

**JOB SATISFACTION OF PRIMARY TEACHERS UNDER
SAMTSE DISTRICT OF BHUTAN**



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OF THE REQUIREMENTS FOR
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FACULTY OF GRADUATE STUDIES
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Thesis
Entitled

**JOB SATISFACTION OF PRIMARY TEACHERS UNDER
SAMTSE DISTRICT OF BHUTAN**



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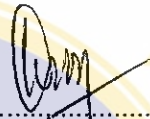
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was submitted to the Faculty of Graduate Studies, Mahidol University
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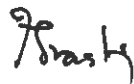
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JOB SATISFACTION OF PRIMARY TEACHERS UNDER SAMTSE DISTRICT OF BHUTAN

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ABSTRACT

The purpose of the study was to determine the level of job satisfaction of primary teachers under Samtse district of Bhutan and to compare the significant differences on the level of job satisfaction by its socio-demographic factors and organizational factors. The research method applied in this study was a cross-sectional survey. The data were analyzed using both descriptive and inferential statistics for data interpretation. The satisfaction levels were measured on a five point Likert scale from the mean scores (scale from 1= very unsatisfied to 5 = very satisfied).

The findings indicated that the overall job satisfaction was at the satisfied level with a mean score of 3.58. Both motivation and hygiene aspects were at the satisfied level with very little difference in the mean scores. However, when the two aspects were compared the hygiene aspect was slightly higher than the motivation aspect. With regard to the significant difference on the level of job satisfaction by its socio-demographic factors and organizational factors, age, educational level, experience in teaching, position and their commitment were found to be statistically significant, while gender, marital status, size of the school and the teaching load were not statistically significant.

Although the overall job satisfaction was found to be at the satisfied level, there were a few aspects like salary, image of the job and growth and advancement where teachers expressed dissatisfaction. In this context, it is recommended that an in-depth study be carried out in future by focusing on these aspects and responding with appropriate measures. Further studies should be carried out for the maintenance of the job satisfaction of teachers in the future.

KEY WORDS: JOB SATISFACTION/PRIMARY TEACHERS/BHUTAN.

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LIST OF ABBRIVATIONS



ANOVA	Analysis of Variance
B.Ed.	Bachelor of Education Degree
BBS	Bhutan Broadcasting Service
BHU	Basic Health Unit
EMSSD	Education Monitoring and Support Service Division
EPGI	Education Policy Guidelines and Instructions
ERG theory	Existence Related and Growth theory
GNH	Gross National Happiness
JDI	Job Description Index
Nu	Ngultrum
PCS	Position Classification System
PPD	Policy and Planning Division
PTC	Primary Teaching Certificate
RC	Resource Center
SD	Standard Deviation
SPBD	School Planning and Building Division
TCLP	Tendency Career Ladder Program
TCP	Teacher Centered Policy
ZTC	Zhungkha Teaching Certificate

CHAPTER 1

INTRODUCTION

1.1 Background and Significance of the Problem

His Majesty the Druk Gyalpo has repeatedly commanded that ‘the future of our nation lies in the hands of our children.’ One of the main tasks assigned to schools in Bhutan is to educate and equip young people for the future. As we enter to this new millennium, the job of making students to achieve success in school and to develop into contributing members of the society becomes more challenging. Over the years Bhutan has brought tremendous progress in terms of coverage and its accessibility. The growth of the schools was very rapid. The number of schools has increased from 11 prior to 1950s to 489 from day care center to Higher Secondary School level in 2006 and the students enrollment increased from 400 to 146,524 (General Statistics,2006, PPD). The coverage of primary education has reached 72% and the country’s Literacy rate with 59.8%(Population & Housing Census Fact Sheet-2005). There was a phenomenal growth both in number of schools and the students’ enrollment within four decades of its inception of modern education.

However, the quality of education remains still a concern to every Bhutanese. Bhutan has no doubt made a phenomenal progress in term of educational coverage but we are not spared from the problems. The quality of education has been seriously cautioned. The issue was even raised by the people’s representatives during the 85th of the National Assembly; the highest law making body in the kingdom of Bhutan.

A number of chimis raised the concern that the quality of education in Bhutanese schools had deteriorated over the years. They pointed out that the quality of Dzongkha language was suffering. The education minister, Lyonpo Thinley Gyamtsho, said that it was true, to some extent, that the standard of education was declining and that the reason was the rapid increase in schools and student enrollment. He said that it was an important concern of the Council of Ministers and that the government was giving the issue high priority. The Prime Minister added that the council of ministers had met at least three times because of the concern over the quality of education. The

Government had even consulted external experts and was working to raise the overall quality of education in Bhutan. (Kuensel, dated 17 June 2006).

The achievement of the literacy and the Numeracy at class VI level was very poor, the mean score for literacy was only 26 and the Numeracy was 23.08 out of 50 which is not so strong as per the international standard. (Report on National Education Assessment in Bhutan, 2004).

Although repetition and dropout rate are in decline trend compared to the previous years, yet 6.3% and 4.5% is fairly high to achieve the national education objectives of providing basic education up to grade ten to all Bhutanese children. (PPD, General statistics 2006). Beside this, there are other youth related problems such as substance abused, teenage pregnancies and social violence which negate the growth of education quality, which needs urgent attention.

Teachers are an essential element of educational opportunity, and the lack thereof, for poor children and communities. In developing countries, Bruce Fuller's extensive reviews of school factors that raise student achievement indicate that factors such as teachers' knowledge of subject matter, verbal and math proficiency scores and, to a certain extent, formal education and post-secondary training have all tended to be associated with higher student achievement (Fuller, 1987; Fuller & Clarke, 1994) cited by Sargent & Hannum (2003).

In addition to having an important impact on student achievement, teachers may also play a crucial role in educational attainment. Hanushek (1995) cited in Sargent & Hannum(2003) highlights the problem of the poor efficiency of low quality schools in developing countries. He argues that higher school quality results in lower dropout rates and that teacher quality is the most important factor contributing to overall school quality. Dropout rates would be much lower if the quality of teaching could be raised such that students perceive schooling to provide valuable skills and learning.

Job satisfaction is a primary requisite for any successful teaching learning process. It is a complex phenomenon involving various personal, institutional and social aspects (Digumarti Bhaskara Rao and Damera Sridhar, 2003). If the teachers attain adequate job satisfaction, they will be in a position to fulfill the educational objectives and national goals.

The study conducted by Katharina(2000) shows that given the relevant determinants of teacher job satisfaction and the determinant of student's achievement, there is positive impact of teacher job satisfaction on education quality. Thus, knowing the level of job satisfaction of primary teachers is utmost necessary as they play the significant role in the development of children at their formative stage. Students' failure is considered as teacher's failure. The teachers' work will make the difference in the success or failure of an educational innovation of the children.

Their dedication and the commitment of the work will be highly influenced by the job satisfaction they derived from the task assigned. Understanding the factors that contribute satisfaction or dissatisfaction is essential to improving information based needed to support a successful education system. With teachers, satisfaction with their career may have strong implications for student learning. Specifically, a teacher's satisfaction with his or her career may influence the quality and stability of instruction given to students.

Some researchers argue that teachers who do not feel supported in their work may be less motivated to do their best work in the classroom (Ostroff, 1992; and Ashton and Webb, 1986). In addition, highly satisfied teachers are less likely to change schools or to leave the teaching profession altogether than those who are dissatisfied with many areas of their work life (Choy et. al. 1993, cited in Ostroff, 1992).

Therefore, it is very essential to conduct a study on the job satisfaction of teachers as this will enable the policy makers, administrators and the policy implementers to make informed policy decisions and implement effectively to raise the level of job satisfaction of teachers.

1.2 Research Questions

- 1.2.1 What is the level of job satisfaction among primary school teachers working under Samtse district, Bhutan?
- 1.2.2 Are there significant differences of the level of job satisfactions among the primary teachers working under Samtse district in Bhutan by their Socio-demographic factors such as age, gender, marital status,

education level, year of experience and present position in the school?

- 1.2.3 Are there significant differences of the level of satisfaction among the primary teachers working under Samtse district by their organizational factors – organizational commitment, size of the school and teaching load of the teacher?

1.3 Objectives

- 1.3.1 To determine the levels of job satisfaction among primary teachers working under Samtse district in Bhutan and recommend the areas for improvement.
- 1.3.2 To compare the level of job satisfaction among primary teachers working under Samtse district in Bhutan by their socio-demographic factors and organizational factors.

1.4 Research Contributions

- 1.4.1 The result of the study may provide to the policy makers, administrators and the policy implementers a means by which areas for improvement can be identified to make informed policy decisions to raise the level of job satisfaction of teachers; and a source to identify positive aspects of the system.
- 1.4.2 It may also help the future researcher to get an insight about the general aspects of the job satisfaction of primary teachers.

1.5 Limitation of the Study

- 1.5.1 This study is limited only to the primary teachers working under Samtse district; therefore this study may not be generalized to all primary teachers in the country;
- 1.5.2 The sample of the study was confined only to one district due to the time factor, as data collection involves school to school visit due to unreliable communication facilities.

1.5.3 Since there is not enough literature in Bhutanese context to substantiate on the topic, most of the arguments in the discussions are done with references from other countries. Reflection of personal experiences and general observations are also made to substantiate the arguments in the research.

1.6 Operational Definitions of the Terms

Job Satisfaction means the degree in which an individual feel positively or negatively towards different aspects of job(recognition, responsibility, work itself, growth and advancement, supervision, interpersonal relation, working condition, image of the job and salary) which determines their work performance. Spector (1997) states that “Job satisfaction is simply how people feel about their jobs and different aspects of their jobs” (p. 2).cited in DeMato (2001).

Primary Schools refer to those schools under Samtse district, Bhutan that provides educational level from classes PP (pre-primary) to VI.

A primary Teacher means those teachers with Post Secondary qualification (Primary Teacher Certificate (PTC), Zhungkha Teacher Certificate (ZTC) and Bachelor Degree in Primary Education (B.Ed. Primary) background, who are working under Samtse district.

Education Level means highest graduation obtained by the teacher.

Present Position in the School refers to the post of the Head teacher and Asst. Head teacher in the school, who are shouldering the administrative responsibility besides teaching.

Organizational Commitment refers to congruence between the life goals or the guiding values or principles of the individual and the organization whereby the individual identifies with and extends effort on behalf of the general goals of the organization.

Size of the School means the number of students’ enrolment in the school. In this study the researcher has modified the country’s school categorization of high, medium and small into two: small and large, to suit the small sample of the study. The schools having less than 800 students are categorized as small and 800 students and above are categorized as large school.

Teaching Load refers to an average teaching hours engaged in the school per week.

Recognition refers to a state of being recognized his or her performance by the government, supervisors, co-workers, or other persons. Recognition is in the form of praise, admiration, moral boost or other form of support or action that imply the admiration.

Responsibility means any activity which is assigned to the person concerned to take a lead role in carrying out that activity as per the job description.

Work itself refers to the nature of teaching job, whether the job is challenging or routine, and work is assigned as per the ability of the teacher.

Growth & Advancement means chance of upgrading teacher's qualification, enhancing knowledge and skills through workshops, training abroad and promotion to the higher grade.

Supervision means how the work is being supervised by the head of the school, whether it is done adequately or not; the ability of the supervisor to supervise with fairness and also has the willingness to give subordinates suggestions and encouragements.

Interpersonal Relationship refers to the team work, consultation, friendliness, and supportive relationship with the principal and with other co-workers.

Working Condition refers to the adequacy of physical facilities such as school building, space and proper ventilation in the classroom, furniture, sports facilities, and an adequate staffroom for teachers to work and plan, teaching learning materials and the surrounding environment which is safe and free from any health hazards.

Image of the Job means how the teachers feel about the teaching service and the image of teaching in the eyes of general public.

Salary: Refers to i) an amount paid monthly in Ngultrum (Nu.) to the teachers as salary (1\$= Nu. 45.5). ii) Teacher's feeling whether the amount paid to them as salary is appropriate, less or more in relation to their work.

1.7 Research Hypothesis

This study was designed to examine the over all level of job satisfaction among the primary teachers working under Samtse district, Bhutan by adding up both hygiene and motivation aspects such as recognition, responsibility, growth and advancement, work itself, supervision, interpersonal relationship, working condition, image of the job and salary.

1.7.1 The level of Job satisfaction is statistically significant by their socio-demographic factors such as: age, sex, marital status, level of education, year of experience and position in the school.

1.7.2 The job satisfaction of teachers is not statistically significant by the organizational factors such as: organizational commitment, size of school and teaching load of the teachers.

CHAPTER 2

LITERATURE REVIEW

This chapter presents the literature review of related researches which help to understand the variables that affect the job satisfaction of primary teachers in Samtse, Bhutan. The researcher has reviewed the relevant literatures and presented the details in the following manner to make it more explicit to the readers.

- 2.1 Background of the education system in Bhutan
- 2.2 Overview of general belief on life goal of the Bhutanese people
- 2.3 Contextual study
 - 2.3.1 Historical development of teaching profession in Bhutan
 - 2.3.2 Strategic Plan for Teacher Development
 - 2.3.3 Career ladder of a teacher
- 2.4 Background of the study area (Samtse district)
- 2.5 The significance of job satisfaction
- 2.6 Concepts, definitions & theories of job satisfaction
- 2.7 Use of Independent and Dependent Variables in the Research
- 2.7 Measurement of job satisfaction
- 2.8 Conceptual frame work

2.1 Background of the Education System in Bhutan

The modern western form of education in Bhutan began in early 1950s with few schools and handful of children. Till that time monastic education was predominated in the country. The major expansion of western education started with the historic launching of the first five year plan in 1961. Since then western education was promoted and expanded to address the basic educational needs, and develop human resources required for the socio-economic development of the country. The Royal government of Bhutan has consistently worked on maintaining its commitment to provide free education to the children. As Bhutanese population at large could not

effort to send their children to school on their own expense. Until today Education is provided free to all the children up to basic education level i.e. class X, after that only those meritorious students determined from the Bhutan Certificate Secondary Examination (CL-X result) are provided free education till completion of their graduation. Others some pursue higher studies in private colleges in their own expenses and some go for vocational training etc.

In line with the country's development philosophy of "Gross National Happiness" propounded by King Jigme Singye Wangchuk, the fourth monarch of Bhutan, the School education of Bhutan has come up with the educational goals:

- a) Responsive to the expectation of the country
- b) Relevant to the needs and aspiration of the individual
- c) To make efficient in the use of the available resources and
- d) To provide high quality and maintain sustainable educational programmes.

These goals will be achieved through providing quality wholesome education. (Curriculum & Professional Support Section, 1996).

Bhutan has adopted a 7 year primary education cycle followed by 6 years of secondary education leading to tertiary education. The basic education level has been defined to include 11 years of free education i.e. seven years of primary education, two years of lower secondary, two years of middle secondary, and two years of higher secondary school before they enter higher education.

In Bhutan there are two types of schools which cater the education level from pre primary to level VI. They are primary schools and the community schools. Primary schools are those schools which are fully established by the government and Community schools are those schools where the ownership of the school is owned by the local community. The construction of community school is done on cost sharing basis, whereby government bears the expenses of the construction materials and the wages for the skilled workers and the people in the community contribute the labour work. As the ownership is given to the community, the responsibility of school maintenance is rested on the community. Other provisions such as teacher, textbooks and furniture are provided by the government at par with other primary schools.

The concept of Community school was the offshoot of the Extended Classroom (ECR). ECR was introduced in late eighties under the administration of the parent primary school to cater the education to the children who are far away from the parent school. The classes were conducted in the village temples or public houses by sharing teachers and text books from the parent school. Later due to the increment in school enrolment in the community, the ECR concept was superseded by the new nomenclature- Community School. To provide access to basic education to all, the government has opened many community schools to reach to the un- reached people. Most of those schools were isolated due to the geographically rugged terrain and sustain with bare minimum facilities. But now the things are getting better with the change of time as many remote schools are connected with motorable road, electricity, telephone and postal services. Particularly in Samtse district out of 16 primary schools, only 7 schools are not connected to motorable road.

2.2 Overview of general belief on life goal of Bhutanese People

Bhutan, the only surviving Himalayan Buddhist monarchy, has become unique, essentially through isolation of its people, conservation of its culture, and protection of its environment. Basically, the life goals of a common lay person in our country would be to have a good strong roof over one's head, enough to eat and clothe and to refrain from committing too many sins. The end result of these goals is of course contentment and happiness. Whereas, the life goals of any other clergy in the country would be to live with their religious messages and consolation for the people in times of their need, to relieve them of their worldly stress, even if it is just for a few hours and to attain nirvana so that they can not only free themselves from the worldly sufferings but as many other sentient beings as they can.

With the change in time and life styles, the life goals of any literate person differ from these above two. These people aim to be well educated so that they can become somebody in the society they live in. Prestige and privileges are something that these people would aim for. Since privileges seem to make a difference in people's view of prestige, they work hard towards attaining a name for them by making a difference in the work place or the society they live in and along with it comes their needs for privileges. There are some whose only life goals would be to

amass wealth, so that they not only have what they want but also work for charities which would definitely carve a place for themselves in history. There are also some people who would wish to serve the people and the community in every way, however small it may be. This makes them happy in their life time.

Most Bhutanese work for their children. They want to leave their name and status, enough assets so that their children do not go through hard times as they had been. It is believed that people start their life by seeking happiness. Generally, a Bhutanese would want to be courteous, kind and avoid committing anything that would hurt others. They are all law abiding citizens as well as respects religion and traditions. And of course they would want their life to be comfortable and content.

Bhutan deserves support in its carefully measured endeavor to ensure a decent life for its people, and shows how an international community of interest, perhaps built through the Internet, could help the country fulfill their outstanding basic needs. Bhutan remembers with its medieval dzongs (monastic fortresses) and deep spirituality where humanity came from; it could yet show us where we should and can go, in harmony with nature and with ourselves. The Bhutanese people, mostly Buddhists, believe happiness lies in the Middle Path, balancing between tradition and modernization. All aspects of development reflect this -- preserving the country's historical monasteries and temples, controlling negative impact of tourism, and enforcing environmental sustainability.

2.3 Contextual Study

2.3.1 Historical Development of Teachers in Bhutan

The modern western form of education started in Bhutan only with the launching of first five year plan in 1961. Prior to that, the country had the monastic form of education where, few selected children were sent to other countries mostly to Tibet to receive religious education. However, the priority was given to modern western form of education since then to meet the need of human resources for the socio- economic development of the country. In the initial stage, the schools were mostly managed by the expatriate teachers from India, except few language teachers were Bhutanese.

