

Exploring effective factors for improving instructors' job satisfaction in vocational and traditional training institutes in Bhutan

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Abstract— This article aims to study the effective factors for improving instructors' job satisfaction in vocational and traditional training institutes in Bhutan. The study was conducted using quantitative and qualitative methods. The population consisted of 75 instructors working in six technical training institutes and one traditional training institute in Bhutan. A descriptive survey was carried out with 75 instructors and interviews were conducted with 33 instructors.

The career ladder, conducive learning environment, adequate tools and equipment were the main reasons leading to job satisfaction of the instructors. Institute management also leads to their job satisfaction. Their general opinions indicated that a clear and appropriate career ladder for instructors must be put in place, timely (four years) promotion should be awarded, the conducive working environment should be created, opportunities for training and retraining must be provided and acknowledging their contributions for achieving the common goals of the institute would enhance the instructors' job satisfaction.

Based on the findings, it is recommended to improve and develop the management practices and increase the level of job satisfaction of instructors by extending support from the Ministry of Labour and Human Resources. This should prevent job dissatisfaction and lead to a better-quality training system in Bhutan.

Keywords— Job satisfaction, management, professional learning, vocational, and traditional training institutes.

I. INTRODUCTION

Bhutan focuses on vocational training, many foreign workers are recruited in the construction sectors due to the lack of appropriately skilled national workers. Approximately, 50,000 Bhutanese people will be needed to be skilled to generate the targeted level of employment in the country. Six vocational training institutes and two traditional arts & crafts institutes were established in various parts of the country to ensure access to quality Vocational Education and Training (VET) for every Bhutanese, enabling them to find gainful employment.

The other reason for establishing the institutes was to promote essential technical, traditional skills and develop technical aspects of the Nation. Therefore, the instructors' influence would determine the success of quality training in the institutes. The instructors in training institutes play a

vital role in shaping and imparting the knowledge and skills to the trainees. Quality training programs are achieved by having a trained, experienced, technically competent, and enthusiastic staff including the directors, instructors, and others who assist them in the instructional process. Currently, instructors' job satisfaction became an issue in the institutes of Bhutan

The job satisfaction of employees in any organization can assist in the organization's success to achieve the targets and make profits. Moreover, teaching and learning will take place effectively if instructors are satisfied with their teaching job. Many studies have revealed that organizational factors can majorly affect employee's job satisfaction such as organizational commitment, management, and directors' transformational leadership behaviour have a positive impact on instructors' job

satisfaction. The level of satisfaction can be increased towards their job if instructors are treated equally, fairly, and properly supervised by the Directors.

The most important persons in improving instructors' job satisfaction were the director and institute administrators in the vocational and traditional training institutes. This article will attempt to provide strategic information and guidelines for directors and institute administrators to enhance self-development for their leadership and strong management skills. Furthermore, it will provide the guideline for them to support instructors' professional learning for their career development and retention of experienced instructors.

The main objective of vocational and traditional arts & crafts training is to improve the livelihood of Bhutanese people by equipping them with the necessary knowledge, attitudes, and skills. The level of the competence of a country's skilled workers, technicians, and artisans is essential to the flexibility and productivity of its labour force. The quality and efficiency of production and maintenance are enhanced by skilled workers, technicians, and artisans. The actual job of the instructors in the training institutes is to impart knowledge and skills to the trainees. Instructors play a vital role to shape and impart the knowledge and skills to the trainees to make them become productive citizens of the nation.

However, there is still a severe shortage of instructors. Many instructors remain unqualified, needing further professional education and training (UNESCO, 2002). Similarly, in Bhutan, the attainment of training targets couldn't be met due to a shortage of instructors. The quality of training often remains inadequate even with adequate instructors as the majority being untrained. When instructors resign in the middle of the semester, it hampers the training as the trainees are enrolled in the institutes based on the number of the instructors (Quality Management Manual, 2013). The successful implementation of vocational programs in vocational institutes depends on the availability of well-trained and experienced instructors (UNESCO, 1997). Therefore, to bring development in the technical aspect of the nation, instructors have an important function in producing competent skilled workers. Vocational programs are distinguished by having highly trained, experienced, technically competent, and enthusiastic staff including the directors, instructors, and others who assist them in the instructional process (Antonios, 2006). However, one of the most important determinants for the success of the training program in the training institutes depends on instructors.

