

Teachers' Job Satisfaction of Government Schools of Kathmandu District

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Abstract

Given that teachers are considered as human sources of shortage internationally, teacher job satisfaction merits higher attention globally. This research is aimed to examine teachers' job satisfaction and its relationship with age, gender, qualification, ethnicity and working experience. A quantitative research design was used. The sample for study comprised 150 teachers from community-based schools of the Kathmandu district and the research design used to collect the required data is purposive sampling. The structured demographic data along with Teachers' Job Satisfaction were administered. The obtained data were analyzed using chi square test, one-way ANOVA test and Pearson correlation. The current study found that 82% teachers have high level of job satisfaction. The average score of teachers' job satisfaction was 69.28 and standard deviation was 8.440. The findings further established the significantly positive relationship between age and job satisfaction. As the age increases, the job satisfaction also increases. Gender is also found as an influencing factor in teachers' job satisfaction. Male teachers are found more satisfied than their female counterparts significantly. Although there were no significant differences, teachers from Newar ethnic group were more satisfied than teachers from other ethnic groups. Regarding the academic qualification, negatively correlated is found in the present study. Higher academic qualified teachers had significantly low level of job satisfaction. Moreover, the years that teachers spend on teaching greatly affect their job satisfaction. It is found that experienced teachers have significantly higher job satisfaction than their less experienced counterparts.

Keywords: Teachers' job satisfaction, age, gender, academic qualification, working experience

Introduction

Job satisfaction is a degree to which one's important needs for health, security, nourishment, affiliation, esteem, and so on is fulfilled on the job or as a result of the job (Munir & Khatoun, 2015). Newstrom and Davis (1986) define job satisfaction as "a set of favorable or unfavorable feelings with which employees view their work. Furnham (1997) has described job satisfaction as favorable or positive feelings about work or the

work environment. It can also be explained as the psychological disposition of people toward their work – and this involves a collection of numerous attitudes or feelings (Schultz, 2004). Moreover, Weiss (2002) defines job satisfaction as a pleasurable emotional state of the appraisal of one's job, an effective reaction and an attitude towards one's job. No doubt job satisfaction is an attitude but one should clearly distinguish the objects of cognitive evaluation which are affect (emotion), beliefs and behaviors.

Surprisingly, in the midst of job dissatisfaction among other factors, the literature has shown that some trained teachers have chosen to remain at post while others have left their classrooms due to job dissatisfaction. What then accounts for this difference in work attitude? Bedian, Ferris & Kacmar (1992) found some selected demographic characteristics of teachers such as gender, age, and years of teaching experience are predictors of job satisfaction. Spector (1997) has stated that a study of the relationship between the demographic characteristics and job satisfaction of employees [teachers] would help stakeholders in education to understand teachers' work attitude and provide the needed strategy for attracting and retaining teachers in schools. This is the major impetus behind this study. Hellriegel, Jackson & Slocum (1999) view that job dissatisfaction is related to high absenteeism, high turnover, and low commitment of employees [teachers] to their work.

Michealowa (2001) has found that satisfied teachers lead students to learning more and thereby causing an alleviation of the academic results. Wisniewski and Gargiulo (1997) believe that teachers leave jobs due to high job dissatisfaction that emanates from no recognition at work, a low scope for advancement, routine bureaucratic tasks, and the lack of academic freedom and work aids, lower salaries, and bad interpersonal relationships at work. Abdulla, Uli and Parasuraman (2009) have reported that one out of five teachers leave their jobs within three years of joining, and almost half of them within five years of performing their jobs.

It is noteworthy to study whether teachers are satisfied or dissatisfied, committed or not committed in their jobs because it has been proven that teachers who are much more satisfied will more likely to show positive thoughts, feelings, and actions towards their jobs and it would increase their productivity. Besides this, achievement, motivation, organizational citizenship and absenteeism are linked with job satisfaction. The purpose of this study was to identify the current level of job satisfaction among teachers. It has been researched whether job satisfaction levels show any differences in terms of age, gender, ethnicity, academic qualification and working experience of teachers.

