

A Study on the Relationship Between Human Resource Management Practices and Job Satisfaction of Teachers in Public Schools in Thimphu Thromde

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Abstract

The objective of this paper is to study the relationship between human resource management and the job satisfaction of teachers of three different public high schools under the Thimphu Thromde. The research design used for this paper is a quantitative representative method. Human resource management [HRM] factors such as career development, promotion and incentives, and conducive working environment are vital and directly related to job satisfaction in every organization. In line with this, the finding of the paper shows that both the school management and government are developing teachers' skills and providing a conducive working environment. The findings indicate that the teachers of those high schools receive support and assistance from school management. The test result shows better human resource management and higher job satisfaction of the teachers of the three public high schools under the Thimphu Thromde.

Keywords: Career development; conducive working environment; employee; job satisfaction; promotion and incentives.

Introduction

In every organization, human resources are considered the main organizational source (Schroeder, 2012). Sowmya and Panchanatham (2011) define job satisfaction as emotion or feeling that an employee has about their current job. Today it has become a huge challenge for managers to retain employees for a longer period. It has been noted that there is an increase in the annual employee turnover rate in

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organizations, which in turn has increased the cost of recruitment and decreased productivity of the employees.

The turnover intention in Bhutanese teachers is an interesting topic to discuss since most of the teachers leave the profession. On the other hand, 10.03 percent of youths in Bhutan are unemployed in 2019 (National Statistics Bureau [NSB], 2020). The objective of this paper is to study the factors that relate to job satisfaction by taking the random sampling of teachers of three different Public High Schools under the Thimphu Thromde. This study verifies the physical features such as financial incentives and promotion, working environment, and career development on the continuity of the teaching profession in the Bhutanese context.

Satisfaction with the job is said to be a multidimensional concept to understand the aspects that give satisfaction to employees in their current organization (Sahadev & Keyoor, 2008). Sekaran (2000) has claimed that the job satisfaction of employees is the most important factor that predicts turnover intention. On average, about 3.6 percent of public-school teachers leave the profession every year for various reasons. Of the total of 2716 public school teachers who left the system in the last ten years, the highest was primary school teachers at 784 followed by higher secondary school and middle secondary school at 707 and 681 respectively (Ministry of Education [MoE], 2019).

The number of teachers leaving the system has increased recently. A whopping 480 teachers have left the system as of May 2019 compared to 355 in 2018 and 198 in 2015. Going by the records, 2019 saw the highest attrition rate in the last five years, according to the Annual Education Statistics 2019 (MoE, 2019).

The majority of the teachers have left the system voluntarily (MoE, 2019). No detailed study has been done on the relationship between HRM practices and their relationship with the job satisfaction of the public teacher in the Bhutanese context. This study assesses the relationship between human resource management and job satisfaction.

Literature Review

Job satisfaction is a feeling of pleasure and achievement that comes from the policies of human resource management, increments, and career growth opportunities. Suminto (2014) considered job satisfaction as a consequence of various elements such as promotion, salaries, and equal career development opportunities. Promotion and incentives, working conditions, development, and quality of management are all interlinked with job satisfaction. Arnold and Feldman (1996) discovered HRM factors contribute to the employees' satisfaction; the organization can plan properly and take appropriate steps to increase optimistic behaviour among employees.

The teachers' attrition rate increases annually, and people leave the teaching profession in search of better and more comprehensive jobs for better compensation, benefits, and incentives. According to Holtom (2008) turnover causes indirect and direct expenses to an organization, which compromises the cost of human resources, training, advertising, retention, and loss of productivity. Lambert (2001) stated that turnover is forecasted by using complete measures of the level of job satisfaction. Therefore, increasing the level of job satisfaction is strongly correlated with a low rate of employee turnover.

Kakar et al. (2015) examined the HRM practices such as career development, promotion, incentives, a conducive working environment, and relationships among colleagues found out that these factors have a significant impact on employee's job satisfaction.

Career development is an organized planned effort consisting of structured activities or processes that result in mutual career plotting effort between employees and the organization (Shelton, 2001). An organization to retain a teacher's career for a long period has to invest in the career advancement of human resources (Hall & Moss, 1998). Harrison (1990) claims employees are no longer eager to remain loyal to the organization if they can get a better employment package elsewhere that can help them to fulfil their career aspirations.

