

COMPARISON ON THE LEVELS OF WORK PLACE HAPPINESS, JOB SATISFACTION, ORGANIZATIONAL COMMITMENT AND WORK MOTIVATION WITH RESPECT TO GENDER

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Abstract: *This study was carried out with the chief aim to compare the level of work place happiness, work motivation, commitment and job satisfaction with respect to gender of secondary schools' teachers under Samdrup jongkhar and Trashigang districts of Bhutan. **Work place happiness** can be defined as "spirit at work". Spirit at work depicts the teachers experiences about their works and their feelings connected to the works in a positive manner. **Job satisfaction** may be denoted as the relations with other main aspects that includes control at work, work stress, other working conditions and well-being. **Commitment** shall be well-defined as the person's psychological attachment to the organization. **Motivation** may be considered as driving force to make an individual to accomplish the organizational goal. **Method** used in this study was descriptive analytical survey. Sample participated in the study was 225 (Male = 140, female = 85) from 10 secondary schools from two districts (Samdrupjongkhar & Trashigang) of Bhutan using proportionate sampling technique. Scales used were Work motivation questionnaire (WMQ) by K.G. Agarwal (2005), Job Satisfaction Scale (DJSS) by Dr. Mrs. Meera Dixit (Lucknow), Work place happiness scale constructed by Shaker Jamal Bani Melhem, and Teacher's Organizational Commitment Scale developed by Sajid Jamal and Abdul Raheem. One of the objectives of the study was: 1) **To compare the level of workplace happiness, motivation, commitment, and job satisfaction among secondary schools of Bhutan with respect to gender.** The result revealed there was no statistically significant with respect to gender in their workplace happiness. But, the school heads are recommended to take care of other factors affecting on male teachers work motivation, organizational commitment and job satisfaction because the result in the present study reveals that the female teachers are having higher work motivation, organizational commitment and job satisfaction in comparison to male teachers of those selected secondary schools in two districts (Bhutan).*

Key words: *Work place happiness, job satisfaction, work motivation, Organizational commitment, Spirit at work.*

Introduction

Theoretical Orientation of the Problem

It is very important to live happily as it is regarded the most fundamental aim in most of the societies (Diener 2000). Diener and Diener (1996) stated that the happiness is important to humans as it appears in emotions but most of the people are mostly not as much happy as they wish to be. The happiness has captivated the devotion of thinkers since the history has begun (McMahon 2006) and it has come to the face of psychologists for investigation recently. However, the positive psychological thoughts raised in the previous era (Seligman & Csikszentmihalyi 2000) has given legitimized care to the happiness and other beneficial situations as contrast to the formerly leading disease model which focused courtesy unduly to health-related diseases; such as, depression, stress, illness and other similar adverse consequences and experiences.

Workplace Happiness

According to Aydin (2012) the work place happiness can be studied in different areas, for instance; religion, economics, sociology and philosophy. Of course, happiness is the universal term used by all people regardless of culture (Fisher, 2010 and Aydin, 2012) and many scholars discussed about it (Bjorke, 2012; Luciano, Ruch, Maggiori, Rossier, and Johnston 2013). The subjective wellbeing of an individual is related to happiness (Allison, Hullett, and Angner 2011; Sato, Jiang, and Lu 2012) or satisfaction of the life (Ferrer-i-Carbonell, and Van Praag, 2010). (Judge, and Saari, 2004). The constructs of workplace happiness include income, work activities, employment status and friendship supported by past studies (Ozen, Tyrell, Dogan, Demir, and Bilyk 2011; Angner et al., 2011; Oerlemans, Bakker, and Tadic 2013; Mohanty 2009). The other factor influencing the stress level, wellbeing and health of the employees is spirituality (Kumar and Kumar, 2014; Daniel, 2015, and Pawar, 2016).

Job Satisfaction

The job satisfaction shall refer as the associations with other main aspects that includes control at work, work stress, other working conditions and well-being. Job satisfaction is about job expansion and improvement besides working culture, employee's engagement, independent

work group and empowerment. Job satisfaction is the setting of matters that impact an individual performance based on experience. Evans (1997) defined job satisfaction as the degree in which teachers' wants and needs are accomplished. Job satisfaction is individual's attitude towards job in the view of beliefs, feelings and behaviors (Brief 1998).

