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Motivation and Job Satisfaction among the Nepali School Teachers During Covid-19 Pandemic**Teeka Dhakal***

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The purpose of this paper is to investigate the relationship between different organizational factors in regards to the level of motivation and job satisfaction among Nepali School Teachers during the time of pandemic. Various internal and external factors related to School Teachers are found to be responsible for influencing motivation and job satisfaction level. This paper attempts to test whether there is any variation in consideration of independent variables as factor affecting their level of motivation as well as job satisfaction level. A quantitative and applied research methodology has used in this paper. Data collected from different sources such as internet, journals, news and bulletins and published articles, books and various websites and surveying to 60 School teachers of Nepal. Findings revealed that there is a significant relationship between the level of motivation with different variables of job satisfaction level during the pandemic. The paper concludes that the two main important variables i.e., job content & reward and recognition management have most impact on the school teachers specially during this pandemic.

Keywords: Job satisfaction, Motivation, COVID-19, Teachers, Values and Ethic, Career Advancement Opportunity, Schools

*Received 8 November 2021, Reviewed 14 December 2021, Published 21 January 2022***Introduction**

The coronavirus widespread has come to nearly each nation within the world. Its spread has cleared out national economies and businesses checking the costs, as governments battle with unused lockdown measures to handle the spread of the infection. The world went to bigger crisis of all time. As per the economist it is greatest recession observed so far after the Great Depression. The outbreak was not only limited with human life but it challenged

the daily lives of people. Many people were cut down from their job, which was means for their living. There was major shrink on world's economy. Millions of companies registered bankruptcy, millions were pushed out of the work.

Corona virus infection (COVID-19), which was seen in Wuhan, China towards the end of 2019, spread like a plague worldwide in 2020. Emphasis was placed on hand washing and the use of masks to prevent the spread of the disease in the event that a cure for the disease, which spreads rapidly from one person to another, is not discovered. In addition, many countries around the world, including Nepal, have resorted to lockdown to control the movement of people to prevent the spread of the virus. Most of the countries that have recently been affected by the epidemic have closed all crowded areas and banned socio-cultural activities from educational institutions, religious areas, industries and factories. Due to which the education sector was also badly affected.

Over the last few decades, financial analysts are attempting to recognize the reasons that make a person really content with their jobs in general. Amid this method, they controvert that the level of motivation and job satisfaction cannot be considered since its reports can consistently alter. The paper has been made more complicated by the current situation where the level of dissatisfaction levelled way up as people have been mistreated by many companies. Even three months after the shutdown, the government has not been able to come up with a plan or blueprint for running alternative classes. However, most private schools continued the learning system by conducting online classes during the shutdown period. After three months, the bandh was eased and government and private offices, vehicles and shops gradually opened. For a long time, there was confusion as to when the educational institutions would be reopened.

Towards the end of May 2019, the government brought a learning facilitation guideline to teach through alternative methods and paved the way for conducting school education. Even after that, he issued various directives and instructed to continue the alternative reading. Similarly, the local government was given the right to operate the school after analyzing the situation. But provide any motivational package to the teachers of Nepal.

The purpose of this paper is to find the effect of pandemic on the motivation and job satisfaction level of teachers of Nepal. During the period school has many financial and other losses which affected not only by the institution but the teachers as well. With deductions on salary and benefits, lots of travel restriction and laying-off caused great deal of financial and psychological trauma in people. Hence, the paper allows us to explore the motivation level and work performance resulting job satisfaction during this period of crisis.

Ideas and Significance of the Learning

The main objectives of the paper are to identify the most influencing factor for Teacher's job satisfaction and the level of motivation during the pandemic. The paper also examines the relationship between the determinants and Teacher's satisfaction. Job happiness

has become a critical issue for the company. It is critical to maintain and retain available human resource in today's critical period of competitive professional environment. Keeping in mind the psychological mindset of today's age, which isn't hesitant to change jobs, a company should at the very least be aware of its teachers' requirements and expectations in order to develop essential and effective strategies to fulfill them and increase the level of motivation among the school teachers in Nepal.

Literature Review

In general, work satisfaction refers to how happy a person is with his or her service. And the degree of happiness differs from person to person. Because each person has distinct expectations from their profession, they may react to the given variable in different ways. Personnel with the same working conditions may have varying levels of job satisfaction. People's levels of pleasure are strongly tied to their personality and needs, according studies. This theory can also be linked to Maslow's need theory and motivation model.