Adequate compensation is another important aspect to influence employee job satisfaction. Teachers expect fair and adequate compensation and incentives for a day's pay for a day's work.

Satisfaction with wages is more dependent on relative than on absolute pay, on comparison with others, and perceptions of fairness and equity. Employees are consistently more satisfied because of equity than they are because of high wages (Basak, 2014).

Furthermore, Nguyen et al. (2003) claim that the satisfaction level of employees is associated with the existence of promotion and incentive opportunities. The absence of promotion and training opportunities is the cause of competent employees quitting the organization (Chaudhury, 2015). Organizations require a brilliant workforce to get a competitive advantage and employees want to grow and develop their careers (Prince, 2005). When a person receives the correct update, which is often a real assessment, it gets a kind of recognition and thus job satisfaction. It also amplifies the perception of workers to the excellence of their work and improves both job satisfaction and organizational commitment (Luthans, 2005).

Employee job satisfaction is also influenced by the quality of the working environment both its physical attributes and the degree to which it provides meaningful work (Basak, 2014). While a comfortable physical environment is correlated with job satisfaction (Chaudhury, 2015). Employees want to participate in decision making, opportunities to grow and develop, and same opportunities for their co-workers regardless of race, sex, or age (Flint, 2013).

Another way to increase job satisfaction among teachers is to provide a high-quality work-life environment, in which employees can be productive because their work situations are one in which they find satisfaction (Basak, 2014). The working environment is considered the most significant factor of job satisfaction (Spector, 2008) and a superior predictor of employee job satisfaction in the organization setting.

Methods

The presented study has used a quantitative research approach, which is a commonly used method for the collection of direct data and information. It helps in achieving high levels of reliability due to controlled observations, surveys and minimizes subjectivity.

This research focuses on the relationship between HRM practices (independent variable) and job satisfaction (dependent variable). The study uses a descriptive survey design to collect demographic details and Pearson correlation statistics. Data collection has been based on the concepts defined in the hypotheses. A Pearson correlation test was carried out to analyse the data. The research points out the correlation between HRM practices and job satisfaction. The questionnaire has been divided into two sections, the first section consists of demographic questions whereas the second part of the questionnaire consists of questions from HRM practices and job satisfaction.

The data was collected through a random sampling technique, where all employees of the three public higher schools in Thimphu Thromde had equal chances of being selected for the sample. The data was collected through random sampling to element the known population and equal chance of being selected as a subject and it is the least biased and provides the researcher with the most generalize-able results (Sekaran, 2003).

The sample size required for the study was calculated based on the Yamane formula based on Israel (1992). Where n = Sample size, N = Population size, and e = level of precision (also called sampling error, is the range in which the true value of the population is estimated to be. It is expressed in percentage points, $\pm 5\%$).

$$n = \frac{N}{1 + N(e)^2}$$

The population size of this research was 220 excluding principal, vice-principal, and supporting staff. Using the Yamane formula, the minimum population size required for this research was 141 and in consideration of the ethicality and authenticity of results and findings, 151 respondents were chosen from three different high schools under Thimphu Thromde.

Data collection was done through distributing structured survey questionnaires formulated in the form of questions to the participants. The questionnaire has been prepared based on the Likert scale where respondents can rate the questions from 1 to 5, 1 strongly disagrees and 5 strongly agrees.

The data has been analysed using Statistical Packages for the Social Science (SPSS) 23. To examine the relationship between the independent variable (HRM practices) and dependent variables (job satisfaction), the Parametric/Pearson correlation test was carried out since the data was normally distributed. The significant relationships between independent variables and dependent variables were determined through Pearson Correlation Coefficient analysis.

Results

The General Profile of Respondents

The result of age distributions suggests that the highest number of the respondents are in their 31-45 (47.7%) age group followed by respondents aged 18-30 (33.8%) and 4.0 percent representing the age group above 60. Of 151 respondents, 84 (55.6%) of the teachers are female, 67 (44.4%) are male. 77 respondents have Bachelor's degrees; 34 with Master's degrees and 20 respondents completed High School and Diploma. Of 151 respondents, 102 (67.5%) have been working for more than 5 years, 28 (18.5%) of the respondents have been working for 1-2 years; while, 16 respondents have less than 5 years of working experience. About 5 (3.3%) of the respondents are new employees who have been working for less than a year.

