

Job Satisfaction among Community School Teachers in Kathmandu District

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Abstract

The purpose of the study was to find out the job satisfaction of teachers in Kathmandu district. This research was conducted among the population of teachers working in public secondary schools of Kathmandu district, focusing on job satisfaction. This study was based on a cross sectional survey method. To measure the teachers' job satisfaction, the researcher employed the questionnaire developed by him. The reliability and validity of the tool was ensured by the test retest method. The teachers who had been teaching Mathematics, English, Science, Computer and Social Subjects were not found satisfied. Except Nepali and mixed subject teachers, majority of all subject teachers were found neither satisfied nor dissatisfied whereas the majority of Science and Computer teachers' was seen in a satisfied category.

Keywords: *Job Satisfaction, Community School, Motivation, Job Security, Performance.*

Introduction

The notion of job satisfaction has several facets and is made up of many aspects of each employment. Job satisfaction is an emotive response to one's employment, as Mercer (1997) noted (Gerrett, 1999; Perie, Baker, and Whitener, 1997). It can be considered as an overall impression of one's work or as a few distinct aspects of it, and it can also be connected to the results (Perie, Baker, and Whitener, 1997; Rice, Gentile, and McFarlin, 1991; Hevin, 2005). The participation, dedication, and motivation of teachers to their profession are all factors in teacher job satisfaction, which is related to their work performance (Satgent & Hannum, 2005). It is crucial for instructors, but it also has a demonstrable impact on students and academic institutions in general.

According to Choy et al. (1993), highly satisfied teachers are more likely to stay in their schools and continue working than their unsatisfied peers (Perie, Baker, & Whitener, 1997). Understanding teacher job satisfaction is therefore be helpful for understanding teacher retention, even if it is not the sole factor to consider. Researchers have studied a variety of factors that affect teachers' job satisfaction during the past ten years, and the majority of them may be divided into three broad groups: community factors, school factors, and teacher characteristics. Job satisfaction is the attitude that employees or workers have towards the nature of their employment. This is susceptible to factors including the degree of fulfilment, the nature of the work environment, and relationships with managers, employers,

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and supervisors (Zidle, 2012). This paper is concerned with the job satisfaction of the teacher in community schools.

Age, sex, civil status, highest level of education, duration of services, and other factors are discussed in the context of work satisfaction in order to gather information. This paper covered seven distinct topics, including: learner diversity; curriculum content and pedagogy; planning, assessment, and reporting; learning environment; community connections; societal esteem for learning; and personal, social, and professional development. Similar to this, a variety of criteria, including school regulations, management, salary, interpersonal relationships, chances for advancement and growth, working conditions, the actual work, accomplishment, recognition, and responsibility, are crucial in determining job satisfaction in schools.

Every teacher must have the potential and clear intention to accomplish their duty with the utmost devotion to derive satisfaction from their work. Job satisfaction is the combination of emotional and psychological experience at any work. Job satisfaction is the relationship between what everyone expects and what everyone achieves. Any work cannot be effectively done without satisfaction. School teachers are important in building the nation and budding citizens of the nation. So, job satisfaction is an important concept that is not only related to an individual but also relevant to society's wellbeing.

Job satisfaction is one factor that will ensure the performance and productivity of schools. The teachers would get interested in teaching their students effectively when they were satisfied with their jobs. Like India, other countries in the world are trying to improve their quality of education so that it meets the demands of globalization. Teachers would perform to their maximum capacity only if they were satisfied with their jobs. So, job satisfaction is an important phenomenon in every sector, especially in the teaching profession. A teacher's job satisfaction is not only important to the teacher but also to the students. Teacher retention and commitment can be predicted by job satisfaction (Shann 2001). This shows that job satisfaction is important for school teachers.

