

# A Teacher's Perception on Job Satisfaction in the Higher Secondary Schools of Bhutan

Karma Sangay<sup>1</sup>, Choki Dorji<sup>2</sup>

<sup>1</sup>Principal, Bjjishong Central School, Gasa

<sup>2</sup>Principal, Zhemgang Central School, Zhemgang

Corresponding Author: [karmasangay\[at\]education.gov.bt](mailto:karmasangay[at]education.gov.bt)

**Abstract:** ***Purpose:** According to the ministry of education, many schools do not have an advance facilities needed for effective teaching and learning to encounter the possible needs of the students. Additional study is still required as to how these features create teachers relish a working atmosphere, particularly in Bhutan. It would also support the schools and ministry education to address unsettled school matters. The expected aim of this investigation is to study school teachers' consierate of their teacher job satisfaction. **Research Methodology:** The purpose of this study consist of a survey (quantitative approach). A sample of 51 teachers from 5 schools (secondary and higher secondary) from Bhutan participated in this study. **Result:** Derived data were examined statistically using simple linear regression analysis process by smearing statistical package for the social sciences (SPSS) version 21. Result of data investigation displayed that job performance of secondary school teachers of nine district is significant positively foretold by their job fulfillment. **Limitation:** This paper seeks to discourse other factors that affects that contributes to the teacher's moral sustenance among teachers in Bhutan. **Contribution:** It was found out that the level of job satisfaction of teachers is very positively affect the achieving the educational aims. It is anticipated that a school having a teachers with high level of job satisfaction contributes making the environment conducive and bringing up the successful learners.*

**Keywords:** Job satisfaction, workforce, Bhutan

## 1. Introduction

Education is an agent which is target to bring change towards the establishment of the envisioned projection which involvesin bringing education transformation to meet the requirement with the obsessive detailed of evidence to accomplish the goal of attaining the vision and mission towards academic distinction [Entoh, et. al, 2019]. The selected projection is a step towards mounting a comprehensive national education growth to accomplish the quality and educational quality of the educational establishment as specified in the Educational Development blueprint. To confirm the country's educational aims are achieved, it is contended that teachers must play a significant role in educating children over their commitment, inspiration, and teaching capabilities [Piri, et. al, 2014]. In adding to the teacher feature, the school situation and school environment factors are also a essential feature as they also stimulus the conduct of teachers and school management in determining the organization's climate quality. The school environment is an inner environment that comprises the physical, infrastructural instructional, and emotive features of teachers that generate a peaceful, contented and enjoyable atmosphere [Kariming, 2018]. These features donate to the accomplishment of the school as it is carefully related to the favorable and comfortable school atmosphere. This feature is incapable to distinguish one institute from another, a school that has a respectable organizational climate will top in its academic performance associated to a school that doesn't ensures to take care about it [Don, et. al.2021].

Human Resources have been documented to inherent some of the part that directly associated to the wealth of an organization. Individuals are, therefore, the most vital resources that necessity be possessed by a society [Harris,

2007]. Administrations use humans as a tactical tool of capability to accomplish their goals, so it is imperative for them to pay courtesy to their workers' job satisfaction because it shows an important character in influencing organizational presentation [Farooqu, 2014]. Worker job satisfaction regulates their presentation. It also inspirations the up and downs of worker presentation and afterwards regulates whether or not the government's goals are accomplished [Serrano& Vieira, 2005]. Job satisfaction is unrushed as an indispensable wellbeing index to annotation because it is an inspirations on employee's performance. Job satisfaction welfares are not imperfect to individuals but also spread to organizations and even to colleagues [Chen, 2009]. Another optimistic advantage of employee job happiness for societies is that employees will be more driven and committed to refining the superiority of their presentation [Baloch, 2009]. Individuals who have advanced job contentment will work more optimally and be more creative so that with increasing employee wellbeing, organizations will decrease operative costs because the influence subsequent from employee job fulfilment is an upsurge in output in terms of number and superiority. Low member of staff job satisfaction can take an influence on high throughput in establishments. Some investigators found that squat employee job pleasure can also influence the low feature of work created. In a count, low job satisfaction can also lead to low organizational commitment and high throughput [Tentama, et. al 2021]. Another undesirable side of the low employee job gratification is the deteriorating quality and amount of employee work consequences and the low participation of employees waged towards the society. A study discovered that a low level of job fulfilment within an institute reproduces an organizational atmosphere where it is frequently not favorable and will lead to throughput. Job fulfillment is the consequence of job evaluation connected to