Model of Inferential Test

The model consisted of HRM practices and job satisfaction. The model first relates to the hypothesis of the study. The degree of association between HRM practices and Job Satisfaction was tested.

The parametric tests used in this case are:

1. The Pearson Correlation test for correlations between the promotion and incentives and job satisfaction to test H1.
2. The Pearson Correlation test for correlation between the working environment and job satisfaction to test H2.
3. The Pearson Correlation test for the correlation between career development and job satisfaction to test H3.

The pie chart and graphs are used to demonstrate the overall job satisfaction and opinion on the promotion system.

Table 1

A Correlation Between HRM Practice and Job Satisfaction

HRM factors	Pearson Correlation	Job satisfaction	Turnover intention	Hypothesis (Support/not)
Promotions and incentives	Pearson Correlation Sig. (2-tailed) N	.527** .000 151	-.338** .000 151	Supported
Working environment	Pearson Correlation Sig. (2-tailed) N	.378** .000 151	-.213** .009 151	Supported
Career development	Pearson Correlation Sig. (2-tailed) N	.468** .000 151	-.353** .000 151	Supported

The table shows that there is a positive correlation between HRM practice and job satisfaction. It shows that better HRM practices lead to higher job satisfaction. Shelton (2001) has proven that, when there are activities or processes to plot mutual understanding amongst the colleagues, training, and conferences to retrain the existing knowledge, employees tend to get satisfaction. It resembles Shelton's statement with the findings of this research. It states that HRM factors such as promotion and incentives, career development opportunities, and a conducive working environment have a vital role in instituting satisfaction to teachers. Moreover, the finding shows that the existing working culture in respective schools is substantial. This resembles (Basak, 2014) statement as mentioned, the way to increase job satisfaction among teachers is to provide a high-quality work-life environment, whereby the analysis shows three high schools under Thimphu Thromde provide a high quality of the work-life environment.

The Factors That Affect Employee Job Satisfaction

Firstly, promotion and incentives have a positive correlation with job satisfaction in a teaching career. The majority of the respondents are satisfied with current promotions and incentives packages which show a positive relationship with job satisfaction. Amongst 151 respondents, 55 of them are very satisfied followed by neutral (32 respondents) and 28 respondents are extremely satisfied. 18 respondents are not at all satisfied with the current promotions and incentives system. Thus, the majority of teachers are content with current promotions and incentives opportunities provided by the government.

Secondly, the majority of teachers are very satisfied with the conducive working environment in their respective schools. Amongst 151 respondents, 42 respondents are very satisfied with the working environment. As Chaudhury (2015) claims, a comfortable physical environment correlates with job satisfaction. The majority of the teachers are satisfied with their current working environment. Only 6 of 151 respondents are not at all satisfied. Thus, the majority of teachers are satisfied with the current working environment.

Thirdly, when it comes to career development, teachers are very satisfied with the current career development system. The majority of the respondents are very satisfied with career development opportunities. Amongst 151 respondents, 46 of them are very satisfied followed by neutral (35 respondents) and 32 of respondents are extremely satisfied with the career development system in the teaching profession. Whereas, 11 respondents are not at all satisfied with career development. However, the majority of the teachers are satisfied with current career development activities and opportunities.

Finally, the majority of the teachers from three high schools under the Thimphu Thromde are satisfied with their job. Of the 151 respondents, 29 of them are somewhat satisfied followed by extremely satisfied (49 respondents). 6.6 percent (10 respondents) are not at all satisfied with their current job. Overall, teachers are very satisfied with the profession. Very few respondents (6.6%) are not at all satisfied. However, the majority of the respondents are content with HRM practices currently being practised in their respective schools.

Discussion

Firstly, this research aimed to study the HRM factors which affect the job satisfaction of teachers from three High Schools under Thimphu Thromde. Amongst 151 respondents, 46 of them are very satisfied with career development opportunities followed by extremely satisfied. 7.25 percent (11 respondents) are not at all satisfied. The findings indicate that career development has a positive impact on the teaching profession. As Shelton (2001) claims, career development has been defined as an organized planned effort composed of structured activities or processes that result in mutual career plotting effort between employees and the organization. In line with the above statement, teachers of those three high schools have certain activities and efforts made by management to constitute mutual career plotting amongst the teachers and management like recognition of best teacher and outstanding rating and professional development training.