As a result, School now adopts a variety of strategies to keep staffs engaged and satisfied with their jobs. They provide the Teachers with a monetary reward. This is the simplest and most efficient method of satisfying a human based on intrinsic and extrinsic form of motivation. And it does assist many Teachers in being motivated and feeling satisfied with their jobs. However, such benefits only be effective for a limited time. Human beings have an inherent desire to seek more than they already possess.

During the crisis, everyone was dealing with the same issue. Our pay was reduced, and tens of thousands of employees lost their jobs. In the private sector, job security was at a bare minimum. Many teachers are terminated from their positions. The scenario was concerning on a number of levels, ranging from financial insecurity to mental health issues. Despite the fact that the circumstance was the same, everyone behaved differently. Many people saw the circumstance as a wonderful opportunity, while others were disappointed. As a result, this raises the possibility of learning more about teachers' motivation and work performance, particularly during a crisis.

The epidemic has changed people's perceptions of job happiness, and changes in management systems, as well as higher levels of stress among Teachers and inside the organization itself, have created problems that were believed to be worth investigating. Throughout the previous decade, Han and Yin (2016) found teacher motivation to be a significant component directly connected with a number of variables in education, including student motivation, educational reform, teaching practice, and teachers' psychological fulfillment and well-being. In order to answer to the increasing calls for teacher motivation research, this paper attempts to present a comprehensive overview of teacher motivation studies conducted from various theoretical viewpoints.

They also talked about Teacher motivation research has identified influencing factors, teacher motivation and instructional effectiveness, teacher motivation and student motivation, teacher motivation research across disciplines, and instruments for assessing teacher motivation as research themes. Finally, future research directions are suggested based on a review of the literature in terms of theoretical perspectives, research methodology, research content, and concerns about context issues.

Job satisfaction refers to a worker's sense of accomplishment and success at work. It is often believed to be intimately related to both productivity and personal well-being. Job satisfaction entails doing work that one enjoys, doing it effectively, and receiving recognition for one's efforts. Job satisfaction also refers to a person's enthusiasm for and enjoyment of their profession. Job satisfaction is a vital factor in achieving recognition, salary, promotion, and other objectives that lead to a sense of fulfillment (Aziri, 2011). Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. (Shrestha, 2019). The word "job satisfaction" refers to people's attitudes and sentiments toward their jobs. Job satisfaction is shown by positive and favorable views toward the job. Job discontent is indicated by negative and unfavorable attitudes toward the job (Kerschen et al., 2006).

Individuals can also have feelings about their occupations, including the type of work they do, their coworkers, superiors, or subordinates, and their remuneration (George, 2008). Job satisfaction is a multidimensional and complex notion that means different things to different people. Job satisfaction is frequently associated with motivation, although the nature of this correlation is unclear. Motivation is not the same as happiness. Job satisfaction is more of an interior state, an attitude. It could, for example, be linked to a personal sense of accomplishment, which could be quantitative or qualitative (Mondal et al., 2005).

Job satisfaction is a crucial organizational antecedent of employee satisfaction and employee customer service, both of which have a positive impact on tangible company outcomes like customer satisfaction and profit. Job happiness is influenced by both environmental and individual factors (Bulgarella, 2005). According to previous study, job satisfaction and life satisfaction are mutually related. When it comes to efficiency and efficacy, job satisfaction is one of the most essential aspects. People nowadays argue that employees should be treated as human beings rather than any other non-living asset of the corporation. As a result, every decision should be made with complete empathy, keeping in mind that they are dealing with people, not technology.

When considering the numerous negative repercussions of job unhappiness, such as a lack of loyalty, increased absenteeism, and an increase in the frequency of accidents, the importance of job satisfaction rises to the fore (Shahi, 2020) identifies three key characteristics of job satisfaction. First and first, human values should lead organizations. Such industries prioritize treating employees fairly and respectfully. In such instances, work satisfaction can be used as a good predictor of employee effectiveness. Employees with high

levels of job satisfaction may be in a healthy emotional and mental state. Second, the conduct of employees is influenced by their level of job satisfaction. From this, it can be argued that job satisfaction leads to positive conduct and, conversely, unhappiness with one's job leads to negative behavior. Third, work satisfaction can be used as a barometer of organizational activity. Different degrees of happiness in different organizational units can be determined by job satisfaction evaluation, which can then serve as a good indication of which organizational unit modifications that would increase performance should be made (Aziri, 2008).

