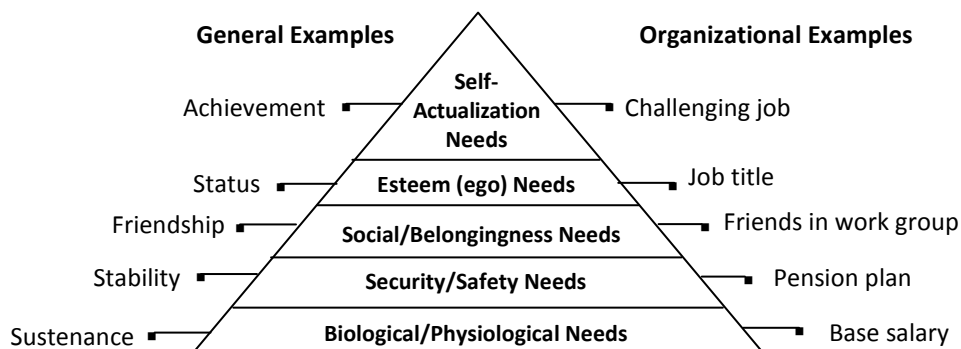
Factors for Satisfaction	Factors for Dissatisfaction
Achievement	Company policies
Recognition	Supervision
The work itself	Relationship with supervisor and peers
Responsibility	Work conditions
Advancement	Salary
Growth	Status
	Security

Source: Rao, 2010

Each person has a different criterion for measuring their own job satisfaction. The factor that influences job satisfaction amongst employees are, the style of management, salary, working hours, schedule, benefits, stress levels and job flexibility (Abuhashesh et al., 2019). Job satisfaction is directly related to productivity, motivation, work performance and life satisfaction (Abuhashesh et al.), which means job satisfaction does have a positive impact on private lives of employees.

Hierarchical Needs Theory

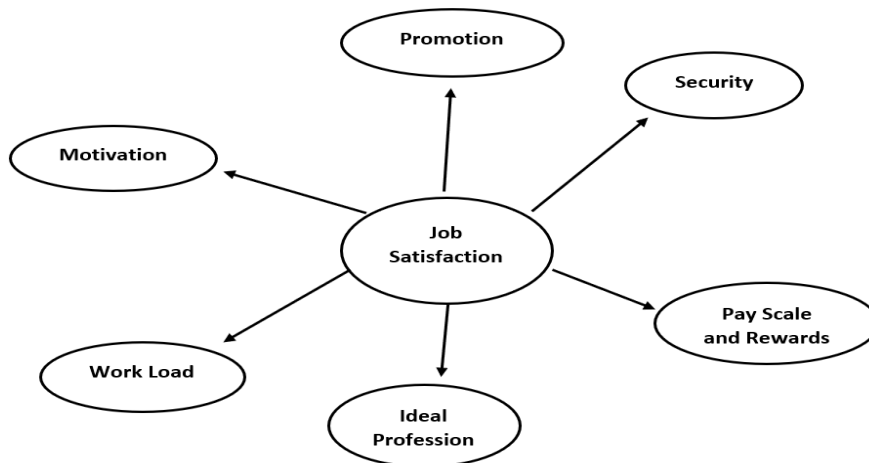
Maslow (1995, as cited in Manish, 2019, p. 9) proposed that human needs form a five-level hierarchy consisting of Physiological need, safety, belonging, self-esteem love, and self-actualization. This need hierarchy was developed to explain human motivation in general; however, its main tenants are applicable to the work setting and have been used to explain job satisfaction. In "A Theory of Human Motivations", Maslow mentions that needs can be categorized in the following way.

Figure 1*Five Levels of Human Needs*

Source: Maslow (1995)

Conceptual Framework of Study

Job satisfaction is deeply rooted to the human nature as we desire for more and for the things we don't have and the things with us are sidelined. However, there are certain indicators for measuring the degree of satisfaction like pay, promotion, security, motivation, working place, financial incentive, and chances to grow and working hour besides these variables. Arnold and Feldman (1986, p. 91). There are other variables as well which are arranged as independent variables so as to show their relation with job satisfaction.



Arnold and Feldman (1986, p. 91)

Methodology

In this study, mixed research methodology was used. The researcher developed a simple questionnaire and the data were collected through it to explore determinants of job satisfaction among private school teachers in Surunga. Besides questionnaires, unstructured interviews and observations were undertaken to collect the data. The researcher provided a question paper to the respondents with an opportunity to express their feelings and views on job satisfaction. And also, unstructured interviews were taken out of the school time to the concerned teachers.

