

**JOB SATISFACTION OF TEACHERS IN BHUTAN: GENDER AND LOCALE DIFFERENCES****Harish Mittu\* & Sonam Tenzin\*\***

\*Assistant Professor, Lovely Professional University, Phagwara, Punjab, India

\*\* Student Lovely Professional University, Phagwara, Punjab, India

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**ABSTRACT**

*The focus of the present study was to investigate the Job satisfaction of teachers in Bhutan with respect to gender and locale. Descriptive survey method was used to collect the data from two hundred and twenty teachers from four Districts in Bhutan through convenience sampling technique. Job Satisfaction Scale by Dr. Arisara Leksansern, Dr. Naranan Suriyamane & Sangay Dukpa (2010) were used to collect the data. The finding indicated that 1) female teachers have more job satisfaction as compare to male teachers, and 2) Urban and Semi-urban teachers do not differ significantly from each other in job satisfaction.*

**Keywords:** Job Satisfaction and Teachers.

**Introduction**

Teachers demonstrate a very important role and act as the backbone of all the educational activities in building the nation. Teachers play the role of the pivot as the activities related to education rotate and they play a key role to process in implementing educational programmes too. The level of achievement of students too is also influenced by the quality of teachers. Teachers have an impact on all the desired outcomes envisaged in an individual by the society. Thus the role of teachers does not limit itself to impart the knowledge alone, but in broadening the national outlook, enhancing sense of efficiency and competency among the future citizens and preparing individuals for the right type of profession.

**Job Satisfaction**

Job satisfaction refers to the feeling and satisfaction of people about their jobs and different aspects of their jobs. It is concerned with the feelings one has toward their job. The satisfaction one gets from out of tasks assigned to him/her in his/her job.

Job satisfaction may be terms as a re-integration of effect shaped by one's own perception of accomplishment of his/her desires to his/her work and the situations around it. In the other hand job satisfaction refers to a general attitude towards work by an individual worker (Syadain 1995).

Furnham (1997) defined job satisfaction may be favorable or positive feeling about work or working environment and describes how happy one is with a job.

Satisfaction in the world of work is generally accepted the psychological aspect of operation in any profession, that is governed by the sum total of individual's positive attitude conceptualized by the employer towards different types of factors that helps in to adjust and be satisfied to his or her job. Thus, it can be understood much better by comprehending the variables in the attitudes of different employees. Job satisfaction is about the feeling of the job considering the different aspects associated with that particular job. The job satisfaction is the extent to which job is liked, or the job is dissatisfactory when the job is not liked by the employee (Spector, 1997). The job satisfaction is the total concept and the feelings the individual has about his or her job. The job is said to be satisfied if the positive and favorable attitude (job satisfaction) towards the job outweighs the negative and unfavorable attitudes (job dissatisfaction) (Armstrong, 2006). The job satisfaction is the total adjustment of an employee in the working environment. Attitude is the willingness to respond towards or against any stimuli created in the working environment, to a person or the thing in a particular manner. The teachers who have the positive and favorable attitude towards their working condition are gradually succeeding in their profession, with ideal adjustment and ultimately satisfied with their job.

Teachers' job satisfaction has lots of influence on their performance, motivation morale and their readiness to give their best. A teacher who does not find satisfaction may end up as bed teacher and this has negative impacts, in the same way as a person, who found his job meaningful and satisfied, is inclined towards fulfilling and happy life ahead. Therefore, we will have a positive effect in the school. Everyone work to satisfy their needs so as teachers. The kind of satisfaction each individual looks for varies from person to person.

In Bhutan, schools at the present scenario are advancing, with an increasing number of factors that impact on school administration and performance. Hence, it raises concern for the school leader to create attractively and enabling the working environment in order to motivate and retain good teachers.

Drukpa (2010) explored the job satisfaction of secondary school teachers in Thimphu, Bhutan. The findings reveal that secondary school teachers differ significantly in job satisfaction with respect to gender, age, years of teaching experience and present position in the school; secondary school teachers do not differ significantly in job satisfaction with respect to qualification, teaching hours, school level and marital status; and secondary school teachers showed satisfied level for overall job satisfaction whereas they showed moderate level satisfaction for self-esteem, intrinsic rewards, and income.

Ghosh (2013) studied job satisfaction of teachers working at the primary school. The results revealed that satisfaction level of para, female, undergraduate and government school teachers towards their job is more than the regular, male graduate, and private school teachers.

Bala (2015) studied the organizational climate and job satisfaction of senior secondary school teachers. The results revealed that there exists no statistically significant difference in job satisfaction of senior secondary school teachers with respect to gender and locale; senior secondary school teachers differ significantly with respect to organizational climates; and there exists no statistically significant difference in job satisfaction of senior secondary school teachers with respect to stream, locale, and gender across different organizational climates.

Kumar (2015) studied higher secondary school teachers in relation to job satisfaction. The results revealed that higher secondary school teachers differ significantly in the job satisfaction with respect to gender whereas higher secondary school teachers do not differ significantly in the job satisfaction with respect locality, and age.