Therefore, instructors' job satisfaction should be prioritized by the nation. When instructors are satisfied, effective teaching-learning takes place whereas when they are dissatisfied, they may leave the institutes. That is why Bolman & Deal (2008) stated that when employees find satisfaction and meaning in their work, the organization profits from effective use of the talent and energy but when employees are unhappy with their work, they are withdrawn and resistant, which brings loss to everyone. For Johnson (2007), instructors' motivation and job satisfaction are the primary contributors to a positive academic environment for maintaining quality in the training system. Therefore, instructors' job satisfaction has a significant impact on, and important implications for their effectiveness and their delivery of quality training.

Several factors determine the motivation and job satisfaction of the employees in any organization. In this regard, Herzberg (1959) proposed hygiene factors and motivation factors (motivators) as important factors that affect overall employee motivation and job satisfaction. Factors like supervision, company policy and administration, working conditions, status, job security, salary, personal life, and interpersonal relations with peers, with superiors, and with subordinates are Hygiene factors while achievement, recognition for achievement, the work itself, responsibility, advancement, and a possibility for growth are the motivation factors.

Wadhwa, Verghese & Wadhwa (2011) in their study found that factors related to the work environment, organization, and behaviour have a positive impact on job satisfaction. This means to ensure an increase in the level of satisfaction towards their job, there should be equal, fair treatment, and proper supervision for the instructors. In another study conducted by Ayeni & Phopoola (2007) it was also found that a strong relationship existed between job satisfaction and organizational commitment. According to Opkara, Squillace & Erondou (2005), the level of commitment to stay with a particular organization is higher when employees become confident that there is growth and learning for them with their current employers in the organization.

Another greatest influence on instructor morale, job satisfaction, and motivation, is the institute leadership and management (Evans, 2001). Better institute and instructor management policies should be in place to create an institutional environment that is favourable for quality training. To ensure quality training and to achieve the stated objectives of any institutes, the efficient and effective instructor and institute management policies are crucial. Transformational leadership particularly aims at

achieving and determining the excellence and success of an institute performance, this kind of leadership is favourable for instructors' morale, motivation, and job satisfaction.

Referring to Vocational and traditional arts & crafts training institutes in Bhutan, to make the instructors' job attractive, the instructors after joining the institutes are given training of instructors (TOI) to enhance their teaching skills. The TOI program comprises of four modules, training of instructors- Skills (TOI-Skills), training of instructor- knowledge (TOI-Knowledge), training of instructor- visualization (TOI-visualization), and training of instructors-evaluation (TOI-evaluation). The purpose of the TOI program is to provide the methodology of teaching skills for the instructors to make their teaching effective in the institutes. The institutes also organize in-house training depending on the skills required by the concerned instructors from the experienced instructors. The institutes have a system of attaching instructors to various industries to learn the skills of operating the new technologies in the industries which keep on changing from day to day. The government supports the instructors for short term and long-term training in foreign countries to develop their skills.

Many instructors continue to leave their jobs despite the government's effort to retain experienced and competent instructors in the training institutes. The main reason could be the level of job satisfaction of the instructors, the researcher intends to study the guidelines for improving instructors' job satisfaction in all the six vocational training institutes and two traditional arts & crafts institutes in Bhutan. The study intends to help policymakers gain greater insights into the aspects of instructors' job satisfaction and identify areas for improvement to raise the level of instructors' job satisfaction which would help in retaining the experienced and competent instructors of the institutes.