Population and sampling

The area selected for the study was in Kanakai Municipality. The target population for this study included three private/boarding school teachers in Kanakai Municipality. In an attempt to obtain a representative sample for the study, a total of 28 teachers from primary level, lower secondary and secondary level were sampled. The simple random sampling technique was adopted for the study. The instrument

used for the study was questionnaire, observation and unstructured interviews. The researcher ensured confirmability of data conversating with focus group.

Data management and Analysis

The collected data through simple questionnaire were recorded in Microsoft excel to calculate frequencies. And the frequencies of the responses on various questions calculated in Microsoft excel were tallied. The percentage and frequencies were used for the analysis for better understanding and interpretation. As well as, unstructured interviews with concerned are also taken into consideration in discussion section in this research. The highest responses of particular data were considered as the general opinion of the respondents and the situation on the ground.

Reliability and Validity of Data

The researcher developed question sets in the beginning. The developed sets of questions were first tested among the reputed teachers of Surunga. Then after the researcher approached one school. The teachers of that school were approached to fill up the questionnaire assuring them about confidentiality of the study. The researcher made an observation in the physical and non-physical aspect of one school and consulted the respondent individually to fill up the already developed questionnaire freely. However, some of the respondents were afraid of their school administration but the researcher assured them that the information given by them would be made strictly confidential. The researcher could not visit all schools personally, so the other teachers were recruited to help to fill up the questionnaire in same method. The researcher has taken unstructured interviews out of the physical premises of concerned schools during off hours. So, the collected data are very much reliable. On top of all, the study is based on the theories of job satisfaction and the respondents are familiar with the objective of the study. Necessary operational definition of selected variables is made.

For the reliability of the data, regular visits to the selected school (at least one) were made. The respondents were encouraged to fill the questionnaire form freely ensuring their confidential. The currently working teacher in sampled school was recruited to collect information and data needed for this research. Also, appropriate tool was used to measure the frequencies.

Results and Discussion

The researcher had discussed with the employees of private school and also unstructured interview was taken to know their job satisfaction. Data on job satisfaction emerging from the questionnaire have been clustered in different tables,

pie chart and bar graph along with the frequencies and percentages. The researcher had developed the following questions to obtain accuracy on the result:

Do you find your work meaningful and ideal?

Do you feel you are rewarded for your dedication and commitment towards the work?

Does your principal value your feedback?

Are you paid timely for your job?

How is your relationship with coworkers?

How are the conditions of service?

Teaching is a Meaningful and Ideal Profession

Table 1 discusses whether PBS's teachers in Surunga perceive teaching as their meaningful and ideal profession. The results are presented below.

Table 2

Teaching a Meaningful and Ideal Profession

Responses	Frequencies	Percentage
Yes	23	82.14
No	5	17.56
Total	28	100

The results in Table 2 indicated that, twenty-five (25) respondents representing (82.14%) perceived teaching as their ideal profession. Three (3) respondents representing (17.56%) did not perceive teaching as their ideal profession because they had better options. Among options respondents mentioned as ideal were:

- Banking: because the pay structure of banking is higher than PBS, they pay allowance too.
- Law: because of the prestige
- Businessman: because earning is higher

Reward on Dedication and Commitment

Table 3 discusses whether the PBS' teachers of Surunga are rewarded proportionality to their dedication and commitment. The results are present below:

Table 3*Reward on Dedication and commitment*

Responses	Frequencies	Percentage
Yes	8	28.57
No	20	71.43
Total	28	100

The results in table two (2) showed that only eight (8) respondents representing (28.57%) were satisfied with the salaries and other benefits they are paid. Twenty (20) respondents representing (71.43%) were dissatisfied with the payments; salary, allowance, fringe pay etc.

Principal's Value on your Feedback

Teachers in the school provide various feedback on the educational system and activities through their knowledge and experiences. Principals' value on their ideas is crucial for motivation and inspiration.

Table 4*Principal's Value on your Feedback*

Responses	Frequencies	Percentage
Yes	10	35.71
No	18	64.29
Total	28	100

Table 4 indicated that ten (10) respondents felt that their principal valued on their ideologies and feedback representing (35.71%). Eighteen (18) respondents representing (64.29%) found their feedback and knowledge they shared not valued .