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the option of achieving precarious work standards [Foroughi, et. al, 2008]. Job satisfaction indicates to an individual's emotive state or state of awareness interpreting to the environment of his work. Job satisfaction is defined as pleasing, positive approaches from the effects of job evaluations based on specific involvements. Job satisfaction is distinct as work tendencies that encompass positive feelings about effort or positive understandings during work repetition and the nonexistence of pressure and anxiety during the effort process. Job fulfillment labels an assessment of an individual's constructive or negative values concerning a job or job position.

## 2. Literature Review

**Khan and Mishra (2013)** stated that Job satisfaction can be affected by age, sex, marital status, designation, job tenure, academic qualification, professional qualification, training course, teaching experience etc. A modification in job contentment on the origin of stage which is a broadly a researched production. It is essential to realize that pattern of satisfaction, as a function of age is likely to differ from occupation to occupation and possibly between the services and investigated the relationship of age to job satisfaction. They conveyed that level of contentment is greater among fresh workers, since they are new, active, having high potentials, standards for the upcoming, this is orientation to their foundation years of job, but as the job years increase and their high expectations do not seem to be fulfilled, they feel dissatisfaction. Level of instruction, moral ethics, and cultural contextual, and life proficiencies are dissimilar at different age groups.

**Amzat and Al - Neimi (2014)** in their study reveal that about (70%) schools in Africa shows high retention rate of female faculty just as their male counterparts. The consequences of this progressive influence mean that they can knob their part and transaction with overworks. Similarly, the teachers can manage on methods of personal anxieties. Female teachers are, consequently, better located at a profession which assistances them in complementary their daily capabilities, which variety from their school responsibilities to their domestic pledges. Subsequently, women contained by the teaching occupation in any schools are encouraged to follow their vocation. The work satisfaction among teachers is assured by the fulfilment of upper needs, including earnings, work breaks, and grants among others.

As per **Azeem (2010)**, burnout is a significant component that adds to teacher's career satisfaction that negatively encouragements teachers' job association and efficiency. In this disposition, **Cephe (2010)** remarked that teaching is a profession which is executed in front of personalities and that it is influence may be unsatisfying not merely for teachers but also for students and education systems. Later, **Farshi and Omranzadeh (2014)** stated that it is necessary to understand the affecting factors on teachers' burnout, measuring the degree of their burnout and preventing them from being burned out.

**Castillo and Cano (2004)** branded job satisfaction into two categories: universal satisfaction and specific satisfaction.

Universal satisfaction is the whole and complete satisfaction that is demarcated as a whole valuation of a people's awareness of their effort. Specific satisfaction has been defined as an assessment of different aspects of the work. Some of the examples related to these aspects consist of monetary benefits, working conditions, and relationships with colleagues and superiors, and the nature of the work itself (**Safari, 2020**).

**Taiwo, et. al (2015)** claim that better decisions and greater efficiency are reached since issues are discussed extensively via open communication among people having varying viewpoints involved in participative set - up. Embracing teachers' decisional participation will as well yield the following benefits: heads cannot easily manipulate people, teachers are given a sense of control over their own working lives, power disproportions are composed and additional incomes of personnel become accessible to the institute.

### Research Methods

The data for this study can be obtained using different methodologies such as quantitative, qualitative and mixed method approaches. But for the conduct of this study quantitative method have been used and following are the sample and instrument used.

### Samples

This study involved 51 teachers in 4 district of Bhutan. This approach employed a cross - sectional survey method with standardized questionnaire as a survey instrument.

### Study Instruments

The records in this work are collected using measuring tools, namely: job contentment scale, transformational leadership style tools, and employment scale. The job satisfaction scale is designed based on aspects of job satisfaction, according to Luthans (2008), namely: the job itself, salary, promotion, supervision, and coworkers. The surmounting scale model is used for the occupation satisfaction scale such as "When I ask a coworker to assist me do a definite task, the job can be accomplished", "I am happy with the enhancement in my progress", and "I feel contented employed in this organization". The scale of the transformational leadership style adopts aspects of transformational leadership according to Bass (1990). The scale of employability is composed based on the dimensions of employability, according to Ashforth et. al. (2004), namely: overloadness, role conflict, role ambiguity, powerlessness and motivelessness. It also uses a five Likert scaling model varying from 0 - 5, 0 being not agreed to 5 being strongly agreed.