II. LITERATURE REVIEW

2.1 Vocational Education of Bhutan

The official vocational education system was presented in Bhutan with the establishment of Don Bosco technical school at Phuentsholing in 1965 and successively Royal Bhutan Polytechnic (RBP) at Dewathang in the year 1974 (Loday, 2008). Later the name of Don Bosco technical school was changed to Royal Technical Institute (RTI). The traditional arts and crafts institute was established in 1971 at Thimphu known as National Institute for Zorig Chusum and the other was established

in 1997 in the eastern part of Bhutan at Trashy Yangtse known as Trashy Yangtse Institute for Zorig Chusum. The main reason for the establishment of the technical school and the traditional institute was the necessity of technological development of the country. Don Bosco technical school offered courses in various vocational trades at the certificate level, RBP offered courses in various trades at the diploma level and traditional institutes offered courses in arts & crafts at certificate as well as diploma levels.

In 2003, the government bifurcated RTI into four vocational training institutes under the new Ministry of Labour and Human Resources (MoLHR) as the Department of Human Resources (DHR) in different parts of the country to increase the capacity and make VET more accessible to school leavers. "Every Bhutanese will have access to quality VET, facilitating them to embark on and remain in gainful economic activity with pride". Also, "Every employer in Bhutan can find and attract competent, confident, and competitive Bhutanese workers to boost the companies' productivity and profitability".

The ministry intends to succeed this through the supply of competent workers, developing skills standards, the substitution of foreign workers, the attractiveness of job, matching and linking through job placement and by, providing training incentives to training providers.

Moreover, "Every VET provider in Bhutan can obtain the ministry's support for designing, organizing, and marketing training courses geared to raise the employability of the citizens". The ministry intends to achieve this by providing training resources, capacity development, registration, accreditation, occupational standards development, testing and certification, expertise development, incentives and funding, demand projection, and quality management.

The main function of the ministry is to provide quality manpower and to provide quality manpower we need to have quality VET. One of the factors to provide quality VET is to have quality instructors. After having the quality instructors, it is the responsibility of the ministry to help and provide the required necessities for the instructors to be satisfied with the job that they are carrying out in the institutes.

The policy is to develop the VET providers so that everyone has access to quality VET training and the employers can find competent and confident graduates from the institutes as their employees to boost their efficiency.

2.2 Vocational and traditional Training Institute

The main objective of the vocational and traditional training is to increase the livelihood of Bhutanese people by equipping them with the essential knowledge, attitudes, and skills. Vocational is essential to provide a skilled labour force to meet the needs of the labour market. Since Bhutan is still a developing country, this skilled labour force is seriously needed for the economic and social development of the country.

The level of the competence of a country's skilled workers, technicians, and artisans is very important to the flexibility and productivity of its labour force. Skilled workers, technicians, and artisans enhance the quality and efficiency of production and maintenance, and they supervise and train workers with their skills.

The training institutes are responsible for delivering vocational and traditional training to school leavers in various occupational fields. The minimum entry level for school leavers is class ten. It offers various courses in skills related occupations like the automobile, electrical, construction, mechanical, computer hardware & networking, furniture making, and thirteen traditional arts & crafts. The model of the training is competency-based training (CBT) the courses offered are at certificate level in vocational institutes and in traditional institutes, the course is a certificate as well as at diploma levels.

The activities of the training institutes are:

1. Activate participation in the development of curriculum
2. Activate participation in developing instructional materials
3. Selection of trainees
4. Providing training to learners
5. Conducting an assessment of trainees' performance
6. Improve the readiness of learners for the world of work
7. Create conditions for instructors to update regularly and develop further their skills
8. Improve accessibility of training
9. Create conditions for learners to improve their interpersonal skills
10. Prepare and help the assessment authority for the national assessment of the trainees.

