Levels of Work Place Happiness, Organizational Commitment, Work Motivation, and Job Satisfaction Among Secondary School Teachers in Bhutan

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Abstract: The happiness at workplace means the individual's belief that the work is performed fruitfully to accomplish the goals of an organization. Job satisfaction refers to when the employees are satisfied with the job and performing the tasks to the best of their ability. Organizational Commitment well-defines as the person's psychological attachment to the organization. Work Motivationis a driving force to make an individual to accomplish the organizational goals as set.Objective of the study: To find out and analyze the level of work place happiness, organizational commitment, work motivation, and job satisfaction among secondary school teachers in Bhutan.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 Trash gang districts of eastern Bhutan.Sampling frame and techniques: The proportionate sampling technique is used for sample size of 225 secondary school teachers. Researcher took approx. 50% of total sample from Trashigang district and from Samdrupjongkhar district respectively.Statistical techniques: The statistical techniques used for data collection of the present study were mean, percentage and standard deviation for analyzing the group trend.

Research findings:The findings of the study reveal that the majority of teachers are in average level of work place happiness, work motivation and job satisfaction. However, the maximum of the secondary school teachers of the selected schools revealed in high level of organizational commitment (OC).

Recommendations: The ministry of education to revisit the educational policies and frame the mandate policy on infrastructure development in schools irrespective of school settings. The district education officers and school principals should look into the circumstances of secondary school teachers of two districts.

Index Terms: Happiness, job satisfaction, work motivation, organizational commitment, organizational goals.

I. INTRODUCTION

The word **'Happiness'** is a wider concept that comprises of a huge number of paradigms which range from temporary dispositions and sentiments to fairly constant attitudes and possessing firm individual characters at the individual level. The happiness at workplace means the individual's belief that the work is performed fruitfully, the work autonomy is provided, and have an effective interaction, providing positive feedbacks, maintaining good relationships, and renderinga good support from the organization for the personal development of teachers.The teachers who are happy at work place show more satisfaction with their work.The work place happiness has the relation with the teachers' job satisfactionthat impacts in producing the work quality and bringing overall success in schools and impacts knowledge sharing, creativeness, and work performance [7][23].Teachers are more creative, innovative and more confident, committed towards their profession when they are happy at their work place [24].The happiness covers the following aspects "physical, emotional, social and mental", the environment and cognitive factors also play roles on dispositional qualities which ultimately affects the health of teachers [3][5].**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. Job satisfaction refers to when the employee is satisfied with the job and performing the tasks to the best of his ability.The opportunity provided to employees for the upliftment of the society, healthy relationships in the school and valuing their morale are the root causes of their job satisfaction and at times the over work load, low salary, limited resources and infrastructure are the main causes of dissatisfaction among secondary school teachers in Chile[11].The job satisfaction is an attitude, which is the outcome of the summation and balancing of many explicit likes and dislikes with regard to the job(Sadar, 2011)and occupational stress, self-efficacy, and emotional intelligence predict the job satisfaction of the teachers [17][21]. The teachers with high level of job satisfaction were directly linked with strong organizational commitment. Principally, the teachers' job satisfaction is being influenced more by the external factors (promotion, school policy, administration, income, supervision and work conditions) than the internal factors (recognition, responsibility, achievement work itself and advancement[4]. Moreover, the following factors affect the levels of teachers' motivation, commitment and job satisfaction such as; stress, rewards, leave, compensations and benefits.

Organizational Commitment well-defines as the person's psychological attachment to the organization. emphasized on the three dimensions of organizational commitment; affective, continuance and normative. Affective dimension of organizational commitment means the employees

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having desire to work in the organization with their own interest. Continuance dimension is making decision by the employees to stay in the organization because of the costs and benefits. Normative dimension of the commitment means employees stay in the organization because of responsibility and security reasons.Sated that self-efficacy, moral, decision-making and opportunity for the enhancement of their profession were determinants of organizational commitment and professional commitment of teachers[6]. Such as roles conflict, ambiguity of roles, stress, leadership styles are the main reasons affecting on teachers' job satisfaction and commitment [8]. The transformational leadership regards to positive commitment on the workers and that teachers of midcareer have low level of commitment to their profession [20][22].