Timely Payment and Job Satisfaction

Payment of monthly salary in time matters a lot for the job satisfaction. However, the payment in Private Schools is not harmoniously made which is depicted in the time

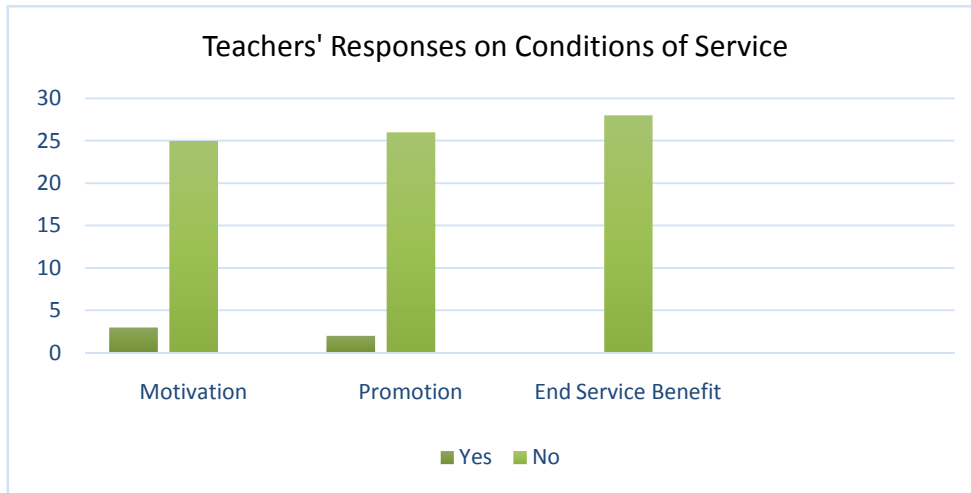
Table 5
Timely payment and Job satisfaction

Responses	Frequencies	Percentage
Yes	12	42.85
No	16	57.15
Total	28	100

Findings showed that out of Twenty-eight (28) respondents, twelve (12) respondents said that they are receiving their salaries on time, which is 42.85%. and Sixteen (16) respondents said that they are not paid timely, which is 57.15%.

The finding shows that timely payment to the teachers in private boarding schools is also, one of the major factors for the level of job satisfaction. Those who are paid timely are more satisfied than the ones who were not paid timely.

Figure 2
Teachers' Responses on Conditions of Service

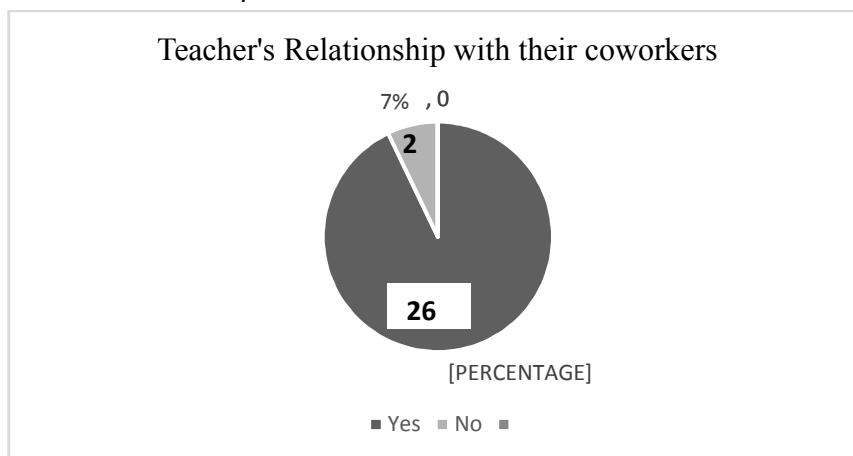


The above chart indicated that 25 respondents representing (89.29%) did not consider motivation of teachers good enough and only three (3) representing (10.71%) were on the other side of the scale. Also, twenty – six (26) respondents representing (92.86%) were not satisfied with the promotion process of the job, whereas, (2) representing (7.14%) indicated that, they were satisfied. All twenty – eight

respondents representing (100%) of the sample indicated that, they were not satisfied with their end of service benefits.