### Validity and reliability of instruments

The results of an experimental investigation on 51 samples on the job satisfaction measure found the results of the reliability coefficient ( $\alpha$ ) of 0.706. Valid and reliable items were used by the research for several time. The experimental results of the experimental investigation of 51 subjects on the scale of the teachers acquired the outcomes of the reliability coefficient ( $\alpha$ ) of 0.913 with diverse item power index (corrected item total correlation) moving from 0.268 to 0.645. Valid and reliable items used in these research are under five different dimension and the results of the trial analysis on 51 subjects on the scale of job satisfaction and

found out that reliability coefficient ( $\alpha$ ) of 0.825 with a different power index item (corrected item - total correlation) that moves from 0.289 to 0.510. The thirty five items were used in this study under five different dimensions after studying out their correctness in reliability and validity.

**Research procedures**

Prior to directing the actual study, the researcher piloted a study on 21 teachers in different schools in schools of Zhemgang, Bhutan. These respondents were not involved while carrying out the actual study. The main reason of conducting the pilot study is to detect the reliability of the tools and to get the criticism from the respondents if any of the questions are tough to understand, unclear, and unsuitable. With the feedback, the researchers was verified again and did carried out the modification work before the real study was lead. The Cronbach alpha score for all the

five dimensions of teacher’s job satisfaction came in between 0.71 - 0.83; whereas the job satisfaction is 0.87. Likewise, in order to start the data collection procedure, researchers sought permission from the principal and the DEO in advance to carry out the study.

**3. Result and Discussion**

The survey was conducted with 51 respondents who comprised of teachers of five district working in Secondary and Higher Secondary schools in Bhutan. The paper evaluated them on the level of job satisfaction based on certain reservations and considerable environment that the teacher in Bhutan experiences. The results which were exclusive on teachers are demonstrated in the below given table.

**Table 1:** The demographic profile of the respondent

Questions	Respondent	Non - Participants	Response	Percentage %	Reflections
Gender	51	0	Males	62.7	Maximum respondent teachers are female.
			Females	37.3	
District	51	0	Tashigang	45.1	Schools from Tashigang have the maximum respondent compared with other four school.
			Lhuntshi	7.8	
			T/Yangtshu	33.3	
			Mongar	11.8	
			Bumthang	2.2	
Types of qualification	51	0	PTC	3.9	Teachers with B. Ed qualification covers all the schools.
			B. Ed	90.2	
			PGDE	3.9	
Types of School	51	0	Higher Secondary	74.5	Maximum number of respondent are from primary school
			Secondary	25.5	
Year of Experiences	51	0	0 - 5 Years	52.9	Among the respondent, maximum number of teachers are very much new in their profession.
			6 - 10 Years	29.4	
			11 - 15 Years	3.9	
			16 - 20 Years	5.9	
			21 Years above	7.8	

**Table 2:** Correlations between composite variables, i.e., Overloadness, Role - Conflict, Role Ambiguity, Powerlessness, and Motivelessness

Dimensions	1	2	3	4	5
1. Overloadness	**				
2. Role - conflict	-.23**	**			
3. Role Ambiguity	.23**	-.24**	**		
4. Powerlessness	-.44**	.45**	-.22**	**	
5. Motivelessness	-.47**	.41**	-.31**	.27**	**

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

Table 2 shows the job satisfaction that was positively correlated with overloadness in relation to role conflict ( $p = -.23, p < 0.01$ ), role - Ambiguity ( $p = .23, p < 0.01$ ), powerlessness ( $p = -.44, p < 0.01$ ), motivelessness ( $p = -.47, p < 0.01$ ). It shows that teachers’ job satisfaction correlates with school management, as an attribute of school environment.

Further the relationship between teachers’ role ambiguity with overloadness shows ( $p = .23, p < 0.01$ ) and relation with role - conflict ( $p = -.24, p < 0.01$ ) specifically its two attributes. Relationship of powerlessness with overloadness shows ( $p = -.44, p < 0.01$ ), with role conflict shows ( $p = .45,$

$p < 0.01$ ), with role ambiguity shows ( $p = -.22, p < 0.01$ ). Relationships with motivelessness with role - conflict, role ambiguity and powerlessness shows ( $p = .41, p = -.31,$  and  $p = .27, p < 0.01$ ). These patterns of correlations between the five index variables remained rather stable even after controlling for age, education, and years of teaching experience.