2.3 Theories and Concepts of Job Satisfaction

2.3.1 Concept of Job Satisfaction

Job satisfaction is defined as an emotional expectation on the career that is affected by the working

environment such as reward, job security, accountability, relationship, promotion, and supervision (Rachna, 2011). Besides, the instructors' job satisfaction can also be affected by autonomy, job achievement, and job recognition. As per Herzberg's Two-Factor Theory job satisfaction is associated with motivators (achievement, recognition, and promotion) while dissatisfaction is associated with hygiene factors (pay, policies, working conditions, and supervision). The institutes in terms of trainees' achievement, active teaching-learning process, reduction in complaints and grievances, absenteeism, and termination; as well as improved punctuality and instructor morale can benefit from Job satisfaction.

Job satisfaction can be addressed through the theories of motivation. The success of any organization hinges largely on the motivation levels of employees (Peerbhai, 2005). Motivated instructors display higher levels of commitment to their jobs and institutes. A motivated workforce would result in increased efficiency levels and lower turnover with an overall positive effect on the success of an institution. Hence, it presents a continuous challenge for the institute to create a motivating atmosphere for instructors to operate in, to realize institutional success. Therefore, one could only be motivated if one derives satisfaction from the present job content. Simply stated, one must firstly derive satisfaction from the job content, before being motivated to excel to higher levels. According to Odurukwe (2005), motivation results from a person's desire to achieve personal goals. He also stated that a person's behaviour is directly influenced by a set of needs which may be well associated with motivation theories as discussed below.

2.3.2 Maslow's hierarchy of needs

One of the best-known theories of motivation is Maslow's hierarchy (1954) of needs. The use of Maslow's hierarchy of needs is utilized in a wide range of studies due to its simple concept explanation. According to Dye, Mills & Weatherbee (2005), Maslow's theory is widely accepted because of continued and widespread interest in his work and is, therefore, the preferred choice over other theorists in this field of study. Maslow hypothesized that a hierarchy of needs exists within every individual.

Needs are prioritized and categorized into five levels in ascending hierarchical order as shown in figure 1

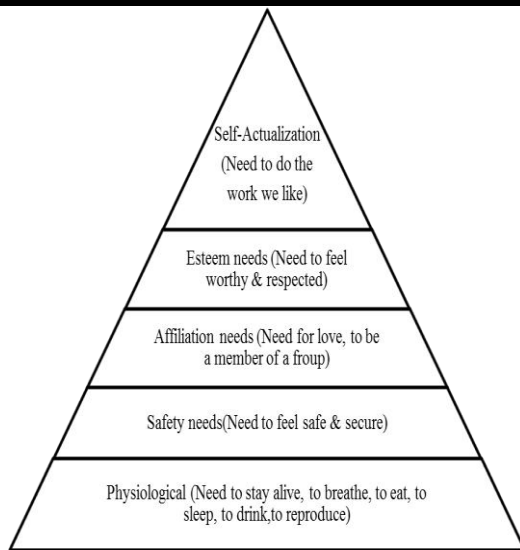


Fig.1: Maslow's Hierarchy of Needs

2.3.3 Herzberg's two-factor theory

Herzberg (1959) proposed hygiene factors and motivation factors (motivators) as important factors that affect overall employee motivation and job satisfaction. Hygiene factors were labelled dissatisfaction issues surrounding the job and included supervision, company policy and administration, working conditions, status, job security, salary, personal life, and interpersonal relations with peers, with superiors, and with subordinates. The motivation factors were achievement, recognition for achievement, the work itself, responsibility, advancement, and a possibility for growth.

Herzberg claimed that motivators are the only way to increase satisfaction and this arises from a challenging job. Hygiene factors do not directly relate to the task but influence the conditions that encompass performing the task. The theory assumes that the content of an instructor's job is the source of motivation. Therefore, jobs should include motivators that are intrinsically rewarding to realize job satisfaction. Motivators result in positive job attitudes because they satisfy the worker's need for self-actualization which is also supported by Maslow's Theory of Needs. When needs are met, they result in motivation, hence which ultimately leads to job satisfaction. The theory further claims that satisfaction or happy feelings are associated with motivators while dissatisfaction is associated with hygiene factors (Robbins, Odendaal & Roodt, 2003). Galanou, Georgakopoulos, Sotiropoulos, & Dimitris, (2010) suggested that factors that lead to satisfaction were intrinsic motivators that had little to do with pay but were more inclined towards responsibility and recognition, the