Organizational Commitment

Organizational commitment can define as 'person's psychological attachment to the organization and indeed it is different from the job satisfaction and motivation. Organizational commitment is considered as important feature because it covers solid attachment and bondage between working spirit and the work place. It is understandable that the workplace commitment become a hallmark for the organizational success. Therefore, the teacher's commitment has been given due importance in the past research studies and needs still to be carried out to find the crystal-clear reasons why their commitment fluctuates at different stages of their careers.

Work Motivation

The definition of motivation may be different because there is diverse back ground, personality, interest, attitudes, desires and needs. The motivation is that comprise the outlay of determination to accomplish goals (Martin, 2000); making forces that influences and drive performances (Bursalioglu, 2002); refining a situation which is difficult into simple to meet needs of an individual's (Dull, 1981); creating driving force to make us to put into action (Gene, 1987), ensuring development of psychological aspects into personal interest, goals, desires, needs, ability, drives, and preferences (Srekli & Tevruz, 1997); emphasizing both extrinsic and intrinsic forces that direct and uphold actions (Gursel, 1997); growing personnel interest to work and believe that their individual desires are satisfied if they perform work proficiently in an organization (Yuksel, 1998). The prime responsibility to motivate teachers is in the hands of administration in the school (Kocabas & Karakose, 2002).

SIGNIFICANCE OF STUDY

Bhutan is a country which follows a Democratic constitutional monarchy political system since 2008 after hundred years rule of monarchy system. Bhutan has cultured a unique approach to development with its national philosophy anchored on the principles of Gross National Happiness (GNH) the idea coined by the fourth King Jigme Singye Wangchuk in 1972.

Generally, GNH is rooted in the concept of people-centered holistic development. GNH concept includes physical well-ness, economic well-ness, environment well-ness, mental well-ness, social well-ness, political well-ness and work place well-ness. GNH reflects a psychological state based on moral criteria. Basically, GNH main objective is to bring balanced development in the country and cater happiness to all individuals at all times.

OPERATIONAL DEFINITIONS

Workplace Happiness

The teachers having strong relationships among each other, having sense of their security, possessing sound health, well-being, pleasant moods, the pride of their work and emotionally balanced conditions in the Organizations. In this research it is a measure by close ended questionnaire by Shaker Jamal Bani Melhem. It consists of four dimensions namely;

- a) work place happiness
- b) Co-worker support
- c) Innovative Behavior (IB)
- d) Job stress

Job Satisfaction

Teacher's job satisfaction is an outcome of numerous attitudes towards his job. These attitudes are associated with many factors (salary, working conditions, creating opportunities and other benefits). In this research it is a measure on Consumable Booklet of Dixit job satisfaction Scale (DJSS) by Dr. Mrs. Meera Dixit (Lucknow). It consists of eight dimensions namely;

- a) Intrinsic aspects b) Salary, working conditions and promotions c) Physical facilities d) Instructional plans and policies e) Satisfaction with authorities f) Satisfaction with social status and family welfare g) Rapport with students h) Relationship with co-workers.

Work Motivation

Work motivation is a process to reinforce and inspire teachers by the organizations or by the concerned agencies to perform their job to the fullest of their ability for the achievement of organizational goals. In this research it is a measure using work motivation questionnaire based on following theories by K.G. Agarwal. It consists of six dimensions namely;

- a) Dependence b) Organizational Orientation c) Work Group Relations d) Intrinsic Motivation
e) Material Incentives f) Job Situation

Organizational Commitment

Teachers' Organizational Commitment refers to positive attitudes, beliefs, feelings, and dedication to their service in the organizations. In this study it is measured on teacher's organizational commitment scale developed by Sajid Jamal and Abdul Raheem (2014). Organizational commitment scale (TOCS) of teachers contains 42 items with four dimensions: commitment to school (CTS), commitment to teaching works (CTW), commitment to group work (CWG), and commitment to teaching profession (CTP).

OBJECTIVES OF THE STUDY

To compare the levels of workplace happiness, motivation, commitment, and job satisfaction among secondary school teachers of Bhutan with respect to gender.

HYPOTHESIS OF THE STUDY

There exists no significant difference among work place happiness, organizational commitment, work motivation, and job satisfaction among secondary school teachers in Bhutan with respect to gender.

