

Job Satisfaction among Technical and Vocational Education and Training (TVET) Schools Employees in Kathmandu

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Abstract

Job satisfaction is important for employees' well-being and organizational performance for occupations such as instructors and administrative staffs of the Technical and Vocational Education and Training (TVET) school. In this context, this study explored the level of TVET school employees' job satisfaction and relationship among the factors of job satisfaction: pay, incentives and benefit, work itself, working environment, supervision and recognition among the sampled employees of CTEVT constituted TVET Schools using quantitative method. The SPSS was used for the data analysis of the study. The results of overall job satisfaction of the TVET employees showed moderate level. However, the relationship among factors of job satisfaction was measured positive. This implies that one factor positively influences the other factor of job satisfaction. Based on these finding, this study implicates to the policy maker with the evidence of job satisfaction which contributes to increase job satisfaction of the employees. The findings of this study may draw the interest of the future researchers who want to explore the underlying causes of differences at the level of job satisfaction and influencing factors among TVET school employees.

Keywords: *Job satisfaction, TVET school employees*

Introduction

The Technical and Vocational Education and Training (TVET) plays major role is to equip young persons with skills for the world of work (Kintu et al., 2019). The human resources working in the TVET institutions are crucial in preparing such competent graduates for the labour market. In this regard, job satisfaction of TVET schools' employees is very important for TVET schools.

Job satisfaction is the mental feeling of favorableness which an individual has about the job (Kalluvelil et al., 2011). The job satisfaction can be achieved from various sources such as working environment, supervision style, and organizational culture. Job satisfaction has always been an important issue globally. Job satisfaction refers to any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say that I am satisfied with my job (Hoppock, 1935). The factors influence internally for the satisfaction. The different monetary and non-monetary factors play a role to ensure job satisfaction. Job satisfaction is predictive of performance (Vrinda & Jacob, 2015), indicated that job performance is the by-product of the job satisfaction.

Employees' job satisfaction is important and necessary because it can lead to their better performance. To improve performance, it is necessary to ensure that staff are satisfied with their job and deliver excellent performance (Murtaza & Siddiqui, 2011). In this regard, the enhancement of skills is directly affected by the job satisfaction of the TVET employees.

In Nepal, there are 1081 short term vocational TVET training institutions, 1312 technical and vocational education secondary level institutions and 261 higher technical education provider institutions (Ministry of Education, Science and Technology, 2019). This sectors employed numbers of employees in TVET sectors. So, job satisfaction TVET employees play crucial for the success of the TVET schools.

When the employees are motivated to tasks, then the organizational performance and success will be higher (Manzoor, 2012). So, involvement of the TVET employees in TVET sectors is purely dependent upon job satisfaction. School related employees' job satisfaction is crucial to their work performance (Baluyos et al., 2019). In this regard, in organizations including TVET schools, job satisfaction plays an important role for work performance. In TVET institutions, TVET employees are the vital persons who ensure fulfillment of goals and objectives of the organization and they are core persons who skilled the students to excel in their career path.

The TVET employees in the TVET related institution were positive with the work but were dissatisfied with the benefits (Sapkota et al., 2019). Job satisfaction among employees of TVET related institution was not up to the expectation (Timalsina et al., 2018). So, research resulted low satisfaction in the TVET related institution in Nepal. This result of past research influences the researcher: are TVET employees less satisfied or what is level of job satisfaction in existence? What is the association among different factors (pay or incentives or benefits, work itself, working environment, supervision and recognition) of job satisfaction?

Literature Review

Job Satisfaction and its Factors

Job satisfaction can be described as employees' feelings or state of mind regarding the nature of the work. Job satisfaction is a response of employee's working condition at work. Job

satisfaction plays a vital role for optimum productivity (Agarawal, 2016). Job performance is related to motivation and ability of the individual. Only motivated people can do work satisfactorily. Motivation is the act of stimulating or energizing catalyst for achievement of intended actions. It is the input for better performance to contribute to goals achievement and link with productivity of the employees.