Teacher motivation and work performance

Public-schools are government institutions, where teachers are key stakeholders of the institutions. Performance means to do something or produce something (Acharya, 2012). A researcher can say, teachers are doing a good job when they are productive. Teachers having the same duties, if they can do perfectly, we can call them agreed performers. Gagne (1999) stated that learners' academic performance in whatever the curriculum is designed will deteriorate if the teachers don't have seriousness. That means, teachers' performance is connected with learners' academic performance, so the students' performance has a positive relationship with teachers' performance. Asfani, Suswanto, and Wibawa (2016) stated that teachers' teaching performance, students' learning satisfaction and students' achievement have considerable influence of motivation. Based on the evidence, teachers' performance is not the only determinant factor of students learning.

Work Environment and Job Satisfaction

The working environment, also known as the working condition, is a setting that surrounds people and can influence how they perform their everyday tasks (Singh, 1984). The physical geographical location as well as the immediate surroundings of the work place make up the work environment. Other aspects related to the workplace, such as the quality of communication flows, a secure atmosphere, a manageable work load, and other perks and benefits of employment, are usually included. Kayastha and Kayastha (2012) found that, in addition to the job itself, the work environment has a substantial impact on satisfaction.

Reward and Recognition and Job Satisfaction

Employee satisfaction refers to an employee's psychological and physical happiness at work. Employee happiness is extremely important in attaining the company's goals within the time frame set. Various elements, such as corporate culture, vital success factors, standards, and benefits, have an impact on employee happiness. Compensation has also been considered as an essential component. Any sort of payment paid to an individual for work done for the organization or any form of service rendered to the corporation is referred to as compensation. As a result, if the employee is happy with the compensation package, their commitment may be increased or maintained. As a result, HR must build the compensation structure based on the demands of the employees in order to ensure their contentment with the company.

Career Advancement Opportunity and Job Satisfaction

The way services are built and handled has altered as a result of the new economy. It's also changed employee–organization interactions (Shapiro, Shore, Taylor, & Tetrick, 2004), and it's created problems about how career development activities now fit into employee–organization exchange relationships. Career change and job mobility have grown commonplace, and gone are the days when one's career was bound. Individuals and organizations have been affected by these changes. Students regard career progression as one of the most important elements in their job selection decision (Hu, Weng, & Yang, 2008). Individuals seeking personal career progress can now do so if such chances aren't available at their current company, making job satisfaction less important to these people. Organizations, on the other hand, suffer from the loss of such talent, so they attempt to avoid it by cultivating a satisfied and hence productive workforce.

Management and Supervisor support and Job Satisfaction

Employee views of supervisor support have a variety of consequences for both staffs and their employers. First, the supervisor represents the company and serves as a direct link to the mission and values of the company (Haggerty, 2015). As a result, employees who trust their bosses are more likely to trust their employers (Mayer, Davis, & Schoorman, 1995).

Furthermore, when staffs believe their bosses are trustworthy, they have more faith in them. As a result, when supervisors speak or act, the employee has faith in the supervisor's goodness, honesty, and dependability. Employees perceive supervisors to have either a beneficial or negative impact on the stress they endure (Judge & Klinger, 2008). As a result, employees who do not have the backing of their boss are more anxious and dissatisfied (Jaramillo et al., 2005). When there is a lack of trust between supervisors and employees, communication can be perceived as manipulative, especially when employees are pursuing difficult or unachievable goals.

Values and Ethics and Job Satisfaction

When a company hires someone, they bring not only their job abilities but also their morals with them. Work ethics is particularly significant in today's industry because of changes in employee behavior that play a critical influence in the organization's performance. According to (Barnett, 2018), an employee's crime leads in a significant erosion of the company's reputation. Employee conduct has been established in previous study to be a sort of freedom in which police officers make decisions to promote optimal Job Satisfaction (Hunjra, Haq, Akbar, & Yousaf, 2011). As a result, it's critical to look into the impact of work ethics on employee job satisfaction.

Job Content and Job Satisfaction

Job analysis is the process of collecting information about the content of a specific task. The purpose of a job analysis is to identify the differences and similarities between different jobs and achieve knowledge and requirements on jobs in the organization. Job analysis is needed in order to prepare a job description and job evaluation. It should include information such as the nature of the job, the purpose of the job, the tasks included, the expectations and the position in the hierarchy of the company. The characteristics of the employee should also be analyzed in the job analysis. The job analysis entails gathering information and applying it to the work by preparing job descriptions, specifications, and standards.

Research Method

A descriptive as well as exploratory research was carried out for the purpose of carrying out this research. The findings of this research is based upon the primary survey. The data collected by formulating a set of prepared questionnaires. The findings have been totally based on the data and facts provided by sampled respondent. Population for this study were the school Teachers who are currently working in both public, community and private schools of Nepal. A convenience random sampling was used in this study. Convenience random sampling is one of the main types of non-probability sampling methods. The study of descriptive research and involved the use of survey method.