Nyange (2013) determined the extent to which supervision influences job satisfaction of teachers, the extent to which recognition influences job satisfaction of teachers, the relationship between promotion and job satisfaction of secondary school teachers, and the extent to which working conditions influence the job satisfaction of secondary school teachers in Kenya. The study established that the respondents were not satisfied with the working conditions except for the offices. The research made the following recommendations: teachers' salaries and compensation should be uniform; all teaching staff members should be treated with respect; and no one should be undercut or be undermined by another, since this would impair their self-esteem. The government should have a service plan that will improve equity in the promotion of teachers and where the instructors

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will have equal possibilities of advancement. The government and the school administration should have a strategy for publicly acknowledging outstanding teachers for their dedication. Similarly, Sims (2018) presented cross-country evidence of teachers' age being weakly correlated with job satisfaction, while gender had no effect. Studies on teacher turnover from the US show that women are more likely to quit schools than males and that young teachers leave schools at higher rates than their middle-aged counterparts (Borman & Dowling, 2008; Guarino, Santibanez, & Daley, 2006; Ingersoll, 2001; Kukla-Acevedo, 2009). These findings can be mostly due to the younger female instructors who leave the classroom to start a family, but they are also more likely to return to teaching later (Allen, 2005).

In this study, it was explored whether teachers are content or dissatisfied with their employment, committed or uncommitted, because it has been established those teachers who are much more satisfied will be much more likely to demonstrate good thoughts, sentiments, and behaviors towards their jobs, which will boost their productivity. Aside from that, job happiness is linked to achievement, motivation, organizational citizenship, and absenteeism. The goal of this survey was to determine teachers' current level of job satisfaction (Barman & Bhattacharyya, 2017).

Objective

The main objective of the study was to find out and analyze the trends of job satisfaction among teachers in Kathmandu district.

Methodology

This study was based on a survey design. A survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional (Best & Kahn, 2007). So the researcher employed the cross sectional survey design in this study. There are 356 teachers were selected from 5208 teachers on simple random sampling method.

Whereas in this study, the researcher employed the 5-point Likert scale to measure the job satisfaction of teachers from their perspectives. The scale had five scales rating from 5–1 which represented 5 for “Strongly satisfied,” 4 for “Satisfied,” 3 for “Neither satisfied nor dissatisfied,” 2 for “Dissatisfied” and 1 for “Strongly dissatisfied.”

Result and Discussion

A teacher is a second parent of the children, although he or she is an instructor to solve the educational problems. A teacher is a facilitator to address educational

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issues, although his or her job satisfaction determines the quality of education and educational performances with high achievement. The trends and factors affecting the job satisfaction of community-managed school teachers are discussed here.

Job Satisfaction Status by Gender

The degree of job satisfaction of teachers who were working in the community secondary school of Kathmandu District is shown in the table. The satisfaction level of male and female teachers are shown separately.

Table 1: *Job Satisfaction by Gender*

Gender	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Total	Mean	SD	Sig. (T-test)	Confidence Level
Male	93 (49.5)	88 (46.8)	7 (3.7)	188	3.5	0.6	.341	95%
Female	76 (45.2)	84 (50.0)	8 (4.8)	168	3.4	0.5		
Total				356	3.4			

Above table 1 shows that 93 (49.5) male teachers and 76 (45.2) female teachers were found satisfied. 88 (46.8%) male teachers and 84 (50%) female teachers were found neither satisfied nor dissatisfied and only a few number of male teachers 7 (3.7%) and 8 (4.8%) female teachers were found dissatisfied. The mean score of male teachers was 3.5 and female teachers were 3.4. It shows that the male teachers were more satisfied than the female teachers in teaching. The sig. value of T-test was .341 on the 95 % confidence level it implies that there was no effect of gender on the job satisfaction because the sig. value was greater than .05.

Job Satisfaction by Academic Qualification

The job satisfaction level of teachers having various highest academic qualifications was shown in the table. Most of the teachers were found neutral, it means they were neither satisfied nor dissatisfied and only few teachers found dissatisfied on their job. The mean score of teachers having the qualification of proficiency certificate level (PCL or its equivalent) was found 3.6 so that they were satisfied on their job.

