

A Study of Job Satisfaction among Teachers, Higher Secondary School of Nepal

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ABSTRACT

This article investigates the job satisfaction among teachers with particular reference to corporate, Higher Secondary level School in Nepal. The job satisfactions that have been examined under this study include, work, pay, co-workers, supervision, promotion, job in general. The sample consists of a Government, Private and Public Higher Secondary level School teacher from Kathmandu and Latitpur District of Nepal. Data were collected using a questionnaire survey. The results show there is a significant relationship between job satisfaction facets.

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1. INTRODUCTION

The term Teachers' job satisfaction is rarely determined through examination. There has been no systematic, large-scale research or small-scale research which uses an actual test to examine between age, gender, education level, years of experiences, and psychological indicators in the Region of Asia.

The number of Higher Secondary Schools in Nepal has increased tremendously in the past few years. Due to the increasing number of Higher Secondary Schools in Nepal, School academic staff may face more problems in their job as the managements are facing competitive pressure from other Schools. Almost every school is now setting new goal to compete with other Schools and the academic teachers are involving with the ultimate goal. This may cause the Higher Secondary School teacher to face plenty of job dissatisfaction.

The aim of this study was to explore job satisfaction amongst teachers in Higher Secondary Schools in Nepal. The researchers sought to explore the general level of job satisfaction

According to Locke (1969) [6], job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Satisfaction with various aspects of occupational stress experiences as difficult to characterize with other forms of everyday experiences (Cook et. al. 1981) [3]. For example, job satisfaction among teachers in higher secondary level schools, where students principal, typically have closed working relationships with their teachers may be influenced by the teachers' assessment of top management.

Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined to be an overall impression about one's one job in terms of specific aspects of the job (work, pay promotion, co-workers, job in general).

Smilansky (1984) [11] observed teachers' work satisfaction and revealed that teachers' general satisfaction and stress at work were related mostly to their reported feelings about happening within class (such as relations with pupils, the process of teaching, and pupil behaviour in school) rather than to administrative or policy questions (such as degree of work autonomy, relations with principals).

2. RESEARCH METHOD

A questionnaire was designed to explore the general level of job satisfaction among the teachers which is measured by using Job Descriptive Index (JDI) (Smith et al., 1969). The JDI has six facets, namely satisfaction with the work itself, pay, promotion, supervision, co-workers and job in general. Each facet consists of nine to 18 items consisting of mark yes (Y) or no (N) or doubtful (?) as related to the job. Total score on this scale is considered for the assessment of job satisfaction. More the score on this scale indicates more satisfaction. This study is based on the results higher secondary level school teachers in Nepal.

Participants: The sample for this study is based on the result interviews of 268 of teachers who are in the teaching staff of the higher secondary level school teacher of different cities of Nepal. Interviews were conducted from June 1, 2011 to October 31, 2011.

An individual's function within the school including that of teacher in full time teacher part time teacher, subject teacher, and administrative teachers were included among study subjects.

Data for this investigation was collected in two steps, starting with seeking permission from the authorities concerned to involve teachers in their school in the study. The interview questionnaire was structured in format and required approximately 15-30 minutes to administer.

3. RESULTS AND ANALYSIS

Demographic and professional characteristics of respondents are shown in Table 1. There were 80.6% male and only 19.4% female teachers. Majority of them were between 25 to 35 years or older than that (56%) and unmarried teachers' quantity were 75%. Nearly 33% of the teachers were MA degree holders and nearly 15% were Master degree holders with diploma while very limited teachers were there with MPhil and PhD Degrees. In regards to the class size, on average the class size of the students were in between 30 to 60 in number.

Table shows scores for the six items in the job satisfaction and the total mean score, and standard error for all items. The result shows that all schools taken together, the three major areas where the teacher of every school showed maximum job satisfaction were:

- Work
- Coworker
- Job in general

The result from this study indicates that teachers were experiencing high satisfaction with work, coworker, and job in general.

Job Satisfaction among teachers: Based on mean scores are shown in table 2, the majority 57.0% ($n = 135$) of the respondents scored above the mean score on the Job Satisfaction Index indicating high levels of Job Satisfaction while 43% ($n = 103$) scored below mean scores indicating low occupational stress. Results from this study also indicated that respondents reported high job satisfaction in people on their present job ($M = 41.7519$) followed by having job in general ($M = 40.0742$), and work ($M = 36.8189$). Whereas, less Job Satisfaction was indicated by Pay with ($M = 18.8236$).

In this section, it is explained the results of research and at the same time is given the comprehensive discussion. Results can be presented in figures, graphs, tables and others that make the reader understand easily [2], [5]. The discussion can be made in several sub-chapters.

Table 3 shows that there is a significant relationship between job satisfactions variables among Higher Secondary Level School teachers. The findings indicate that job satisfactions have a significant relationship with overall satisfaction. This study also suggests that job satisfactions is associated with satisfaction towards work ($r = 0.721$, $p < .01$), pay ($r = 0.539$, $p < .01$), supervision ($r = 0.840$, $p < .01$) promotion ($r = 0.696$, $p < .01$), coworkers ($r = 0.806$, $p < .01$), and job in general ($r = 0.834$, $p < .01$).