With the rapid increase of the number of schools in the country, the government felt the need of teacher education and established the two years Teacher Training Programme at NIE in 1968 and another Teacher Training College at Paro in 1972 to produce primary teachers. At that time the entry qualification vary from a primary graduate to a highest qualification level of matriculation. There was not much glamour in teaching. The entry grade for them was ranging from 14 to 17 and they were left in the same position with indefinite years unless they left the job. Teaching job was the last option for many young job seekers at that time.

In principle, teachers are highly revered in a Bhutanese society. In most of our rural communities teachers would be the most educated persons and the communities would look up to them for guidance and leadership. The Education Ministry has the policy in place to send the best teachers to the remote schools. However, not many teachers opt for the remote schools due to the lack of facilities and the difficulties of adjusting with the rural life. After rationalizing the crucial role of teachers in nation building, the government has changed its approach towards developing the teachers in 1987 onwards. The government has initiated a number of initiatives to lift the morale of the teachers. One of the most important reforms in the education system was the introduction of Annual Education Conference, the highest decision making forum chaired by the Minister of Education. This forum opened up the way for the teachers to participate in decision making process and express their views that affects them.

According to Dorji, (2003:86), “It has been recognized that the development of our children as adults with high moral standards and values, right attitudes, adequate analytical skills, academic excellence, creativity and disciplined minds are all in the hands of teachers”.

The Ministry of Education has adopted the Teacher Centered Policy (TCP) in which a number of initiatives have been made to develop the image of the teachers in the eyes of the general public. Following are some of the prerogatives in place by the Ministry of Education towards building the image of the teachers.

2.3.1.1 Creation of Separate Cadre for Teachers

Prior to 1987, the entry grade for teacher was not uniform. There were teachers who started their entry grade from as low as 17. However, with the creation of

separate cadre for teachers in 1987, the entry grade for teachers were raised from 14 to 10 and could rise up to grade 2 (equivalent to joint Secretary level in the civil service). Until that time teachers were left in the same grade for indefinite time unless left teaching. The new initiative made it possible to upgrade within a period of 3 to 6 years to the next higher grade if they prove deserving.

2.3.1.2 Education Staff Welfare Scheme

This is an effort made by the government to establish the welfare scheme among the education staff with the aim of helping the members during the emergencies. Eventually it is hoped that this scheme will also help the members set up their lives through provision of loans and other schemes.

2.3.1.3 Staff Quarters

Another aspect which has been ignored in the past has been the staff quarters and living conditions of our teachers. Many of our teachers serving in rural areas live in temporary sheds and houses bereft of even the most basic facilities and utilities. Staff housing with standard facilities are perceived now as essential needs to attract and retain our teachers especially in the rural schools. This is also an integral to maintaining the status of our teachers in our culture where one's house is often equated to one's position in the social hierarchy. The head teachers are provided rent free quarters and teachers are provided the government quarters 10% rental less than other civil servants.

2.3.1.4 Enhancing Teacher's Qualification

Ever since the inception of modern education in Bhutan, the Royal Government of Bhutan has given top priority in developing the teacher quality. According to Beeby (1996) as cited in (Dorji, 2003:77-80) teacher quality depends on two main factors: a) The level of the general education of the teachers, and b) The amount of training they received. Our pioneer teachers were recruited in teaching profession at the low level of general education based on the needs of the country. They were not given to excel their caliber as most of them were hand picked to fill the resource gap created in the beginning of the socio-economic development of the

country. “Now many of the teachers with low level of general education background become under qualified and there is general dearth of specialized professionals to cope the demand of the department’s ‘Wholesome Education Policy’”. (HRD Master Plan 2002-2012, 2002:1) There are number of initiatives taken by the government towards teacher development which is discussed here under:

In the light of raising the general qualification of the teachers, the entrance qualification of primary teachers which was existed in class X was raised to class XII consequently raising the entry level of Primary Teachers Certificate (PTC) to Bachelor of Education Degree (B.Ed.) in 2001. This will ensure more mature and qualified teachers to come into the education system.

The exiting primary teachers with class X academic qualification are given following options to upgrade their academic qualification.

(a) B.Ed program through distance education (5 years program) from N.I.E Samtse (two years Diploma after PTC and three more years which will qualify to the award of a B.Ed Degree). (b) Upgrade their academic qualification as teacher candidates and appear for classes X and XII examinations and enroll for 3 years B.Ed program through distance education program from NIE Samtse. Besides the teachers’ upgradation program within the country, it is further supplemented by the out-country training programs for both in-service and pre-service teachers. At least 5% of the PP-VII teachers and VII-XII in-service teachers are sent under long term fellowship abroad from various regions to acquire diploma/certificate and masters. The distance education program is also provided to upgrade the teacher’s professional expertise. From 2003 onwards, part time courses in educational leadership and management is provided for heads of schools. This will help improve the way school are managed in order to create a learning enriched environment.

2.3.1.5 Opportunities for Professional Development

The Department of School Education has initiated a number of in-service programs in National level, cluster level and as well as school level for their professional development. The national in-service program is now focused more on training of trainers who would then train younger colleagues and each other in different clusters. As per the policy at least 10 percent and 20 percent of the total

national teaching force is given provision to attend the national level in-service Program and cluster level respectively. This formed the pool of teachers where they can conduct School Based In-service Programmes (SBIP) in their respective schools. The SBIP is made mandatory to conduct time to time in the school. This enables the teachers to share each other's expertise in teaching learning areas which ultimately contribute for delivering quality education to the children.

According to Fullan (1994), cited in Dorji (2003), practicing teachers need both pressure and support if the desired outcome of challenges are to be attained and if we want teachers to adopt new methods of teaching. The monitoring makes the persons accountable and responsible to their job. It also provides support services to those who need professional support. This system makes our teachers responsible and strives towards urgency in meeting the goals.

The weekly education calling teachers program, an educational program aired through the Bhutan Broadcasting Service (BBS) helps to those teachers working in the remote schools that are completely cut off from the rest of the schools and the head quarters to keep abreast with the latest happenings in the sector.

2.3.1.6 Resource Center Development

Teachers in the remote schools face difficulty to communicate with the colleagues in other schools due to the lack of road and other communication facilities. To bridge this gap and to update them, the government has established a pilot Resource Centers (RC) in centrally located schools where, other schools can come easily and share the ideas and teaching learning materials among them as well as from visiting experts. This is one of the strategies to bring these teachers together from time to time and learn each other's practices and experiences. It also allows them to make use of materials available at the centre to develop teaching materials. The government provides the necessary equipments such as computers, photocopiers, printers, audio visual equipments and other teaching learning software materials in the resource centers.

2.3.2 Strategic Plan for Teacher Development

2.3.2.1 Short Term

The Department of School Education has initiated a number of in-service programs both in national level as well as cluster level for their professional development. The national in-service program is now focused more on training of trainers who would then train younger colleagues and each other in different clusters. As per the policy at least 10% and 20 % of the total national teaching force is given provision to attend the national level in-service program and cluster level respectively. This formed the pool of teachers where they can conduct SBIP in their respective schools. The distance education program is also provided to upgrade the teacher's professional expertise. From 2003 onwards, part time courses in educational leadership and management is provided for heads of schools. This will help improve the way school are managed in order to create a learning enriched environment.

2.3.2.2 Long Term

As part of the English Curriculum Reform and capacity building of the teachers in specialist subjects area, the following courses are offered to the selected teachers during winter holidays.

- Postgraduate Diploma in English (PGDE) for Secondary English Teachers with B.Ed Degree.
- Similarly, the introduction of a Postgraduate Diploma in Mathematics (PGDM) for secondary mathematics teachers with bachelor's degree.
- A Diploma in Teaching Primary English (DTPE) and Mathematics (DTPM) for selected lead teachers teaching in Primary Schools.
- PGCTIS (Post Graduate Certificate in Teaching Information System)for IT teachers on merit basis (3yrs) distance education
- Leadership and Management course for secondary head teachers(5 yrs) through distance education
- Leadership & Management Course for Pry. Heads (3yrs) diploma through distance education

Besides the teachers' up-gradation program within the country, it is further supplemented by the out-country training programs for both in-service and pre-service teachers. At least 5% of the PP-VII teachers and VII-XII in-service teachers are sent under long term fellowship abroad from various regions to acquire diploma/certificate and masters.

Table 2.1 Projection of Pre-service Training of Teachers outside Bhutan

Sno.	Area of specialization	Level	2002-2007	2007-2012
1	Physics	Bachelor	18	10
2	Chemistry	Bachelor	18	10
3	Botany	Bachelor	10	5
4	Zoology	Bachelor	10	5
5	Mathematics	Bachelor	18	10
6	History	Bachelor	18	10
7	English	Bachelor	18	10
8	Geography	Bachelor	14	3
9	Economics	Bachelor	14	3
10	Commerce	Bachelor	14	3
11	Computer Science	Bachelor	14	3
12	Physics	Masters	18	11
13	Chemistry	Masters	18	11
14	Biology	Masters	18	11
15	Mathematics	Masters	18	11
16	English	Masters	18	11
17	History	Masters	18	11
18	Geography	Masters	18	11
19	Economics	Masters	18	11
20	Commerce	Masters	18	11
21	Computer Science	Masters	12	10
Others				
22	Counseling	Masters	2	2
23	Physical Education	Masters	4	1
24	IT hardware	Diploma	5	-
25	Special Education	Bachelors	12	4
26	Counseling	Bachelors	7	4
27	Physical Education	Bachelors	2	4
28	Library Science	Bachelors	30	30
		Total	402	226

Source: Education Sector Master Plan 2002 – 2012(PPD)

2.3.3 Teacher's Career Ladder

In the forward mentioned by the Prime Minister in PCS booklet released by Royal Civil Service Commission 2006, the government has initiated and approved a strategic set of policies and activities to carry forward in 2005 in meeting His Majesty's mandate to the Government to strengthen and consolidate the governance

that is rooted in the principles of efficiency, transparency, accountability and professionalism. One of these was the Position Classification System. This system provides a mechanism for managing a small, compact and efficient civil service where each and every individual is linked to organizational goals and functions. It describes in detail the positions and job responsibilities of individuals in ways that are easily amenable for performance monitoring, and whereby accountability can be better established.

This system of civil service not only seeks to enhance the principles of good governance, but also open its door to greater competition to attract and retain the best and brightest of the people. It tries to create new enabling conditions to promote creativity, trust, professionalism and above all a sense of service. The reform will provide a fundamental shift in the character of civil service from that of guaranteed life time employees by the Government to that where they would be constantly challenged to compete and excel to deliver quality services.

Under the PCS, positions that are sufficiently alike with respect to duties and responsibilities can be classified and treated the same way for the purposes of all human resource actions. The PCS expands the existing Cadre System's seven cadres by classifying positions within 19 major occupational groups with approximately 70 sub-groups and over 500 positions. Out of 19 major occupational groups, the teachers fall under the major group of Education and Training Services: Sub-group-Teaching Services. From P5 to P3 are Broad- banded position which means a position that is linked to one or two other higher or lower level positions in the same occupational group that require same minimum qualification and are similar in purpose, roles and responsibilities. Those positions which fall under Broad-banded, their promotion will be granted by the concerned Ministry every after four years based on their performance. P2 and above are require to sit for the competitive examination based on the vacant position. Although many of the primary teachers who have post secondary qualification do not qualify to be placed in P level, but by virtue of being served for a longer period of time during crucial times of need, the government had given special consideration by placing them in P5 as an entry level like any other graduates in other sectors. However, they were given condition to upgrade their qualifications within next two to three years time. Since the core value of the PCS is to promote "equal pay

for equal value of work” placing higher level of position rewards by itself proportionately. With the changing times, getting entry in any job is tough; one has to face the strict recruitment criteria which is tough and competitive.

According to the vice chancellor of the Royal University of Bhutan, Dasho Zanglay Drukpa, said that starting 2006, graduates choosing to become teachers would have to sit for separate examination after the civil service common examination. “We want to attract and retain only the interested candidates,” he said. (Kuensel, 27 August 2006). This clearly indicates that aspiring to become a teacher is not as easy as two decades ago.

Table 2.2 Career Ladder for Teachers under Position Classification System

Sub-occupational group	Position title	Position level	Broad banded	Minimum qualification	Additional requirements
Edn.Mgt. Adm.	Principal I	P1	No	B.Ed.	Advanced course in Education Leadership & Management
	Principal II	P2	No	B.Ed.	Education Leadership & Management
	Principal III	P3	No	B.Ed.	Education Leadership & Management
	Vice principal	P3	No	B.Ed.	Education Leadership & Management
Teaching services	Master Teacher	ES3	No	M.Ed.	Training of teachers, curriculum Development mentorship, Research methods, academic leadership
	Sr. Teacher I	P1	No	B.Ed.	TOT, Curriculum. Dev. Mentorship, in-service programming, academic leadership
	Sr. Teacher II	P2	No	B.Ed.	TOT, Curriculum. Development mentoring, in-service programming
	Teacher I	P3	yes	B.Ed.	Teacher Edn. Program; Curriculum Development.
	Teacher II	P4	yes	B.Ed.	Curriculum Development
	Teacher III	P5	yes	B.Ed.	

Source: PCS Directory (RCSC)

2.4 Background of Samtse District

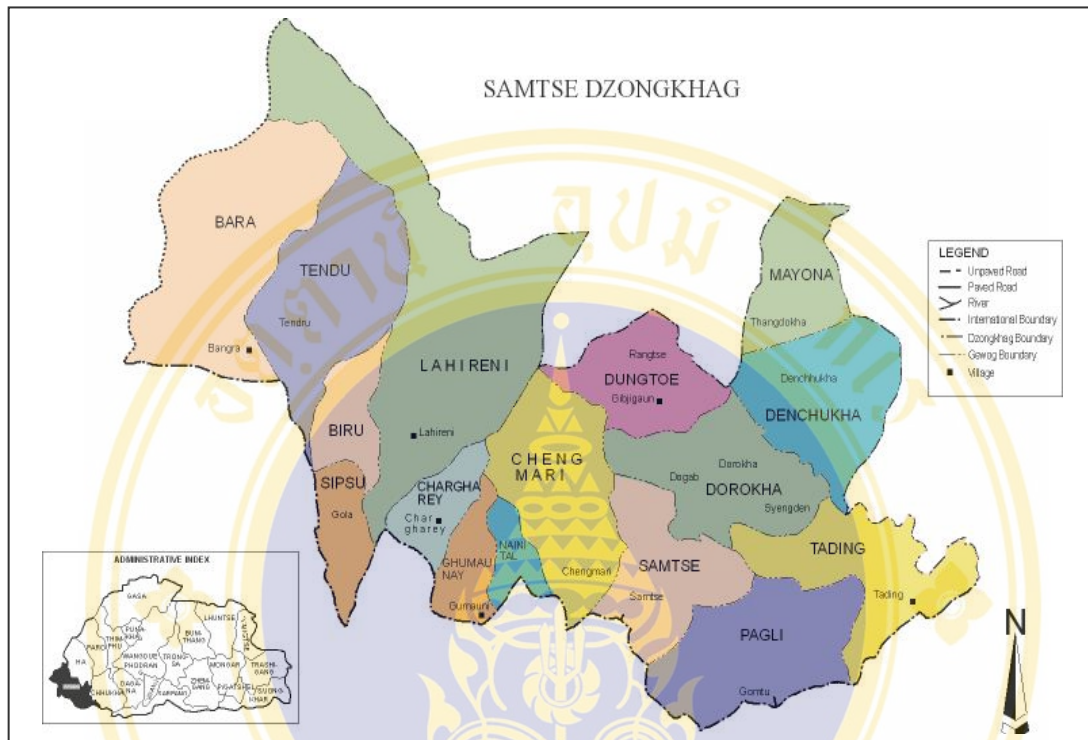


Figure: 1 Map of Samtse District

Samtse is located in the southern part of Bhutan. It is one of the densely populated districts of the country. It comprises of two sub division offices and sixteen blocks under the jurisdiction of the district. According to the Population & Housing Census of 2005, Samtse has 60,100 populations ranking the 4th largest populated among twenty districts in the country. As per the 2006 statistics, the district has ten community primary schools, a primary school, three Lower Secondary schools, two Middle Secondary Schools and one Higher Secondary School. A total of 10256 students were enrolled from Pre-primary to class XI. Out of these 8440 students were enrolled in classes PP- VI, which accounts the 4th largest district enrolling the students for primary education. The community primary schools are scattered in far-flung areas to cater the needs of the rural people. Out of seventeen schools in the district, only ten schools are accessible to road and the remaining seven schools are far away from the road. It takes officially two or more days to reach to the nearest school from the road head.

The life in the rural areas is very difficult. The teachers have to walk through deep forest often infested with leeches. They have to pass through high cliffs, deep gorges and crossing big rivers before reaching to proper destination. In summer the river swells and sometime held up on the way. Many teachers play a safer way by stocking the rations and other essential items before the summer starts. It is even more difficult if fall sick, there is no hospital nearby. They have to come to Samtse for treatment and further referral cases if any, since the Basic Health Unit (BHU) in their locality can not treat the major problems. The things are transported from the road head by porters; it is difficult to reach the bulky and essential items to the school. There are lots of differences in terms of the facilities and the teaching staff between rural and urban schools. Most of the rural schools are running with the basic minimum facilities. There is an acute shortage of teaching staff. As a result the teachers are overloaded and they hardly get time for their professional development.

However, teachers working in the rural school enjoy high respect and view as the source of wisdom and other necessary support from the community. Some teachers are still happy to work in the rural schools because of this intrinsic motivation. In principle the government is trying to bring balance development by providing essential facilities to the nook and corner of the country to make rural life more attractive and sustaining. Especially the education sector has the policy to allocate more portion of their national budget to rural schools to create uniform facilities with the urban schools. They even provided the difficulty allowance and training opportunities to the teachers working in the rural schools to make the rural posting attractive but still it doesn't make much difference to the life of the individual teachers. Motivating teachers to work in the rural schools will still remain as the biggest challenge for the Ministry of Education in the days to come when the new generation of young teacher's steps in to the education system. The statistics 2006 of the district clearly indicates that there is more shortage of teachers in the rural schools than urban schools.