Work Motivation may be considered as driving force to make an individual to accomplish the organizational goal and it increases the willpower for the productivity of an organization. The maximum of the teachers felt motivated when they are secured at work place, success at their work, being optimistic towards their profession, have self-sufficiency, when their status is valued, have good relationships among teachers, have conducive environment, sound administration, have appreciation for their success and other basic needs are fulfilled [13]. The priority factors such as working conditions, leadership styles, incentives, trainings for their professional growth, and teachers' policy motivates competent teachers in the schools .[16]. The intrinsic rewards such as comprehensive evaluation system, participatory leadership style, self-respect, right job delegation to right teacher, professional development programsmotivate teachers to work harder for accomplishing their goal [12]at the same time school climate, teachers' contribution, trust, teacher confidence and involvement, contributed an individual teacher to grow into full potential provided with some sort of rewards and trust and female teachers are having maximum intrinsic motivation as compared to male teachers but their motivation changes timely without any further exploration[1][2].

Objective of the study: To find out and analyze the level of work place happiness, organizational commitment, work motivation, and job satisfaction among secondary school teachers in Bhutan.

Research method:The present studyused a descriptive analytical survey design. Basically, the main reason of descriptive research is to describe issues that are prevailing at the present situation in secondary schools while analytical survey tends to explore differences and relationships between different sub-groups of the population. The target population of this study focused on the secondary teachers in Samdrupjongkhar and Trashigang Districts of Eastern Bhutan.

Sampling frame and techniques: Bhutan is the smallest country in the globe consisting of twenty districts which are further bifurcated into four regions. They are namely eastern, western, northern and southern. In the present study, the researcher has chosen two districts from eastern region as per the convenience. In eastern region there are six districts and two districts chosen for the present study were namely Samdrupjongkhar and Trashigang.The proportionate sampling technique is used 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.
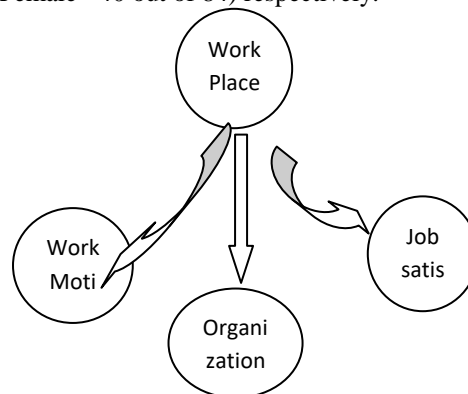

Figure 1 Conceptual model of study

II.TOOLS USED IN THE STUDY

In this study, the researcher usedthe following tools to gather the required information in the field.

1) Work motivation questionnaire (WMQ) by K.G. Agarwal (2005)
2) Dixit Job Satisfaction Scale (DJSS) by Mrs. Meera Dixit (2011)
3) Work Place Happiness Scale by Shaker Jamal Bani Melhem (2018)
4) Teachers' Organizational Commitment Scale (TOCS) developed by Sajid Jamal and Abdul Raheem (2014)

Results Pertaining To The Levels Of Work Place Happiness, Organizational Commitment, Work Motivation And Job Satisfaction Among Secondary School Teachers Of Bhutan.