**Table 3:** Mean and SD for different dimension in relation to job satisfaction

	Dimension	Teachers (n - 51)		Sig. p
		Means	SD	
Job satisfaction factors	Overloadness	4.43*	0.511	0.124
	Role conflict	2.09	0.826	0.182
	Role Ambiguity	3.23	0.953	0.060
	Powerlessness	3.74	0.825	0.153
	Motivelessness	3.22	0.365	0.197

\*= statistically different,  $p < 0.05$

In the separate analysis of variance (ANOVA’s) that followed, there were found there is no statistically significant differences between job satisfaction in relation to overloadness ( $p = 0.124, p > 0.05$ ) relation with role conflict ( $p = 0.185, p > 0.05$ ), relation with role ambiguity ( $p = 0.060, p > 0.05$ ), relation with powerlessness ( $p = 0.153, p > 0.05$ ), and

relationship with motivelessness ( $p=0.195$ ,  $p>0.05$ ) and is necessary to mention that no significant differences were found on overloanness, role conflict, role ambiguity, powerlessness and motivelessness.

#### 4. Discussion

The purpose of this section is to interpret and describe the significance of the findings in light of the reviewed literature under teachers' job satisfaction. The purpose of this study was to investigate the relationship between teacher work environment and teachers' job satisfaction, specifically how teachers' job satisfaction correlates with five attributes of school environment: overloadness, role conflict, role ambiguity, powerlessness and motivelessness. Analysis of the data revealed that there was a strong relationship between teachers' job satisfaction with all the five attributes. Overloadness bring contribution to job satisfaction, when teachers work are overloaded they tend to resign or quite their profession. Likewise, role conflict, role ambiguity, powerlessness and motivelessness of teachers also bring greater impact to teacher job satisfaction, and indirectly contribute to student's performance.

#### 5. Recommendation

As shown in the present study, school management is important to keeping teachers' satisfaction. In practical terms, if school management are to be efficacious in retaining teachers, it is imperative to take into account establishment of good association between teachers and school management, as well as management support for teachers' good associations with students. Creating a positive environment for teachers thus includes school leaders directly and indirectly. Workshops on classroom management and precautionary strategies for disciplinary issues would be helpful. Administrators need to ruminate that time devoted to teachers will be apparent as gratitude for the profession. Indebtedness can make the teaching profession more striking, possibly positively inducing enrollment and retention. Supporting teachers, especially with regard to major discipline problems, can helps create a level to ease the work of the teacher. The school principal and teaching faculties can create an association with the community that nurtures parent - teacher partnership. Events like monthly parent - teacher conferences can enable fostering positive communication between parents and teachers. Such collaboration can strengthen social care for teachers. Previous studies directed a relationship between job satisfaction and personal characteristics (Saiti& Papadopoulou, 2015). Based on this indication, it is possible that teachers' job satisfaction is associated primarily to school environment factors than to personal characteristics. Previous studies (Akerwall & Johansson, 2015) into job satisfaction of Swedish teachers have not so far examined the relationships of teachers' job satisfaction with school environment factors such as school management and teacher - student relationships, while both using stress as a arbitrating factor and regulatory for background variables. Perie, Baker and Whiterner (1997) called for studies identifying work environmental features that donate to teacher job satisfaction, so that changes might be introduced aimed at increasing the contentment levels of teachers. The

present study answers this call. The findings suggest that teacher job satisfaction is unified with both good teacher - student relationships and support from school management, as two flip - sides of one and the same coin: schools as work situation. It is hoped these answers will serve as a useful point of parting for future studies into the straight forecasters of teachers' job satisfaction.

#### 6. Conclusion

The purpose of the study was to discover how teachers' job satisfaction relates to five attributes of school environment: over loadness, role conflict, role ambiguity, powerlessness and motivelessness. The researcher scrutinized the power and direction of these associations by using a bivariate correlation study. The following main conclusions can be strained from the quantitative results: support from school management and good communication with students definitely affect teachers' job satisfaction. Negative relationships with students, specifically disciplinary matters, contribute to pressure, which contributes to job dissatisfaction. The results of the present study may be helpful to many teachers and school management in helping them emphasis on community support in approval of teacher enrolment and retention.

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