

# Job Satisfaction among Teachers in Nepal: A Comparative Study between Government and Private Schools

Boby Joseph Thadathil

Research Scholar, Singhanian University, Rajasthan

**Abstract:** *The study aims to assess and compare the levels of job satisfaction among teachers in Government and private schools of Nepal. A structured questionnaire was administered to the 411 participants by the researcher. In addition to demographic details, 15 questions with answers based on Likert's scale were collected. The mean scores obtained were calculated and compared. Findings reveal an overall high level of job satisfaction among teachers in Nepal. The parameters which showed a statistically significant difference between the two groups was the lack of opportunities for promotion and low levels of satisfaction as regards benefits perceived by the government teachers when compared to private teachers, the greater degree of camaraderie among colleagues and greater levels of satisfaction with the headmaster among the private teachers. The government teachers scored significantly higher in receiving public recognition. The only two parameters which uniformly rated low satisfaction by both government and private school teachers were the long hours of work and the amount of paperwork.*

**Keywords:** Job Satisfaction, Teachers, Nepal, Private, Government

## 1. Introduction and Background

Teachers play a major role in shaping the future of any nation. Their contribution to shaping young minds and brains is as important and often more significant than that of parents. The mental makeup and positive energy of teachers are important factors deciding the environment of a classroom and eventually the morale of the students and their interest in learning. In developing countries, often the teaching profession is not very lucrative and especially in rural government schools, teachers face many hurdles including lack of infrastructure and equipments. Despite these challenges, some teachers give their very best to their students and are often the leading light in the lives of their students. But this may not be true for every one in the profession. This study was conducted to assess the levels of job satisfaction among teachers in Nepal, which would indirectly influence their performance.

## 2. Literature Survey

Definition of Job satisfaction according to Locke is a pleasurable or emotional state resulting from one's job experience [2]. Factors affecting job satisfaction can be divided into environmental and personal [3]. Environmental factors include job description, occupational level, pay, promotion, work group and supervision. Personal factors include age, sex, marital status and years of experience [8]

In previous published studies on job satisfaction among teachers, the factors leading to dissatisfaction were excessive work, lack of administrative and parental support, low salaries, indiscipline of students and crowded classrooms [6,7]. In a study from Jordan, workload, low salary, low self esteem, paucity of in service training opportunities and lack of access to new information caused dissatisfaction among teachers. Although there is lot of literature on levels of job satisfaction among teachers, few studies have compared the

levels of satisfaction between teachers in government and private schools. Mehta et al found that there is significant difference in job satisfaction between government and private school teachers [5]. Tilak Raj et al in Rohtak, India found that there was no significant difference in the levels of job satisfaction of government and private teachers for most of the parameters assessed except for salary scale, where the private teachers showed a significantly low levels of satisfaction[8].

## 3. Aim of the Study

This study aims to assess job satisfaction among teachers in Nepal and to study the factors affecting job satisfaction. The study also aims to compare and contrast the levels of satisfaction among teachers working in government schools and private schools.

## 4. Materials and Methods

The study was conducted during the period between February 2017 and May 2017. A total of 411 teachers from 3 districts in Nepal took part in the study. The schools were in Kathmandu, Lalitpur and Jhapa districts. The schools were chosen based on convenience sampling. Participants included 204 teachers from 31 government schools and 207 were from 4 private schools. The teachers employed in primary, secondary and higher secondary sections took part in the study. The researcher personally visited the schools and obtained permission from school authorities. A structured questionnaire was administered to the teachers after obtaining verbal consent from the participants. Those who did not wish to take part were not included. The questionnaire was translated to Nepali for those speaking Nepali and questionnaire in English was administered to those comfortable in English. The demographic data was collected. In addition, there were 16 questions on various parameters to assess levels of job satisfaction, the answers to

which were on Likert's scale. Mean scores and standard deviation was calculated for each parameter in each group and p value was calculated using t-test. A p value less than 0.01 was considered significant.

## 5. Results

Demographic profile of the study population is given in table 1. All the parameters assessed on Likert's scale with mean scores and standard deviation is given in Table 2. Most of the parameters assessed had a mean score above 3 on Likert's scale indicating a positive response from the respondents. Level of satisfaction was uniformly low (below 3) in both the groups for the following parameters; the amount of paperwork (mean score of 2.3+/-0.98 and 2.57+/-1.2 ) and hours of work ( mean score of 2.25+/-0.93 and (2.45+/-1.18) for government and private teachers respectively. There was no statistically significant difference between the two groups in these parameters.

There was a statistically significant difference in mean scores among teachers of government and private schools for the following parameters. First, regarding chances of promotion and career advancement in their present job, government school teachers had a low level of satisfaction mean score of 2.74 and private teachers gave a score of 3.45.