Table 2.3: District Wise Distribution of Population, Student Enrolment, Teachers and Teacher Pupils' Ratio

S/no.	Name of the district	Population (2005)	Students Enrolment PP -VI (2006)	Students Enrolment VII-XII (2006)	Total Students Enrolment (2006)	Total no. of teachers (2006)	Average Teacher Pupils ratio(2006)
01	Bumthang	16,116	2637	1,448	4,085	166	24.6
02	Chukha	74,387	10,072	4,476	14,548	511	28.5
03	Dagana	18,222	3,571	837	4,408	105	42
04	Gasa	3,116	424	72	496	26	19.1
05	Ha	11,648	1902	1,039	2,941	118	24.9
06	Lhuntse	15,395	2826	942	3,768	135	27.9
07	Mongar	37,069	6,221	2,563	8,784	282	31.1
08	Paro	36,433	5,515	3,477	8,992	347	25.9
09	P/Gatshel	13,864	2,549	1,424	3,973	146	27.2
10	Punakha	17,715	3,080	2,225	5,305	211	25.1
11	Samtse	60,100	8,440	1,873	10,313	244	42.3
12	Sarpang	41,549	6,389	2,149	8,538	234	36.5
13	Thimphu	98,676	14,148	8,916	23,064	911	25.3
14	Trashigang	51,134	9,012	3,758	12,770	455	28.1
15	T/yangtse	17,740	3,509	1,333	4,842	156	31
16	Trongsa	13,419	2,656	945	3,601	147	24.5
17	Tserang	18,667	2,912	1,148	4,060	104	39
18	Wangdue	31,135	5,333	1,888	7,221	248	29.1
19	Zhemgang	18,636	3,754	1,511	5,265	167	31.5
20	S/ Jongkar	39,961	7,274	2,276	9,550	250	38.2

Source: Population (Population & Housing Census 2005 Fact Sheet), Other figures – General statistics 2006(PPD, MOE)

This district has been selected for the study, as it has good proportion of rural and urban schools. Besides this the teachers working in this district tackle more number of students than the government prescribed standard norm of 1: 32 (teacher pupil ration) (Education Policy Guidelines and Instructions, 2003:12) which clearly indicates from the teacher pupil ratio of 1: 42 in the above table. The more number of students in each section proportionately increases the work load of the individual teachers which will have some impact on the satisfaction of the teacher.

2.5 Significance of Job Satisfaction

Previous studies showed that the job satisfaction of teachers is important to attract qualified teachers, to retain teachers, and to improve the quality of education through improved teaching and learning. Bhutan is in the threshold of providing free and quality education to the Bhutanese children to meet the enlightened vision of His Majesty's philosophy of "the Gross National Happiness (GNH)". It is a time of huge mobilization of resources and training, the enthusiast adoption of decentralization policy, offering more opportunities, and at the same time, demanding more responsibility from the teachers; a time of greater expectations and work. If one does not apprehend, the effect of this will have on teacher job satisfaction and dissatisfaction and ultimately this will be a huge waste of resources and counter productive.

A study of teacher job satisfaction is probably most appropriate at this particular point in the evaluation of education system. The study of job satisfaction will not only help to find the general level of job satisfaction and the different factors influencing the like and dislike of the teaching job, but also each level of the job facet will be indicated separately, so that it helps the policy makers to intervene at the right time to the right areas. Without proper study on job satisfaction, it will be difficult for the system to protect, leaving the good teachers from the system and attracting the better ones in a competitive market. If the teachers are not satisfied with their job, then the better qualified teachers will leave the job and only the low and mediocre ones will retain in the system. This will proved to be a hurdle for growth of the education quality.

Miller (1981, cited in Lumsden, 1998) notes that teacher morale "can have a positive effect on pupil attitudes and learning. Raising teacher morale level is not only making teaching more pleasant for teachers, but also learning more pleasant for the students. This creates an environment that is more conducive to learning." Ellenberg (1972) found that teacher morale and achievement are strongly related, where teacher morale was high, the students achievement was also high and vise-versa. Low level of satisfaction and morale will lead to decrease in productivity and increase burnout. In

short, the morale of teachers can have far-reaching implications for “student learning, the health of the organization, and the health of the teacher.”

Thus knowing the level of job satisfaction of teacher is paramount and unavoidable for strengthening the quality of education. After reviewing the literature and experience of different countries on teachers’ job satisfaction, it is concluded that teachers’ job satisfaction is an important issue for any country. Since, education is the backbone of a nation and teachers are the builder of that backbone, it plays a vital role behind strengthening the system.

2.6 Concepts, Definitions and Theories of Job Satisfaction

In reviewing the literature it becomes apparent that job satisfaction can be defined in a number of ways.

Smith (1963) proposed that job satisfaction was not the result of absolute positive factors. Instead, he believed that satisfaction was perceived from an individual’s frame of reference. The individual trait, needs, and experiences interact with the work environment to produce felt satisfaction or dissatisfaction with the job.

Ivancevich and Donnelly (1968:172) define job satisfaction as “the favorable viewpoint of the worker toward the work role he presently occupies.”

Spector (1997: 2) states that “job satisfaction is simply how people feel about their jobs and different aspects of their jobs.”

Nine different operational definitions of job satisfaction are identified by Wanous and Lawler (1972). Each of the operational definitions is described in terms of how different aspects or facets of job satisfaction are measured and how they combine to achieve an overall measure of satisfaction. The definitions include: (1) overall job satisfaction as the sum of job facet satisfaction across all facets of a job, (2) job satisfaction as a weighted sum of job facet satisfaction, (3) job satisfaction as the sum of goal attainment or need fulfillment when summed across job facets, (4) job satisfaction as a correspondence to Vroom’s “valence for a job”, (5) job satisfaction as a discrepancy between how much there is now and how much there should be, (6) job satisfaction as a result of comparison between fulfillment and desires or ideals in the present (7) job satisfaction as a measure of desires or ideals of what one would

like, (8) job satisfaction as the importance of a job facet that determines the degree of affect produced by an amount of discrepancy between fulfillment and desires, and (9) Job satisfaction as the discrepancy between the importance of a job facet and the perception of fulfillment from a facet.

One of the difficulties in defining job satisfaction is the different terminology used by researchers to describe it. The literature revealed that job satisfaction is used interchangeably with terms such as morale, attitude, and feelings. As early as the 1930s the term workers' feelings and attitudes were identified in studies (Kornhauser, 1930). Ivancevich and Donnelly (1968) suggest that the term satisfaction is similar to morale and attitude.

Another difficulty in clearly defining job satisfaction is the way in which satisfaction is measured. Ewen (1967) notes that usually job satisfaction is measured by determining how satisfied employees are with various facets or aspect of their jobs.

A concern raised by Ewen is how much weight each facet should be assigned in measuring it. Evans (1969) notes that the validity of job satisfaction measures is depend upon the assumption that respondents assign equal importance to each facet.

In a similar way, Wanous and Lawler (1972) raised concern that the many conceptual definitions of job satisfaction has led to different ways of measuring the term satisfaction. Scarpello and Campbell (1983) observed that while the measurement of overall job satisfaction is the total of facet satisfaction, this assumption was appropriate only as long as the content of the satisfaction measure is valid. Although there is no consensus on ways of defining job satisfaction or measuring it, job satisfaction generally is considered to be an affective state (Jayaratne, 1993).

Spector (1997) cited in DeMato(2001:2), states that "Job satisfaction can be considered as a global feeling about the job or as a related constellation of attitudes about various aspects or facets of the job". Although job satisfaction typically is expressed as an affective state, the cognitive component of workers' satisfaction with their job increasingly is being recognized.

Brief (1998:86) defined job satisfaction as "an internal state that is expressed by affectively and / or cognitively evaluating an experienced job with some degree of favor or disfavor".

Job satisfaction has been defined as the extent to which a staff member has favorable or positive feelings about work or the work environment (De Nobile, 2003). It refers to the positive attitudes or emotional dispositions people may gain from work or through aspects of work (Furnham, 1997; Locke, 1976). Conversely, job dissatisfaction refers to unhappy or negative feelings about work or the work environment (Furnham, 1997, cited in De Nobile & McCormick, 2005).

Blum and Naylor (1968:364) define job satisfaction as a general attitude of the workers constituted by their approach towards the wages, working conditions, control, promotion related with the job, social relations in the work, recognition of talent and some similar variables, personal characteristics, and group relations apart from the work life.

As defined by Weiss et al. (1977, cited in Chen et. al. 2000), general job satisfaction is an indicator that represents the individual worker's appraisal of his satisfaction or dissatisfaction with the work environment. Intrinsic job satisfaction stem from the individual's relationship to the work itself, while extrinsic job satisfaction is dependent on factors such as company policies, supervision, interpersonal relations, working conditions, salary, and benefits rather than the nature of the work itself. Research, however, has yielded little data to suggest that intrinsic and extrinsic factors are mutually exclusive. They may be, in fact, inherently intertwined.

In light of these definitions, job satisfaction can be defined as the sum of all negative and positive aspects related to the individual's salary, physical and emotional working conditions, the authority and the autonomous usage of this authority, the level of success maintained and the rewards given due to the success, the social statute maintained in relation with the job, and the relations with colleagues and administrators. Individual elements do not result in the job satisfaction. Job satisfaction can only be mentioned if all these elements exist in a place in harmony.

Many theories have been proposed to explain the concept of job satisfaction. There is considerable frustration, not because the theories are not insightful or true but rather they all seem to focus only part of the truth. According to Furnham (1999) there are many criteria for evaluating theories – such as elegance, parsimony, coherence- but

perhaps the most important and fundamental is validity. It is the validity of the theory that is, the extent to which they have predictive power, which is important.

There are many theories on job satisfaction which talks about various aspects of the job. Robbins (1991, cited in Furnham, 1999) listed six major motivation theory groups and then attempted to assess their power to predict productivity, absenteeism, turnover and satisfaction:

1. Need theories which includes, Maslow's Hierarchy of needs(1943), Twofactor theory (Motivation-Hygiene theory)- Herzberg (1959) and Existence Relatedness and growth (ERG) - Clayton Alderfer (1972).Their power lies mainly to explaining and predicting job satisfaction.

2. Task Characteristics theories - Odham & G. Hackman (1980) the characteristics model address many types of work behavior. Individual with high growth need will have both high performance and satisfaction when their jobs offer skill variety, task identity and significance, autonomy, and feedback.

3. Goal setting theory - Locke & Latham (1990), suggest that the clear and difficult goals will lead to higher levels of employee productivity which clearly indicates that this theory provides more power of explanations on productivity. However the theory doesn't address absenteeism, turnover and satisfaction.

4. Reinforcement theory - Hovland, Janis & Kelly (1967). This theory has substantial record for predicting factors such as quality and quantity of work, persistence of effort, absenteeism, tardiness, and accident rates. It does not consider in any detail employee satisfaction or the decision to quit.

5. Equity theory – Adam's (1963) equity theory deals with all four outcome criteria. However it is strongest when predicting absence and turnover behaviors and weak when predicting differences in employee productivity.

6. Expectancy theory – Vroom (1964), has proven to offer a relatively powerful explanation of employee productivity, absenteeism and turn over. But expectancy theory is not a good explanation for more typical types of work behavior, especially for individuals in lower levels of job, because job comes with considerable limitations imposed by work method, supervisors and company policies.

Among the six groups of motivation theories categorized by Robbin (1991), the Need theories will be discussed in this research as these theories have more power of explanation and predicting the factors of job satisfaction.

2.6.1 Maslow (1943) Needs-Hierarchy Theory

Maslow (1943) categorized human needs into five different levels. The *survival needs* consider the most basic need for a human being. This is obtained through the consumption of food, drink and air, achieving adequate sleep, a comfortable temperature and rest. The *safety needs* refers to those necessary for routine and the avoidance of danger. The *love and belonging needs* are those related to affectionate relations with people in general and in a group. The *esteem needs* are those for the respect of and recognition as a worthwhile person. It also includes the need for self-respect. The *knowing and understanding needs* refer to a wanting to learn and organize intellectual relationships. And finally, the *self-actualization needs* – mention the needs related to becoming the best person one can be to develop one's fullest potential. A person whose basic needs are not filled of course will not satisfy with his/her life.

According to this theory, an individual will systemically satisfy his needs, starting with the most basic need and move up the hierarchy to higher level needs. If the lower needs have not been satisfied, higher order needs will remain inactive. For example, if a person does not have enough food to feed himself and his family and work in a dangerous situation, then it would be predicted that higher order needs are much less important to him.

A similar theory of Maslow is proposed by Vroom (1964), Valence – Expectancy theory, which according to him “Valence” refers to the attractiveness of a goal or outcome. He suggested that job satisfaction is a reflection of how desirable an individual finds his job; thus job satisfaction is a measurement of an individual's valence for his work situation. The needs hierarchy theory states that the individual's behavior is dictated by those needs with greatest primacy. The valence-expectancy theory attempts to explain how competing needs determine primacy.

2.6.2 Alderfers' (1972) Existence Related Growth (ERG) theory

Alderfer(1972) has proposed ERG theory, which is similar to Maslow's Hierarchy of needs. According to him, human existence at the lower level is the need to stay safe now and in the foreseeable future, when one satisfied existence needs, he/she feels safe and physically comfortable. This need is similar to Maslow's physiological and safety needs. The next need, he claimed was the related needs. Once the basic need is fulfilled, then he/she considers for the social needs which refers for social relations, sense of identity and social position within the immediate society. The growth need is at the highest level. One seeks to grow and advance further, develop creativity and position, then the feeling of wholeness, achievement and fulfillment occurs if one is successfully growing.

2.6.3 Herzbergs' (1959) Two Factor Theory (Motivation & Hygiene)

The model proposed by Herzberg et. al. (1959) has shed some light on the study of job satisfaction as this model attempts to explain variables in the work setting that are perceived as being desirable goals to achieve, and conversely, undesirable conditions to avoid.

According to Herzberg (1966:7, cited in Pasuwan, 1972) man has two sets of needs: his need as an animal to avoid pain and his need as a human to grow psychologically. To test his concept, Herzberg et al. conducted a study using a sample of two hundred engineers and accountants who represented a cross-section of Pittsburgh industrial occupations. People were interviewed using a pre-structured series of questions that attempted to ask about the events they had experienced at work which resulted in either a marked increase in job satisfaction or led to a marked reducing in job satisfaction. He asked the engineers and accountants to think of a time when they felt especially good and bad about the job and also to give the reasons why they felt that way.

From these in-depth interviews, Herzberg' developed a theory of job satisfaction which is of two dimensions: Motivation and Hygiene Factors. He surfaced six motivating factor which includes achievement, recognition, the work itself, responsibility, advancement and the possibility of growth. The satisfier factors were named as motivators as they are effective in motivating the employees to superior

performance and effort. Changes in these factors, he claimed, could produce long term changes to job attitudes. Thus satisfaction with the intrinsic features of a job is long lived and therefore, likely to sustain a worker over a longer period of time.

According to him, Hygiene issues cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. . But many researchers disagree with Herzberg claim on hygiene factor particularly salary which does not motivate the employee. Tutor (1986, cited in Gawel (1987) conducted a study on Tendency Career Ladder program in relation to Herzberg's theory. TCLP had three levels, consisting about thirty thousand members in level one. The survey asked the classroom teacher to what extent did salary influence their decision to participate in the TCLP. The result showed that salary was the single most important influence on the teachers' decision. Further he argued that why good teachers are being lost for other high paying position.

Harris et al. (1985, cited in Kim & Loadman, 1994) found that among former teachers who left the profession, the reasons most often cited for leaving were poor salaries and poor general working conditions. In most of the findings on job satisfaction, salary seems to have appeared as the motivating factor contrary to Herzberg's claim of hygiene factor. Especially in the developing countries good salary is view as the source of one's image and the basis for the achievement in life.

Dissatisfying factors are extrinsic to the job and it includes company policy and administration, supervision, salary, interpersonal relations, working conditions, status and job security. These dissatisfiers describe people's relationships to the context or environment surrounding the job. When these factors are unfavorable, then job dissatisfaction occurs. When hygiene factors are positive, such as when workers perceive that their pay is fair and that their working conditions are good, then barriers to job satisfaction are removed. Changes to these features of job tend to be short lived and removing dissatisfaction is of less importance in the overall life of the worker.

However, the theory clearly implies that the fulfillment of the hygiene needs cannot by itself result into job satisfaction, but only in the reduction or elimination of dissatisfaction. Herzberg concluded that hygiene or maintenance aspects led to dissatisfaction on the job because of a person's tendency to avoid unpleasantness. On the other hand, the motivator qualities led to job satisfaction because of the need for

self-actualization and growth. Once the hygiene areas are addressed, the motivators will promote job satisfaction and encourage production.

Herzberg theory has often linked to Maslow's (1943) theory of a hierarchy of needs. His theory suggests that the most powerful drives come to meet the personal needs of body and safety. The next most powerful stage belongs to the social needs of love and belongingness and self-esteem. While the intellectual needs of self-actualization, knowledge, values are least strong and last to be met. From this we consider that need to remove unpleasantness is more basic than the need for professional growth and development.

Kalleberg (1977, cited in Garret, 1999) criticized Herzberg two factor theories as it explains job satisfaction only in terms of the nature of the job. This has had considerable success and value in that, it has led to suggestions as to how employers might increase satisfaction and reduce dissatisfaction through a manipulation of job characteristics. Kalleberg (1997) suggests that job satisfaction is a diverse reasons, it needs to study personal value systems, potentially important links between the quality of working life and physical and mental health, a desire to improve productivity and organizational functioning. All of these indicate the importance of the person's job in their overall life experience.

Kalleberg recognizes the importance of the individual and the differences between people and what they want expect and need from their job. Thus worker personality is also a key factor when considering job satisfaction.

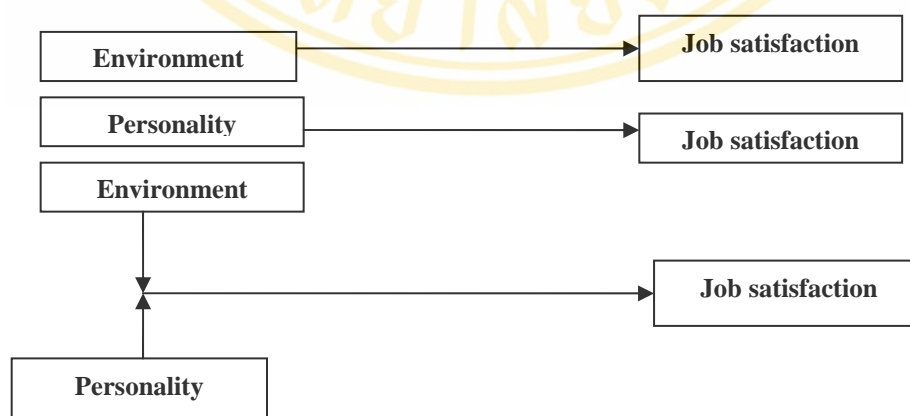
Kalleberg does not separate satisfaction from dissatisfaction, but rather explores the complexity of the impact of worker's individuality and how different aspects of work might be differently valued by the individuals. Thus the intrinsic stimulation of the challenging job might be the most important aspects of one group of people, with some feature more or less highly valued than others, depending upon the person concerned. For other groups of worker the extrinsic features, such as the convenience offered by the job in terms of working hours congruence with the family life, financial condition etc. might be the driving force behind their satisfaction or job comfort. Still for others psycho-social aspects of potential relationships with co-workers, possibilities or recognition and advancement might be the most attractive, or

meet the most felt needs. For yet others adequacy of resources, made available to them may regard to be the most important.