Levels of Work Place Happiness among Secondary School Teachers of Bhutan

Levels	Frequency	Percent
High	0	0
Above average	29	12.9
Average	164	72.9
Below Average	24	10.7
Low	8	3.6
Total	225	100

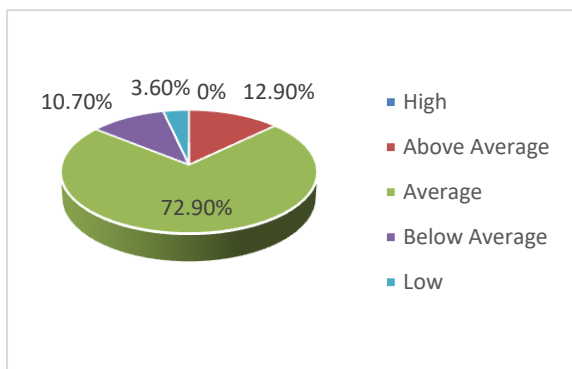| Dimensions / Levels	CTS		CTW		CGW		CTP		Total	
	F	%	F	%	F	%	F	%	F	%
Extremely High	64	28.4	18	8.0	13	5.8	9	4.0	8	3.6
High	82	36.4	88	39.1	48	21.3	39	17.3	88	39.1
Above Average	54	24.0	74	32.9	119	52.9	72	32.0	82	36.4
Average	24	10.7	36	16.0	37	16.4	61	27.1	44	19.6
Low	1	0.4	7	3.1	7	3.1	25	11.1	2	0.9
Very Low	0	0	2	0.9	1	0.4	16	7.1	1	0.4
Extremely Low	0	0	0	0	0	0	3	1.3	0	0

Figure 2 Levels of Work Place Happiness among Secondary School Teachers of Bhutan

The overall picture of work place happiness (WPH) amongst teachers of secondary schools in Bhutan can be decoded from the figure1.3as shown above. From the data it is crystal clear that 0 (0%) teachers fall in the high level of work place happiness, 29 (12.9%) teachers fall in above average level of work place happiness, 164 (72.9%) teachers fall in average level of work place happiness, 24 (10.7%) teachers fall in below average level of work place happiness and 8 (3.6%) teachers fall in low level of work place happiness.The probable reason why majority of teachers are in average level could be Bhutan focusses more on Gross National Happiness (GNH) than Gross National Product (GNP). Therefore, the Royal Government of Bhutan brings balanced development in the country and caters happiness to all teachers judiciously by providing equal opportunity for professional growth and other necessary resources. Thus, happiness at work place is connected with the attitude and emotions of teachers. They deliver their services more innovatively and diligently when opportunity is provided for them to grow professionally and necessary resources are provided.

Secondary school teachers on the levels of teacher's organizational commitment (TOC)
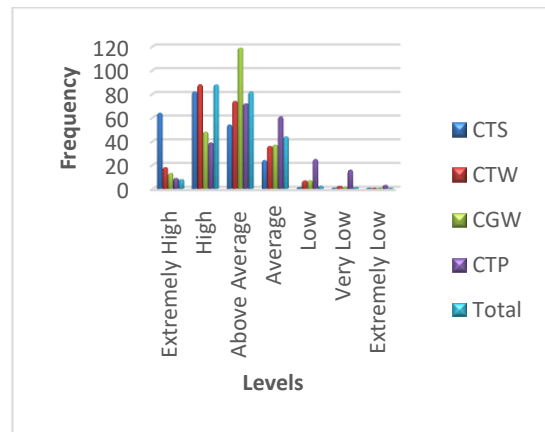

Figure 3 Showing number of secondary school teachers on levels of organizational commitment dimension wise

The teachers' organizational commitment (TOC) is meant to study the teachers' attachment towards the school. There are four dimensions of TOC and they are prudently responded by the secondary school teachers of Bhutan and explanation is being done dimension wise.

Dimension 1 The commitment to school (CTS) is first dimension of Teacher's Organizational Commitment (TOC). The frequency in the table depicts the number of samples against each level of Commitment to School (CTS). The figure 1.4 shows that 64(28.4%) teachers fall in extremely high level of CTS, 82 (36.4%) teachers fall in high level of CTS, 54 (24%) teachers fall in above average level of CTS, 24 (10.7%) teachers fall in average level of CTS, 1 (0.4%) teachers fall in low level of CTS.

