
Head Teacher's Job Satisfaction: At Community Schools in Dadeldhura District

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Abstract

In the current situation, job satisfaction is one of the most important issues in organizational and leadership studies because it directly impacts individuals' sense of commitment to their job and belonging in the workplace. However, there is currently no general agreement in the educational research on job satisfaction and its definition. This was a quantitative approach with the survey research design method. For this, the questionnaire was used to collect data. There were 57 head teachers as the sample from the Dadeldhura district. A questionnaire was sent via e-mail to collect data, and collected data were analyzed using SPSS 25 version chi and phi as the test. About fifty and fifty percent of males and females are head teachers. Most of them were from the village area with Master's degree qualifications. The p-value of males and females in salary satisfaction was found to be 0.14, which is not significant. Similarly, the p-value of age and professional satisfaction was 0.45 which is also not significant. Fifty percent of head teachers were males and females which is good. Likewise, 76.7% of the head teachers have Master's great degree qualifications. More than 66% of the head teachers were satisfied with their co-workers working happily which can be interpreted as a good result in comparison to others. Most of the head teachers were from the village area of the Dadeldhura district. Females are also capable to get as higher a position as males that also reflected that the salary satisfaction level of males and females was not significant in terms of age and professional satisfaction.

Keywords: job satisfaction, leadership, employment, supervision, financial security

Introduction

In the current situation, job satisfaction is one of the most critical issues in organizational and leadership studies because it directly impacts individuals' sense of commitment to their job and belonging in the workplace. However, there is no general agreement in educational research on job satisfaction and how it should be defined. Scholars have generally approached job satisfaction from institutional, affective, and cognitive perspectives (Jhu, 2013). Researchers define job satisfaction through different processes, and no one definition of job satisfaction is identical to another. The literature shows fine-grained variations in the definitions depending on the period and focus of the researchers. However, for this study, the focus lies on the employees' feelings, values, and attitudes (Lofquist & Dawis, 1991).

The issue of job satisfaction has been discussed by scholars for decades (Allport, 1956, & Locke, 1969). Education is considered essential for every country's social, intellectual, and economic development and prosperity. Job satisfaction is increasingly crucial in the work environment as it is associated with factors such as efficiency, productivity, and reduced non-participation (Rana, 2011). Teachers can significantly contribute to prosperity by maintaining the value of the educational process. Therefore, optimizing the quality and effectiveness of teachers' performance is essential for all levels of education to successfully implement education policy and achieve the set goals. For efficient work and task completion, teachers need to be ambitious and dedicated.

As teachers and principals shape the future of their communities and societies, job satisfaction becomes increasingly important in education. (Johnson & Holdaway, 1994). Locke (1976, p. 1300) suggested that job satisfaction is "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences." This definition characterizes job satisfaction as an effective and emotional reaction to the job.

In other words, it represents the subjective construction of individuals' emotional feelings toward their jobs (Locke, 1976). Furthermore, job satisfaction can be understood by looking at its common elements such as work, pay, promotions, recognition, benefits, working conditions, supervision, co-workers, company, and management (Locke, 1976, p. 1302). Locke's definition is widely used and has had a considerable influence on satisfaction studies.

Harzburg (1959) believed that factors leading to job satisfaction differ from factors leading to job dissatisfaction. Removing dissatisfaction factors does not necessarily make the work satisfying. In the modern sense, job satisfaction is a multifaceted concept that involves a psychological response to one's employment. These responses include cognitive and affective components in addition to the behavioral factors described above (Hulin & Judge, 2003).

In the current context, job satisfaction holds great importance in organizational and leadership studies as it directly influences employees' dedication to their job and sense of belonging in the workplace. Personal advancement, achievement, development, responsibility, and recognition in the execution of their duties increase teachers' satisfaction in the organizational aspect. Teacher relationships, motivational environment, job security, and financial status have been found to be the primary sources of teachers' satisfaction (Sushmita & Reddy, 2017)). Given that the teaching profession is known worldwide as one of the most stressful professions, job satisfaction encompasses various job-related factors such as the institutional concept, work environment, job satisfaction, and employment-related conditions concerning supervisor jobs, job colleagues, comprehension, and promotion opportunities (Smith, 2013). Many studies have examined employee satisfaction with work and motivation from different perspectives. Job satisfaction and motivation not only affect teachers but also impact students, the quality of the educational process, the development of the educational system, and the well-being of the wider community (Gautam, 2006).The relationship

between satisfaction and physical health and mental well-being must also be understood (Akhtar, 2010). Hence, Rutebuka (2000) argues that job satisfaction can be highly significant in ensuring the overall well-being of employees, given the substantial amount of time they spend working during their lifetime.

