

Differences on Job Satisfaction among Technical and Vocational Education and Training Schools Employees in Kathmandu

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Abstract

Job satisfaction is crucial for occupations such as instructors and admin staff of the Technical and Vocational Education and Training (TVET) schools. In this context, this study explored the level of TVET school employees' job satisfaction and differences by educational qualification among the sampled employees of Council for Technical Education and Vocational Training (CTEVT) constituted TVET Schools in Kathmandu, using quantitative research 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, which also means that the level of job satisfaction yet not at satisfactory level. This demands a specific strategy to motivate them and increase the level of job satisfaction. The higher the academic qualification of the TVET employees was lower level job satisfaction. It indicates that other attributing factors are also necessary to consider for job satisfaction of the TVET employees. The social capital theory was used to analyze and discuss the results.

Keywords: *Job Satisfaction, Educational Qualification, Social Capital Theory*

Introduction

The major role of Technical and Vocational Education and Training (TVET) 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. Personal attributes are crucial for job performance (Templer, 2010). Samad (2006) concluded that demographic variables, such as job satisfaction and job characteristics contributed significantly to turnover intentions with variance. Individual characteristics influence employees' job satisfaction in vocational schools (Daryanto et al., 2015). This shows that job satisfaction of TVET employees is important for TVET institutions, and is affected by personal variables. In this regard, job satisfaction of TVET employees differs by educational qualification.

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 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, past research revealed low satisfaction in the TVET related institution in Nepal. This influences the researcher to explore some pertinent questions including a) Are TVET employees less satisfied or what is level of job satisfaction in existence? b) Does job satisfaction of the TVET employees differ by educational qualification of the employees?

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 an effective response of employee's situation 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), 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 (Parvin & 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 research studies 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. The past study did not carried out job satisfaction differences by educational qualifications of the TVET 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 tries to build up differences of job satisfaction by educational qualifications of the TVET employees.

Jeremiah and Martin (2019) illustrated that higher degree holders among public TVET educators had a high level of job satisfaction. According to Ampadu (2015), job satisfaction was found positively correlated with intent to remain in academia among nursing faculties. The result of the study showed that higher academic qualification positively contributed to job satisfaction. The higher educational qualifications of TVET employees affects positively at the work station. According to the Ahmed et al. (2010), founded that higher the educational level of the employees higher the job satisfaction level.

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 Council for CTEVT constituted schools in the Kathmandu. To conduct the study, researcher selected Kathmandu as the most important study area because the model and long run TVET schools exist here. The researcher examined the differences of job satisfaction of the TVET employees by educational qualifications of the respondents. In the Kathmandu, there are only two CTEVT constituted schools. So, researcher 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 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 following rules of thumb: "≥ .9 – Excellent, ≥.8 – Good, ≥.7 – Acceptable, ≥.6 – Questionable, ≥.5 – Poor, and ≤.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. The descriptive 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:

$$\begin{aligned} & \text{Higher score - Lower score} \\ & \hline & \text{Number of Levels} \\ & = \frac{5-1}{3} = \frac{4}{3} = 1.33 \end{aligned}$$

Consequently, the researcher generated three levels of job satisfaction to analyze the derived information. Among them, the levels of the job satisfaction 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.

Results

Educational Qualifications of the TVET Employees

The Table 1 shows that the educational qualifications of the respondents, the Master's degree holders were with the highest percentage of 37.8%. It was the highest representation. 14.4% of the respondents completed the SLC/ SEE. Hence, Master's degree holders incorporated the highest percentage of the employees.

Level of Job Satisfaction

This section includes the collected information about job satisfaction and aims

Table 1

Educational qualifications of the Employees

Educational Qualifications	Sex of the Employees		Total
	Male	Female	
SLC/ SEE/ TSLC	10.00%	4.40%	14.40%
Plus Two (Diploma)	10.00%	7.80%	17.80%
Bachelor	21.10%	7.80%	28.90%
Master	31.10%	6.70%	37.80%
Others (Skill Test)	1.10%	0.00%	1.10%
Total	73.30%	26.70%	100.00%

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

score and standard deviation respectively. In addition, the researcher sorted out the obtained mean score in three categories: High, Moderate and Low respectively. These 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.

Table 2

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

2. Table 2 presents the data in relation to the job satisfaction collected from TVET school employees. This section contributes to analyze and determine the level of job satisfaction through the derived mean

Among this three level of job satisfaction, all five factors and overall job satisfaction of the employees showed moderate level of job satisfaction. The work itself (Mean = 3.55, SD = .67) seems higher than the other

remaining factors of job satisfaction. But, the pay, incentives and benefits (Mean=2.84, SD=.66) consist of the lower level of job satisfaction. The overall mean satisfaction was (Mean= 3.19, SD=.58) showed the moderately satisfied employees with the work. These moderate levels indicate that the TVET schools employees were fairly

Table 3

Job Satisfaction by Educational Qualifications

Educational Qualifications of the Respondents	Mean	N	SD
SLC/ SEE	3.51	13.00	0.74
Plus Two (Diploma)	3.22	16.00	0.36
Bachelor	3.30	26.00	0.58
Master	2.96	34.00	0.54
Others (Skill Test)	3.70	1.00	
Total/ Average	3.19	90.00	0.58

happy towards their five factors of the job satisfaction in the TVET institutions.