The maximum of the secondary school teachers falls in high level of commitment to school (CTS) because the system of performance evaluation monitoring system (PEMS) is being instituted in the education system and those teachers with poor performance are availing low ratings which would hamper one's service record. It indicates that commitment has both constructive and negative impact towards achieving organizational goals. "The true commitment definitely leads to better job opportunity" said by (Rosenholtz, 1989).

Dimension 2 Commitment to teaching work (CTW) is the second dimension of Teacher's Organizational Commitment (TOC). The frequency in the table depicts the number of samples against each level of Commitment to teaching work (CTW). The table 3.5 displays that 18 (8%) teachers fall in extremely high level of CTW, 88 (39.1%) teachers fall in high level of CTW, 74 (32.9%) teachers fall in above average level of CTW, 36 (16%) teachers fall in average level of CTW, 7 (3.1%) teachers fall in low level of CTW, 2 (0.9%) teachers fall in very low level of CTW. The maximum teachers of secondary schools fall in high level of commitment to teaching work (CTW) because the teachers work hard with full commitment to fulfil the objectives of APA (Annual Performance Appraisal) that is instituted in the Education system in Bhutan followed by Individual work plan (IWP).

Dimension 3 Commitment to work group (CWG) is the third dimension of Teacher's Organizational Commitment (TOC). The table 3.5 shows that 13 (5.8%) teachers fall in extremely high level of CWG, 48 (21.3%) teachers fall in high level of CWG, 199 (52.9%) teachers fall in above average level of CWG, 37 (16.4%) teachers fall in average level of CWG, 7 (3.1%) teachers fall in low level of CWG, 1 (0.4%) teachers fall in very low level of CWG. The maximum of the secondary school teachers of the selected schools fall in above average level of organizational commitment to work group (CWG) because the teachers work hard with full enthusiasm to accomplish the common goal of the school through co-operation and mutual trust (team work).

Dimension 4 The fourth dimension of teacher's organizational Commitment (TOC) is commitment to teaching profession (CTP). The table 3.5 shows that 9 (4%) teachers fall in extremely high level of CTP, 39 (17.3%) teachers fall in high level of CTP, 72 (32%) teachers fall in above average level of CTP, 61 (27.1%) teachers fall in average level of CTP, 25(11.1%) teachers fall in low level of CTP, 16 (7.1%) teachers fall in very low level of CTP, 3(1.3%) teachers fall in extremely low level of CTP. The maximum of the secondary school teachers of the selected schools fall in above average level of commitment to teaching profession (CTP) owing to offering the opportunity for their professional growth through 21st transformative pedagogy which ultimately enhances their excitement, participation and creativity. Supported by the statement of Louis (1998) that the continuous opportunity should be provided to secondary teachers for their professional growth which would enhance their excitement and strong commitment towards teaching profession[15].

Teacher's Organizational Commitment (TOC) All in all, the table 3.5 depicts the overall score of the teacher's organizational commitment (TOC). We can get the figure from the table that 8 (3.6%) teachers show in extremely high level of OC, 88 (39.1%) teachers show in high level of OC, 82 (36.4%) teachers show in above average level of OC, 44 (19.6%) teachers show in average level of OC, 2(0.9%) teachers show in low level of OC, 1(0.4%) teachers show in very low level of OC, and 0 (0%) teachers show in extremely low level of OC. The maximum of the secondary school teachers of the selected schools fall in high level of organizational commitment (OC) because of the existing practice of collegial leadership in schools. Douglas (2010), Devos et al. (2014) and Savas, et al. (2015) state transformational leadership regards as constructive commitment on teachers[9][10][14].