The importance of studying teachers' job satisfaction in the field of education has revealed effects on at least three crucial outcomes: retention, attrition, and absenteeism (Bogler, 2002). Therefore, examining teachers' job satisfaction from the human resources development and promotion perspective may enable educational institutions and principals to improve retention rates and address the factors related to attrition. The extensive literature on job satisfaction has shown that teachers who are satisfied with their jobs tend to perform better. Scholars have studied job satisfaction from institutional, emotional, and intellectual perspectives over the years (Jhu, 2013). Organizational culture (Yeganeh, 2013) and administrators' decision-making styles (Olcum & Titrek, 2015) also relate to job satisfaction. A person's assessment of their work experience is related to their job satisfaction, which can be defined as their effective or emotional reaction to their job. Furthermore, job satisfaction is an emotional construct that represents individuals' emotional feelings about their jobs (Locke, 1976). Locke's definition, which encompasses common dimensions such as work, pay, promotion, benefits, working conditions, supervision, co-workers, company, and management (p. 1302), is widely used and has significantly influenced the study of job satisfaction.

According to some scholars, cognitive-oriented job satisfaction is based on the content or comparison process rather than emotion or affect. Instead, cognitive-oriented job satisfaction concerns whether the nature of the job, working conditions, and development opportunities satisfy an individual's needs (Zhu, 2013). However, after reviewing the literature, it becomes evident that there are several dimensions of job satisfaction, including promotion, achievement, responsibility, authority, salary, and professional respect.

This study examines job satisfaction among head teachers of community schools. As part of this study, the objectives are to examine the differences in job satisfaction among teachers with varying teaching experiences, identify the relationship between years of teaching experience and job satisfaction, and determine if male and female teachers have different job satisfaction levels (p.1). A psychologist interested in work organization has covered most of the research on work satisfaction (Spector, 1997). People join organizations with certain expectations and needs. These factors influence a person's behavior toward an organization, and behavior is the result of conscious choices individuals make to optimize their desired outcome (Lunenburg & Ornstein, 2020). In this regard, job satisfaction is not only determined by employees' loyalty to the organization but is primarily an indicator of personal commitment and productivity in their profession. Among the factors influencing job satisfaction, salary, professional events, administrative relationships, and work environment indirectly contribute to academic results (Arinfin & Hashim, 2013). Job satisfaction is indeed crucial not only in determining employees' loyalty to an organization but, more importantly, as the main indicator of an individual's level of commitment and productivity in their profession.

The job satisfaction of the head teachers in the community school is a critical aspect to consider for the overall success and effectiveness of these educational institutions. Overall, job satisfaction among head teachers of community schools is influenced by a multitude of factors. The main factor contributing to the job satisfaction of head teachers in community schools is their leadership skills. Through their leadership styles, head teachers can create a positive and supportive school environment that fosters strong teacher-student relationships, effective communication, and high-quality education. In conclusion, the job satisfaction of head teachers in community schools is influenced by a variety of factors such as positive relationships with colleagues, senior managers, and students, a supportive and inclusive school environment, opportunities for

professional growth and advancement, financial stability, good organizational and management skills and recognition for their work.