Methods

The research design of this current study on teachers' job satisfaction in government schools of Kathmandu Valley is quantitative in nature. This study was conducted on 150 teachers of 15 selected community-based schools of the Kathmandu district. Ten teachers from each selected school were selected as the sample for the study. While selecting informant teachers it has very seriously been noticed that most of them are from Newar ethnic groups. The sample was selected by convenient sampling method. The job

satisfaction was dependent variable whereas age, gender, academic qualification, working experience, ethnicity were independent variables.

The schedule was prepared looking into needs of the study which contained the relevant and appropriately framed questions, made in such a way so as to fulfill the requirements of the socio-demographic profile which includes name, school, age, gender, length of service, academic qualification, level of teaching, etc. The questions were framed in the manner so as to serve the purpose of the study and to obtain relevant information.

The teacher's job satisfaction scale by Munir and Khatoon (2015) consisting of 20 statements which is bi-dimensional instrument in which 12 items are worded positively and 8 items worded negatively was used along with a structured demographic data sheet for collecting data. It was a 5-point Likert type instrument that assesses positive and negative dimensions of job satisfaction. Job satisfaction scale had split-half reliability of 0.84 and Cronbach's alpha 0.86 (Munir & Khatoon, 2015). The content validity of the job satisfaction scale was established along with the construct validity.

For collection of relevant data, the researcher supplied the tool personally to all the respondents. The filled-up questionnaires including the demographic data sheet were collected, critically examined, cleaned and quantified as far as possible and tabulated using Microsoft Excel 2019 systematically for further analysis. Chi square test, one-way ANOVA, Pearson correlation were used for inferential analysis. The statistical analysis was done using Statistical Package for the Social Sciences (SPSS) version 25.

Results and Discussion

Some researchers have taken other prospective on the investigation of the triggers of job satisfaction. They believe that personal characteristics such as age, gender, race and personality should be taken into account (Spector, 2012). The current study concentrated the relationship of teachers' job satisfaction with demographic characteristics like age, gender, academic qualification, working experience and ethnicity.

Job satisfaction and age

Seventy percentage teachers have high level of job satisfaction, 18% teachers have low level of job satisfaction and only 12% have very high level of job satisfaction. The maximum number of 36-45 years' teachers have high level of job satisfaction. On the other hand, the maximum number of 26-35 years' teachers have low job satisfaction. The aged group of 26-35 years have ($M=61.54$, $SD= 5.285$) low job satisfaction than seniors and older aged group of 46 years and above ($M=74.21$, $SD=8.561$) have more job satisfaction than their younger counterparts.

Table 1 reveals that there is significant difference of age categories in level of job satisfaction, $\chi^2(4, N=150) = 17.959$, $p < 0.01$. The age group of 36-45 years and above 46 have significantly high level of job satisfaction than age group of 26-35. The study found that age was positively correlated with job satisfaction. The older aged teachers had more job satisfaction than younger aged group. A one-way ANOVA (see table 2) reveals that 46 years aged and above aged teachers category had significantly higher level of job satisfaction than other age groups in similar research of other researchers that found older

employees were more satisfied than their younger counterparts (Barman & Bhattacharya, 2017, Mocheche, Bosire & Raburu, 2017). The result has revealed that job satisfaction increases with age because the individual has come to adjust to his/her work and life situation. Job satisfaction is tended to increase as workers grow older because the extrinsic reward is tended to increase with age. There also have been a positive relationship between age and job opportunities since the upper level's administration were usually not open young teachers. Another factor contributing to the age job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings have contributed to greater level of job satisfaction (Herzberg, Mausner & Snyderman, 1959). Clark (1997) has maintained that diminishing expectations with work as one grows older can be one of the reasons that may be causing higher job satisfaction of older employees.

The study has found the significantly positive linear correlation (see table 3) between job satisfaction and age of teachers. Findings of a study conducted among teachers in Finland reveals that there was a strong positive relationship between the teachers' age and job satisfaction (Fincham & Rhodes, 2005).