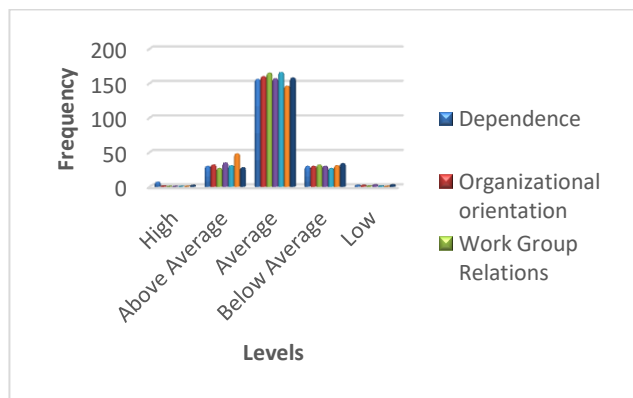### III.LEVELS OF TEACHERS' WORK MOTIVATION IN SECONDARY SCHOOLS

Figure 4 Showing number of teachers in secondary schools on the basis on work motivation levels

Dimension 1 Dependence emphasizes more on psychological process rather than the physical process. The teachers' feelings on how their problems are being treated by the immediate superior in positive or negative manner either. The table 3.6 displays 7 (3.1%) teachers fall in high level of dependence, 30 (13.3%) teachers fall in above average level of dependence, 156 (69.3%) teachers fall in average level of dependence, 30 (13.3%) teachers fall in below average level of dependence, 2 (0.9%) teachers fall in low level of dependence. The table clearly indicates that a greater number of selected secondary school teachers of Bhutan fall in average level of dependence. This is because, still the authoritative leadership exits in some of the schools of Bhutan and as a result teacher do not feel comfortable of sharing their personal problems and ask for help when required. Raman, et al. (2017) states that some of the drawbacks which lead to dissatisfaction were Principal's administration[19].

Dimension 2 Organizational orientation is one of the main contributory factors for positive work organization. The table 3.6 it is visible 1(0.4%) teachers fall in high level of organizational orientation, 32 (14.2%) teachers fall in above average level of organizational orientation, 160 (71.1%) teachers fall in average level of organizational orientation, 30 (13.3%) teachers fall in below average level of organizational orientation, 2 (0.9%) teachers fall in low level of organizational orientation. It is clearly visible from the table that maximum of teachers of secondary schools of Bhutan fall in the average level of organizational orientation. It is because, the frequency of conducting the orientation program seemed to be very less as some teachers were not fully aware of the school policies and curriculum reforms. Similarly, Ololube (2006) concluded that the educational policies, administration, salary, and rewards were the contributory factors for the dissatisfaction of teachers in Finland[18].

Dimension 3 Work group relations shape the assignment towards accomplishing their common goals. The table 3.6 shows that 0(0%) teachers fall in high level of work group relations, 27 (12%) teachers fall in above average level of work group relations, 165 (73.3%) teachers fall in average level of work group relations, 32 (14.2%) teachers fall in below average level of work group relations, 1 (0.4%) teachers fall in low level of work group relations.

From the table it is understood that majority of teachers fall in average level of work group relations. All teachers possess a positive work group relations gearing towards achieving their common goals.

Dimensions	Dependence		Organizational orientation		Work Group Relations		Psychological incentives		Material Incentives		Job situation		Total	
Levels	F	%	F	%	F	%	F	%	F	%	F	%	F	%
High	7	3.1	1	0.4	0	0	0	0	0	0	0	0	2	0.9
Above Average	30	13.3	32	14.2	27	12	35	15.6	31	13.8	48	21.3	28	12.4
Average	156	69.3	160	71.1	165	73.3	157	69.8	166	73.8	146	64.9	158	70.2
Below Average	30	13.3	30	13.3	32	14.2	30	13.3	27	12	31	13.8	34	15.1
Low	2	0.9	2	0.9	1	0.4	3	1.3	1	0.4	0	0	3	1.3

However, more trust and confident in the schools seemed to be built up among teachers in the work group.

Dimension 4 The psychological work incentives shall motivate the teachers to work with full zeal and enthusiasm. The table 3.6 shows 0 (0%) teachers fall in high level of psychological work incentives, 35 (15.6%) teachers fall in above average level of psychological work incentives, 157 (69.8%) teachers fall in average level of psychological work incentives, 30 (13.3%) teachers fall in below average level of psychological work incentives, 3 (1.3%) teachers fall in low level of the psychological work incentives. The majority of the teachers falls in average level of the psychological work incentives, the reason could be maximum of teachers feel satisfied with their performance recognition.