Although there are no sufficient empirical evidences to claim that the job satisfaction of a person follow with hierarchical needs as theorized by Maslow (1943) yet many scholars have made the assumption that extrinsic conditions (safety, working condition, salary etc.) need to be provided first before worker can be satisfied by the higher order intrinsic elements (achievement, recognition, advancement etc.) of the job.

2.6.4 Spector's (1992) Three Models of Job Satisfaction

Spector (1992) developed a model which illustrates the influence of three antecedents – environmental, personality and the joint influence of the environment and personality in job satisfaction. Most of the previous researchers have taken only the environmental perspective. However, some studies have shown that people with the same jobs and highly similar job conditions can vary considerably in their satisfaction. These findings made the researcher to include the personality and the interaction of environment and the personality perspectives to give a complete picture of the study of job satisfaction. Person job fit recognizes that different people prefer different features of job. It attempts to learn which sort of people is satisfied with which sort of job conditions. Job satisfaction, according to this view, is the product of appropriately matching the individual to the job.



Three models illustrating (a) The impact of the job environment on job satisfaction (b) the impact of personality on job satisfaction, and (c) the joint influence of the environment and personality on job satisfaction.

(a) Environmental Antecedents of Job Satisfaction

Many theories have the view that the various environmental features of the job environment are the causes of job satisfaction. These features include, job characteristics and job task and the aspects of the organization. Several studies on this topic have supported the idea that the certain job environment variables correlate to job satisfaction.

i) Job Characteristics

Job characteristics refer to the content and nature of the job task. There are five core job characteristics as identified by Hackman & Oldham (1976) they are skill variety, Task identity, Task significance, autonomy and the job feedback. Many studies across different types of jobs have shown that each of this five job characteristics relates to job satisfaction. Although the relation between the job characteristics and the job satisfaction is consistent across the United States and the other western countries, it might not be universal. Person and Chong (1997) were unable to find the same result in Malaysia. The five core characteristics were not related to job satisfaction in a sample of nurses. The researchers argued that in this Asian culture, it might be more important to focus on relationship among co-workers and supervisors as a means of achieving high job satisfaction than on nature of the job task. However the studies found that more westernized Hongkong has similar result between the job characteristics and the job satisfaction (Wong et. al. 1998, cited by Spector, 1992:205 in Furnham, 1999)

ii) Role Variables

The other feature of the environmental antecedents is the role variable. According to the theory on role stress, two specific roles have been discussed prominently in the research, role ambiguity and role conflict. Role ambiguity is the extent to which employees are uncertain about what their job functions and responsibilities are. Many supervisors fail to give clear guidelines to the subordinates about the role which they are supposed to do, leading to ambiguous in nature. On the other hand the role conflict arises when people experience incompatibles demands

either at work (intra role) or between work and non work (extra role). Intra role conflict arises from multiple demands of the job. Example, two supervisors might ask a person to do incompatible tasks. One might ask the person to take more care in doing the work, and the other might ask the person to work faster. These demands are incompatible in that the employee would have to work more slowly to be careful. Extra role conflict occurs between demands from work and nonworking domains. Such conflict commonly occurs when employees have children and the need of the children conflict with the demands of the job. When child is sick, a parent may have to stay home from the work, thus experiencing the role conflict.

iii) Work – Family Conflict

Work family conflict is a form of role conflict where the role demand conflicts with the family life. This conflict usually happens to the two career couples with children and for single parent, when children fall sick, either of the couple has to stay at home to attend the children. Several studies have found that employees who report high level of work family conflict had lower job satisfaction than their counterparts with low level of conflict (Bedeian et. al. 1988; Frone, Russell & Cooper, 1994). This pattern was found for both men and women. Organizations that are concerned with work-family conflict have taken steps to help their employees. Two of the most frequently used approaches are flexible work schedule and onsite child care in the work place. It makes the employees easier to manage both the family and the work responsibilities. Scandura & Lankau (1997, cited in Furnham, 1999) surveyed male and female managers about the flexible hours and their job attitudes. Flexible hours were associated with greater job satisfaction for both men and women who had children living with them, but not for men and women without children.

iv) Pay

Pay is a strong determinant of global job satisfaction. It relates more strongly with the facet of pay satisfaction. It is the fairness with which pay is distributed or equity that determines pay satisfaction rather than the actual level of pay itself.

b) Personal Antecedents of Job Satisfaction

In recent years the industrial organizational psychologists have shown interest in the possibilities of personal characteristics on job satisfaction. Some have even suggested that job satisfaction might be caused in part by genetic predisposition. Many studies have shown a link between personal characteristics and job satisfaction (Brush et. al.1987, cited in Furnham, 1999).

i) Personality

The idea that job satisfaction may be caused in part by personality can trace back to the Hawthorne studies. The Hawthorne researchers noticed that certain individuals, whom they call *the chronic kickers*, were continuously complaining about the job, no matter what the researchers did for them, the chronic kickers always had a new complaints. Some people are predisposed to like their jobs, where as others are predisposed not to like them. Personality trait study on job satisfaction is focus on Negative affectivity and the Locus of control.

Negative affectivity is the tendency for an individual to experience negative emotions, such as anxiety or depression, across a wide variety of situations. Watson et. al. (1986) extended the NA idea to the work place, hypothesizing that NA individuals would respond to their job negatively and would be likely to be dissatisfied.

Locus of control refers to whether or not people believe they are in control of reinforcements in life. People, who believe that fate, luck, or powerful other control reinforcement is termed external. Internal have been found to be more satisfied with their jobs than externals (Spector, 1982, cited in Furnham, 1999). He hypothesized that one reason for the higher satisfaction of internal is their job performance. Individual who perform better might be better rewarded and thus they like their job better.

ii) Cultural and Ethnic Differences

The workforce of any country consists of multicultural and multi ethnicity. This is further speeds up the multicultural in the organization by the strong influence of globalization. If organizations are to deal appropriately with a diverse workforce, that they must understand how people of various ethnic, racial, and cultural

backgrounds view and feel about their job. The studies in USA have shown that job satisfaction of black is slightly lower than their white counterparts. In the Tuch and Martin (1991) study, blacks perceived their jobs to have fewer rewards than whites, thus possibly accounting for satisfaction differences in that study.

iii) Person - Job Fit

According to Kristof (1996), the job satisfaction will occur when there is a good match between the person and the job. Much of the research on person – job fit has looked at the correspondence between what people say they want on a job and what they say they have. For example, employees could be asked how much autonomy they have and how much they want. The difference between having and wanting represents the amount of fit of person to job. Studies have been quite consistent in showing that a smaller the discrepancy between having and wanting, the greater the job satisfaction (Edwards, 1991, cited in Furnham, 1999).

Table 2.4 Models of Job Satisfaction from the Literature Review

Sno	Theory	Factors/ Job Aspects
01.	Abraham Maslow (1943) Hierarchy of needs	<ol style="list-style-type: none"> 1. Survival – food, clothing and shelter (which indirectly refers to salary) 2. Safety of the work place 3. Esteem needs – Recognition 4. Self actualization –high order needs such as achievement ,recognition, advancement etc)
02.	Alderfer(1972)Existence Related Growth(ERG) theory	<ol style="list-style-type: none"> 1. Safety 2. Physical condition 3. Social relationship 4. Growth & development(advancement)
03.	Herzberg(1959) Two Factor Theory(Motivation & Hygiene)	Motivation Aspects <ol style="list-style-type: none"> 1. Achievement 2. Recognition 3. Work itself 4. Responsibility 5. Growth & advancement

Table 2.4 Models of Job Satisfaction from the Literature Review (Cont.)

Sno	Theory	Factors/ Job Aspects
		<p>Hygiene Aspects</p> <ol style="list-style-type: none"> 1. Company policy & administration 2. Supervision 3. Salary Interpersonal relation 4. Working condition 5. Image of the job 6. Job security
04.	<p>Spector(1992) Three Model on Job Satisfaction</p>	<p>a) Environmental antecedents of job satisfaction</p> <ol style="list-style-type: none"> i. Job characteristics: (skill variety, task identity, task significance, autonomy, and task feedback). ii. Role variables iii. Work family conflict iv. Pay <p>b) Personal antecedents of job satisfaction</p> <ol style="list-style-type: none"> i. Personality ii. Age iii. Gender iv. Culture & ethnic differences v. Person job fit

2.7.5 Elimination of Independent and Dependent Variables from the above full model

Since the target population of the research is only primary teachers, the nature of data is homogeneous and also it comes from the same setting. As such all variables discussed above are not viable to use in this study.

Abraham Maslow (1943) Hierarchy of Needs Theory

i) Safety of the Work Place

Safety is not as important in the context of this study as there is not much problem with regard to work place safety in Bhutan. The government has given top priority in the work place safety. All sorts of risks, violence and health hazards are studied and well protected. So this variable will not be taken as variable in this study.

Herzberg (1959) Two Factor Theory

i) Achievement

Although the meaning of achievement and recognition are different, in this context it overlaps and gives similar impact to the dependent variable. Moreover both Maslow (1943) and Herzberg (1959) considered achievement and recognition are high order needs. So recognition will be kept as an independent variable and the achievement can be studied under recognition.

ii) Company Policy and Administration

The study focuses mainly to the job satisfaction of government primary teachers where there is same government policy apply to all the schools and also it is very broad. There is no variation in government policy, so it is not so relevant in this study.

iii) Job Security

The population of the study is primary teachers working in the government schools. The job security is not important in this context as their job security is very much guaranteed.

Spectors' (1992) Three Model of Job Satisfaction

i) Job characteristics

Although the relation between the job characteristics and the job satisfaction is consistent across the United States and the other western countries, it might not be universal. Person and Chong (1997) were unable to find the same result in Malaysia. The five core characteristics were not related to job satisfaction in a sample of nurses. The researchers argued that in this Asian culture, it might be more important to focus on relationship among co-workers and supervisors as a means of achieving high job satisfaction than on nature of the job task. However the studies found that more westernized Hongkong has similar result between the job characteristics and the job satisfaction (Wong et. al. 1998, cited in Spector,1992:205). The above findings strongly indicate that it is not so effective in determining the level of job satisfaction in

Asian culture in general and in the developing countries in particular as most people in the developing country seek for materials good as a source of satisfaction due to economic adversity.

ii) Work – Family Conflict

Work – family conflict occurs mainly in the industrialized nations where both the couples are employed. But this may not play a vital role in Bhutanese context as not many couples are employed. Besides this our family culture is so strong that the grand parents often live together with their children. They always look after their grand children and substitute their mother when they are on office duty.

iii) Personality

The personality is something to do with the trait of the person which is inborn. It is beyond the scope of this research as the study intended to explain the factors that may provide some feedback to the policy makers and the administrators to improve the level of job satisfaction of the teachers.

iv) Cultural and ethnic differences

These will not have much influence on job satisfaction in Bhutanese context as about 90% of the population is Buddhists which have similar cultural practices and ethnicity is very negligible.

v) Person's Job Fit

This may be applicable in an ideal situation where people have enough knowledge about the self and the nature of the job and its total working environment. But in Bhutan the country's modern education and the modern development started only in 1960s. The present primary teachers may not have enough about the career education. There was no career education courses introduced in the school level in those days. Mostly the choice of the career was dictated by the availability of the job in the job market rather than by individual choice. People considered getting a job was a means of livelihood rather than a career. Thus this job facet may not be relevant in this study.

2.7 Use of Independent and Dependent Variables in the Research

The factors which discussed here are derived from the above theories. The most common and the relevant to the context of the study are presented here under.

2.7.1 Independent variables

Socio – demographic factors

i) Age

The studies have shown that the age plays a significant role in determining one's job satisfaction. Older workers are more satisfied with their jobs than younger workers. Two large sample surveys, one conducted in England (Clark, Oswald & Warr, 1996) and the other in nine countries including USA(Birdi, Warr & Oswald 1995) found a curvilinear relation between age and job satisfaction. For these countries, job satisfaction at first declines with age, reaching the lowest at around age 26 to 31, and then increasing through the rest of the working career. Some of this difference might be attributable to better adjustment to work through experience. Glenn, Taylor & Weaver (1977) cited in Gazil(2001) found that age is positively related to job satisfaction. As workers grow older they are more satisfied with their job because of the intrinsic and extrinsic rewards of work, including income and authority and autonomy on the job. On the other hand seniority in the same job is negatively related to job satisfaction (Hulin & Smith 1965).

ii) Gender

It has become more important to study the affect of gender on job satisfaction as more and more females are taking up the job traditionally held by men. It has become crucial to understand the difference of job attitudes of male and female. Most studies have found that there are very few differences in their global job satisfaction.

In a study of **Israeli** secondary school teachers Kremer-Hayon and Goldstein (1990) reported that women teachers experienced more job satisfaction than was the case with men. In a study of stress and job satisfaction among 844 primary school teachers in Malta et al. (1989) observed that more than twice as many male teachers as women teachers indicated dissatisfaction with their work as teachers.

Correspondingly, women teachers showed greater satisfaction with teaching than men. While both male and female teachers expressed a considerable degree of job satisfaction, the general trend was that there were more male teachers expressing job satisfaction than was generally the case with female teachers. In view of this, it can be argued that the findings of this study lend support to studies carried out in **Japan and Germany** in which it was shown that more men than women enjoyed teaching as a profession (Ninomiya and Okato, 1990; Lissmann and Gigerich, 1990). Conversely, the study does not confirm the findings indicating that women experience more job satisfaction than men (Park, 1992; Borg and Falzon, 1989; Kremer-Hayon and Goldstein, 1990) cited in Tasnim (2006).

Kathrina's (2002) conducted studies on teacher job satisfaction, student achievement, and the cost of primary education in francophone Sub-Saharan. The result shows that in average men seem to be less satisfied with their teaching job than their women counterpart. Similar result for the other world regions were reported by Mwamwenda(1997), Ma(1999) Hayon & Goldstein(1990) and Thompson, Namara & Hoyle(1997, cited in Kathrina, 2002).

iii) Marital Status

Demographic characteristic such as marital status is also a factor and correlates that affects job satisfaction. It is generally found that married workers were more satisfied with their jobs than single people (Rachman & Kemp 1964) cited in Jariyavidyanont(1978).

Kathrina(2002) studied on teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan result shows that teachers stay alone with out family are more mobile than others and also show generally low level of job satisfaction.

iv) Education Level

Weaver (1978, cited in Gaziel, 2001) found that individuals with more education are less satisfied. The reason is that the individuals with more education have more options in the job market and need not develop high identification with a particular job.

vi) Year of Experience

Fraser, Draper & Taylor (1998) conducted a study on the quality of teachers' professional lives: teachers and job satisfaction by using data drawn from teachers with 5, 10 and 15 years of experience, and compared data from the different cohorts of teachers at different stages in their careers. The result showed that teachers with longer service are overall less satisfied with teaching, and on some specific aspects of satisfaction, differences are statistically significant.

vi) Position in the School

The position in the school will determine different level of job satisfaction as there is a distinct difference of the work of the classroom teachers and that of the head teacher and the Assistant head teacher. The classroom teachers are mainly concerned with the day to day teaching and learning of their pupils and the duty assigned to them by the head teacher besides teaching, where as the head teacher and the Assistant head teacher in addition to teaching in the classroom, they have direct involvement with the management and administration of the school. Thus demands a different set of professional roles.

In Bhutan the education policy clearly underlines the role aspect of the teachers and the head and Assistant head. As per the policy a head teacher has to teach eight hours and twelve hours for Assistant Head in a week besides their regular management and administrative work. On the other hand a teacher has to teach a minimum of twenty two hours a week. These role differences will definitely lead to different level of satisfaction.

2.7.2 Organizational Factors

i) Organizational Commitment

The term 'organizational commitment' is often used in the literature while talking about organizational behavior. The organizational commitment has been linked to absenteeism (Gellatly, 1995), turnover intentions (McDonald, 1993; Meyer et. al. 1993) and actual turnover (Whitener & Walz, 1993), as well as other attitudes and

behaviors e.g. Job satisfaction and job performance (Hackett et. al. 1994, cited in Finegan, 2000).

Many organizational scientists have developed the definitions of organizational commitment and the scales of measurement. The most prominent example is the work of Meyer and Allen's (1991) model of commitment, cited in Finegan (2000).

This was developed to integrate the numerous definitions of the commitment in the literature. According to them, the commitment of the employee has three 'mind sets' which determines the commitment to the organization.

a) Affective commitment (b) Normative commitment (c) Continuance commitment.

Affective commitment is the emotional attachment of a person to the organization as a result he/she identifies the goals of the organization and desire to remain as a part of the organization.

Normative commitment is an individual commitment to remain in the organization because of the feelings of an obligation to the organization for the investment made by the organization for training of the employee or through other social norms.

Continuance commitment develops 'as employees recognize that they have accumulated investment.... that would be lost if they were to leave the organization or as they recognize that the availability of comparable alternatives is limited'. (Meyer et al., 1993:539) With all these commitment, the employee is committed to the organization but for different reasons and each type of commitment produces different effects.

According to Meyer et al. (1989), affective commitment is associated with higher productivity, more positive work attitude (Allen & Meyer, 1996) and a greater likelihood of engaging in organizational citizenship (Meyer & Allen 1991). Hence, the positive feeling employee which affectively committed towards the organization will bring other beneficial effects to the organizational. For normative commitment, Meyer & Allen, (1997) found similar results of affective commitment. In contrast to the other two commitments, the continuance commitment has very few positive relations with the performance indicators. Meyer et al. (1993) found that nurses with strong continuance commitment were more likely to handle a dissatisfying situation by

passively withdrawing rather than attempting to change things because they have few alternatives.

Vandenberg and Lance (1992) have been advanced four hypotheses regarding the causal relationship between job satisfaction and organizational commitment: (a) satisfaction causes commitment, (b) commitment causes satisfaction, (c) satisfaction and commitment are reciprocally related, and (d) no causal relationship exists between the two constructs. These four hypotheses were represented by separate structural models in a longitudinal research design. Using a sample of management information systems professionals, the models were tested using a combination of pseudo-generalized least squares, and full information maximum-likelihood estimation procedures. The latter procedures controlled for the unmeasured causal variables problem characterizing past studies. Results supported the commitment-causes-satisfaction model.