DELIMITATIONS OF THE STUDY

The area delimited for the present study was the secondary school teachers of Samdrupjongkhar and Trashigang Districts, Eastern Bhutan only.

RESEARCH METHOD

The present study used a descriptive analytical survey design. The target population of this study focused on the secondary teachers in Samdrupjongkhar and Trashigang Districts of Eastern Bhutan. There are nine secondary schools in Samdrupjongkhar district and thirteen secondary schools in Trashigang district taking into account 40% school from each District based on random sampling, selected 4 from 9 schools under Samdrupjongkhar district and 6 from 13 secondary schools under Trashigang district. The proportionate sampling technique is used in the present study for the desired sample size of around 225 teachers from two districts. Researcher took approx. 50% of total sample from Trashigang District Male = 75 out

of 156, Female= 45 out of 97) and from Samdrupjongkhar District; Male = 65 out of 133, Female= 40 out of 84) respectively.

RESULTS WITH RESPECT TO GENDER.

Comparison of the levels of workplace happiness, motivation, commitment, and job satisfaction among secondary schools of Bhutan with respect to gender is one of the objectives of the present study. Thereby data was collected using work place happiness scale, organizational commitment scale, work motivation scale and job satisfaction scale. The detailed interpretation of all findings has been elaborated under each variable.

Table 1 Difference in workplace happiness (WPH) among secondary school teachers of Bhutan based on gender

| Variable | Gender | N | Mean | St. Deviation | T | df | p-value | Remarks |
|----------------------------|--------|-----|---------|---------------|-------|-----|---------|---------------|
| Work Place Happiness (WPH) | Male | 140 | 32.7143 | 4.30707 | 0.942 | 223 | 0.347 | Insignificant |
| | Female | 85 | 32.1765 | 3.87967 | | | | |

*Significant at 0.01 level

**Significant at 0.05 level

Workplace happiness (WPH) based on gender

The above table (1) shows out of 225 secondary teachers respectively. The mean value of the male teachers on (WPH) is 32.71 and female teacher is 32.18 followed by the standard deviation (SD), (Male= 4.31, Female= 3.88). Statistically, their mean values show there is not a big difference with respect to gender in their workplace happiness. It is visible from the table that (t value=0.94 insignificant at 0.01 and 0.05 levels of significance), (p value = 0.35 > 0.05) result is insignificant in work place happiness with respect to gender among secondary school teachers in Bhutan. This means that the null hypothesis stated that there exists no significant difference in work place happiness with respect to gender among secondary school teachers in Bhutan is accepted.

The reason is that Bhutan focuses to bring balanced development catering equal opportunity for their professional growth regardless of gender. All teachers work conscientiously in the school on a team to accomplish their organizational common goals and knowing the importance of personal growth with full determination.

Work motivation (WM) with respect to gender

The table (2) shows teachers' work motivation of teachers of secondary schools of Bhutan based on gender. Total teachers participated in study was 225, 140 teachers were male and 85 teachers were female respectively.

Table 2 Difference in work motivation (WM) of secondary school teachers based on gender

| Variable | Gender | N | Mean | St. Deviation | t- Value | df | P- Value | Remarks |
|-------------------------------|--------|-----|---------|---------------|----------|-----|----------|---------------|
| Dependence | Male | 140 | 24.1143 | 4.98932 | -1.043 | 223 | .298 | Insignificant |
| | Female | 85 | 24.8471 | 5.29714 | | | | |
| Organizational Orientation | Male | 140 | 20.1000 | 3.98793 | -.434 | 223 | .665 | Insignificant |
| | Female | 85 | 20.3412 | 4.13047 | | | | |
| Work Group Relations | Male | 140 | 13.5786 | 3.02999 | -1.098 | 223 | .273 | Insignificant |
| | Female | 85 | 14.0353 | 3.01760 | | | | |
| Psychological Work Incentives | Male | 140 | 18.5571 | 3.26365 | -2.25** | 223 | .025 | Significant |
| | Female | 85 | 19.5412 | 3.03767 | | | | |
| Material Incentives | Male | 140 | 14.0214 | 3.02381 | -1.345 | 223 | .180 | Insignificant |
| | Female | 85 | 14.5882 | 3.12933 | | | | |
| Job Situation | Male | 140 | 11.1929 | 2.43741 | -1.449 | 223 | .149 | Insignificant |

| | | | | | | | | |
|-------------------------------------|------------|--------|------------|--------------|--------|-----|------|---------------|
| | Female | 85 | 11.6588 | 2.16329 | | | | |
| Work Motivation Questionnaire | Male | 140 | 116.71 | 14.78600 | -1.482 | 223 | .140 | Insignificant |
| | Fem ale | 8 5 | 119.7 3 | 14.898 38 | | | | |