Statement of problem

Education is a vital role in shaping a successful generation, it allows us to become accountable, responsible, advanced, and civilized. School is the main agent to provide quality education at the root of the village. Powerful instruments for the fight against poverty and inequality and lay of foundation for sustained economic growth (World Bank, 2003). School plays an important role to strengthen the economic growth of the nation. Now, in the context of Nepal, there are mainly two types; community and institutional schools both types of schools' quality of education depends on a planner which is the head teacher. The school sector development plan (SSDP) also provides the guidelines and goals to be achieved in school-level education as the main agent to fulfill the targeted goal (SSDP,2016-2023). The school family including, the Head teacher's attitude and behaviors, accountability, and ability of the head teacher directly affect the quality of education at the school level. H /she is a diver who should drive properly to reach the destination. Attracting and retaining quality teachers is a major challenge for educational institutions. In education, the essential quality is to have a positive approach. All teachers need to have the potential and clear intent to carry out their duties. Almost devoted to bringing satisfaction to their job. Job is a combination of emotional and psychological experiences in any work, (Nigma,2018) and it is crucial to understand this relationship. Hence, Rutebuka, (2000), argues that job satisfaction is more significant in ensuring the overall well-being of employees, considering how long they spend working within their lifetime. About the importance of teachers and it is crucial to understand this relationship. Importance of teacher job satisfaction and production are interrelated. If job holders are not satisfied with their job, they cannot be much motivated to produce policy products. If the teacher is satisfied with h/her duty and responsibilities as a head teacher then they can perform better results in this sector. So, this study is important to carry out

the situation analysis of job satisfaction. Job satisfaction particularly of demographic variables such as age, qualifications, job grade, length of experience, length of service at present school, subject taught, and training.

Research questions

1. What is the job satisfaction level of the head teachers?
2. What factors contribute to job satisfaction and dissatisfaction amongst secondary school teachers?

Research objectives

1. To identify the job satisfaction level of the head teacher.
2. To find out the job satisfaction and dissatisfaction amongst secondary school head teachers.

Theoretical Review

Scholars have developed and tested numerous theories to explain job satisfaction, but three prominent frameworks are 1) content theories of job satisfaction; 2) process theories of job satisfaction; and 3) situational models of job satisfaction (Thompson et al., 1997). As part of this study, I explained Maslow's (1954) needs hierarchy theory.

Maslow's (1954) needs hierarchy theory

According to Maslow's needs hierarchy (1954), job satisfaction depends on the extent to which an individual's needs are met by his or her job and its environment. In Maslow's hierarchy, there are five categories of needs organized in ascending order of importance (1) physiological ;(2) safety; (3) belongingness and love; (4) esteem; and (5) self-actualization. Lower-level needs in the hierarchy include physiological, safety, belongingness and love, while higher-level needs include esteem and self-actualization. These needs are as follows:

Physiological needs: As a biological necessity, we require food, air, water, shelter, clothing, and the like in order to survive. In school, salary and work environment may satisfy this need.

Safety or security needs: Security and stability are necessary, as well as the absence of pain, threat, or illness. In school, this need refers to job security and guaranteed salary.

Social needs: A social need is a need to feel loved, affectionate, interact with other people, and be accepted by others. In this situation, these needs often manifest themselves in the teacher's involvement in formal and informal groups.

Esteem needs: This need includes self-esteem through personal achievement as well as social esteem through recognition, status, and respect from others. In an organization like a school, status, position, and recognition can satisfy these needs

Self-actualization: At the top of the hierarchy is self-actualization, which represents the need for self-development, creativity, utilization of position so on. The involvement of the employee to make decisions can satisfy these needs. These are the highest needs of an employee and it goes the same for the teachers as well. Job satisfaction can be attributed to an individual's fundamental level of need and at a given point in time. Individuals are influenced by the presence or absence of need; therefore, when lower needs cease to be met, the individual descends down the hierarchy to that level of need, is unable to move back up until it is again fulfilled (Maslow 1954).

To this understanding, school administrators should identify ways in which to provide for the higher-order need of the school staff assuming the lower-order needs are generally satisfied. Recognition and rewards of staff members for achievement, inclusion in participatory decision-making, providing opportunities for professional and personal growth, and development of a school climate in which the feeling of belonging is enhanced, and the manifestation of respect for others are illustrative of means by met (Guthria & Reed, 1991). In this way, we found several factors that contribute to satisfaction, the relationship between job satisfaction and fair salary, work environment and job distraction, work safety, and Job satisfaction. Satisfaction is average for employees. It discussed the relationship between job satisfaction and organizational stress and the management of vocational training teachers.

Methodology

This study will be based broadly on the quantitative research method approach, as explained by (Muijs, 2011). Quantitative research is explaining phenomena by collecting numerical data that are analyzed using a mathematically based method. The quantitative methodology used in this study was the survey research design method, which has often been widely used to investigate educational issues (Borg&Gall, 1989). Quantitative research is explaining phenomena by collecting numerical data that are analyzed using different statistical tools. Out of many quantitative research designs, this study will use a survey design because it tried to find teachers' levels of job satisfaction in many schools using tools like a questionnaire. Teacher job satisfaction by principal support and teacher cooperation results from the school and survey, in this study, applied the survey methods (Olsen,&Haung,2019).Similarly, Lopez also applied survey methods on the topic of job satisfaction and efficiency as the indicators of intent-to-leave teaching (Lopez,2018).