Of the four models, the most widely accepted among researchers is that job satisfaction is causally antecedent to organizational commitment (Mowday et al., 1982). Perhaps the most prominent argument favoring this causal order is based upon the notion that job satisfaction is determined by only a subset of personal and organizational factors (e.g., job and job facets) that determine organizational commitment. Job satisfaction is viewed as one of the relatively micro determinants of organizational commitment that is more macro in its orientation of the individual to the organization (Bluedorn, 1982; Farrell & Rusbult, 1981; Rusbult & Farrell, 1983; Williams & Hazer, 1986). Further, proponents of this position argue that job satisfaction reflects immediate affective reactions to the job and job facets (Locke, 1976). Thus, it forms soon after organizational entry.

On the other hand, due to its macro orientation, organizational commitment is thought to develop more slowly, and after the individual possesses a firm understanding of not only the job and job facets but also of organizational goals and values, performance expectations and their consequences, and the implications of maintaining membership in the organization (Mowday et al., 1982). The latter understanding is not immediate and requires exposure to a variety of organizational components outside of the job. Consequently, organizational commitment is seen as

forming and stabilizing sometime after organizational entry with the more immediate formaton of job satisfaction acting as one of its many determinants.

ii) Size of School

The size of the school has a strong impact on teacher's job satisfaction. The literature revealed that a higher percentage of students, across all socioeconomic levels, are successful when they are part of smaller, more intimate learning communities. When it is manageable the teacher can give individual attention to the children and can provide help as per the needs of the students. Security may improve and violence decreases, as does student alcohol and drug abuse when one to one attention is possible. Small school size encourages teachers to innovate and students to participate, resulting in greater commitment for both groups. More positive attitudes and greater satisfaction are reflected in higher grades and test scores, improved attendance rates, and lowered dropout rates.

Deborah Meier (1996) cites seven reasons why schools of 300 to 400 students work best.

1. **GOVERNANCE.** Communication is easier when the whole staff can meet around one common table.
2. **RESPECT.** Students and teachers get to know each other well.
3. **SIMPLICITY.** Less bureaucracy makes it easier to individualize.
4. **SAFETY.** Strangers are easily spotted and teachers can respond quickly to rudeness or frustration.
5. **PARENT INVOLVEMENT.** Parents are more likely to form alliances with teachers who know their child and care about his or her progress.
6. **ACCOUNTABILITY.** No one needs bureaucratic data to find out how a student, a teacher, or the school is doing. Everyone knows.
7. **BELONGING.** Every student, not just the academic and athletic stars, is part of a community that contains adults.

In Bhutan the situation is bit different from the above literature. Most of the small size schools are located in the village community where they have only basic minimum facilities. Some schools even do not have excess to light and motorable road. As mentioned earlier, out of seventeen schools under Samtse only 9 schools have

access to road and the rest 7 schools do not have road. Owing to this difficulty the schools are suffering from an acute shortage of teachers. The existing teachers manage the schools with heavy workload despite of other initiations.

On the other hand bigger schools are located in the urban centers where there is within reach of the modern facilities. There is strong support from the parents and the community for the development of the children. And more importantly there are enough teachers in the urban schools. The teachers working in two contrasting scenario may lead to different satisfaction level.

Ronald L. & Water G. (1988) conducted a study on community and school size as factors in job satisfaction of principals in Newfoundland and Labrador. They found that there were significant differences in job satisfaction among 416 principals in Newfoundland and Labrador. They found that principals of small and intermediate schools in small communities have significantly lower satisfaction than principals of larger schools in larger communities.

iii) Teaching Load

The studies showed that there is strong correlation with the teaching load and the job satisfaction of the worker. More hours of work tends to give more stress and quicker to get burnout. And also the heavy workload often leads to extension of working hours which affects the balance of work life and the private life. The work that needs more thinking requires more time for preparation and planning than the routine and clerical work. The teaching work is one which needs lot of preparation and planning and also needs lot of innovative ideas to make teaching more children friendly.

In Bhutan deployment of teachers is not uniform between rural and urban schools. Although the standard norm for teaching hours is twenty two hours for teachers, twelve hours for Assistant Principal and eight hours for Principal per week but many have to teach beyond this especially in rural schools, where there is an acute shortage of teachers, it is bound to have more teaching load and often assigned the work which is not as per the ability. This happens mainly to keep the school running which ultimately compromise the quality.

Besides teaching, the teachers have to carry out numerous school co-curricular activities which otherwise could have taken by other teachers specialized in that field. This is done to promote the policy of wholesome education to the students. This gives frustration to the teachers when they are assigned with the work which is beyond their capacity.

2.7.3 Job Satisfaction Aspects

The dependent variable is the average of job satisfaction aspects from two components; Hygiene aspects and Motivation aspects

a) Hygiene Aspects

i) Supervision

Supervision includes the general level of independence as well as various models of supervision, such as authoritarian or egalitarian. In general, the relationship of level of satisfaction and types of supervision depend on the type of job, the size of the group of employees, and the amount of independence the employee desired (Hoppock, 1965; Vroom, 1964). In one of the studies, it was reported that supervision was related to both satisfaction and dissatisfaction, and that recognition, presumably from supervisor, was related often to satisfaction than dissatisfaction, (Cronin and Stubbs, 1977:44-49, cited in Ghale, 1998).

ii) Interpersonal Relations

Interpersonal relationship refers to the social environment which covers parents and community support to the teachers, teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers' relationship. If such relation is good one can be satisfied with the job, but because of antagonistic relation one may be dissatisfied with their job. Ponec & Brock (2000, cited in De Mato, 2001) used semi structured personal interviews and shadowing experiences to explore the relationship of elementary school counselors and their principals. Their findings indicated that effective counselor principal teams and guidance program are based upon having mutual trust and consistent communication, maintaining support for the complementary roles of each professional, and having well

defined descriptions of the counselor role. Morris (1981) presented evidence that teacher job satisfaction is affected by the work environment and strong principal leadership. Bunjab(2540, cited in Pamato, 2005) conducted a study on factors affecting job satisfaction of private school teachers, Bangkok Yai district. The result showed that the teachers perceived high level of job satisfaction on co-worker relation and relationship with the administrators.

iii) Working Conditions

The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. There are two types of working environment which can effects on job satisfaction. One is physical environment and the other is social environment. The social environment is covered under the interpersonal relations. Physical environment covers infrastructure of the school building, class rooms, furniture and other interior, teachers' room, toilets; play ground of the students, computer facilities, telephone, fax, communication and location of the schools etc. Physical environment is directly linked with job satisfaction. If one's get favorable physical environment he or she may be satisfied with the job. Opposite is true that unfavorable working environment creates dissatisfaction. Even a nice chair can make a world of difference to an individual's psyche. The school infrastructure is one of the important factors which make difference of work place.

In Bhutan there were no standard school buildings in early sixties. Normally the school buildings were consisted of long double storied buildings, mud-rammed traditional Bhutanese buildings with poor ventilation and lighting facilities. The school site selections were done randomly and irrationally by the local leaders where there was barren government land. This limited the scope for future expansion and many schools are cut off from each other due to rugged geographical terrain.

Now the government has established a Unit called School Planning and Building Division (SPBD) in the Education Department to standardize the school designs and drawings. This Division looks after the designs and drawings of schools including those of hostels, teachers' quarters and sports facilities. In principle the government tends to provide uniform infrastructure to all the schools with different

levels of schools but there are lot of hurdles to make it uniform. The primary schools which were established before early eighties were not comparable with the buildings constructed as per SPBD. The classrooms are very small, with poor ventilation and lightings. Moreover, the essential facilities such as sports facilities, toilets, staff quarters are not included. Most of the teachers working in these types of schools are renting in the village house with poor living condition and far away from the school. This gives another challenge for the teachers to opt for rural posting. (Zangpo, 2002:16).

However, the schools constructed under the SPBD drawings and designs are more comfortable both for the students and teachers. The classrooms are more spacious with good ventilation and lighting provisions. It also includes the necessary facilities such as football field and volleyball court. The teachers' quarters are also included in those places where the school is far from the village community.

iv) Image of the Job/ Professional Status

Professional status was defined as the generated feelings toward the profession's skill, usefulness, and image of the job (Slavit et. al. 1975, cited in Ghale, 1998). Both Maslow (1954) and Herzberg(1959) suggested that the increase of self- esteem or status of individual, which was considered as high level of psychological needs, will increase satisfaction. The amount of achievement that the employee perceives possible in the job, along with the recognition for these achievements is directly related to level of job satisfaction.

v) Salary

Salary do play a significant role in determining job satisfaction of the employees as money is very instrumental in fulfilling several important needs of an individual. It facilitates in obtaining basic needs (food, shelter and clothing). Pay can also serve as symbol of achievement and of recognition in the society. In most of the researches salary is one of the key detrimental factors of employee satisfaction. Darling-Hammond (1984) and Cagampang (1985, cited in Kim & Loadman, 1994) indicated that as many as half the teachers in the teaching force quit teaching within any seven year period. Lack of a higher salary is one of the primary reasons given

for quitting. Bunjab (2540, cited in Pamato, 2005) conducted a study on factors affecting job satisfaction of private school teachers, Bangkok Yai district, found moderate level of job satisfaction on salary and benefits.

b) Motivation Aspects

i) Recognition

Individuals at all levels of the organization want to be recognized for their achievements on the job. Their success doesn't have to be monumental before they deserve recognition, but a sincere praise will make a difference upon the recipient to motivate. If the employee does something well, it is important to acknowledge the work immediately either publicly or privately. Recognition can be in the form of praise, admiration, supports or other actions that imply the admiration including being assigned to an important job.

Rujirawatchara,(1997, cited in Daungjai, 2001) studied the job satisfaction of nursing instructors in Boromrajonnanee Nursing Colleges under the Ministry of Public Health, Thailand and found that recognition and administrative policy were positively related to job satisfaction of instructors.

ii) Responsibility

Employees will be more motivated to do their job well if they have ownership of their work. This requires giving employees enough freedom and power to carry out their tasks so that they feel that they own the result. As individual matures in their jobs, providing opportunities for added responsibilities by giving the employee a greater freedom and authority may proved better performance than simply adding the responsibility without freedom and authority. Responsibility without authority may rise to anger and frustration which ultimately lowers the job performance. Bunjab(2540, cited in Pamato, 2005) conducted a study on factors affecting job satisfaction of private school teachers, Bangkok Yai district found moderate level of job satisfaction on responsibility.

iii) Work Itself

The nature of teaching job is quite different from other white color professional job. It is a job which demands a lot of self-sacrifices for the good and well being of

others. It is time bound and very stressful one. A true teacher takes up this job not because of handsome salary or other benefits but because of love and services to the mankind. A true teacher is self motivated and continuously driven by their strong professional urge of intrinsic motivation. This type of teachers is hard to find in the system due to the strong influence of globalization. In this era of globalization, materialism overrules the spiritualism. Many people are influenced by the consumerism which competes more on personal benefits than for welfare of others. Teachers are dissatisfied when they fail to match their expectation with the reality of the job. The scenario of the developed countries will be quite different from the developing countries. Studies on job satisfaction in the west found that if the nature of work is challenging, the satisfaction level is high, as they are driven by the intrinsic motivation rather than mere salary and other forms of external rewards. Ball and Stenlund (1990, cited in Garret, 1999) investigating Canadian teachers looked at working conditions and the importance of work (Centrality) as well as general job satisfaction. They found that success at work to be a strong motivating factor and that most teachers were interested in what was happening in the schools other than their own. But the Japanese teachers have no feelings in this category. Further they found that Canadian teachers were generally negatively disposed to extrinsic features and rewards.

iv) Growth & Advancement

Reward loyalty and performance with advancement. If employees do not have an open position to which to promote a valuable employee, consider giving him or her a new title that reflects the level of work he or she has achieved. When feasible, support employees by allowing them to pursue further education, which will make them more valuable to practice and more fulfilled professionally.

2.8 Measurement of Job Satisfaction

The measurement of job satisfaction since 1935 has consisted mainly of self-report rating scales which ask respondents to either directly or indirectly assess their satisfaction with the job or its facets (Hoy & Miskel, 1991). The most widely used, reliable and valid self-report rating scale is the Job Description Index (JDI) and has

been used periodically in job satisfaction research published in the Education Association Quarterly (Smfth et al.1994, cited in Inyunag & Loadman, 1994).

The short-form of the Minnesota Satisfaction Questionnaire (MSQ) is also used to measure the job satisfaction. This instrument was first developed by Weiss et al. (1977) to measure employee satisfaction in relation to several aspects of the work environment.

According to Fournet et al. (1969), & Spector, (1997) (cited in Demato, 2001:28), interviews are also generally used in combination with the other methods to gather information about workers satisfaction. They state that more information can be obtained in an interview since the respondents are free to elaborate about the issues under free discussion. Also a less formal atmosphere encourages responses not preplanned by the interviewer.

2.9 Conceptual Framework

The conceptual framework of this study is developed by integrating the variables from different theories of job satisfaction from the literature review. The common and most relevant job aspects from the literature review are taken in as both independent and dependent variables. The independent variable consists of:

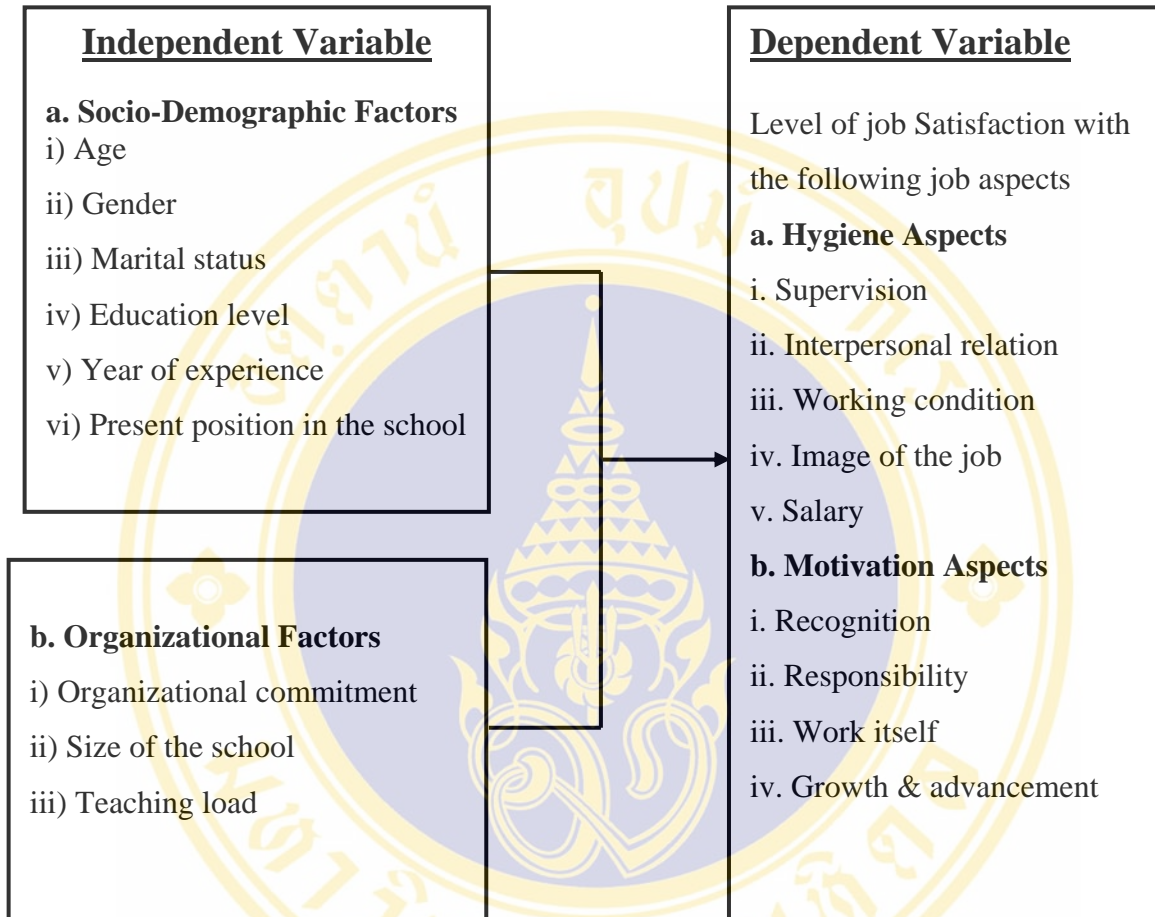
a) Socio-Demographic Factors which include- age, gender, marital status, and education level, year of experience and position in the school.

b) Organizational Factors which consist of organizational commitment, size of the school and teaching load. The dependent variable is the average of job satisfaction aspects from two components; Hygiene aspects and Motivation aspects.

a) Hygiene Aspects include supervision, interpersonal relation, working condition, image of the job and salary.

b) Motivation Aspects include recognition, responsibility, work itself and growth & advancement.

Conceptual Framework



CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

Since there is no previous research on job satisfaction of primary teachers in Bhutan, there is no baseline data available for further study. As such the cross-sectional survey design was used to conduct this research.

3.2 Population

Table 3.1: Statistics of Schools & Teachers in Samtse District as of March, 2006

Sl no.	Name of school	No. of students	No. of sections	No. Teachers	No. of teachers Participated in the study
01	Samtse HSS	673	18	24	-
02	Gomtu MSS	1453	35	44	14
03	Peljorling MSS	1525	33	39	12
04	Ghumauney LSS	796	16	17	8
05	Tendu LSS	890	21	22	11
06	Dorokha LSS	782	16	13	7
07	Samtse PS	1042	23	30	30
08	Mechetar CPS	337	8	10	10
09	Chengmari CPS	545	14	11	10
10	Chargharey CPS	319	10	11	11
11	Nainital CPS	343	7	7	7
12	Bara CPS	253	6	3	3
13	Sengdhen CPS	423	12	4	4
14	Denchukha CPS	408	10	3	3
15	Mindruling CPS	254	5	4	4
16	Rangtse CPS	37	1	1	1
17	Taba Dramtoe CPS	185	3	1	1
Total		10,265	238	244	136

The primary teachers working under Samtse district, Bhutan was the target population of this study. Out of 244 teachers under Samtse district, only 136 primary teachers from primary, lower secondary and middles secondary schools having primary section have participated in the survey. Whole population was included in this study due to less number of teachers. This district was chosen as the sample population because of the proportionate distribution of urban and rural schools.