The factors, such as supervision, pay, responsibility, advancement, recognition, security, working condition, working itself, colleague, which contribute to determining job satisfaction (Shabbir et al., 2014). In this sense, TVET employees' job satisfaction plays an important role to enhance productivity of the organization. Nevertheless, employees have different perceptions of the factors pertaining to job satisfaction. Job satisfaction is always related with the needs of the human beings (Pfeffer, 2010). Job satisfaction refers to overall affective direction on the part of employees towards work roles in the profession (Kalleberg, 1977).

Job satisfaction consists of seven factors, such as fellow workers, company policy and support, promotion and advancement, job itself, supervision, customer and pay (Chirchill et al., 1976). Barusman and Mihdar (2014) categorized the attributes of job satisfaction in five factors, namely pay, work itself, co-staffs, promotion opportunities, and supervision.

Shrestha (2017) determined the factors of job satisfaction into five groups: pay or salary or incentives, work itself, work environment, supervision, and recognition. For the purpose of this study, the work itself and recognition belong to motivating (intrinsic) factors and the other factors such as pay or salary or incentives, work environment and supervision incorporate hygienic (extrinsic) factors.

According to Bakan (2013) the job satisfaction and income are interrelated, higher the income, higher the job satisfaction. So, higher salary plays a vital role for job satisfaction of employees. The policy covers all the security and benefits of the employees and stimulates for job satisfaction.

The work itself incorporates daily tasks, autonomy, and creativity in the work (Lester, 1987). The implementation of the organizational goals makes the employers feel that their employees' job is crucial and they are important for the organization to achieve organization goals. The work itself plays a major role in determining the level of job satisfaction to the extent the job provides an employee with interesting tasks, learning opportunities, higher responsibility, autonomy, task variety, etc.

The employees would rather desire the sound working environment in the organization and this soundness will result in better physical console and expediency. The absence of such sound working environment crashes badly on employees' physical and mental wellbeing (Pravin &

Kabir, 2011). The employees are always concerned and satisfied with the comfortable working environment. If there is alter of a good working environment, it fluctuates the job satisfaction.

According to Suchyadi (2018), there is a positive relationship between supervisor and school employees job satisfaction, meaning that the higher the supervision, the higher the job satisfaction. The employees' job satisfaction can be improved through supervision which indicates that supervision increases the job satisfaction of the employees.

Recognition is the act of management to acknowledge the efforts of the employees. It indicates that happiness in the part of the employees creates a suitable environment for excellent performance or outstanding behavior. It incorporates the "appreciation, esteem, and attention, prestige, esteem of supervisors, coworkers, and parents" (Lester, 1987, p.231). The appreciation of recognition ensures the job satisfaction among the employees.

There were many studies research work carried out on job satisfaction of general school teacher (examples: Thapa, 2003; Shrestha, 2004; Maharjan 2012; Thadathil, 2015) in the context of Nepal. But there were limited research studies so far carried out in the TVET sectors pertaining to employees' job satisfaction in Nepal. Timalisina et al. (2018) mentioned that job satisfaction among universities nursing faculties in the Kathmandu was not up to the expectation. According to Sapkota et al. (2019) nursing faculties had a positive attitude towards their job but were dissatisfied with the benefits offered to them and the operating condition. The studies in TVET sectors depict low level of job satisfaction. In this regard, what is the level of job satisfaction of TVET employees to be analyzed?

Past studies in TVET sectors (examples: Timalisina et al., 2018; Sapkota et al., 2019) focused on the factors of job satisfaction of technical staff only. So, this research study also integrated both teaching and non-teaching staff of the TVET school employees. In brief, this research study tried to bridge the gap with regard to employees' job satisfaction in the TVET schools in Kathmandu. This study also try to build up inter relations among the factors of job satisfaction.