Dimension 5 Material incentives include benefits like pay and promotion of teachers. The table 3.6 shows that 0(0%) teachers fall in high level of material incentives, 31 (13.8%) teachers fall in above average level of material incentives, 166 (73.8%) teachers fall in average level of material incentives, 27 (12%) teachers fall in below average level of material incentives, 1 (0.4%) teachers fall in low level of material incentives. The maximum of teachers fall in the average level of material incentives as their promotion are on time.

Dimension 6 Levels of job situationmeans the chance to work to the best abilities of teachers. The table 3.6 shows 0(0%) teachers fall in high level of job situation, 48 (21.3%) teachers fall in above average level of job situation, 146 (64.9%) teachers fall in average level of job situation, 31 (13.8%) teachers fall in below average level of job situation, 0 (0%) teachers fall in low level of job situation. The maximum of teachers shows in average level of job situation as they get opportunity to utilize their talents, skills and abilities through implementations of Kagan's 21st transformative pedagogy in schools of Bhutan.

Work Motivation (WM) Work Motivation (WM) could perhaps be the process to motivate and inspire teachers to discharge their work service to the fullest of their abilities for overall success in an organization. The table 3.6 shows that 2(0.9%) teachers fall in high level of work motivation, 28 (12.4%) teachers fall in above average level of work motivation, 158 (70.2%) teachers fall in average level of work motivation, 34 (15.1%) teachers fall in below average level of work motivation, 3 (1.3%) teachers fall in low level

ofwork motivation (WM). Motivation is the main source of displaying the human behavior in the work place and thus the leader has to use judicious strategies to meet the goals. The maximum of teachers has revealed average level of work motivation (WM). Because, the working conditions,

leadership styles, incentives, trainings for their professional growth, and teachers' policy are in place for motivating teachers in schools. Iliya and Ifeoma (2015), Abdullah, et al. (2016), Raman, et al. (2017) state that school climate, teachers' contribution, trust, teacher confidence and involvement, contributed to an individual teacher to grow into full potential provided with some sort of rewards and trust.

IV. LEVELS OF JOB SATISFACTION AMONG TEACHERS IN SECONDARY SCHOOLS

the job. The teachers with positive thoughts can recognize

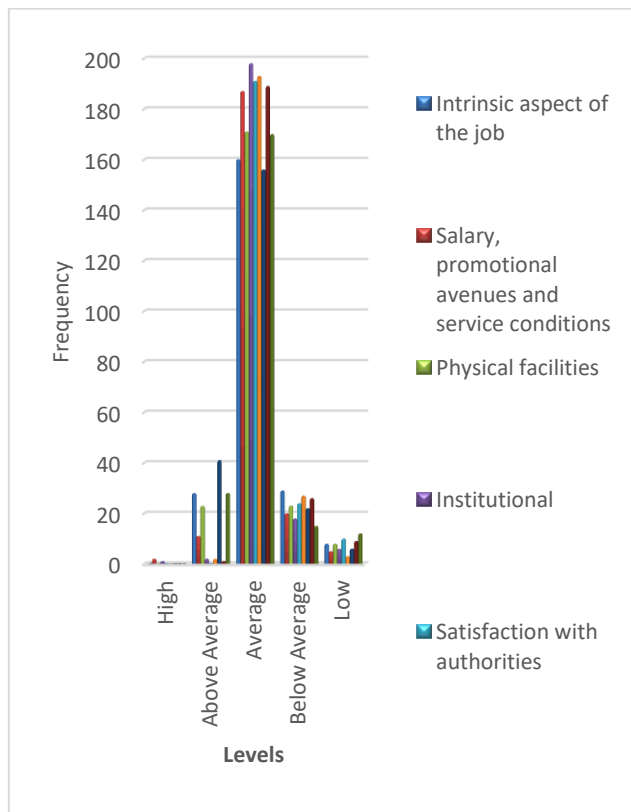| Dimensions / Levels	Intrinsic aspect of the job		Salary, promotional avenues and service conditions		Physical facilities		Institutional Plans and policies		Satisfaction with authorities		Satisfaction with social status		Rapport with students		Relation ships with co-worker		Total Job satisfaction	
	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%	F	%
High	0	0	2	0.9	0	0	1	0.4	0	0	0	0	0	0	0	0	0	0
Above Average	28	12.4	11	4.9	23	10.2	2	0.9	0	0	2	0.9	41	18.2	1	0.4	28	12.4
Average	160	71.1	187	83.1	171	76.0	198	88.0	191	84.9	193	85.8	156	69.3	189	84.0	170	75.6
Below Average	29	12.9	20	8.9	23	10.2	18	8.0	24	10.7	27	12.0	22	9.8	26	11.6	15	6.7
Low	8	3.6	5	2.2	8	3.6	6	2.7	10	4.4	3	1.3	6	2.7	9	4.0	12	5.3