Data Analysis and Presentation

The main objective of this research was to determine if there is an impact of different factors on the level of motivation and job satisfaction level in School Teachers. In this study, six independent variables are studied i.e., work environment, management and supervisor support, reward and recognition, career growth opportunity, values and ethics, job content and their influence on Teacher's motivation and job satisfaction are researched. The research was entirely focused on independent variable and its relation on their level of motivation and job satisfaction. The sample for the research was taken from the School Teachers.

To analyze the influence of different internal and external factors on motivation and job satisfaction of the School Teachers. It can be summarized from the completed research analysis that different factors play different yet an important role in maintain the satisfaction level in Teachers.

The research has addressed the following important issues:

Position/Grade wise distribution of the respondents indicated that out of 60 respondents' grade 3 have found to be 48.8% whereas grade 1, 2, 4, 5 are found to be 4.2 %, 7.5 %, 23.2%, 24.3 % respectively. Age wise description out of 60 respondents shows that 60.8% respondents belong to below 21-30 years' age group, 27.5% respondents belong to 31-40 years or below years' age group whereas 5.8% respondent belongs to 41-50 years' age

group and 5.8% respondent belong to 51 years or above. Gender wise distribution of respondents shows that those 30(50%) respondents out of 60 are male Teachers whereas 30(50 %) of respondents are female teachers.

The overall average mean value of work environment is 2.68 which shows that respondents agree that work environment is important factor for increasing motivation and job satisfaction. The overall average mean value of management and supervisor support is 3.1 which shows that respondents agree that management and supervisor support is important factor for teachers' motivation and work performance. The overall average mean value of values and ethics is 3.08 which shows that respondents agree that values and ethics is important factor for job satisfaction. The overall average mean value of reward and recognition is 2.50 which shows that respondents agree that reward and recognition is important factor for teachers' motivation. The overall average mean value of career growth opportunity is 3.35 which shows that respondents agree career growth opportunity is important factor for job satisfaction. The overall average mean value of job content is 2.53 which shows that respondents agree job content is important factor for job satisfaction. The descriptive finding shows that career growth opportunity has the highest mean of 3.35 among the six independent variables. This shows that if the school teacher career growth opportunity are perceived as better than that can leads towards increasing level of motivation and job satisfaction.

Conclusion

This paper has provided insight of the job satisfaction level over the school teachers based on different intrinsic and extrinsic variables of motivation. In some instances, the results are compelling and consistent with other studies whereas findings differ in this paper. The paper aimed at investigating on how satisfied the school teachers are with organization's treatment during the time of pandemic. Under this study, six combined elements of motivation and work performance was evaluated to know the level of job satisfaction over the school teachers of Nepal.

To understand the influence of different factors on the level of motivation and satisfaction on job from the perspective of the school teachers. The results of the study are believed to put significant contribution to practice and literature since job satisfaction is very much important for the long run benefit of the organization. More satisfied the School Teachers are the more motivated they feel to work better for the company. As true for every philanthropically activities, job satisfaction is eagerly explored, dug up, and utilized by the companies. Therefore, research is timely and needed to ensure some direction in this quest.

The working environment is one of the most important factors that influences worker satisfaction and motivation. According to organization behaviour psychology, organizational, and physical influences serve as catalysts for task and activity, impacting workers' performance. School Teachers productivity is strongly affected by the environment in which they work.

The relationship with your management and your principal is very much important to have a high level of motivation and job satisfaction in School Teachers. From our research it is concluded that the role of management and principal support is quite high, higher than what having good reward and recognition, which means people seek support from their seniors more than money. The finding is critical for management and principal to understand how superintendent support can be strategically used as a key work factor to improve the level of motivation work performance and, as a result, School Teachers attitudes and outcomes. Assistance has far more advantages in terms of ensuring strategic accomplishment of both individual and organizational goals.

There are very aspects in the company that makes real impact in the Teachers' satisfaction level such as job content, management and supervisor support, reward and recognition, value and ethics of the of the company, whereas aspects like work environment doesn't really make any difference or let's say have very negligible effect. From this paper it can be concluded that the most important variable that impacts on motivation and job satisfaction are relationship with supervisor, reward and recognition, job content and career growth opportunities and values and ethics.

It is known that level of motivation and job satisfaction is getting more popular and intense issue among all level of organization which has been able to draw the attention of researchers. The primary objective of this research is to paper influence of different factors on motivation and job satisfaction, in light of determinants derived from extensive literature review. Work Environment, Management and supervisor support, reward and recognition, career growth opportunity, values and ethics and job content that that can have effect on teachers motivation and job satisfaction.

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