Methods

Research Design

This study was based on the post-positivist research paradigm, which advocates the single reality of job satisfaction of the TVET employees. The researcher employed a quantitative approach to conduct this study. The quantitative approach became relevant for this study because it helped the researcher to fix the objective knowledge specifying the single reality related to job satisfaction of the TVET school employees. Under the quantitative study, the researcher used survey method, which helped to quantify the collected data. The study was based upon the field survey. The information collected gave the experience of job satisfaction at a point of time when the survey was conducted. The researcher used the quantitative research approach to collect data from employees of the TVET schools with the help of structured questionnaire. On the basis of those collected data, the conclusion was drawn.

A study population is the employees of CTEVT constituted schools in the Kathmandu. To conduct the study, I selected Kathmandu as the most important study area because the model and long run TVET schools exist here. The population has to reflect the characteristics of personal attributes such as: age, sex, marital status, religion, caste and ethnicity, work experience, monthly income, and educational status, TVET school related attributes such as: types of work, job nature, job sectors and work nature of the respondents. In the Kathmandu, there are only two CTEVT constituted schools. So, I selected Balaju School of Engineering and Technology, Balaju, Kathmandu, which employed 80 staff and Shankarapur polytechnic Institute, Shankhu, Kathmandu, which employed total 35 staff, altogether 115 employees comprised the population under study.

The researcher employed the Yamane's (1967) formula for sample size determination. This formula was applied in this research in 95% confidence level. The research had 5% tolerance for the errors in the study. After applying the Yamane's method, the finalization of the sample size was 90. The respondents were selected applying random sampling method in the study. The employees, who worked for more than one year in the organization, were selected for the study.

Measures

The researcher constructed the Likert scale as the measurement tool for the data collection, which formulated 5-point ordinal scale used by the respondents to rate the degree to which they were agree or disagree with a statement in the given scale. In the research, the Likert scale incorporates a large number of statements which collectively assess a single construct as factors of job satisfaction. Each statement contained five response options: completely not satisfied, not satisfied, neutral, satisfied and completely satisfied. In addition to this, all responses of the scale were picked up on a numerical form to make it easy for quantifying the responses in the form of information.

Before finalizing the scale, the researcher conducted number of meeting with TVET experts and administered a small scale for a pilot testing outside from the sample population of the study. Thus, the researcher took sample of 15 respondents, which was more than 10% of the sample while conducting the pilot test and established the internal reliability of this scale. The researcher finally constructed 23 Likert scale questionnaire for the purpose of this research. From this pilot testing, the researcher drew the Cronbach's Alpha coefficient value of entire scale as assuming a single section of the questionnaire.

The value of Cronbach's Alpha coefficient was 0.6 and above in the five factors of job satisfaction and entire scale was derived 0.9. The mention below rules of thumb: " $\geq .9$ – Excellent, $\geq .8$ – Good, $\geq .7$ – Acceptable, $\geq .6$ – Questionable, $\geq .5$ – Poor, and $\leq .5$ – Unacceptable" (George & Mallery, 2003) were considered as a basis for alpha coefficient. However, the alpha value 0.6 was also acceptable (Buthelezi, 2014). For this research, the

researcher designed and self-administered structured questionnaire as tools of the data collection.

Methods of Analyzing Data

After the data collection, the collected data were edited, coded, tabulated and analyzed by entering into Statistical Package for the Social Sciences (SPSS 20) program. Both descriptive and inferential statistics was employed to illustrate the data analysis of the study. The information was gathered as the answer from the respondents (TVET employees) through Likert scales. The three different levels of categorization (lowly satisfied, moderately satisfied and highly satisfied) were derived from the Best's (1977, as cited in Shabbir et al., 2014) criteria as follows:

$$\frac{\text{Higher score} - \text{Lower score}}{\text{Number of Levels}} \\ = \frac{5 - 1}{3} = \frac{4}{3} = 1.33$$

Consequently, the researcher generated three levels of job satisfaction to analyze the derived information. Among them, the levels of the JS were classified as low (1.00-2.33), moderate (2.34-3.66) and high (3.67-5.00) based on their mean scores from the information of the respondents pertaining to job satisfaction of the TVET employees.