The majority of respondents are delighted with the current career development initiated by the school management and education system. As mentioned, training is the process of teaching relevant skills they need to perform their jobs (Shelton, 2001). Thus, the findings align with Shelton's statement since irrespective of seniority, teachers get enough training like professional development to perform their duties professionally. Thus, the research points out that career development has a positive correlation with job satisfaction.

Secondly, it is derived from the various literature that the school management and government support promotion and incentives packages to teachers and for their career progress. According to Basak (2014), adequate compensation is another important aspect to influence employee job satisfaction. Teachers do expect fair and adequate compensation and incentives for a day's pay for a day's work. Employees are consistently satisfied because of equity than they are because of high wages. In line with Basak's statement, teachers of the three high schools are very satisfied with school management and current promotions and incentives systems.

Further, Nguyen et al., (2003) also found the satisfaction level of employees is associated with the existence of promotion and incentive opportunities. Teachers get a meritorious promotion if performed

exceptionally well, like other employees. It resembles the result of the research. Accordingly, 55 of them are very satisfied followed by extremely satisfied. Meanwhile, about 18 of them are not at all satisfied with the current promotions and incentives system instituted by RCSC. Thus, findings show promotions and incentives opportunities have a vital role in instituting satisfaction levels for teachers.

Thirdly, one of the most important factors that affect the job satisfaction of teachers is a conducive working environment. Basak (2014) mentioned that job satisfaction is also influenced by the condition of the working environment both its physical attributes and the degree to which it provides meaningful work which resembles this research. The majority of the respondents are pleased with the current working environment in their respective schools. This shows it is important to maintain a conducive working environment to institute satisfaction in teachers.

Another way to increase job satisfaction among teachers is to provide a high-quality work-life environment, in which employees may be productive because their work situations are one in which they find satisfaction (Basak, 2014). In line with Basak, to escalate job satisfaction among teachers, it is important to provide a high-quality work-life environment. Amongst 151, 42 respondents are very satisfied with the current working environment. Only 6 of them are not at all satisfied. Thus, this research resembles a literature review and has a positive correlation with job satisfaction.

Finally, in this research, HRM factors have a positive correlation with job satisfaction. From 151 respondents, the majority of teachers are satisfied with their careers. The teachers are happy with their profession since 49 teachers are very satisfied. Whereas, 29 of them are evenly satisfied followed by extremely satisfied (22 respondents). Job satisfaction is a person's overall attitude toward the job; thus, this research indicates teachers' attitude towards the job is very satisfying. Teachers are very satisfied with the profession as a consequence of various elements such as promotion, relationships among employees, and equal employment opportunity (Suminto, 2014). Thus, 74.17 percent of the teachers are satisfied with their current job and HRM factors practised in their respective schools.

Correlation Between the Factors

All HRM practices together show that there is a positive correlation between job satisfaction. It is important to maintain the HRM factors to increase the satisfaction level of teachers. Of the 151 respondents, 49 of the teachers are strongly satisfied with the prevailing HRM practices.

Therefore, the objective of this research which says “there is a positive correlation between HRM practices and job satisfaction of teachers” is well fulfilled and the research question which stated “How do the HRM factors such as promotion and incentives, conducive working environment, and career development affect employee job satisfaction in the teaching profession?” is also answered.

Conclusion

The researchers and scholars have found that due to the imbalance of external motivational instruments, employees tend to withdraw from the job. For that, the main purpose of this research is to examine the relationship between human resource management and job satisfaction. To the main question of the paper (Does HRM factors such as promotion and incentives, conducive working environment, and career development affect job satisfaction in the teaching profession?), most of the teachers, retrospectively, are very satisfied with current HRM practices in their respective schools. Amongst 151 respondents, 74 percent of respondents are very satisfied.

Only 6 amongst 151 respondents are not at all satisfied with the working environment at their respective schools. The result indicates that school management supports teachers in enhancing a conducive working environment by plotting work-life balance and short-term training opportunities to strengthen skills and career development. Thus, the majority of the teachers are satisfied with their job and profession.

The results support the conceptual framework of the research because if HRM practices are effective, job satisfaction increases. Whereas, if an organization fails to enhance HRM factors then it leads to a decrease in satisfaction level. Thus, this research resembles that HRM

factors are the most important tools to strengthen work-life balance and institute job satisfaction levels.

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