Table 3 illustrates that the employees having SLC/ SEE qualification had 3.51 mean score with higher satisfaction level and Master's degree holders' mean score 2.96 showed the lowest satisfaction level. The result showed that the lower the educational qualifications status, the higher the job satisfaction level of the employees.

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 pay or incentive or benefit,

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 school related employees 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, Shrestha (2017) mentioned that supervision, working condition, pay factor, work itself and recognition collectively determine the satisfaction level of job among school employees. Among them school employees were satisfied with three factors but they demonstrate the moderate level of recognition and pay, incentives and benefits as the factors of their job satisfaction. Overall, the school related employees consist of moderately on the way to achieving job satisfaction.

Among these factors, overall represent the moderate level of job satisfaction (Shrestha,

2017). Thus, literature is similar with Ghosh's (2013) finding, but two factors were similar with the finding of Shrestha (2017). Other factors were different due to different social and economic contexts of TVET and general school. 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 related 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 study showed moderate satisfaction, which indicated average job performance of the TVET employees.

Differences on Job Satisfaction by Educational Qualifications of the TVET Employees

The educational of the respondents were

found to make differences on job satisfaction of the TVET employees. This study revealed that employees having lowered educational qualification had a higher level of job satisfaction, but in contrary, the employees having a higher qualification had a lower level of job satisfaction. The SEE/ SLC passed employees were highly satisfied and Master's degree holders had a low level of job satisfaction. Jeremiah and Martin (2019) illustrated that Master's degree holders among public TVET educators had a high level of job satisfaction in South Africa. The result was opposite with my research study. According to Ampadu (2015), job satisfaction had found more job satisfaction having with the higher level of educational qualifications; they stayed on the job longer in USA. According to the Ahmed et al. (2010), higher job satisfaction was noted in employees having higher education of master and above in Pakistani university. Thus the job satisfaction result of this study was inversely proportionate of the employees in term educational qualifications with comparing to international literature.

Educational qualification of the CTEVT employees was considering one level below for the particular job position with certain years of work experience (Council for Technical Education and Vocational Training, 1994). The CTVET regulations was amendment and adopted all the employees who were working for more than twelve years for the same position as a permanent, they were automatically promoted if they get more than 90% score in the appraisal

(Council for Technical Education and Vocational Training, 2008). In this regards, the some employees of CTEVT in the entire organization, holding one level below qualification than the prescribed position and when they completed 12 years of work experience they automatically promoted without holding training of occupational skills up gradation or education qualification one level below of the prescribed position. The employment of such staff is still countable in number in CTEVT system. Still they do not have minimum required qualification but are promoted in the higher position (Council for Technical Education and Vocational Training, 2008). The provision of such past bylaws affects still in the organization. The new recruitment of the staff was based on academic qualification (Council for Technical Education and Vocational Training, 2012), but still have to work under such senior staff holding lower level of educational qualification in some places of the CTVEV organization. These make higher educated had lower level of job satisfaction of the TVET employees.

Personal attributes controlling the job satisfaction (Huang & Hsiao, 2007), indicated that differs on job satisfaction by personal attributes. From Bourdieu's perspective, the field of social position of agents is related with the interaction between the individual persons and society where they belong to and socio-cultural capitals were inherited by individuals as a form of attitude which marks the differences in the class (Bourdieu, 1986). Based on this theoretical premise, the entire

TVET employees also belonged to different cultural groups and they have different cultural capitals as well as attitudes. These different cultural capitals tend to be different habitus and these habitus are reflected in the form of attitude (Bourdieu, 1986) among the TVET employees. So, the variables like educational qualifications make differences in the level of job satisfaction of TVET employees.

In the context of Nepal, due to developing country people's concept is more focused on pay or money rather than education. People having more money and higher position though holding lower level of educational qualification, society recognize more prestigious. So, lower educational qualifications showed a higher job satisfaction level. TVET School provides the similar pay and benefits to the same designated employees irrespective to their qualification. Thus, the TVET School did not prioritize the high qualification of employees. They perform the similar types of duties although they have different levels of qualification. Thus, the higher qualification showed lower job satisfaction among TVET employees.

Conclusions

The study reveals that the level of job satisfaction among the employees is at moderate level. This shows that high level of job satisfaction gives the high level of job performance of the employees. So, the job satisfaction level is directly linked with the organizational performance. The job satisfaction also differs by educational

qualification of the employees; the higher level of jobs satisfaction in terms of higher educational qualification gives positive result in the personal performance in the organization. However, it varies according to employees. So, academic and vocational qualification holding employees need to segregate in the separate stream in the organization.

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. This study gives facts as the source of information for TVET school leaders making job satisfaction friendly environment in TVET School. It indicates the status of job satisfaction of TVET school employees and makes differences by attributes like educational qualification. Thus, it contributes to the TVET school leaders to consider these factors while leading the schools for high level of job. The job satisfaction may be differs by personal and school related attributes such as sex, age, marital status, work experiences and job status. So, this study can be road map for other upcoming researcher to consider those other attributes for job satisfaction.

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