Pearson Correlation coefficients (r) vary between -1 and +1, with +1 indicated a perfect positive relationship (a high score on variable X = a high score on variable Y), -1 a absolute negative relationship (a high score on X = a low score on Y), and 0 = no relationship (Muijs, 2010). The result was interpreted according to "Guilford Rules of Thumb", after calculating the correlation coefficient. The interpretation of the percentage of the scores as a result was calculated and the results were derived on the basis of "Guilford's rule of thumb", which regards a value for evaluation as given below (Parvizifard et al., 2012):

Value Correlation Coefficient	Relation between Variables
Below 20%	Negligible relationship
20% – 40 %	Low relationship
40% – 70 %	Moderate relationship
70% – 90 %	High relationship
Above 90 %	Very high relationship

In this study, Pearson's Product moment correlation Coefficient was used to determine the relationship between/among the factors of job satisfaction. The calculation considered correlation coefficient significance level at 0.05.

Results

Attributes of TVET Employees

All the respondents of this research study were TVET employees. All the staff either technical staff or administrative, or both types of employees were included. The characteristics of the

respondents were differentiated into two broad groups (personal and institutional attributes) based on their similar types of characteristics. These two categories were related to their personal and TVET schools related attributes of the TVET employees.

Personal Attributes of TVET Employees

Table 1

Personal Attributes of Employees

Personal Attributes	Categories	Percentage	Personal Attributes	Categories	Percentage
Sex	Male	73.30%	Years of Work Experience	Less than 5	50.00%
	Female	26.70%		5 to 9	18.90%
Age	21-25	12.20%		10 to 14	5.60%
	26-30	15.50%		15 to 19	3.30%
	31-35	25.60%		More than 20	22.20%
	36-40	16.70%	Monthly Income in Thousands	Less than 30	42.20%
	41-45	10.00%		30 to 40	44.50%
46-50	12.20%	40 to 50		10.00%	
51-55	7.80%	More than 50		3.30%	
Marital Status	Married	77.80%	Educational Status	SLC/ SEE	14.40%
	Unmarried	22.20%		Plus Two	17.80%
Caste and Ethnicity	Bramhan/ Chhetri	66.60%		Bachelor	28.90%
	Janajati	32.30%		Master	37.80%
	Dalit	1.10%		Others	1.10%
Religion	Hindu	96.70%			
	Buddhist	3.30%			

Sex, age group, marital status, caste and ethnicity, religion, service period, monthly income, education, and designation of the respondents were categorized as their personal attributes.

Among the personal attributes, Table 1 showed, the number of male employees was three times higher (73.3%) than those of females (26.7%). The more than three fourth (77.8%) of the employees were married. The two third (66.6%) of employees were Brahman and Chhetri. The nearly all most all (96.7%) of the respondents belonged to the Hindu religion. The half (50.0%) of the respondents had been working less than 5 years. The 44.5% of the respondents were earning between 30 to 40 thousands per month. The Master's degree holders were more than one third (37.8%) of the total employees.

TVET School Related Variables of TVET Employees

The school related attributes are background variable include designation, nature of job, job sectors and nature of work of the employees in the TVET school.

Table 2

TVET Schools Related Attributes of Employees

TVET School Related Attributes	Categories	Percentage
Job Status	Office Helper	8.80%
	Assistant Level	29.00%
	Officer Level	62.20%
Nature of Job	Daily Wages	8.80%
	Contract	59.00%
	Permanent	32.20%
Job Sectors	Agriculture	2.20%
	Engineering	58.90%
	Health	8.80%
	Tourism	2.20%
	Business	1.10%
	Administration	26.80%
Nature of Work	Technical	54.40%
	Administration	22.20%
	Both Technical and Administration	23.40%

In terms of TVET school related attributes of the employees, the more than half (62.2%) of the employees were from the officer level. Majority (59.0%) of the employees were working as contract staff. The engineering sectors hold more than half (58.9%) of the total respondents. The Table work nature of the respondents showed more than half (54.4%) of them were working as the technical staff.