Table 1. Chi square test of age category and level of job satisfaction

Age category	Level of job satisfaction			Total	Mean	SD	χ^2	Sig (p)
	Very High	High	Low					
26-35 Years	0	18	21	39	61.54	5.258	17.959	0.001**
36-45 Years	6	57	0	63	69.67	5.901		
> 46	12	30	6	48	74.21	8.561		
Total	18	105	27	150	69.28	8.440		

** P<0.01

Job satisfaction and gender

The result has exposed that female teachers (M=66.39, SD=8.002) have less job satisfaction than their counterparts (M=72.95, SD=7.656). The male teachers have statistically significant high job satisfaction than female teachers by one way ANOVA, $F(1,148)= 8.603, p < .01$.

In studies on teachers' job satisfaction, gender is a frequently investigated variable. The investigation of this variable as a determinant of job satisfaction is a sensitive issue. This is because there is a substantial increase in the number of women joining the labor force in recent times, and this has generated considerable interest for the need to investigate the influence of gender on job satisfaction (Ali & Dahie, 2015).

The present study has depicted that male teachers have significantly higher level of job satisfaction than their counterparts. These findings are similar to various studies in different cities and cultures by Tilak (2013), Mondal (2014) and Barman and Bhattacharya (2017). Males are more satisfied than females with the hours worked, promotion opportunities and workload. They enjoyed their work, which is interesting &

challenging; they were satisfied with working hours, opportunity for further advancement, good salary, rewarded fairly for experience and opportunity for career development. Male teachers were more satisfied than female teachers with school policies, interpersonal relations and the schools' overall organization (and job characteristics and meaningfulness of the job) (Ngimbudzi, 2009). The probable reason for these findings may be administration of institute's belief on male teachers to work in odd hours. So, they get more responsibilities which enhance the sense of self-worth which eventually increase the level of job satisfaction. On the other hand, male teachers could adjust in any situations during teaching learning and extra-curricular activities.

Table 2. ANOVA for various variables

Characteristics	N	Mean	Std. Deviation	F	Sig.
<i>Gender</i>					
Male	66	72.95	7.656	8.603	.005**
Female	84	66.39	8.002		
<i>Working Experience</i>					
0-5 Years	12	57.75	1.258	6.404	.001**
5-10 Years	21	63.71	6.264		
10-15 Years	33	66.91	5.558		
15-20 Years	21	71.50	6.245		
> 20 Years	63	73.54	8.230		
<i>Academic Qualification</i>					
SLC	9	80	9.849	3.010	.040*
Intermediate	21	72.86	7.448		
Bachelor	63	69.67	9.755		
Master	57	67.07	7.055		
<i>Ethnicity</i>					
Bhraman	57	69.42	7.988	2.201	.101
Chhetri	24	63.50	9.243		
Newar	66	71.59	7.884		
Others	3	62.00	6.908		

* P<0.05

**P<0.01

Job satisfaction and working experience

The table 2 reveals that teachers who have experience of above 20 years (M=73.54, SD=8.230) have more job satisfaction than others. The teachers who have less than 5 years (M=57.75, SD=1.258) experience have low job satisfaction. The result has exposed that the teachers are satisfied with their job as they are more experienced. There is statistically significant difference between work experience and job satisfaction by one way ANOVA, $F(4,45) = 6.404, p < .01$.

The present study has found that working experience is a significantly influencing factor in teachers' job satisfaction. The study further reveals the positive association (see table 3) between working experience and teachers' job satisfaction. It indicates that as the number of years of teaching experience increases, job satisfaction also increases. The present result provides the support of earlier studies by Liu & Ramsey (2008), Barman &

Bhattacharya (2017) have stated that teachers with more years of teaching experience have relatively higher job satisfaction. The probable reasons for these findings are that unsatisfied teachers leave teaching profession. The more experienced teachers get recognition, promotion as well as influence over school policies. They have been trusted by the stakeholders and school administrations.