3.3 Research Instrument

The researcher used a modified form of questionnaires from the previous researches (Pasuwan, 1972), and (Jariyavidyanont, 1978), on job satisfaction to collect the data. The questionnaire was divided into two sections as follows:

Part - 1 (a) Socio-demographic factors such as age, gender, marital status, educational level, year of experience and present position in the school.

(b) Organizational factors which include organizational commitment, size of the school and the teaching load.

Part – 2: Measurement and interpretation of job satisfaction

Job satisfaction was measured with the construction of five-point Likert scale, which identified different levels of job satisfaction.

Table 3.2: Satisfaction level with positive and negative scores

Satisfaction level	Positive scores	Negative scores
Very satisfied	5	1
Satisfied	4	2
Moderate	3	3
Unsatisfied	2	4
Very unsatisfied	1	5

In this questionnaire a negative question was used in question no.36 on job statement.

The average scoring level was based upon five levels.

Mean scores	Meaning
1.00 – 1.7	Very unsatisfied
1.8 – 2.5	Un-satisfied
2.6 – 3.3	Moderate
3.4 – 4.1	Satisfied
4.2 – 5.00	Very satisfied

3.4 Test of Instrument Quality

3.4.1 Pre-test and Reliability test

Pre-test was conducted with the primary teachers at Phuentsholing lower secondary school prior to the actual collocation of the data. This was done in order to detect any ambiguity, misleading or sensitive questions. The final questionnaire was made only after the pre-test.

3.4.2 The content validity

Content validity of the questionnaires was tested consulting with the professors' advisory committee on clear content and clarity on language according to the conceptual framework. The revision of the instrument was carried out upon receiving the feedback and the recommendations from the advisors committee.

3.4.3 Reliability

Sample questionnaires of 36 items from 13 primary teachers who were not the respondents of the survey but works in a similar working environment in Bhutan were tested. Reliability was calculated using Cronbach's alpha coefficient at alpha 0.70.

$$\alpha = \frac{n}{n-1} \left\{ 1 - \frac{\sum s_i^2}{s^2} \right\}$$

α = Coefficient of reliability

n = Number of items on the scale (questionnaires)

$\sum s_i^2$ = The sum of variance each item

s^2 = The variance of the questionnaire

The result of the reliability value of the satisfaction test was found 0.73 which was at acceptance level.

3.5 Data Collection Procedure

An approval letter was obtained from the District Education Officer, Samtse. After getting the approval, the researcher went personally go to each school and met with the headmaster and left the questionnaire against the number of teachers in each school. A time period of a week was given for filling up the questionnaire. The researcher requested the head teacher concerned to distribute and collect back the filled questionnaire from the teachers.

The anonymity of the information was maintained by asking the teachers not to mention their name in the questionnaires and seal the filled in questionnaire in the envelope provided with the questionnaire. Since the postal system is not reliable in most of the remote schools in Bhutan, it was not possible to send the questionnaire through mail. There was very less chance of getting back the questionnaires through mail unless we go personally. Moreover there was an apprehension that people may not cooperate unless one makes personal request and follow ups.

3.6 Methods of Analysis

The data obtained from the individual respondents was tabulated and grouped to facilitate the analysis process. The computer application software was used for processing and analyzing the data electronically. Both descriptive statistics and inferential statistics were used. The Descriptive statistics - frequency, mean, standard deviation, and percentage were used to represent the overall job satisfaction and the different aspects of job satisfaction. The inferential statistics – t-test and Analysis of Variance were used to analyze the data to compare the significant difference of job satisfaction by its socio-demographic factors and the organizational factors.

CHAPTER 4

RESULTS

This chapter presents the results of the study on job satisfaction of primary teachers under Samtse district. The data collection was done through questionnaire survey. A total of 136 sample questionnaires were distributed in this study. The response rate obtained was 100 percent. Then the collected data were analyzed by SPSS and findings are presented as follows.

- 4.1. General characteristics of the sample
- 4.2. Job satisfaction of primary teachers under Samtse district.
- 4.3. Analysis of the difference between personal characteristics and their effects on the level of job satisfaction among primary teachers under Samtse district.

4.1 General Characteristics of the Sample

Table 4.1: Number and Percentage of the General Characteristics of the Sample

General characteristics	Number	Percentage
Total sample	136	100
Age Group:		
Less than 30 years	58	42.6
30 - 40 years	48	35.3
41 and above	30	22.1
$\bar{x} = 33.8, SD = 8.60 / Max. = 55, Min. = 22$		
Gender:		
Male	63	46.3
Female	73	53.7
Marital status		
Single	23	16.9
Married	109	80.1
Divorced/widowed	4	3.0

Table 4.1: Number and Percentage of the General Characteristics of the Sample (Cont.)

General characteristics	Number	Percentage
Total sample	136	100
Educational level:		
Post Secondary	93	68.4
Bachelors Degree	43	31.6
Year of experience in teaching:		
Less than 10 years		
10 – 20 years	79	58.0
21 and above	30	22.1
$\bar{x} = 11.35, SD = 9.43$	27	19.9
Max. = 37, Min. = 1		
Present position in the school:		
Principal/Assistant Principal	17	12.5
Teacher	119	87.5

The personal data of the respondents were analyzed by frequency, percentage, means and standard deviation. Out of 136 respondents, a maximum age was 55 and the minimum was 22 years. A mean score of 33.8 ($\bar{x} = 33.8$) and standard deviation of 8.60 (SD = 8.60). A total of 42.6% (58 respondents) falls under less than 30 years, 35.3% (48 respondents) under the age group of 30 – 40 years followed by 41 and above which consists of 22.1% (30 respondents).

The sample constitutes more of female teachers with 53.7% (73 respondents) and 46.3 % (63 respondents) male teachers. Majority of them are married which consists of 80.1% (109 respondents) 16.9 % (23 respondents) remained single and a very negligible percentage of 3 % (4 respondents) falls under divorced/widowed category. In this study sample 68.4 % (93 respondents) have completed post secondary education and only 31.6 % (43 respondents) have bachelor's degree. The teaching experience varied from one year to 37 years. The mean score of teaching experience is 11.35 ($\bar{x} = 11.35$) and Standard deviation is 9.43 (SD = 9.43). Most of the teachers fall under less than 10 years experience representing 58 % (79 respondents). 22.1 % (30 respondents) fall between 10 – 20 years, and 19.9 % (27 respondents) constitutes 21 years and above. Out of 136 sample respondents, 17 were Head and Assistant Head

teachers and the remaining 119 were all teachers which represent 87.5 % of the total respondents.

Table 4.2: Number and Percentage of Organizational Factors

Commitment	Number	Percentage
High commitment	95	70
Moderate commitment	16	11.75
Low commitment	25	18.19
Size of the school:		
Less than 800 students	56	41.2
800 students and above	80	58.8
Teaching load:		
Less than 23 hours per week	49	36.03
23 hours and above per week	87	64.00

The table 4.2 indicated that 70% (95 respondents) had shown high commitment towards their job, while 11.75% (16 respondents) and 18.19% (25 respondents) had shown at the moderate and low respectively.

With regard to the size of school, 41.2% (56 respondents) worked in a school where there were less than 800 students and remaining 58.8% (80 respondents) worked in the school with 800 students and above. In terms of teaching load, 36.03% (49 respondents) of the teachers spent their time in teaching for less than 23 hours in a week while 64% (87 respondents) spent 23 hours and above.

4.2 Job Satisfaction of Primary Teachers under Samtse District

Table 4.2.1: Satisfaction Level on Hygiene Aspects

Job satisfaction	5	4	3	2	1	\bar{x}	S.D	Meaning
Supervision	30.90	41.20	21.30	5.90	0.70	3.96	0.909	Satisfied
Interpersonal relations	39.70	33.80	22.80	3.70	-	4.10	0.876	Satisfied
Image of the job	25.70	26.50	29.40	13.20	5.10	3.54	1.160	Satisfied
Working condition	8.10	35.30	41.90	14.00	0.70	3.36	0.849	Satisfied
Salary	9.60	24.30	50.70	11.80	3.70	3.24	0.914	Moderate
Total	22.8	32.22	33.22	9.72	2.04	3.64	0.941	Satisfied

Note: 5 = Very Satisfied, 4 = Satisfied, 3 = Moderate, 2 = Unsatisfied, 1= Very Unsatisfied. Over all levels of satisfaction score: (1 – 1.7) = Very Unsatisfied, (1.8 – 2.5) = Unsatisfied, (2.6 – 3.3) = Moderate, (3.4 – 4.1) = Satisfied, (4.2 – 5) = Very Unsatisfied.

Table 4.2.2 shows the level of satisfaction on hygiene aspects. The result showed that overall satisfaction of hygiene aspects was at the satisfied level with mean scores of 3.64 and 0.941 S.D. However, the satisfaction level of teachers on salary was at the moderate with average mean scores of 3.24, which was lower compared to other aspects. About 5.1 percent of the respondents expressed that they were very unsatisfied with the image and also about 3.7 percent respondents said the salary was very unsatisfied.

Table 4.2.2: The Percentage Showing the Satisfaction Level on Motivation

Aspects	5	4	3	2	1	\bar{x}	S.D	Meaning
Job satisfaction								
Recognition	13.97	38.97	27.94	19.12	-	3.48	0.958	Satisfied
Responsibility	27.94	34.56	30.88	6.62	-	3.84	0.912	Satisfied
Growth & Advancement	8.82	22.06	35.29	14.71	19.20	2.86	1.001	Moderate
Work itself	19.85	50.74	25.00	4.41	-	3.86	0.781	Satisfied
Total	17.65	36.58	29.78	11.22	4.80	3.51	0.913	Satisfied

Note: 5 = Very Satisfied, 4 = Satisfied, 3 = Moderate, 2 = Unsatisfied, 1 = Very Unsatisfied. Over all levels of satisfaction score: (1 – 1.7) = Very Unsatisfied, (1.8 – 2.5) = Unsatisfied, (2.6 – 3.3) = Moderate, (3.4 – 4.1) = Satisfied, (4.2 – 5) = Very Satisfied.

Table 4.2.2 demonstrates the level of satisfaction on motivation aspects. The result indicated that the satisfaction of the primary teachers under Samtse district was at the satisfied level with overall mean scores of 3.51 and S.D of 0.913. However, among the above aspects of job satisfaction of teachers, the satisfaction level of growth and advancement was low with average mean scores of 2.86 and 1.001 S.D. About 19.2 percent of the respondents expressed that they were very unsatisfied with growth and advancement.

Table 4.2.3: Overall Satisfaction Level on Hygiene and Motivation Aspects

Job satisfaction	5	4	3	2	1	\bar{x}	S.D	Meaning
Hygiene aspect	22.8	32.22	33.22	9.72	2.04	3.64	0.941	Satisfied
Motivation aspect	17.65	36.58	29.78	11.22	4.8	3.51	0.913	Satisfied
Total	20.23	34.4	31.5	10.47	3.42	3.58	0.927	Satisfied

The table 4.2.3 summarizes the overall results of the findings on hygiene and motivation aspects. The results indicated at satisfied level with an average mean of 3.58 and 0.927 S.D. Both hygiene and motivation aspects were at the satisfied level with very little difference in their mean scores.

4.3 Analysis of the Difference between Personal Characteristics and its Effects on the Level of Job Satisfaction of Primary Teachers under Samtse District

4.3.1 Difference in Age and its Effects on the Level of Job Satisfaction

Table 4.3: Mean, Standard Deviation, F-value and Statistically Significant Difference Identified by Age Group

Job Satisfaction	Age Group (years)						F	p-value
	Below 30 Yrs.		30 – 40 Years.		Above 40 Yrs.			
	\bar{x}	S.D	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.24	0.71	3.77	0.63	4.07	0.52	18.606	< 0.001 *
Motivation aspect	3.03	0.63	3.72	0.61	4.09	0.39	38.355	< 0.001 *
Overall	3.14	0.61	3.75	0.54	4.08	0.38	34.344	< 0.001*

* Significant at 0.05 level

Table 4.3 illustrates that the overall job satisfaction of age group less than 30 years was at the moderate level, while 30 – 40 years and more than 40 years was at the satisfied level. The results indicated statistically significant with regard to age on overall job satisfaction of the teachers. Thus, the hypothesis one was accepted. Further, in order to identify which age groups had the statistical significant difference, the post-hoc test was conducted and it was found that all the pairs were statistically significant i.e. below 30 years and 30 – 40 years, below 30 years and above 40 years, 30 – 40 years and above 40 years respectively.

4.3.2 Gender Differences and it Effects on the Level of Job Satisfaction

Table 4.4: Mean, Standard Deviation, Value of ‘t’ (t- test) on Job Satisfaction of Primary Teachers under Samtse District Identified by Gender

Job Satisfaction	Gender				t	p-value
	Male		Female			
	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.62	0.66	3.60	0.78	0.131	0.896
Motivation aspect	3.69	0.76	3.35	0.64	2.83	0.005*
Overall	3.66	0.66	3.48	0.66	1.583	0.116

* Significant at 0.05 level

The above table 4.4 shows that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level for both male and female. The p-value 0.116 showed that there was no statistical significant difference while comparing the effect of job satisfaction by their gender. Hence, hypothesis two was rejected.

4.3.3 Differences in Marital Status and it Effects on the Level of Job Satisfaction

Table 4.5: Mean, Standard Deviation, Value of ‘F’ on Job Satisfaction of Primary Teachers under Samtse District Identified by Marital Status

Job Satisfaction	Marital status						F	p-value
	Single		Married		Divorced/Widowed			
	\bar{x}	S.D	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.30	0.70	3.68	0.72	3.50	0.58	2.669	0.073
Motivation aspect	3.30	0.63	3.57	0.72	3.06	0.83	2.151	0.120
Overall	3.30	0.60	3.63	0.66	3.28	0.66	2.665	0.073

* Significant at 0.05 level

The above table 4.5 shows that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level for married teachers, whereas single and divorced/widowed were at the moderate level. The result confirmed that there was no statistical significant difference on overall job satisfaction by their marital status. As such, hypothesis three was rejected.

4.3.4 Differences in Education Level and its Effects on the Level of Job Satisfaction

Table 4.6: Mean, Standard Deviation, value of 't' (t-test) on Job Satisfaction of Primary Teachers Under Samtse District Identified by Education Level

Job Satisfaction	Education level				t	p-value
	Post Secondary		Bachelors Degree			
	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.71	0.68	3.40	0.76	2.403	0.018 *
Motivation aspect	3.58	0.71	3.36	0.71	1.674	0.097
Overall	3.65	0.64	3.38	0.68	2.223	0.028 *

* Significant at 0.05 level

The table 4.6 reveals that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level with regard to the education level. The result also confirmed that the overall job satisfaction of primary teachers was statistically significant. Hence, hypothesis four was accepted.

4.3.5 Differences in the Year of Experience in Teaching and its Effects on the Level of Job Satisfaction

Table 4.7: Mean, Standard Deviation, Value of 'f' on Job Satisfaction of Primary Teachers under Samtse District Identified by Year of Experience in Teaching

Job satisfaction	Year of experience in teaching						F	p-value
	Below 10 yrs.		10 – 20 yrs.		21 yrs. & above			
	\bar{x}	S.D	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.41	0.73	3.70	0.65	4.11	0.51	11.460	< 0.001 *
Motivation aspect	3.26	0.72	3.61	0.57	4.13	0.38	19.033	< 0.001 *
Overall	3.33	0.66	3.65	0.55	4.12	0.35	18.383	< 0.001 *

* Significant at 0.05 level

The above table 4.7 shows that the overall job satisfaction of primary teachers under Samtse district was at the moderate level for those teachers who have less than 10 years of teaching experiences, whereas those teachers having a teaching experience of 10 – 20 years and 21 years and above were at the satisfied level. The p-value (0.001) indicates that there was a statistically significant difference on overall job satisfaction of the teachers according to their years of experience in teaching. Thus, hypothesis five was accepted. Further, the results of post-hoc test showed that all the

following pairs were statistically significant: Below 10 year and 10 – 20 years, below 10 years and 21 years and above, and 10 – 20 years and 21 years and above.

4.3.6 Differences in Position and it Effects on the Level of Job Satisfaction

Table 4.8: Mean, Standard Deviation, value of ‘t’ (t-test) on Job Satisfaction of Primary Teachers Under Samtse District Identified by Position

Job satisfaction	Position				t	p-value
	Principal/Asst.principal		Teacher			
	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.94	0.66	3.56	0.72	2.044	0.043 *
Motivation aspect	3.90	0.59	3.46	0.72	2.411	0.017 *
Overall	3.46	0.72	3.51	0.66	2.432	0.016 *

* Significant at 0.05 level

The table 4.8 indicates that the overall job satisfaction of primary teachers under Samtse district in relation to the position was at the satisfied level for both school heads and teachers. The p-value 0.016 showed that there was a significant difference while comparing the effect of job satisfaction by their position. Hence, hypothesis six was also accepted.

4.3.7 Differences in Commitment and it Effects on the Level of Job Satisfaction

Table 4.9: Mean, Standard Deviation, Value of ‘f’ on Job Satisfaction of Primary Teachers under Samtse District Identified by Commitment Level

Job satisfaction	Commitment level						F	p-value
	High commitment		Moderate Commitment		Low commitment			
	\bar{x}	S.D	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.96	0.58	3.58	0.67	2.69	0.48	25.488	< 0.001 *
Motivation aspect	3.97	0.58	3.40	0.63	2.66	0.45	32.185	< 0.001 *
Overall	3.96	0.51	3.49	0.58	2.67	0.39	36.164	< 0.001 *

* Significant at 0.05 level

The table 4.9 shows that the overall job satisfaction of primary teachers under Samtse district was at the moderate level for the teachers whose commitment was low while those teachers having high and moderate commitment were at the satisfied level.

The p-value (0.001) confirmed the statistically significant difference on overall job satisfaction of the teachers according to their commitment level. Thus, hypothesis seven was accepted. Post- hoc test further revealed that there was statistically significant difference between low commitment and moderate commitment, low commitment and high commitment and moderate commitment and high commitment.