Level of Job Satisfaction

This section includes the collected information about job satisfaction and aims to identify the level of job satisfaction (pay, incentives and benefits, work itself, working environment, supervision and recognition) among TVET employees in TVET schools in Kathmandu. For this purpose, the collected data was analyzed and interpreted through the descriptive statistics like mean score and standard deviation respectively. The obtained result is expressed in Table 3. Table 3 presents the data in relation to the job satisfaction collected from 2 TVET school employees. This section contributes to analyze and determine the level of job satisfaction through the derived mean score and standard deviation respectively. In this research, the researcher sorted out the obtained mean score in three categories: High, Moderate and Low respectively. The three levels of job satisfaction were obtained mainly based on the TVET employees mean score of 1-2.33, 2.34-3.66 and 3.67-5.0 respectively.

As observed from the Table 3, all five factors under study had approximately almost the same mean values which ranged between (2.84-3.55). It illustrates that pay, incentives and benefits had minimum scores (2.84) and standard deviation (.66) contributed to the moderate satisfaction in a lower average within the range of the sample respondents followed by supervision (2.90) and (.76), recognition (2.94) and (.71). The working environment (3.41) and (.71) as well as work itself (3.55) and (.67) correspondingly showed mean score and standard deviation which reflected moderately satisfied but higher score within the range indicated positive correlation and moderate satisfaction. The overall mean satisfaction was (3.19) and standard deviation (.58) showed the moderately satisfied employees with the work. These moderate levels indicate that the TVET schools employees were fairly happy towards their five factors of the job satisfaction in the TVET institutions.

Table 3

Comparing Average of Major Variables of Job Satisfaction

Factors	Mean	SD	Level of Job Satisfaction
Work itself	3.55	0.67	Moderate
Recognition	2.94	0.71	Moderate
Pay, Incentives and Benefits	2.84	0.66	Moderate
Work environment	3.41	0.71	Moderate
Supervision	2.9	0.76	Moderate
Job Satisfaction	3.19	0.58	Moderate

The Table 4 showed correlation among all five factors of satisfaction is positive and the strength of correlation is moderate or strong. It means the employees having higher level of satisfaction in one dimension do also have the higher level of satisfaction in other factors. The correlations among these different factors are statistically significant at 0.01 percent of level of significance. It means these sample results can be generalized to entire population as well.

Table 4

Correlation with Job Satisfaction Results and Job Satisfaction Factors

	PIB	WI	WE	SUP	REC
PIB	1				
WI	.551**	1			
WE	.554**	.661**	1		
SUP	.620**	.579**	.685**	1	
REC	.585**	.583**	.668**	.669**	1

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

Note. PIB= Pay or Incentives or Benefits; WI= Work Itself; WE= Working; Environment; SUP= Supervision; REC= Recognition.

Discussions

Moderate Level of Job Satisfaction among the TVET employees

Among five factors of job satisfaction in this study, TVET school employees had a moderate level of PIB, work itself, work environment, supervision, and recognition. The moderate level of job satisfaction and its factors revealed that the TVET school employees were either satisfied or dissatisfied with their job. The result is similar to Ghosh (2013) who claimed that more than half of the teachers experienced moderate level of job satisfaction. The moderate level of job satisfaction of teachers was due to their pay scale, recognition, work, supervision and environmental factors.