Table 2: *Academic Qualification of Teachers and Job Satisfaction*

Academic Qualification	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Total	Mean	SD
SLC	11 (40.7)	15 (55.6)	1 (3.7)	27	3.4	0.6
PCL/+2	39 (68.8)	15 (26.3)	3 (5.3)	57	3.6	0.6
Bachelor	55 (41.7)	69 (52.3)	8 (6.1)	132	3.4	0.6
Masters	64 (46.4)	71 (51.4)	3 (2.2)	138	3.4	0.5

But the job satisfaction mean of teachers who had the highest qualification other than PCL/+2 was 3.4 so that they were not satisfied. The mean score 3.4 is the upper limit of neither satisfied nor dissatisfied (neutral). It implies that the teacher with PCL/+2 level qualification found satisfied with their job whereas the teachers with other qualifications were not found satisfied.

Job Satisfaction Status by Teaching Subjects

Teachers were asked to indicate their teaching subjects. Teachers were categorized into 5 major subjects and a mixed subject. Teachers who had been teaching health and physical, population, environment, social studies, accounts, geography and history were categorized into social subjects and the teachers who had been teaching more than one subject were categorized into mixed subjects.

Table 3: *Teaching Subjects and Teachers Job Satisfaction*

Subjects	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Total	Mean	SD
Mathematics	28 (43.1)	36 (55.4)	1 (1.5)	65	3.4	0.6
English	26 (40.6)	34 (53.1)	4 (6.2)	64	3.4	0.7
Nepali	24 (51.1)	21 (44.7)	2 (4.3)	47	3.5	0.5
Science and Computer	16 (55.2)	10 (34.5)	3 (10.3)	29	3.4	0.6
Social subjects	39 (47.0)	42 (50.6)	2 (2.4)	83	3.4	0.6
More than one subjects	36 (52.9)	29 (42.6)	3 (4.4)	68	3.5	0.5

Table 3 shows that the teachers who had been teaching Nepali and teaching more than one subject were found satisfied as the mean score of both the groups was 3.5. The teachers who had been teaching Mathematics, English, Science, Computer and Social Subjects were not found satisfied as their mean was 3.4.

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Among 65 Mathematics teachers only one teacher was found dissatisfied but among 64 English teachers, 4 English teachers were found dissatisfied. Except Nepali and mixed subject teachers, majority of all subject teachers were found neither satisfied nor dissatisfied whereas the majority of Science and Computer teachers' was seen in a satisfied category. Among 29 Science and Computer teachers 16 (55.2%) teachers were found satisfied.

Job Satisfaction Status by Teachers' Job Position

The teachers' positions were divided into 3 positions (Primary level, Lower Secondary Level and Secondary Level) of teacher in the community schools of Kathmandu. The position of teachers was categorized on the basis of their teaching duties. If the teacher had been teaching in secondary level, they were counted as the secondary teacher. The table shows the job satisfaction level of teachers of different level separately.

Table 4: *Teachers' Position on the Job and Job Satisfaction*

Teachers' Position	Satisfied (%)	Neutral (%)	Dissatisfied (%)	Total	Mean	SD
Primary	51 (45.9)	53 (47.7)	7 (6.3)	111	3.4	0.6
Lower Secondary	46 (47.9)	47 (49)	3 (3.1)	96	3.5	0.6
Secondary	72 (48.3)	72 (48.3)	5 (3.4)	149	3.4	0.6

From the above table 4, lower secondary level teachers were found satisfied as the mean score was 3.5 out of 5. The teachers except lower secondary were not found satisfied as the mean score was 3.4. 51 (45.9%) teachers of primary level, 46 (47.9%) of lower secondary level teachers and 72 (48.3%) of secondary level teachers scored above 3.5. It meant they were found satisfied. Similar percent of teachers of all level were found neither satisfied nor dissatisfied.

Conclusion

Teachers of public secondary schools of Kathmandu district are neither satisfied nor dissatisfied of their job. Teachers have higher satisfaction level in colleagues; job itself and working conditions whereas lower satisfaction level in pay, performance appraisal and promotion of the job. Job satisfaction level of the male teachers is higher than the female teachers. The teachers who have the highest academic qualification PCL/+2 have the highest job satisfaction than the teachers who have the highest qualifications SLC or Bachelor's Degree or Master's Degree. New teachers (less than five years of experience) and teachers approaching retirement are more satisfied than other teachers

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