Although both groups scored high as regards happiness with the school headmaster, the private school teachers expressed significantly higher levels of satisfaction. Levels of satisfaction regarding camaraderie among colleagues and atmosphere free of bickering were significantly higher in private school teachers although both the groups scored above mean of 3, indicating a positive response. Government school teachers scored significantly higher when it came to receiving recognition from society, although both groups had responded positively. Government school teachers had higher levels of satisfaction when encountering red tape and bureaucratic delays when compared to private school teachers.

## 6. Discussion

Previous published studies from Nepal on job satisfaction of teachers have not compared governmental and private institutions. In a study of 69 teachers in Pokhara Nepal were least satisfied with the curriculum, the unacknowledged hours of work put in at home, lack of opportunity for career development and lack of proper training opportunities and changes that occur without consultation with teachers. On the other hand, teachers in the study were satisfied with the responsibility for their work, the job itself and their relationship with students. [4]. In a study of 268 higher

secondary school teachers from Kathmandu and Lalitpur districts, respondents showed a high satisfaction level with their job in general and with their coworkers and showed satisfaction levels with their pay [1].

## 7. Conclusion

The current study surmises that the general level of job satisfaction among both government and private teachers of Nepal is high. There is a significantly low level of satisfaction among government teachers regarding opportunities for promotion on their job. As for satisfaction with headmaster, camaraderie among colleagues and fight free atmosphere, the private teachers scored significantly higher, although both groups responded positively. Government school teachers scored significantly higher as per satisfaction regarding recognition from the public. The two parameters that showed low levels of satisfaction uniformly among both the groups were the long hours of work and the amount of paperwork.

**Table 1:** Demographic information of teachers among government and private schools in Nepal

parameter	government	private
Age		
18-30	73	73
31-40	64	67
41-50	42	38
51-60	27	12
Not given	1	14
Gender		
Male	138	79
Female	66	122
Not given	3	3
Years of experience		
< 1 year	8	7
1-5	59	53
6-10	30	43
11-15	28	44
16-20	20	25
21-25	26	19
26-30	16	6
> 30 years	12	1
Not given	8	7
Qualification		
SSLC	19	5
Intermediate	72	13
Diploma	1	3
Bachelors	68	79
Masters	34	78
BA, B Ed	1	8
MA, B Ed	4	8
MA, M Ed	4	4
Not given	4	6

**Table 2:** Comparison of the mean value and standard deviation of each parameter among teachers in Government and private schools in Nepal

parameter	Government-mean	Government SD	Private mean	Private SD	P value
Enjoy the job	4.23	0.8496	4.36	0.76	0.103
Like the HM	4.26	0.99	4.62	0.74	<0.0001
Fair pay	3.5	1.18	3.53	1.04	0.784
Promotion chance	2.74	1.28	3.45	1.19	<0.0001
Recognition	4.75	1.09	3.73	1.15	<0.0001

Like colleagues	4.45	0.84	4.49	0.78	0.617
Camaraderie	3.19	1.09	4.09	0.96	<0.0001
Benefits	3.04	0.99	3.61	1.06	<0.0001
Appreciation	3	1.09	3.03	1.25	0.795
Red tape	3.09	0.96	2.73	1.19	0.0008
Competence colleagues	3.40	1.22	3.27	1.34	0.304
Free of fight and bickering	3.32	1.25	3.85	1.22	<0.0001
Not much paperwork	2.3	0.98	2.57	1.20	0.012
Sense of pride	4.39	0.86	4.44	0.88	0.561
Hours of work	2.25	0.93	2.45	1.18	0.056

## References

- [1] Kayastha. International Journal of evaluation and research in education. Vol 1, no:1, July 2012, pp 41-44
- [2] Locke EA. The Nature and causes of job satisfaction. Handbook of industrial and organizational psychology; Chicago: Rand McNally;1976: 1297-1394.
- [3] Lutherans F. Organisational behaviour. 9<sup>th</sup> ed. New York: McGraw- Hill. 2002.
- [4] Mondal J, Shrestha S, Bhaila A. International journal of Occupational safety and health. School teachers' job stress and job satisfaction, Kaski, Nepal. Vol 1 , 2011., 27-33
- [5] Mehta DS (2011). Teachers and their attitude towards teaching. Journal of research in business management, 2(9), 32-43.
- [6] Rice CJ and Goesling D, Recruiting and retaining male special education teachers. Remedial special educ.; 2005; 26(6): 347-56
- [7] Ruma KV, Houchins D, Jolivette K, Benson G. Efficacy belief of special educators: The relationships among collective efficacy, teacher self efficacy and job satisfaction. Teacher educ.; 2010: 33; 225-233.
- [8] Tilak Raj and Lalitha, International journal of social science and interdisciplinary research. Vol 2 (9) September 2013

## Author Profile

**Fr. Boby Joseph Thadathil**, S.J is Research Scholar in Management at Singhania University. He is actively involved in Earth quake relief, reconstruction and rehabilitation work in Nepal. Academic Qualifications: Masters in Arts and Masters in Management.