Job satisfaction and academic qualification

The study has also found (see table 2) that teachers who have passed SLC ($M=80$, $SD=9.849$) have more job satisfaction whereas higher qualification with masters have low job satisfaction ($M=67.07$, $SD=7.055$). The result reveals that job satisfaction decreases as the academic qualification increases. There is statistically significant difference between education level and job satisfaction by one-way ANOVA, $F(3,146) = 3.010$, $p < .05$. The result of the present study has found that academic qualification is statistically significant with job satisfaction. The result has further exposed the negative correlation (see table 3) between academic qualification and job satisfaction. It indicates that teachers with higher educational attainment have lower job satisfaction. It was reported that the most highly qualified teachers are least satisfied, which is in agreement with the studies of Gosnell (2000) and Michaelowa (2001). Sargent and Hannum (2003) found that teachers' educational attainment is negatively correlated with teachers' job satisfaction. This study has found the explanation in the statement of Michaelowa (2001) that teachers' academic attainment beyond bachelor's degree tends to lead to a mismatch between teachers' expectations and professional realities. It is expected that as teachers improve their knowledge through higher educational attainment, their efforts are recognized by their employers through promotion and/or appointment to the post of responsibility like principalship. But this is not so. Teachers believe that favoritism has existed in promoting teachers to a higher position or appointing them to positions abroad and finally, in selecting participants for activities from which they can benefit financially and academically (Aydogan, 2009). People expect more financial and non-financial returns for their enhanced educational status that leads to frequent disappointments and hence, lower job satisfaction.

Job satisfaction and ethnicity

The study has discovered that Newar teachers ($M=71.59$, $SD=7.884$) have more job satisfaction than teachers from other ethnic groups. The Chhetri teachers ($M=63.50$, $SD=9.243$) have low job satisfaction. There is not statistically significant difference between ethnicity and job satisfaction by one way ANOVA, $F(3,146)= 2.201$, $p > .01$).

The current study has found no significant difference between ethnicities on job satisfaction. Different ethnic groups have their own values, beliefs and attitudes which alter perception of job. Hence, the ethnicity affects on job satisfaction. The findings have revealed that the Newar teachers have high level of job satisfaction than teachers from other ethnic groups. The probable reason for this may be that Newar teachers get jobs in their own hometowns since most of the informant teachers of this study were from the indigenous ethnic group Newars and the study area of this study as well were confined to Kirtipur Municipality location of the Kathmandu valley itself. They happily are happily

carrying out their jobs along with their family, society and culture. They get opportunity to contribute in the development of education in their own society which is highly appreciated by the society. This may have raised their self-worth which eventually has increased the level of job satisfaction.

Table 3: Correlation between variables

	Job Satisfaction	Qualification	Work Experience	Age
Job Satisfaction	1	.630**	-.393**	.597**
Age	.630**	1	-.236	.807**
Qualification	-.393**	-.236	1	-.315*
Work Experience	.597**	.807**	-.315*	1

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

* . Correlation is significant at the 0.05 level (2-tailed).

Conclusion

The current study has found that 82% teachers have high level of job satisfaction. The findings have further established the significant positive co-relationship between age and job satisfaction. As the age increases, the job satisfaction also increases. Gender is also an influencing factor in teachers' job satisfaction. Male teachers were found more satisfied than their female counterparts significantly. Although there is no significant difference, Newar teachers were found more satisfied than teachers from other ethnic groups. Regarding the academic qualification, negative correlation is found in the present study. High qualified teachers have significantly low level of job satisfaction. Moreover, more years the teachers spend on teaching has affected positive in their job satisfactions. It is found that experienced teachers have significantly higher job satisfaction than their less experienced counterparts. Reward, salary, job itself, task and responsibility, management and work environment are the most influencing factors respectively in teachers' job satisfactions.

The findings of this research have been most useful to recommend further researches in future. It is suggested that more participants from variety of schools from different districts are sampled in other researches. Also, more demographic data could be included in the research to explore the relationship between other teacher characteristics and job satisfaction, such as teaching subject, teaching level and teaching hour. It is also recommended that a study can be conducted on how learner characteristics influence teachers' job satisfaction in both community-based and private schools. Moreover, a comparative research on the job satisfaction of teachers across community-based and private schools can be conducted for better results in other parts of the researches.

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