4.3.8 Differences in Size of the School and it Effects on the Level of Job Satisfaction

Table 4.10: Mean, Standard Deviation, value of ‘t’ (t-test) on Job Satisfaction of Primary Teachers under Samtse District Identified by Size of the School

Job satisfaction	Size of the school				t	p-value
	Below 800 students		800 students. & above			
	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.59	0.63	3.63	0.79	- 0.283	0.778
Motivation aspect	3.52	0.70	3.50	0.74	0.153	0.879
Overall	3.56	0.61	3.56	0.70	- 0.071	0.943

* Significant at 0.05 level

As shown in table 4.10, the overall job satisfaction among primary teachers was at the satisfied level for all teachers working in the school with less than 800 and 800 students and above. The result also showed that there was no statistical significant difference on level of the overall job satisfaction of primary teachers under Samtse district with regard to the size of the school. As such hypothesis eight was rejected.

4.3.9 Differences in Teaching Load and it Effects on the Level of Job Satisfaction

Table 4.11: Mean, Standard Deviation, Value of ‘t’ (t-test) on Job Satisfaction of Primary Teachers under Samtse District Identified by Teaching load

Job satisfaction	Teaching hrs. per week				t	p-value
	Less than 23 hrs.		23 hrs. and above			
	\bar{x}	S.D	\bar{x}	S.D		
Hygiene aspect	3.69	0.71	3.56	0.73	1.013	0.313
Motivation aspect	3.49	0.70	3.52	0.73	- 0.196	0.845
Overall	3.59	0.65	3.54	0.67	0.445	0.657

* Significant at 0.05 level

The table 4.11 shows that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level for all teachers irrespective of the number of hours teaching in the schools. The p-value (0.657) showed that there was no statistical significant difference on the effect of job satisfaction while comparing number of working hours. Hence, hypothesis nine was rejected. Although majority of the research hypothesis were confirmed, yet few of them were not accepted. The probable reasons were stated against each hypothesis which was not confirmed in the above discussions.

4.4 Summary of the research results

Table 4.12: Summary of the research results

Hypotheses	Result
1. Job satisfaction of primary teachers under Samtse district is statistically different by their age.	Accept
2. Job satisfaction of primary teachers under Samtse is not statistically same by their gender.	Reject
3. Job satisfaction of primary teachers under Samtse district is statistically different by their marital status.	Reject
4. Job satisfaction of primary teachers under Samtse district who have different educational level have job satisfaction differently.	Accept
5. Job satisfaction of primary teachers under Samtse district is statistically different by their year of experience in teaching.	Accept
6. Job satisfaction of head teachers and teachers are statistically different.	Accept
7. Job satisfaction of primary teachers under Samtse district is statically not same by their commitments.	Accept
8. Job satisfaction of primary teachers under Samtse district is statistically different by size of the school.	Reject
9. Job satisfaction of primary teachers under Samtse district is statistically not same by the amount of teaching load.	Reject

In conclusion, primary teachers with different age, education level, year of experience in teaching, present position and commitment level were found to be statistically significant with the level of job satisfaction as summarized by the result table 4.12 while gender, marital status, size of school and teaching load were not found to be statistically significant on the level of job satisfaction.

CHAPTER 5

DISCUSSION

The research intended to find the level of job satisfaction among the primary teachers under Samtse district of Bhutan. The data were collected from 136 primary teachers. The findings of the research were discussed in line with the research objectives and the discussions are presented as follows:

5.1 Discussion on the profile of the sample

5.2 Analysis of job satisfaction of primary teachers under Samtse district.

a) Hygiene aspect b) Motivation aspect

5.3 Analysis and discussion of differences in Socio-demographic and Organizational factors and their effects on the level of job satisfaction.

5.1 Discussion on the Profile of Sample

The research findings showed that about 42.6 percent of the respondents were below the age group of 30 years, 35.3 percent in between 30- 40 years and only 22.1 percent were in above 40 years. A majority of teachers in the field were young and have less experience in teaching. The sudden rise of the young teachers in the field is due to increased intake capacity of the Teachers' Training Colleges to meet the increasing demands of teachers in the field. Many schools have been opened to cater the educational needs of the rural people in the last ten years. This created an increased demand of teachers in the schools.

According to the research findings, there were not much of gender differences in teaching job. The result showed that 46.3 percent of the total respondents were male and 53.7 were female. This may be due to the non-discrimination gender policy of the government. With regard to the education level of the teachers, 68.4 percent of the respondents were having post secondary certificate and 31.6 percent had bachelor's degree. The entrance qualification for primary teachers were below post secondary prior to 2001, but the education ministry has raised the entrance qualification for

primary teachers since then, in the light of pulling qualified and matured teachers to the education system. Majority of the teachers were unable to upgrade their qualification due to limited intake capacity in the teaching colleges. The education ministry has the policy in place to upgrade the primary teachers' qualification through distance mode in batch wise considering their seniority.

The findings from this study indicated that 58 percent of the primary teachers were below ten years in teaching experience, 22.1 percent between 10 – 20 years and 19.9 percent revealed to have 21 years and above. The figures showed that most of the teachers were young and have less experience in teaching. However, these figures may not necessary conclude that there is a pool of inefficient teachers in the system. Although the results depicted that more number of teachers were less than 10 years of teaching experience, young teachers are more qualified and well trained in academic and student management.

With regard to commitment, 70 percent of the primary teachers were highly committed to their job and only 11.75 and 18.19 percent revealed to have moderate and low commitment respectively. This clearly indicated that there was a strong cultural influence on the life of the teachers. It is the customary way of Bhutanese to take an oath of allegiance to serve the king, country and people, (Tsa-Wa-Sum) when they join in the civil service. Moreover, it is an obligation to every individual to be committed, dedicated to their service as the country has invested a lot for their education.

The research findings showed that majority of the teachers were working in a school where there are more than 800 students. This is because of the geographical features of the country. To make the education accessible to every nook and corner of the country, the government has opened many community schools. Most of these community schools have less number of students. It is evident from the statistics of March 2006:18) out of 16 schools having primary sections, 12 schools were having the students' enrollment below 800 students.

As per the results, it is found that 64 percent of the primary teachers were teaching more than 22 hours and 36 percent teach less than 22 hours per week. This may be due to the shortage of teachers in the district. There are two pertinent factors which affects the number of teaching load. They are students' number and the

sections. As per the standard norms of the education ministry, the teacher pupil ratio is fixed at 1:36. However due to the size of the classrooms and number of students in each level, it doesn't permit the number of students in each section as per the norms. It sometimes happens that in rural community schools, there is less number of children to create section but due to the policy of achieving universal primary education, a section has to be created to allow those children to complete their primary education from their locality. This gives way for the increase of sections which proportionately increases the teaching load for the teachers. The other reason could be teacher shortage, this is not a new phenomena in the school settings, this trend was continuing for long time and it will still remain unless the government takes drastic reforms.

5.2 Analysis of Job Satisfaction of Primary Teachers under Samtse District

When compared with the five hygiene aspects, the result showed that the interpersonal relation projected highest rank followed by supervision, image of job, working conditions and salary. As per the score category, all the aspects were at the satisfied level except salary which was at the moderate level. The overall job satisfaction of hygiene aspect was also at the satisfied level.

The findings indicated that primary teachers enjoy more in relationship with their colleagues; the findings supported the views of Person and Chong (1997). Although the relation between job characteristics and job satisfaction was found consistent across USA and other western countries, they were unable to find the same result from the sample of nurses in Malaysia. They argued that in Asian culture, it might be more important to focus on relationship among co-workers and supervisors as a means of achieving job satisfaction than on the nature of the job task. It may be because most of the primary teachers were in same age group which has similar interest. Further it is supplemented by the teacher's code of conduct which garners the cohesive force of the teaching family. The next aspect closer to interpersonal relation was the supervision. The supervisory capacity of the head teachers have been developed through trainings and workshops from the central level. In line with the policy of decentralization, the supervisions were done by their immediate head teacher

who has better knowledge about the fellow teachers and provide both moral and academic support in times of need.

While coming to image and working condition, the teachers expressed that they are satisfied. This clearly indicated that there is good image of teachers and the working condition is appropriate. As mentioned in the literature review, teachers still enjoys respect and regards as the source of wisdom in the rural areas. They are motivated with this respect and also their working conditions have been improved, which made their working life more comfortable.

However, the salary seemed to have expressed dissatisfaction. About 3.1 percent respondents expressed that they were very unsatisfied with the salary. The possible reason for their dissatisfaction could be due to lack of other sources of income in teaching services. Teachers do not have much movement like other civil servants. At present there is general perception that Traveling Allowance (TA) and Daily Allowances (DA) are making differences in the income of the civil servants.

With regard to the motivation aspect, all four aspects (recognition, responsibility work itself and growth and advancement) were at the satisfied level except growth and advancement. It was at the moderate level. Similarly the overall job satisfaction of motivation aspect was also at the satisfied level. The work itself leads with a mean score of 3.86, followed by responsibility, recognition and growth and advancement.

As per the literature, more challenging works leads to higher level of satisfaction. The teaching work by nature is very challenging. It needs knowledge and skills and lot of personal sacrifices. The findings responded to the literature as most of the teachers were teaching more than 22 hours per week excluding other numerous co-curricular activities. The primary teachers expressed that they were also satisfied with responsibility and recognition. This may be because of the efficiency of the head teachers on management and the policy of decentralization. All the teachers are given equal responsibility according to their capacity. The principle of right person for the right job is appraised in the school. The good governance principles such as, transparency, accountability, efficiency and professionalism are practiced in the school management.

Although work itself, responsibility and recognition were demonstrated to be at the satisfied level, growth and advancement was found at the moderate level. The reason for dissatisfaction on growth and advancement could be due to lack of opportunities for up-gradation and lack of career ladder for the teachers in the past. The Ministry of Education was unable to provide opportunities to all the in-service teachers due to limited intake capacity of the colleges of education. Now with the introduction of the Position Classification System (PCS) in the country, it has a better prospect for the teachers to excel in their profession. However, in this research, their opinion might be reflected the past experiences as PCS was still in transition stage at the time of data collection.

The overall job satisfaction of both hygiene and motivation aspects were at the satisfied level. When mean scores of hygiene and motivation aspects were compared, hygiene aspect was slightly higher than motivation aspect. There is one possible reason for having differences in the mean scores of hygiene and motivation aspect. As per the Herzberg (1959) two factor theory, in order to promote the satisfaction of motivation aspect, first the hygiene aspect should be addressed to reduce the dissatisfaction of the person. Similarly Maslow's (1943) theory of a hierarchy of needs states that the human needs start from the very basic needs of food and shelter to the highest needs of self actualization which include knowledge and wisdom.

Since the education system in Bhutan is still in transition period, the focus of the policy is more on hygiene aspect such as providing effective supervision, developing favorable working condition, developing good team spirit and providing incentives for the teachers in the form of allowances, which could boost the morale of the teachers in the society. Hence the satisfaction level for hygiene aspect is higher than motivation aspect.

In an average all the aspects seemed to have appeared at the satisfied level except salary, growth and advancement. They were at moderate level. However, upon close scrutiny about 19.2 % of the respondents expressed that they were very unsatisfied with growth and advancement. Similarly about 5.1% and 3.7 % of the respondents expressed very unsatisfied with image and salary respectively. The extreme cases of opinion could be possible due to the influence of the personal characteristics of an individual as cited by Spector (1992). He argued that most of the

previous researchers have considered only the environmental perspective but some studies have shown that people with the same jobs and highly similar conditions can vary considerably in their satisfaction. Thus interaction of environment and personality perspective gives the complete picture of the study of the job satisfaction. He further supplemented his argument by tracing back to the Hawthorne studies by Magnusson (1990). The Hawthorne researchers noticed that certain individuals, whom they call the *chronic kickers*, were continuously complaining about the job, no matter what the researchers did for them, the *chronic kickers* always had a new complaint. Some people are predisposed to like their jobs, where as others are predisposed not to like them. This theory supported the findings. Although most of the motivation theories like need theories were developed in the west, if applied cautiously considering the relevant situation, they can still be a relevant theory for the study of job satisfaction.

5.3 Analysis and Discussion of Differences in Socio-Demographic and Organizational Factors and their Effects on the Level of Job Satisfaction

5.3.1 Hypothesis 1 – Job Satisfaction of Primary Teachers under Samtse District is statistically significant by their Age

The result indicated that overall job satisfaction of less than 30 years was at the moderate level and other groups, 30 – 40 years and more than 40 years were found to be at the satisfied level. The findings also showed that overall job satisfaction with regards to difference in age was statistically significant. It was observed that each age group when compared them to one another, the respondents become more satisfied when they grow older. The older teachers were more satisfied than the younger teachers. Thus the result accepts the set hypothesis.

The findings supported the previous research of Glenn, Taylor & Weaver (1977). They found that as workers grow older they are more satisfied with their job because of the intrinsic and extrinsic rewards of work, including income, authority, and autonomy of the job. When getting older, people will have more experience which brings adjustment with their work. On the other hand, younger teachers have

more expectations and tend to find difficulty in adjusting with the job. When it fails to meet their expectations, then the dissatisfaction occurs and also they seemed to have more options for better jobs than the older ones. Hence, younger teachers were more dissatisfied than their old counter part.

5.3.2 Hypothesis 2 – Job Satisfaction of Primary Teachers under Samtse District is statistically significant by their Gender

The result demonstrated that the over all job satisfaction of primary teachers were at the satisfied level for both male and female. The study also ascertained that there was no statistically significant difference between gender and the job satisfaction. Thus hypothesis 2 was rejected. The result did not support the findings of Kremer-Hayon and Goldstein (1990) on the study of the Israeli secondary school teacher's satisfaction. They found that females were likely to have higher satisfaction than their male counterparts. The reason could be due to non-discriminatory policy of Bhutan government against the gender. The policy permits equal opportunity in terms of salary, promotion and an acceptance of any position in the school for both male and female.

5.3.3 Hypothesis 3 – Job Satisfaction of Primary Teachers under Samtse District is statistically significant by their Marital Status

The research findings deduced that overall job satisfaction of primary teachers under Samtse district was at the satisfied level for married and moderate level for single and divorced respectively. The findings also concluded that there was no statistically significant difference in the level of job satisfaction with regards to marital status. The result contradicted with the previous research findings of Rachman & Kemp (1964) and Kathrina (2002). They found that generally married workers were more satisfied with their job than single people. Their result also showed that teachers stay alone without family were more mobile and show low level of job satisfaction. The research result didn't support the previous research, may be because of the homogeneity nature of the sample. Out of 136 respondents, 80.1 % constitutes married, and only 16.9 % and 3 % were single and divorced/widowed respectively. It

is assumed that more homogeneity the sample is, it is more likely to have similar views and perception.

5.3.4 Hypothesis 4 - Job Satisfaction of Primary Teachers under Samtse District is statistically significant by their Education Level

In terms of the education level, the overall job satisfaction of bachelor degree was at the moderate level and the post Secondary teachers were at the satisfied level. The result showed that there was statistically significant difference in the level of job satisfaction with regard to the education level. Thus the result accepted the hypothesis 4. The findings also supported the previous research of Weaver (1978) which states that individuals with more education are less satisfied. The reason is that the individuals with more education have more options in the job market and need not develop high identification with a particular job.

However, it did not support the Hertzberg's two factor theory. The theory states that people, who have higher education level will enjoy more for the intrinsic value, thereby tend to have more satisfaction in their job. The reason for not responding to this theory may be because of the cultural differences. In the developed countries a minimum education level of a bachelor's degree is necessary for primary teachers but especially in Bhutan owing to the stage of development, majority of the primary teachers have only education level of Post Secondary. It is evident from the sample that out of 136 teachers participated for this study, only 31.6 % have bachelor degree and rest they have only post secondary certificate. May be these teachers do not feel comfortable to teach in primary level as other with equal qualification teach in higher secondary schools. Teaching in Higher Secondary School accepts as a status in Bhutanese psyche and also they get more opportunities for training. The other reason could be due to the miss-match of job. At times teachers are trained for secondary schools but because of teacher shortage or some reasons they are placed in primary schools where they can not fully utilize their knowledge and skills. This may indirectly lower the job satisfaction of those teachers. These are some of the possible reasons for not responding to the theory.

5.3.5 Hypothesis 5 – Job Satisfaction of Primary Teachers under Samtse District is statistically significant by their Experience in Teaching

The research result showed that the overall job satisfaction of primary teachers under Samtse district was at the moderate level for both less than 10 years, and 10 – 20 years, whereas it was at the satisfied level for 21 years and above teaching experience. The result also concluded that there was statistically significant difference on job satisfaction by their year of experience. As the teachers become more experienced, they tend to get more satisfied with their job. Therefore, hypothesis five was accepted. However, findings did not support the previous research by Hulin & Smith (1965). They found that seniority in the same job was negatively related to job satisfaction. The reason could be when they become experienced; they gain more knowledge and skills in their field. This creates more demand of their job, thereby ascertaining their job security. Moreover, senior and experienced teachers are given more respect and also they get more opportunities for training. In Bhutanese education system, year of experience is counted as one of the criteria for the selection of abroad trainings, workshops and promotion for any higher positions.

5.3.6 Hypothesis 6 – Job Satisfaction of Primary Teachers under Samtse District is statistically Significant by their Position

The result indicated that there was statistically significant difference on the level of job satisfaction with regard to position. Hence hypothesis six was accepted. The finding supported the literature which states that the difference in the nature of the work will demand a different set of professional roles, thereby resulting to different level of job satisfaction. The result showed that teachers were more satisfied than the head teachers. However, it didn't agree with our assumption, that head teachers will be more satisfied than the teachers. As head teachers enjoy more privileges in the society such as respect, income, training opportunities and promotion for higher position. The results didn't support our assumption, may be because they are overloaded with both administrative and teaching work. Although they have to teach less number of periods, but that is not enough to substitute for overall management of the school. They have to carry out both administrative and teaching works side by side which keep them

engaged more working hours limiting to attend their private life. In addition to this, the head teachers have to bear the risk factors of the school which the teachers do not have to. These may be some of the factors which contribute for the low job satisfaction of head teachers because in any literature on job satisfaction, it talks about the balancing of work life and other aspects of life.

5.3.7 Hypothesis 7 – Job Satisfaction of Primary Teachers is statistically significant by their Commitments

The overall job satisfaction of primary teachers under Samtse district was at the moderate level for the teachers whose commitment towards the job is low, while those teachers having high and moderate commitments were at the satisfied level. The result also indicated that there was statistically significant on the overall job satisfaction of the teachers according to their commitments. Teachers having high commitments towards their job were more satisfied than those teachers whose commitments were at the moderate and low. The result indirectly supported the literature of Meyer & Allen (1991) which states that positive feeling employee which affectively committed towards the organization will bring other beneficial effects to the organization. If there is positive relationship between the level of commitments and the job satisfaction, it is expected to contribute more for the organization than with negative relationship.