The present study depended on the post-positivist paradigm; the dependent variable of this study was head teachers' job satisfaction, and the independent variables where social perspective, individual choice, academic performance, and salary the result were drawn based on the relationship between a dependent variables and independent variables controlling extraneous variables. The research population and sample Population was based on Dadeldhura district schools. The sample population for this study was 315, based on 90% confidence levels and10% margins of error. 57 head teachers were chosen by random sampling method from Dadeldhura district. Since the study area covered up to class 10, this sample size represented the entire school. The formula used for the study was:

$$Sample\ Size = \frac{z^2 * p(1 - p)}{e^2} \div \left(1 + \frac{z^2 * p(1 - p)}{e^2 N} \right)$$

The criteria to prepare questionnaire were school-related factors, and teacher-related factors. This questionnaire was prepared based on five-point Likert Scale, which was developed by (Wells, & Dawis 1976). This survey was chosen because it is suitable to be used in an academic setting. After preparing the questionnaire, it was used for the pilot study to ensure the validity and reliability of the tools.

Data analysis for this study used the concept of the SPSS 25 version. The questionnaire was prepared on five points Likert scale using very satisfied, satisfied, neither satisfied nor dissatisfied, dissatisfied, and very dissatisfied.

Results and Discussion

The following were the results identified and discussed after the study.

1. Determining Factors of Job Satisfaction in Higher Education.
2. Relation of Job Satisfaction with Other Factors.

Determining Factors of Job Satisfaction in Higher Education.

Respondents to this research were males and females in order to determine the status of job satisfaction in community school head teachers. As a result, the data is analyzed on the basis of males and females in this aspect.

Table 1

Satisfied with current salary gender-wise; Cross tabulation

			very satisfied	satisfied	neither satisfied nor dissatisfied	dissatisfied	very dissatisfied	Total
What is Gender	Male	Count	0	12	7	10	1	30
		% within what is gender	0.0%	40.0%	23.3%	33.3%	3.3%	100.0%

	Female	Count	2	9	13	3	0	27
		% within what is gender	7.4%	33.3%	48.1%	11.1%	0.0%	100.0%
Total		Count	2	21	20	13	1	57
		% within what is gender	3.5%	36.8%	35.1%	22.8%	1.8%	100.0%

Field survey

Table 1 shows that null males were very satisfied with their salary and 7.4% of females were very satisfied with their salary. Likewise, 40% of males and 33.3% of females were satisfied with their salaries. Neither satisfied nor dissatisfied males were 23.3% and females were 48.1%. Similarly, the dissatisfied percent males were 33.3% and females were 11.1%. The p-value is 0.14 which is not significant. Most of the head teachers were in the age of forties and the least of the teachers were in the age of thirties. Similarly, more than 52.6% of head teachers were males and others were females. Likewise, 77.2% of the head teachers have Master’s degree qualifications and others have Bachelor’s degrees. Likewise, 20% of teachers have two years of experience, and 3.3% of the teachers have fifteen and seventeen years of experience as head teachers. More than 84% of head teachers have 300 students and 52% of teachers were from the village area in the district and only 47% of them were from the town area.

Less than 3.5% of head teachers were very satisfied with their salary. Similarly, 36.8% of the head teachers were very satisfied with their amount of work. In comparison to other services, only in 13.3% of the head teachers was very satisfied. In nurturing the family, only 11% of the head teachers were satisfied. Only 26.6% of the head teachers were satisfied with the chance of getting a promotion. Regarding time to

family, 30% of the head teachers were very satisfied and only 7% of the head teachers were very satisfied with their profession.

More than 66% of the head teachers were satisfied with their co-workers working happily. Similarly, 20% of the head teachers were very satisfied with the facilities they got. Only 13.3% of the head teachers were satisfied with the state service. Likewise, of most of the head teachers, 70% of them were satisfied with the behavior of the school management committee. More than 56% of the head teachers were satisfied with the cooperation of the district administrative office. Similarly, more than 36% of the head teachers were satisfied with the behavior of the society and 60% of them were satisfied with their ex-students. About 6.6% of the head teachers were satisfied with the discrimination from the side of the government.