Waiba (2016) compared the job satisfaction of higher secondary school teachers in Thimphu, Bhutan with respect to gender and type of institution (government and private schools). The results revealed that there exists no statistically significant difference in job satisfaction of higher secondary school teachers with respect to the type of institution (government and private schools) and gender.

### **Statement of Problem**

An attempt has been made, in this present study, to explore the job satisfaction of teachers in Bhutan with respect to gender and locale.

### **Objective**

To find out the difference in job satisfaction of school teachers with respect to gender and locale.

### **Hypotheses**

Ha: There exists a significant difference in job satisfaction of female and male teachers.

Ho: There exists no significant difference in job satisfaction of urban and semi-urban teachers.

### **Delimitation**

The present study delimited to school teachers teaching in different secondary schools situated in four districts namely Paro, Thimphu, Punakha, and Wangdue of Western Bhutan.

### **Design of the Study**

The descriptive survey method was used to collect the data from two hundred and twenty teachers (109 male and 111 female teachers) teaching in secondary schools situated in four districts (Paro, Thimphu, Punakha and Wangdu) of Bhutan through convenience sampling technique. Job satisfaction scale by Dr. Arisara Leksansern, Dr. Naranan Suriyamane & Sangay Dukpa (2010) was used to collect the data. The objective and hypotheses of the study have been tested by using t-test.

### **Results and Discussion**

Analysis of data, result, and interpretation of findings has been done keeping in view the objectives and hypothesis of the study.

#### **Result pertaining to a difference in Job Satisfaction of Teachers with respect to Gender**

The objective was to find out the difference in the job satisfaction of teachers with respect to gender. After administrating the job satisfaction scale, mean, standard deviation, standard error of difference and t'-value of the job satisfaction of the male and female teachers were computed and the results have been presented in table 1.

Ha: There exists a significant difference in job satisfaction of female and male teachers.

**Table 1****Signification Difference between Means of Job Satisfaction of Teachers with respect to Gender**

Group	Count	Mean	SD	SED	t'-Value	Remarks
Female	111	146.12	22.96	3.27	2.05	P<0.05
Male	109	139.39	25.52			

Table values of  $t'$  ( $df=218$ ) at 0.05 and 0.01 level of confidence are 1.96 and 2.59 respectively.

**Interpretation**

Table 1 shows the mean scores, standard deviation, standard error of difference and  $t'$ -value of job satisfaction of male and female teachers. The table reveals that the mean scores of male and female teachers in job satisfaction are 139.39 and 146.12 respectively. It may conclude that female teacher have more job satisfaction as compare to a male teacher. The value of standard deviation in case of male teachers is 25.52 and in case of female teachers it is 22.96. The  $t'$ -value of male and female teachers in terms of job satisfaction comes out to be 2.05 which is signification at 0.05 level of confidence. It shows that male and female teachers differ significantly from each other in job satisfaction. Hence, the stated hypothesis, significant difference in the job satisfaction of teachers with respect to gender, is accepted at 0.05 level of confidence.

**Result pertaining to the difference in Job Satisfaction of Teachers with respect to Locale**

The objective was to find out the difference in the job satisfaction of teachers with respect to locale. After administrating the job satisfaction scale, mean, standard deviation, standard error of difference and  $t'$ -value of the job satisfaction of the urban and semi-urban teachers were computed and the results have been presented in table 2.

Ho: There exists no significant difference in job satisfaction of urban and semi-urban teachers.

**Table 2****Signification Difference between Means of Job Satisfaction of Urban and Semi-Urban Teachers**

Group	Count	Mean	SD	SED	t'-Value	Remarks
Urban	100	142.84	23.21	3.29	0.03	P>0.05
Semi-Urban	120	142.74	25.52			

Table values of  $t'$  ( $df=218$ ) at 0.05 and 0.01 level of confidence are 1.96 and 2.59 respectively.

**Interpretation**

Table 2 shows the mean scores, standard deviation, standard error of difference and  $t'$ -value of job satisfaction of urban and semi-urban teachers. The table reveals that the mean scores of urban and semi-urban teachers in job satisfaction are 142.84 and 142.74 respectively. The value of standard deviation in case of urban teachers is 23.21 and in case of semi-urban teachers it is 25.52. The  $t'$ -value of urban and semi-urban teachers in terms of job satisfaction comes out to be 0.03 which is not signification at 0.05 & 0.01 level of confidence. It shows that urban and semi-urban teachers do not differ significantly from each other in job satisfaction. Hence, the stated hypothesis, no significant difference in the job satisfaction of urban and semi-urban teachers, is accepted at 0.05 & 0.01 level of confidence.

**Conclusions**

1. Female teachers have more job satisfaction as compared to male teachers. The same result has been reported by Ghosh (2013) and Kumar (2015) in their studies. This may be the reason, as compare to male teachers most of the female teachers, their spouse too was working so that they are better in terms of income compare to the male counterpart.
2. Urban and semi-urban teachers do not differ significantly from each other in job satisfaction. The same result has been reported by Ghosh (2013), Bala (2015) and Kumar (2015) in their studies.

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