5.3.8 Hypothesis 8 – Job Satisfaction of Primary Teachers is statistically significant by Size of the School

The research finding concluded that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level for both less than 800 students & 800 students and above. The result further confirmed that there was no statistically significant on the level of job satisfaction when compared to the size of the school. Therefore, hypothesis eight was rejected. The findings did not support the literature. The literature suggests that small school encourages teachers to innovate and students to participate, resulting greater commitment and satisfaction for both the groups. Further the current research did not agree with the previous research of Ronald & Water (1988). Their study on community and school size as factors in job satisfaction

of principals in Newfoundland and Labrador indicated that principals of small and intermediate schools in small communities have significantly lower satisfaction than principals of larger schools in larger communities.

Therefore, the possible reason could be due to small population and with not much of cultural diversity in the country. The study population was confined only to the primary teachers of one district where most people have similar culture, language, customs, belief, way of life, etc. Therefore, the teachers may not find difficulty in managing the students unlike the school having big cultural diversity.

5.3.9 Hypothesis 9 – Job Satisfaction of Primary Teachers is statistically significant by their amount of teaching Load

The study result deduced that the overall job satisfaction of primary teachers under Samtse district was at the satisfied level for both teachers teaching less than 23 hours and 23 hours and above per week. When the difference of overall job satisfaction of teachers was compared with their amount of teaching load, it was found that there was no statistically significant. The findings contradicted with the phenomena described in the literature review. The literature shows that there is strong correlation with the workload and the job satisfaction of the worker. More hours of work tend to give more stress and quicker to get burnout. Further the heavy work often leads to extension of working hours which affects the balance of work life and private life.

However, the findings did not support the actual phenomena in the school, may be because teaching alone is not as heavy as taking other co-curricular activities all together. The researcher's intension was to capture the actual relationship with teaching and the job satisfaction and ignored the co-curricular activities, so the questions were focused on teaching load but the findings proved to be contradicting with the actual school phenomena. This is one area where the researcher had over sighted to consider both teaching and other co-curricular activities under the workload. The actual teaching hours prescribed by the Ministry of Education is 22 hours per week, which is not more than 4.40 hours per day. Moreover, the teacher shortage trend continued right from the inception of the modern education in Bhutan to till date, may

be the teachers now feel that taking more number of teaching hours is an accepted norm for teaching culture.

In Bhutan, all the developmental policies are adopted in line with the pursuit of achieving the Gross National Happiness (GNH). One of the pillars of Gross National Happiness (GNH) is good governance. The Position Classification System (PCS) is introduced as a major policy measure to further consolidate the reform process and enhance Good Governance. The main principles embodied by the PCS are professionalism, meritocracy, efficiency, fairness, transparency and accountability. However, this research finding does not exhibit the principles of professionalism and fairness. Many teachers are unable to upgrade their qualification and provide equal opportunities because of the sudden rise of the number of teachers in the last decade. There was a proportionate increase of the number of the new teachers and the intake capacity in the colleges of education. Thereby, a majority of the old teachers were unable to upgrade their qualification which is instrumental for their growth and development.

As per the findings from this research, gender, marital status, size of the school and the teaching load were not found statistically significant with the level of job satisfaction. If any one is interested to study on this topic, it is suggested that the researchers should be aware of this while considering the independent variable. The other factors such as age, education level, experience, position and the commitment were found statistically significant with the level of job satisfaction. This ascertains that the same theories can be applied if the study is replicated in the future.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the research findings and presented it in three sections. Section 6.1 presents the summary of the research results. Section 6.2 provides some useful recommendations for further improvement and development in the field of job satisfaction and section 6.3 provides some recommendations for further studies.

6.1 Summary of Research Findings

The purpose of this research was to study the level of job satisfaction of primary teachers working under Samtse district of Bhutan. Through this study the researcher intended to identify the possible statistically significant differences of the level of job satisfaction and discuss in relation to the socio-demographic factors such as age, gender, marital status, education level, year of experience and position in the school and the organizational factors which include organizational commitment, size of the school and the teaching load. The researcher used the quantitative data to assess the possible statistically differences in the level of job satisfaction. The majority of the respondents was less than 30 years of age and was married. Most of them were holding the post secondary level with less than ten years of teaching experience. Out of 136 respondents in this study, only 12.5 % were holding the management position and rest were all teaching staff.

6.1.1 Overall Job Satisfaction of Primary Teachers under Samtse district

As per the findings from this study, the overall job satisfaction of primary teachers working under Samtse district was at the satisfied level. When compared between hygiene aspect and motivation aspect, both were at the satisfied level. However motivation aspect means score was slightly lower when compared to the mean score of the hygiene aspect.

When closely observed at the different aspects of hygiene, about 5.1 % of the respondents expressed that they were very unsatisfied with image of the job and about 3.7 % revealed that they were very unsatisfied with salary. Similarly about 19.2 % of the respondent said that they were very unsatisfied with growth and advancement.

6.1.2 Analysis of the Differences between Personal Characteristics and its Effects on the Level of Job Satisfaction

The results indicated that overall job satisfaction was statistically significant with regards to their age. It was found that age and job satisfaction was positively correlated in this research. As they grow older, they tend to get more satisfied with their job. This may be due to intrinsic and extrinsic rewards of the work and also with the job security of the person. With more years of experience they gain more knowledge and skills in profession ensuring more demand in the profession. Moreover, there is a parallel rise of income with the number of years in the service.

The overall job satisfaction with regards to significance difference in education level was pointed out to be statistically significant. Education level and the job satisfaction were found to be negatively correlated. Teachers with bachelor's degree were less satisfied compared to the post secondary teachers. The reason could be due to miss-match of their skills and job. The research results indicated that the significance difference between experience and the job satisfaction was found statistically significant. As the teachers become more experienced, they tend to get more satisfied with their job. The reason could be due to more respect and opportunities for senior and experienced teachers. In Bhutanese education system, year of experience is counted as one of the criteria for the selection of abroad training, workshops and promotion for any higher positions.

The significance difference on the level of satisfaction in comparison to teachers with position and without position indicated statistically significant. Teachers holding a position in the school were found less satisfied than those who do not hold position. The result did not support the assumptions that head teacher will be more satisfied than the teachers as head teachers enjoys more privileges in the society such as respect, income, training opportunities and promotion for higher positions. This may be due to heavy workload and the risk factors involved in this position.

With regard to significance difference between commitment and the overall job satisfaction, the research result concluded statistically significant. It was found that teachers having high commitment towards their job were more satisfied than those teachers having moderate and low commitment. The literature says that if there is positive relationship between the level of commitments and the job satisfaction, it is expected to contribute more for the organization than with negative relationship.

In terms of difference in gender, the result showed that overall job satisfaction between male and female was not statistically significant. The primary reason could be due to the non – discriminatory policy of the Royal Government of Bhutan against the gender. The policy supports equal opportunities in terms of income, promotion and acceptance of any position in the civil service for both male and female based on performance and one's capabilities. The research findings deduced that there was no statistically significant difference between overall job satisfaction and the marital status. The result did not support the previous research of Rachman & Kemp (1964) and Kathrina (2002), may be because of the homogeneity nature of the sample. About 80.1% respondents were married which assumed that more homogeneity the sample is, more likely to have similar views and perceptions. It was found that there was no statistically significant difference between the size of the school and the job satisfaction of the teachers. This may be because of the small population sample and with not much of cultural diversity. The teachers may not find difficulty in managing students unlike the schools with lots of cultural diversity.

Finally when compared to the level of job satisfaction and the teaching load of the teachers, the result concluded that there was no statistically significant difference existed between these two. The reason may be because teaching alone is not as heavy as taking other co-curricular activities all together. In the Bhutanese school situation, a teacher has to carry out both teaching and co-curricular activities side by side though the former has reflected the number of teaching period per week but the later has no definite periods. In this study the researcher had over sighted to include questions on co-curricular activities. If ever needs to replicate the study, it may be advisable to include both teaching and co-curricular activities to club under the umbrella of the workload. This may or may not respond to the assumptions but it clearly reveals the actual workload of the teacher.

6.2 Recommendations

The research findings, demonstrated that primary teachers under Samtse district were mostly at the satisfied level for both hygiene and motivation aspects. Therefore, in order to maintain the level of job satisfaction in long run, the following points are recommended.

- To carry out teachers attitude survey on job satisfaction time to time and make changes in line with the findings.
- To conduct an impact studies whenever new changes are taking place in the system or at an individual level which affects the life of the teachers.
- To include more stakeholders in decision making process and to promote the principles of good governance.

6.3 Recommendations for Further Studies

1. Since the current research had covered only primary teachers of one district, a further study is recommended to extend other districts to represent the status of job satisfaction of primary teachers at the national level.
2. It would be interesting to conduct research on the relationship of teachers' job satisfaction and the students' performance.
3. It is suggested to include qualitative design if ever replicate the study to get more relevant information about the job satisfaction.
4. Study the impact of job satisfaction on education quality.
5. To conduct comparative study on job satisfaction between teaching and other profession relevant to education i.e supporting staff and supervisors.
6. Compare and contrast the job satisfaction of teachers in Bhutan and other countries.
7. To study organizational commitment as dependent variable and use job satisfaction as independent variable.

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ROYAL GOVERNMENT OF BHUTAN
DZONGKHAG ADMINISTRATION
SAMTSE DZONGKHAG

བསམ་ཚུ་རྫོང་ཁག།

SD/EDN/GC-33/2006-2007/

443

30 October 2006

To
All the Heads of Schools
Under Samtse Dzongkhag.

Sub: **Approval for data collection**

Dear Sirs/Madams,

Mr. Kinley Dorji, former principal of Samtse Middle Secondary School has approached to this office seeking an approval for the collection of data from the teachers for his Master's thesis. Accordingly an approval has been granted for the same as this study will contribute for the body of knowledge in the educational field.

Therefore, you are instructed to extend your full support to enable him to complete his work in time.

With regards,

Yours faithfully,

[Lhendup Drukpa]

Offtg. DEO

Date:30.10.2006.

Dear Sirs/madams,

I am Kinley Dorji, former principal of Samtse Middle Secondary School. Currently I am pursuing for Master Degree in Educational Management at Mahidol University, Thailand. As a part of fulfilling the requirement for the study, I am doing a thesis entitled “Job satisfaction of primary teachers under Samtse district, Bhutan.” I intend to study this topic because it is not only relevant to the subject area of management but also may help address some current issues of the quality of education. As teachers have a strong stake on the students’ performance and the quality of education in general. I strongly believe that understanding the job satisfaction and motivating the teachers makes a lot of difference in their performance.

Therefore, I would like to request you to participate in responding the questionnaires attached herewith. The questions consist of three parts A, B and C. There is no right or wrong answer. The result of the study will not be reflected your individual opinion but will be shown the collective opinions of all respondents. Your confidentiality will be maintained and the information will not be used for any other purposes except for this particular study. You are requested not to mention your name in the questionnaire. Please return the filled in questionnaire in the seal envelope attested with the questionnaire to your head teacher.

I look forward for your kind cooperation.

(Kinley Dorji)
Education Department,
Faculty of Social Sciences & Humanities,
Mahidol University, Salaya Campus,
Thailand.

RESEARCH QUESTIONNAIRES

Part A General information

Please fill in the following general information in the space provided.

1. Age: (Years)

2. Gender:

Male

Female

3. Marital Status:

Single

Married

Divorced

Widowed

4. Education level:

Post Secondary

Bachelor's Degree

5. Year of experience in teaching

6. Present Position in the school:

Principal

Assistant Principal Teacher

Part B

Organizational Commitment

This section consists of 6 questions. Question-1 (a- h), please ‘**tick**’ in the appropriate place: SA (Strongly Agree), A (Agree), M (Moderate), D (Disagree), and SDA (Strongly Disagree) according to your views.

Question: 1

Sl. No.	Statements	SA	A	M	DA	SDA
a	I have a strong feeling towards the school as my life goal and the nature of the school goals are similar.					
b	Although my interest doesn't match with the school goals but I still like working in the school.					
c	I always think that the school work is more important than my personal work.					
d	I will not be discouraged to work in the school if I am not paid as per my work.					
e	I am willing to work beyond the school hours if the situation demands.					
f	I feel that I have an obligation to serve as a teacher because Education Ministry has invested so much for my training.					
g	If there are other better opportunities, I may quit this job at any time.					
h	I always try to be proactive for the betterment of the school.					

2. In which category of school do you work? (Please tick)

i) Less than 800 students

ii) 800 students and above

4. How many hours do you spend in academic teaching per week?

.....

Part C

Job Satisfaction

The following statements indicate your feeling towards different aspects of your job. Please read carefully and ‘tick’ against the one which you think is true from the five alternative answers. SA (Strongly Agree), A (Agree), M (Moderate), D (Disagree) and SDA (Strongly Disagree).

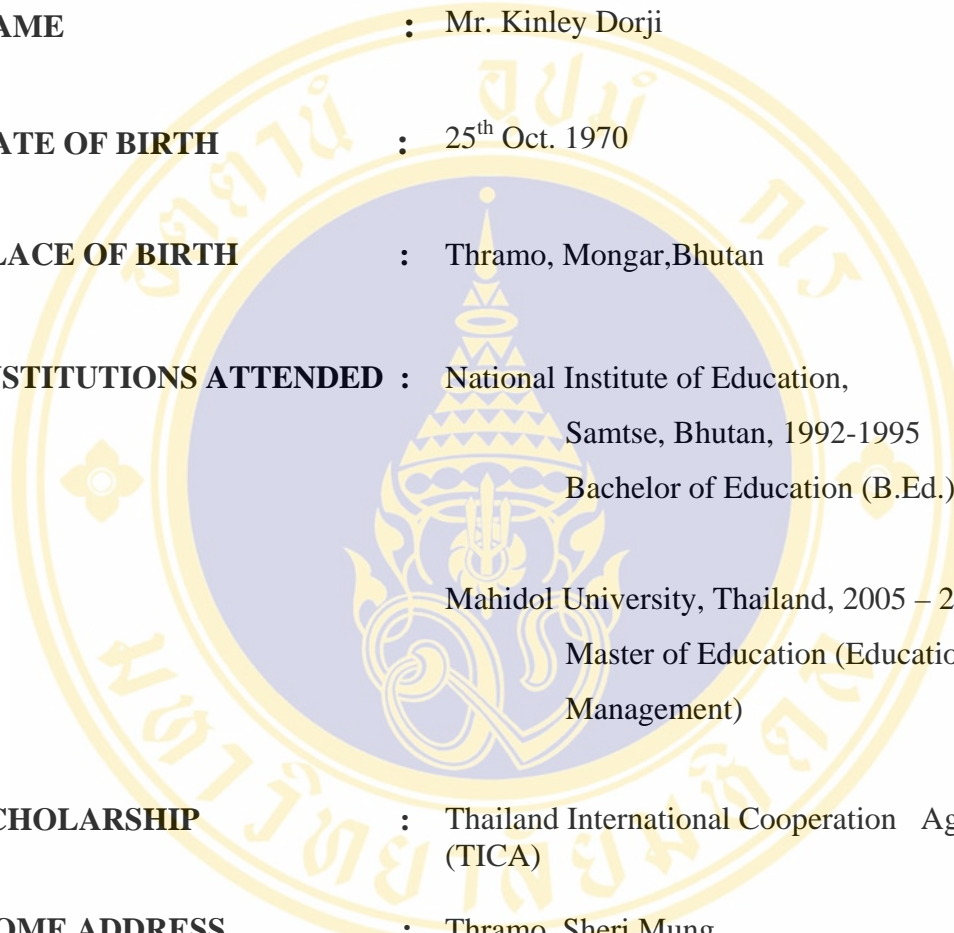
Sl. No.	Statements of the job	SA	A	M	D	SD
1	Recognition My work is duly acknowledged by my supervisor.					
2	My principal gives me credit when I do a good job.					
3	My work is normally successful, but I seldom receive praise or recognition for my effort.					
4	My responsibilities make me feel important to my colleagues					
5	Responsibility I am usually assigned an important task to perform.					
6	I have enough freedom to make my own decision within the given responsibilities.					
7	I am happy with the given responsibility because it allows me to fully utilize my knowledge & skills.					
8	Work itself My job provides a great deal of opportunities to learn more about the process and increase my skill.					
9	My job assignment involves too much of routine work.					
10	Often my supervisor asks me to do the job which I am not at all familiar.					
11	I have a freedom to design my own teaching learning plans.					
12	Teaching is very interesting and always keeps me motivated.					
13	I enjoy doing my job as it is very challenging.					

Sl. No.	Statements of the job	SA	A	M	D	SD
	Growth & Advancement					
14	There are enough opportunities for me to upgrade myself through workshops and training.					
15	In comparison with other job, there is better chance to get promoted here.					
16	Primary teachers are given equal opportunities for training abroad.					
	Supervision					
17	In my school supervision is considered as a part of Teaching learning activities.					
18	My supervisor is just and fair in dealing with the subordinates.					
19	My principal always gives feedback and encourages me to improve my work.					
20	My supervisor is adequately qualified for his job.					
	Interpersonal relationship					
21	I feel that everyone in the school is friendly.					
22	We work in a team to carry out the activities to fulfill our goals.					
23	I am consulted in decision making process in the school.					
	Working condition					
24	There is no problem of getting the teaching learning materials in the school.					
25	The school where I work is good enough for one's health.					
26	I feel comfortable to work and plan my lessons in the school.					
27	The equipment I have to work is adequate.					
28	The sports facilities are enough for the primary level.					
29	The classrooms are spacious, properly ventilated and have sufficient furniture.					
	Image of the job					
30	Many people respect me for my profession.					
31	I am proud to be a teacher.					

Sl. No.	Statements of the job	SA	A	M	D	SD
32	Teachers have a high image in the eyes of the general public.					
33	I will recommend my children to join in teaching.					
34	Salary My monthly salary is sufficient to lead a decent life in the society.					
35	My monthly salary is appropriate to my qualification.					
36	I am very much underpaid in relation to the amount of work that I do.					

Thank you for your kind cooperation.

BIOGRAPHY

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- NAME** : Mr. Kinley Dorji
- DATE OF BIRTH** : 25th Oct. 1970
- PLACE OF BIRTH** : Thramo, Mongar, Bhutan
- INSTITUTIONS ATTENDED** : National Institute of Education,
Samtse, Bhutan, 1992-1995
Bachelor of Education (B.Ed.)
- Mahidol University, Thailand, 2005 – 2007
Master of Education (Educational
Management)
- SCHOLARSHIP** : Thailand International Cooperation Agency
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- HOME ADDRESS** : Thramo, Sheri Mung,
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