4. CONCLUSION

The findings of this study indicate job satisfaction in higher secondary level school teachers was satisfied in their occupation especially in teaching profession in Nepal. The dominant sources of job satisfaction in higher secondary level school teachers in Nepal appear to be work, coworker, and job in general.

Table 1. Demographic Characteristics

Demographic Variables	Categories	Frequency	Percentage (%)
Gender	Male	216	80.6
	Female	52	19.4
Age	Below 25 Years	5	1.9
	25 to 35 years	150	56.0
	36 to 45 years	84	31.3
	46 to 60 years	29	10.8
Marital Status	Single	201	75.0
	Married	67	25.0
Number of Dependent	Two	8	3.0
	Three	28	10.4
	Four	41	15.3
	Five	36	13.4
	Six and above	56	21.0
	Missing	99	36.9
Types Of Schools	Government	47	17.5
	Public	64	23.9
	Private	157	58.6
Number of students in the class	Below 30	37	13.8
	30 to 60	211	78.7
	60 to 90	14	5.2
Teaching Experience	above 90	6	2.2
	1- 5 years	116	43.3
	5 - 10 years	41	15.3
	10 - 15 years	27	10.1
	15 - 20 years	14	5.2
	More than 20 years	3	1.1
	Total	201	75.0
Qualifications	Missing	67	25.0
	MBS, MBA	37	13.8
	MA	88	32.8
	MSc	51	19.0
	MEd	23	8.6
	Master With Diploma	40	14.9
	MPhil, PhD	6	2.2
	Total	245	91.4
	Missing	23	8.6
	Biology	14	5.2
	Physics	8	3.0
Teaching Subjects	Chemistry	11	4.1
	Mathematics	28	10.4
	Languages	62	23.1
	Management	53	19.8
	Economics	29	10.8
	Educatations	20	7.5
	Others	21	7.8
	Total	246	91.8
	Missing	22	8.2
	Science	22	8.2
Departments	Mathematics	15	5.6
	Languages	43	16.0
	Management	49	18.3
	Humanities and Social Sciences	16	6.0
	Educatations	17	6.3
	Others	106	39.6

Table2: Mean and Standard scores of job satisfaction among teacher

	N	Mean	Std. Error	Skewness	Kurtosis
	Statistic	Statistic	Statistic	Statistic	Statistic
Total Score JDI	238	175.9244	2.57595	-.452	.099
Work	254	36.8189	.48064	-1.283	1.722
Pay	255	18.8236	.36472	.765	.323
Supervision	259	35.2934	.62853	-.578	-.193
Promotion	259	25.776	.47334	.096	-.969
Coworker	258	41.7519	.71440	-.885	.095
Job in general	256	40.0742	.59215	-.712	.289
Valid N (listwise)	238				

Table 3. Intercorrelations of study variables

	Work	Pay	Supervision	Promotion	Coworkers	Job in General	Total score JDI
Work	1						
Pay	.281(**)	1					
Supervision	.582(**)	.400(**)	1				
Promotion	.401(**)	.482(**)	.519(**)	1			
Coworkers	.463(**)	.225(**)	.617(**)	.410(**)	1		
Job in General	.569(**)	.329(**)	.614(**)	.460(**)	.657(**)	1	
Total score JDI	.721(**)	.539(**)	.840(**)	.696(**)	.806(**)	.834(**)	1

**Correlation is significant at the 0.01 level (2-tailed).

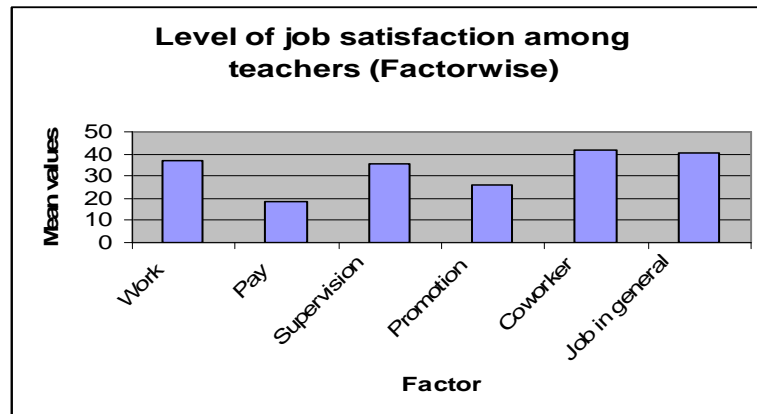


Figure 1. Level of Job Satisfaction by Bar diagram

The government in Nepal will need to take action to address this if teachers' job satisfaction is to be increased in pay, promotion, and supervision. Despite these limitations, however, in conclusion, this work provides some insight about the job satisfaction level of teachers among the higher secondary level school teacher of Nepal. It contributes to the acknowledged need for further research to explore sources of teachers' job satisfaction, their possible solution and preventive measures.

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