motivation that comes much associated with the job. These factors influence human emotion in a job which enhances the person's drive to work efficiently to derive satisfaction at work. However, the hygiene factor has nothing to do with motivation but prevents dissatisfaction. It is a preconception that hygiene factors should inherently be factored as part of the basic job design; hence, it is viewed as a prerequisite for any job. Alternatively, the absence of hygiene factors does not stimulate any satisfaction.

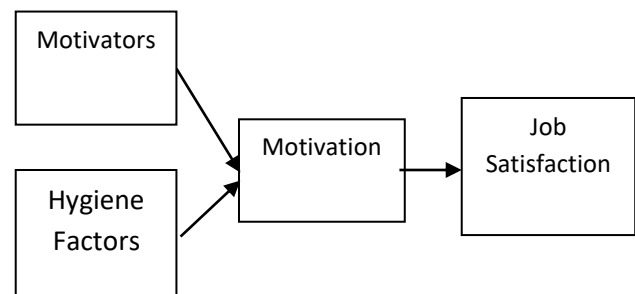


Fig.2: Overview of Herzberg's two-factor theory

Source: Adapted from Anderson, Gudmundson & Lundberg (2009).

2.3.4 Equity Theory

This theory proposes that the way employers are treated at the workplace affects their behaviour and the attitude they have towards their work (Okpara, 2006). The theory is also concerned with the perceptions of individuals of how they are treated in comparison to others in the same organization. Equity is assumed to be a cognitive process of evaluation whereby an employee seeks a balance between efforts in the workplace and anticipated rewards (Dagnan, Disley, and Hatton, 2009). The equity theory suggests that job satisfaction is not only dependent on the extent to which a person believes reward exceeds effort; rather job satisfaction depends on the comparison of an employee's rewards versus that of others in a similar position. Moreover, employees expect justice, fairness, and equal treatment by their employers and immediate supervisors. Instructors are happy and experience job satisfaction if the rewards to contributions ratios are fair. In contrast, employees develop a sense of job dissatisfaction and inequity if they are treated unfairly. Further, if instructors have a feeling of inequity, there is a high probability that they will be de-motivated and dissatisfied with their work and with the institute.

2.3.5 Vroom's Expectancy Theory

The expectancy theory was formulated by Vroom's (1964). This theory states that individuals have

different sets of goals (outcomes) and can be motivated if they have certain expectations (The certified accountant, 2008). Employees tend to develop expectations regarding the level of their job performance. Employees also develop expectations regarding performance-related outcomes. They tend to prefer certain outcomes over others. Then they think about what they must do to be rewarded, and how much the reward means to them before they do the job (Aswathappa, 2005). In other words, the theory argues that job satisfaction is evaluated by what an instructor can expect from one's job versus what the job is perceived to be offering.

2.3.6 McClelland's theory

McClelland's theory of needs was developed by David McClelland and his associates. The theory was based on the belief that culture influences how individuals view their jobs and lives. The theory focuses on three needs: achievement, power, and affiliation (Robbins, 1998). They are defined as:

1. Need for Achievement: The drive to excel, to achieve with a set of standards, and to strive to succeed
2. Need for Power: The need to make others behave in a way that they would not have behaved otherwise
3. Need for Affiliation: The desire for friendly and close interpersonal relationships

According to this theory, needs are found in varying degrees and the combination of these needs shapes a person's behaviour and attitude. Some people often exhibit a strong bias toward a particular need and the subsequent mix invariably affects their behaviour and working style.