Figure 1.6 The job satisfaction levels among teachers in secondary schools

Dimension 1: Intrinsic aspect of job satisfaction (JS) for which the figure is shown 1.6as 0 (0%) teachers fall in high level of intrinsic aspect of job satisfaction, 28 (12.4%) teachers fall in above average level of intrinsic aspect of job satisfaction, 160 (71.1%) teachers fall in average level of intrinsic aspect of job satisfaction, 29 (12.9%) teachers fall in below average level of intrinsic aspect of job satisfaction, 8 (3.6%) teachers fall in low level of intrinsic aspect of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level of intrinsic aspect of the job satisfaction. It might be due to the teachers feeling happy in the schools and contented with the job. The teachers with positive thoughts can recognize the importance of their ongoing professional growth and organizational goals.

Dimension 2: Salary, promotional avenues and service conditions of job satisfaction (JS) which the figures are shown in the table 3.7. The following figures are; 2 (0.9%) teachers fall in high level of salary, promotional avenues and service conditions of job satisfaction, 11 (4.9%) teachers fall in above average level of salary, promotional avenues and service conditions of job satisfaction, 187 (83.1%) teachers fall in average level of salary, 20 (8.9%) teachers fall in below average level, 5 (2.2%) teachers fall in low level of salary, promotional avenues and service conditions of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level in dimension two. The main cause might be having opportunity to get promotion in time. But, seems some teachers were bit not satisfied with pay and working conditions in some of the selected schools in the present study.

Dimension 3: Physical facilities dimension of job satisfaction (JS) which the figures are shown in the table 3.7. The following figures are; 0(0%) teachers fall in high level of physical facilities of job satisfaction, 23 (10.2%) teachers fall in above average level of physical facilities of job satisfaction, 171 (76%) teachers fall in average level of physical facilities of job satisfaction, 23 (10.2%) teachers fall in below average level of physical facilities of job satisfaction, 8 (3.6%) teachers fall in low level of physical facilities of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level of satisfaction with regard to physical facilities in schools. This could be because of not having adequate facilities as required with the change of time and demand of situation in all schools. Of course, some schools plan for the development of physical facilities is in the pipeline.

Dimension 4: Institution plans and policies dimension of job satisfaction (JS) figures shown in the table 3.7 that 1(0.4%) teachers fall in high level of institution plans and policies of job satisfaction, 2 (0.9%) teachers fall in above average level of institution plans and policies of job

satisfaction, 198 (88%) teachers fall in average level of institution plans and policies of job satisfaction, 18 (8%) teachers fall in below average level of institution plans and policies of job satisfaction, 6 (2.7%) teachers fall in low level of institution plans and policies of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level of satisfaction as some schools had comprehensive plans and policies, but, all teachers were not fully aware of.

Dimension 5: The fifth dimension is satisfaction with authorities of job satisfaction for which the figures are shown in the table 3.7. 0(0%) teachers fall in high level, 0(0%) teachers fall in above average level, 191 (84.9%) teachers fall in average level, 24 (10.7%) teachers fall in below average level, 10 (4.4%) teachers fall in low level of satisfaction with authorities of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level of satisfaction with authorities of job satisfaction because still the different types of leadership styles (autocratic and democratic) are prevailing in some schools.