Relation of job satisfaction with other factors.

The respondents were asked questions related to other factors. To what extent the income has a positive impact on their life? It is related to the earnings from the job to find out the other factors that influences the job satisfaction of the teachers was presented in the following tables:

Professional development plays a vital role in job satisfaction, so we asked respondents whether they experienced opportunities for professional development at work

Table 2

Satisfied with the age of the teaching profession; Cross tabulation

		Very satisfied	satisfied	Neither satisfied nor dissatisfied	Dissatisfied	very dissatisfied	Total
Age 30-39	Count	2	7	1	0	0	10
	% within Age	20.0%	70.0%	10.0%	0.0%	0.0%	100.0%
40-49	Count	1	21	2	0	0	24
	% within Age	4.2%	87.5%	8.3%	0.0%	0.0%	100.0%

51-59	Count	1	14	0	1	1	17
	% within Age	5.9%	82.4%	0.0%	5.9%	5.9%	100.0%
32.00	Count	0	0	1	0	0	1
	% within Age	0.0%	0.0%	100.0%	0.0%	0.0%	100.0%
37.00	Count	0	1	0	0	0	1
	% within Age	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
38.00	Count	0	1	0	0	0	1
	% within Age	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
40.00	Count	0	2	0	0	0	2
	% within Age	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
46.00	Count	0	1	0	0	0	1
	% within Age	0.0%	100.0%	0.0%	0.0%	0.0%	100.0%
Total	Count	4	47	4	1	1	57
	% within Age	7.0%	82.5%	7.0%	1.8%	1.8%	100.0%

Field survey

Table 2 shows that 20% of the head teacher in their thirties was very satisfied, 70% were satisfied, and 10% were neither satisfied nor dissatisfied. Similarly, 4.2% of head teachers in their forties were very satisfied, 87.5% were satisfied, and 8.3% were neither satisfied nor dissatisfied. In the same line, 5.9% of the head teachers in their fifties were very satisfied and 82.4% of head teachers were satisfied and 00% were neither satisfied nor dissatisfied. This also shows that the p-value is 0.45 which is not significant.

Discussion

Overall fifty percent of head teachers were males and females which is good. Likewise, 76.7% of the head teachers have Master's degree qualifications which are great. Less than 3.3% of head teachers were very satisfied with their salary which is very low. Maslow (1954) explains that salary satisfaction is crucial for job security and safety, which is not the case with Nepalese head teachers in school education. According to

(Zhu,2013), salary satisfaction is an important aspect of teacher satisfaction in higher education, which is lacking in the selected respondents at school. In nurturing the family, only 3.3% of the head teachers were satisfied which is a very low satisfaction level. Regarding the time to family, 30% of the head teachers were very satisfied which is also not desirable.

More than 66% of the head teachers were satisfied with their co-workers working happily which can be interpreted as a good result in comparison to others (Maslow, 1954) In order to meet social needs, we have to love, affectionate, interact with others, and be accepted by others. Similarly, 20% of the head teachers were very satisfied with the facilities they got that cannot be taken as a good level. More than 56% of the head teachers were satisfied with the cooperation of the district administrative office which is desirable. Similarly, more than 36% of the head teachers were satisfied with the behavior of the society which is not a very good result. On the contrary, 60% of them were satisfied with their ex-students which is good. It includes self-esteem through personal achievement and social esteem through recognition, status, and respect from others (Maslow, 1954).

The bivariate analysis with the use of chi and phi shows no significant salary satisfaction level between males and females where the p-value is 0.14. In the same line, there was no significant between age and professional satisfaction where the p-value is 0.45.

Conclusion

Most of the head teachers were from the village area of Dadeldhura district. Females are also capable of getting as higher a position as males. Most of the head teachers were neither very old nor very young; they were in their forties. Similarly, a very low level of satisfaction was found in the amount of salary, work service, nurturing family, getting promotion in the profession, and giving family time. On the other hand, more than sixty percentage head teachers were satisfied with their co-workers and their

ex-students. It also reflected that the salary satisfaction level of males and females was insignificant in terms of age and professional satisfaction.

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