2.4 Organizational factors affecting job satisfaction and their concepts

Job satisfaction of the instructors is affected by three organisational factors namely organisational commitment, institutional management, and transformational leadership which is discussed below:

2.4.1 Concept of Organisational commitment

Organisational commitment is the emotional attachment of an instructor to continue working in the institute as he has assurance and desire to remain as a part of the institute. The institute is expected to be always concerned about the instructors' job satisfaction since it is mostly determined by how well the institute meets their expectations. The instructor who is committed to the institute will surely be motivated and will remain with the institute as his feelings are associated with the motivators

to increase job satisfaction and their performance will benefit in achieving the quality training.

The commitment of the employees has three "mind-sets" which determine the commitment to the organization (Meyer & Allen, 1984).

a) Affective commitment (b) Normative commitment (c) Continuance commitment
Affective commitment (AC) is the emotional attachment of an instructor to the institute as a result he identifies the goals of the institute and desire to remain as a part of the institute.

Normative commitment (NC) is an individual commitment to remain in the institute because of the feelings of an obligation to the institute for the investment made by the institute for training of the instructor or through other social norms. Continuance commitment (CC) is an "awareness of the costs associated with leaving the organization". It is because of the individual's perception or weighing of costs and risks associated with leaving the current institute (Meyer, Allen & Gellatly, 1990). With all this commitment, the instructor is committed to the institute but for different reasons and each type of commitment produces different effects. Therefore, to make instructors satisfied and committed to their jobs, there is a need for strong and effective motivational strategies at various levels of the institute. Ayeni & Phopoola (2007) have found a strong relationship between job satisfaction and organizational commitment. According to them, job satisfaction is mostly determined by how well the organization meets employees' expectations. Luyen (2009) did research on Factors affecting Job Satisfaction of the staff in Can Tho University of Medicine and Pharmacy (CTUMP), Vietnam to determine the level of the overall job satisfaction of the staff and to evaluate the job satisfaction of the staff by hygiene factors (age, gender, marital status, educational level, and present position) and organizational factors (organizational commitment and work settings). It was found that the overall job satisfaction of the staff was moderate. When job satisfaction was compared based on personal and organizational factors, it was found to have statistically significant differences by age, organizational commitment, and work settings. However, in contrast, Ismail (2012) found that affective, continuance and normative commitment had no significant positive relationship with job satisfaction.

2.4.2 Concept of Institutional Management

According to Khanal (2003), management is a 'social process, which emphasizes the interaction of people

within and outside the institutions and among supervisors and subordinates. Gyeltshen (2007) classified school management as "academic management, staff management, general management, financial management, resource management, student activities management, and community relationship management". Consequently, institute management can be defined as operations of different institute activities collaboratively and efficiently with stakeholders to enhance better services to trainees learning and their development. Training quality rests predominantly on how the institutes are being managed, over the availability of means in terms of human, materials, or budget. It is also a well-known fact that the capacity of institute effectiveness is highly influenced by the kind of leadership styles adopted by the directors. Therefore, it is the director who has a crucial role in the effective management of resources input for the quality output of the institute performance.

For the successful functioning of the institute, there should be a standard management system. A standard management system is a process in which institutes are involved in goal setting, planning, monitoring, evaluating, recording, and reporting its progress. In other words, the institute is responsible for providing hygiene factors such as supervision, interpersonal relationship, working condition, salary, and policy and administration which are viewed as a prerequisite for any job.

Mengistu (2012) studied Job satisfaction of secondary school teachers in Ethiopia to investigate factors that influence the job satisfaction of secondary school teachers in Addis Ababa, Ethiopia. It was found that the teachers were significantly dissatisfied with most aspects of their work. Salary and benefits emerged as the primary dissatisfying aspect of all the work factors. Other areas of dissatisfaction related to poor fringe benefits and opportunities for promotion, the management style of principals, the lack of decision-making opportunities, and the poor relationships teachers had with the principals and the parents.

The task and abilities in which Knight mentioned, the following areas of leadership and managerial task for the director is associated with the five aspects of institute management in this study.