Figure 3

Teachers' Relationship with their coworkers



The above pie-chart showed that twenty-five (26) respondents representing (92.86%) were satisfied with their educational relationship in entire family members of school and two (2) respondents representing (7.14%) were not able to develop friendly relationship with their coworkers in their schools.

Unstructured interviews showed that teachers in private schools are satisfied for knowledge acquisition, holidays/vacation periods and prestige. Teachers stated that holidays/vacations allow them, to visit their friends and families. They were very satisfied with the acquisition of knowledge through their daily research. Also, they were delighted with the prestige which is shown by community. Extra-curricular activities organized weekly in private schools have increased the work load of teachers. However, they feel proud when their students excel in ECA academic field. Some of the respondents involving in unstructured interview expressed that the teachers selected through personal contact are promoted quickly than the teachers appointed through free competition and interviews. Informal group discussion also showed that teachers selected through personal contact are more satisfied than those who were selected through free competition and interview.

Discussion

Satisfied employees' productivity is far better than non-satisfied. Promotion, timely pay, job security, motivation, cooperation, supervision, flex time schedule, leave

facilities, health facilities are important underlying factors for Private Schools' teacher job satisfaction. The satisfied teacher can only deliver quality education. Research has shown that the Private schools' teachers in Surunga are not satisfied with their job. However, some of the teachers are satisfied to some extent. The employees in the organization perform their activities effectively after they meet their basic needs. Maslow proposed that human needs form a five-level hierarchy consisting of physiological need, safety, belongings, self-esteem love, and self-actualization. Similarly, hygiene factors are more important than motivators factors. The teachers should be equally treated for their job satisfaction. Independent variables like, promotion, motivation, pay scale, job security, work load, pay leave, independent, supervision, flex time schedule, peer relationship, cooperation significantly influenced in the teachers' job satisfaction.

Overall, the teachers at private schools of Surunga believe that the teaching profession is ideal. Most of the respondents are satisfied with the cooperation and mutual understanding among the teaching and non-teaching staff of the school. They also feel proud when their students excel in ECA and academic fields. However, they are dissatisfied with the unfair reward system, promotion, heavy workload, and ended job benefits. Ignorance of valuable suggestions and participation in decision-making also lead their job dissatisfaction.

Conclusion and Recommendation

Evidence from the study shows that job satisfaction among Private Boarding School teachers in Surunga is determined by their positive relationships with co-workers, students, parents and recognition of teachers' contribution in educating society. They were gratified to see their students excel in studies and other extra activities. PBS teachers are satisfied of the job title and teaching as ideal profession. Where there is freedom on self-judgment teachers are more satisfied than who don't have freedom on their self-judgment. Teachers teaching in Pre-primary and primary levels are more satisfied than others. Teachers being selected through personal contact are more satisfied than those who were selected through free competition and interview. Teachers at those schools where there is scrutiny basis for promotion are more satisfied than the others.

Regarding leave facility, teachers having annual leave facility are more satisfied than the others. Where there is financial incentive facility for leave saving, teachers are more satisfied than the teachers having no financial incentive

Low salary comparing their effort and unavailability of leave (causal, sick, normal) dissatisfied the teachers in Private School. Unavailability of teaching materials and the absence of laboratory equipment were frustrating. Heavy work load (7-8) periods in a day for every teacher lead them to frustrations. As well, weekly scheduled extra-curricular (ECA) programs lead them to boredom and tired too because of difficulties in managing time for regular classes and others programs. Job dissatisfaction led to teachers' search for alternative tuition or performing nonteaching activities for economic gain.

School administrators should do what they can to create a motivating environment. It is recommended that Private boarding schools should ensure competitive salaries (minimum cost of living) to retain teachers in their profession. Administration should address teachers' promotion and timely payment to sustain teachers' satisfaction. The school management should provide job security and consider on end job facility. Sudden termination in minor issues should be avoided for job satisfaction and motivation of teachers. It is also recommended that additional benefits like flex time, bonus, provident fund, medical allowance etc. led to attract and retain highly skilled teachers in Private Boarding School. Favorable workplace environment should be enhanced, this will promote teachers' commitment to teaching and their physical presence in the classroom as well as dedication to their students.

Respondents have given some indispensable suggestion for the increase on the level of job satisfaction. They have suggested motivation, cooperation, fair promotion and refreshment course training are the most important aspects for teachers' job satisfaction. Furthermore, respondents have recommended that paid sick leave, job security, medical allowance and provident fund enthusiastic them.

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