Dimension 6: The sixth dimension of job satisfaction is satisfaction with social status and family welfare as the following figures are shown in (table 3.7) that 0(0%) teachers fall in high level, 2(0.9%) teachers fall in above average level, 193 (85.8%) teachers fall in average level, 27 (12%) in below average level, 3 (1.3%) teachers fall in low level of satisfaction with social status and family welfare of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level with regard to satisfaction with social status and family welfare. This is with the reason that some teachers were satisfied with job but still then they are not able to provide all requirements to the family members.

Dimension 7: The seventh dimension of job

satisfaction (JS) is rapport with students for which the figures are visible in table 3.7. depicting the various levels of rapport with students such as, 0(0%) teachers fall in high level of rapport with students of job satisfaction, 41(18.2%) teachers fall in above average level of rapport with students of job satisfaction, 156 (69.3%) teachers fall in average of rapport with students of Job satisfaction, 22 (9.8%) teachers fall in below average of rapport with students of Job satisfaction, 6 (2.7%) teachers fall in low level of rapport with students of job satisfaction. The maximum number of secondary school teachers of Bhutan show average level of rapport with students because schools maintain the marvellous rapport with students through the implementation of child-centred learning and inculcating of values and life skills in students.

Dimension 8: Relationship with co-worker dimension of job satisfaction (JS) as figures shown in table 3.7. states 0(0%)teachers show in high level of satisfaction in relationship with co-worker, 1(0.4%) teachers show in above average level of satisfaction in relationship with co-worker, 189 (84%) teachers show in average level of satisfaction in relationship with co-worker, 26(11.6%) teachers show in

below average level of satisfaction in relationship with co-worker, 9 (4%) teachers show in low level of satisfaction in relationship with co-worker. The maximum number of secondary school teachers of Bhutan show average level of satisfaction in relationship with co-worker because in general there exists good relationship among all stakeholders in schools.

Overall Job satisfaction Job satisfaction (JS) shown in table 3.7 conveys 0(0%) teachers fall in high level of job satisfaction, 28(12.4%) teachers fall in above average level of job satisfaction, 170 (75.6%) teachers fall in average level of job satisfaction, 15(6.7%) teachers fall in below average level of job satisfaction, 12 (5.3%) teachers fall in level of job satisfaction. The maximum number of teachers of secondary schools fall in average level because the job satisfaction is individual's way of perceiving the things whether the outcome is positive or negative in any organization. However, in schools there persists collective motivation and teachers' collective efficacy (TCE) as a basis of individual's satisfaction towards job. There are numerous predictors causing dissatisfaction among teachers in schools. state such as, salary, the hours, external factors (promotion, school policy, administration, income, supervision and work conditions), internal factors (recognition, responsibility, achievement work itself and advancement). and holidays ultimately increase the satisfaction of teachers, if not affect adversely[25].

V.RECOMMENDATIONS

Some of the recommendations are proposed based upon the findings of this study.

1) The district education officers and school principals should look into the circumstances of secondary school teachers of two districts since the result reveals majority of secondary school teachers fall in average level of work place happiness. There may be other factors apart from the present study affecting their work place happiness.

2) The school leaders may continue with the present trends of school administration and management system as the result shows maximum of secondary school teachers fall in high level of organizational commitment.

3) The maximum of secondary school teachers revealed average level of work motivation (WM) because school administrations, workloads, trainings, transfers, and recognitions were found to be affecting on teachers' work motivation. Therefore, the ministry of education to relook into the educational policies.

4) The maximum number of secondary school teachers fall in average level of job satisfaction because over work load, limited resources and infrastructure were the main causes of dissatisfaction among secondary school teachers in those two districts. Therefore, the concerned authorities need to frame the mandate policy on infrastructure development in schools irrespective of school context.

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