*Significant at 0.01 level

**Significant at 0.05 level

Work Motivation (WM)

The overall mean value on work motivation of male teachers is (M=116.71, SD=14.79) and of female teachers is (M=119.73, SD=14.90). The female teachers are having higher work motivation in comparison to male teachers in secondary schools. The difference in mean is insignificant at 0.05 and 0.01 level ($t = 1.48$ and $p = 0.14 > 0.05$). Thereby, the null hypothesis there is no significant difference in work motivation with respect to gender among secondary school teachers of Bhutan' is accepted.

Because, motivation is the direct source of the human behavior and there exists rewarding system for deserving teachers (trainings, promotion, transferring to better schools and award of medals). Therefore, the present study found there is insignificant in work motivation on the basis of gender of secondary school teachers of Bhutan.

Teacher's organization commitment (TOC) with respect to gender

Altogether 225 teachers took part in the present study, 140 male teachers and 85 female teachers from two districts of Bhutan.

Table 3 Difference in teacher's organization commitment (TOC) with respect to gender

| Dimension | Gender | N | Mean | SD | t value | df | p value | Remarks |
|----------------------|--------|-----|---------|---------|---------|-----|---------|---------------|
| Commitment to school | Male | 140 | 54.8857 | 7.07624 | -.755 | 223 | .451 | Insignificant |
| | Female | 85 | 55.6118 | 6.85061 | | | | |

| | | | | | | | | |
|-------------------------------------|--------|-----|---------|----------|--------|-----|------|---------------|
| Commitment to teaching work | Male | 140 | 48.3929 | 6.25558 | .089 | 223 | .929 | Insignificant |
| | Female | 85 | 48.3176 | 5.87815 | | | | |
| Commitment to work group | Male | 140 | 32.0714 | 4.00655 | -1.009 | 223 | .314 | Insignificant |
| | Female | 85 | 32.6118 | 3.69715 | | | | |
| Commitment to teaching profession | Male | 140 | 30.1643 | 5.67541 | .325 | 223 | .746 | Insignificant |
| | Female | 85 | 29.9176 | 5.25360 | | | | |
| Teacher's Organizational Commitment | Male | 140 | 173.35 | 16.48890 | -.384 | 223 | .707 | Insignificant |
| | Female | 85 | 174.18 | 15.09665 | | | | |

*Significant at 0.01 level

**Significant at 0.05 level

Teacher's organizational commitment

The overall mean score of organizational commitment for male teachers is (M=173.35, SD=16.49) and for female teachers is (M=174.18, SD=15.10). The female teachers are having more organizational commitment in comparison to male teachers. The ($t = 0.38$, $p = 0.71 > 0.05$) result is insignificant at both levels of significance. Thus, the null hypothesis 'there exists no significant difference in teacher's organizational commitment based on gender among secondary school teachers in Bhutan' is accepted.

Mainly, this is understood by all teachers that the workplace commitment becomes a hallmark for the organizational success and individual bright future. Secondly, most schools streamlined the democratic leadership styles into practice. The true commitment definitely leads to better job opportunity. (Mowday, et al, 1982; Rosenholtz, 1989).