Similarly, Shabbir et al. (2014) mentioned that supervision, working condition, pay factor, work itself and recognition collectively determine the satisfaction level of job among school teachers. Among these factors, working condition and recognition represent the moderate levels but the other factors hold satisfied level of job satisfaction. Thus, literature is similar with Ghosh's (2013) finding, but two factors were similar with the finding of Shabbir et al. (2014). Other factors were different due to different social and economic contexts. In brief, all these validated the findings of this study that there is moderate level of job satisfaction among TVET school employees.

Job satisfaction of school employees is associated with their better performance and also with better academic achievement in the part of their students (Iqbal et al., 2016). The employees who are satisfied with their job willingly performed their responsibilities as both instructors and administration. Finally, TVET school employees' level of overall job satisfaction was compared and it was found out that there was no statistical difference. All factors of job satisfaction as well as overall job satisfaction held moderate level of job satisfaction. The most probable impact could be because of the same management policy followed by the TVET schools applied by CTEVT and another reason could be because of the same TVET policy implemented by the CTEVT and the ministry of education. Low productivity would result if workers were low satisfied (Iaffaldano, 1983). The employees with more job satisfaction have indicated a higher performance (Shaju & Subhashini, 2017). This study showed moderate satisfaction, which indicated average job performance of the TVET employees.

Moderate Relationship among Factors of Job Satisfaction

The correlation between pay, incentives & benefits, work itself, working environment, supervision and recognition were moderately correlated to each other and statistically significant. Kayastha and Kayastha's (2012) found a moderate correlation between supervision-work, supervision-pay, promotion-work, promotion-pay, and promotion-supervision. Also, they found low correlation between pay and work in their studies. In addition, Shrestha (2017) derived inferences which reflect the moderate and low correlation among the factors of job satisfaction. Among the five factors, between work environment and work itself, supervision and work environment, recognition and work itself, recognition and

work environment, and recognition and supervision demonstrate the moderate correlation. Besides this, all remaining factors possess a significantly low correlation between them. These statistical computations indicated that most of the factors were moderately correlated with each other and remaining other factors signified low correlations and statistically significant. So, my study was similar with other past studies.

These all studies (Kayastha & Kayastha 2012; Shrestha, 2017) present the similar types of results where most of the correlations between the factors of job satisfaction were moderate being statistically significant. These all factors of job satisfaction are itself unique factors with other factors but to some extent that they are also similar to each other which collectively contribute to determine the job satisfaction among school employees. Thus, these factors are positively correlated with each other. Job satisfaction factors enhance employee job satisfaction and motivation (Munir & Rahman, 2016). So, the factors were interconnected to each other if one factor of job satisfaction increases, then other also increases.

Conclusions

This survey study was conducted among the employees working TVET schools in Kathmandu. The study reveals that the level of job satisfaction among the employees is at moderate level. This shows that moderate level of job satisfaction gives the average level of job performance of the employees. In this sense, the job satisfaction level is directly linked with the organizational performance. Finally, the relationship between/ among factors of job satisfaction correlation is positively correlated. One factor intervenes in the organization, and then it gives the positive result to the employees' job satisfaction of others factors.

In nutshell, existing literature argues that job satisfaction is a fundamental aspect of organization that motivates employees of TVET schools. This study also shows moderate level of job satisfaction. Further, among the dimensions, one has a positive relation with other. In this regard, TVET schools enhance their employees' job satisfaction considering the major need in one factor which ultimately supports to motivate them for overall job performance.

Implications of the Study

The job satisfaction entirely determines the organizational achievement and effectiveness of the TVET School. The low level of job satisfaction among TVET employees' negatively affects the entire TVET output in TVET schools. Thus, the result of this study contributes to make the policy maker and TVET school leadership effective and improve the TVET school system in an integrated way. This study contributes to examine the level of job satisfaction of TVET School employees. The TVET leader could try to improve one factor of job satisfaction, which would improve the overall satisfaction and performance of the employees. Thus, this effort helps to motivate and establish high level of job satisfaction among TVET school employees by considering other factors of job satisfaction.

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