Job satisfaction (JS) of teachers on the basis of gender

The table (3.11) depicts teachers' job satisfaction of secondary school teachers of Bhutan on the basis of gender. The total teachers participated in the study was 225, 140 were male and 85 were female respectively.

| Table 4 Difference in job satisfaction (JS) of teachers on the basis of gender | | | | | | | | |
|--|--------|-----|---------|----------------|---------|-----|---------|---------------|
| Dimension | Gender | N | Mean | Std. Deviation | t-Value | df | P-value | Remarks |
| Intrinsic aspect of the job | Male | 140 | 20.4500 | 4.56972 | -1.124 | 223 | .262 | Insignificant |
| | Female | 85 | 21.1294 | 4.08769 | | | | |
| Salary, Promotional avenues and serves conditions | Male | 140 | 24.4357 | 4.35842 | -1.048 | 223 | .296 | Insignificant |
| | Female | 85 | 25.0824 | 4.69349 | | | | |
| Physical facilities | Male | 140 | 27.7643 | 6.16279 | .129 | 223 | .898 | Insignificant |
| | Female | 85 | 27.6588 | 5.63060 | | | | |
| Institutional plans and policies | Male | 140 | 18.4857 | 4.44711 | -1.474 | 223 | .142 | Insignificant |
| | Female | 85 | 19.4118 | 4.76419 | | | | |
| Satisfaction with authorities | Male | 140 | 18.8643 | 4.88016 | .082 | 223 | .935 | Insignificant |
| | Female | 85 | 18.8118 | 4.22435 | | | | |
| Satisfaction with social status and family welfare | Male | 140 | 15.5714 | 3.56268 | .137 | 223 | .892 | Insignificant |
| | Female | 85 | 15.5059 | 3.36871 | | | | |
| | Male | 140 | 17.9286 | 4.49083 | -1.857 | | | |

| | | | | | | | | |
|------------------------------|--------|-----|---------|----------|-------|-----|------|---------------|
| Rapport with Students | Female | 85 | 19.0235 | 3.92785 | | 223 | .065 | Insignificant |
| Relationship with co-workers | Male | 140 | 15.3929 | 4.09719 | -.442 | 223 | .659 | Insignificant |
| | Female | 85 | 15.6353 | 3.80115 | | | | |
| Job satisfaction Scale | Male | 140 | 180.69 | 26.13961 | -.850 | 223 | .396 | Insignificant |
| | Female | 85 | 183.61 | 22.91553 | | | | |

*Significant at 0.01 level

**Significant at 0.05 level

Job satisfaction

The overall mean score and standard deviation on job satisfaction of male teachers is (M=180.69, SD=26.14) and female teachers is (M=183.61, SD=22.92). The female teachers are having higher job satisfaction in comparison to male teachers. However, t value statistically shows there is no significant difference at levels ($t = 0.85$, $p = 0.40 > 0.05$). So that, the null hypothesis there is no significant difference in job satisfaction with respect to gender among secondary school teachers of Bhutan is accepted.

The reason for accepting the null hypothesis is that, job satisfaction is individual's attitude beliefs, feelings and behaviors towards job. Moreover, in most of the selected schools exhibited healthy relationships, collective efforts and conducive working climate which bonds the job satisfaction of all teachers.

CONCLUSION

1. There were 225 secondary school teachers' participants in the study, (male =140 (62.2%), female =85(37.8%) of secondary schools under Samdrup Jongkhar and Trashigang Districts.
2. The result shows that male and female teachers do not differ significantly in their work motivation ($t = 1.48$) and its dimension dependence ($t = 1.04$), organizational orientation (t value= 0.43), work group relations ($t = 1.10$), psychological work incentives ($t = 2.25$) the material incentives, ($t = 1.35$).

3. The findings reveal male and female teachers have no significant difference in organizational commitment ($t = 0.38$) and its dimension commitment to ($t = 0.76$), commitment to teaching ($t = 0.09$), commitment to work group ($t = 1.01$), commitment to teaching profession ($t = 0.33$).

4. The male and female teachers of secondary schools of Bhutan do not differ significantly in job satisfaction ($t = 0.85$), then its dimension intrinsic aspect of the job ($t = 1.12$), salary, promotional avenues and serves conditions ($t = 1.05$), physical facilities ($t = 0.13$), institutional plans and policies ($t = 1.47$), satisfaction with ($t = 0.08$), social status and family welfare ($t = 0.14$) rapport with students ($t = 1.86$), relationship with co-workers ($t = 0.44$)

The result found that there was not a big difference with respect to gender in their workplace happiness, But, the school heads need to take care of other factors affecting on male teachers work motivation, organizational commitment and job satisfaction because the result in the present study reveals that the female teachers are having higher work motivation, organizational commitment and job satisfaction in comparison to male teachers of those selected secondary schools in two districts (Bhutan).

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