Table 1: HEADLAMP Leadership and Management task

Sl. No.	Leadership and management task	Descriptive terms used in this study
1	Defining the aims and objectives of the institute	General management
2	Developing, implementing, monitoring, and reviewing policies for all aspects of the institute, including the curriculum, assessment, workshop organization and management, training approaches, and trainee support	General management
3	Planning and managing the financial provision	Financial management
4	Assessing and reviewing standards of trainees' achievement and quality of training	Academic management
5	Selecting and managing instructor, and appraising their performance and development needs	Staff management
6	Liaising with parents, the local community, and other organization and institutes	Community relation management

Source: Jim Knight (1997)

Related to what Knight mentioned, Education Monitoring and Support Services Division (2011) and Royal Education Council (2012) in Bhutan, have also reflected that the major responsibilities of the principals of school management were general management, academic management, staff management, financial management, and community relationship management. The directors of the vocational and traditional training institutes also carry out the same functions as that of the school principals.

2.4.3 Concept of Transformational Leadership

Transformational leadership is the ability of a leader to inspire and motivate employees to generate their aspirations and goals for the greater good of others in the social setting (Bass, 1996). According to Bass and Avolio (1994), transformational leadership behaviour consists of four components namely idealised influence, inspirational motivation, intellectual stimulation, and individualised considerations.

1. Idealised Influence (II): Idealised influence refers to transformational leaders who have charismatic role-modelling behaviour, which is endowed with respect, trust, confidence, honoured, and admired by followers.
2. Inspirational Motivation (MI): Inspirational motivation refers to transformational leaders who motivate and inspires followers, display enthusiasm, and optimism. It also includes communicating clear expectations about effectiveness, effort, and commitment to the goals and shared vision.
3. Intellectual Stimulation (IS): The idea of intellectual stimulation is to encourage followers to approach the problem with new ways, as a result, stimulates innovation and creativity and never criticises individuals for their mistakes.
4. Individualised Consideration (IC): One of the important dimensions of transformational leadership where leaders pay special attention to each need and desire by acting the role of mentor and coach to enhance their potential.

A leadership style that involves the teachers in the decision-making processes will give the teachers a higher level of job satisfaction than if they were not involved. The teachers report greater satisfaction in their work when they perceive their principal as someone who shares information with them, who delegates authority, and who keeps open channels of communication with them (Bogler, 2001).

To confirm, Bogler's (2005) study found that the instructors' perception of their occupation and their directors' transformational leadership style significantly and positively correlated with their job satisfaction and also found that directors' transformational leadership styles were significant predictors of the instructors' job satisfaction. Similarly, Ladd (2009) found that the quality of institute leadership was the most dependable and appropriate measure of working conditions to influence job satisfaction.

Further, Rachna (2011) conducted a case study to determine the relationship between transformational leadership and job satisfaction of the Royal University of Phnom Penh, Cambodia. The level of academic staff's satisfaction was determined through Herzberg's Two Factor Theory. The finding revealed that the academic staff was highly satisfied with their job. The findings also indicated that there was a significant positive correlation between the department heads' behaviours in terms of transformational leadership and the level of academic staff's job satisfaction.

Transformational leadership can be viewed as a style of director leadership approach that causes a change in instructors and institute system enhancing the motivation, morale, and performance of the instructors by connecting the instructor's sense of identity and self to the mission and collective identity of the institute; being a role model for the instructors that inspires them; challenging instructors to take greater ownership for their work, and understanding the strengths and weakness of the instructors, so that the director can align them with tasks that optimize their performance. Therefore, the greatest influence on instructors' morale, job satisfaction, and motivation is institute Directors' leadership behavior.

III. RESEARCH METHODOLOGY

This study was mainly designed to explore the guidelines for improving instructors' job satisfaction in vocational and traditional training institutes in Bhutan. This study employed quantitative and qualitative methods. A descriptive study was carried out by using questionnaires to collect data from instructors to examine the level of instructors' job satisfaction in training institutes in Bhutan. An in-depth interview was carried out with instructors of seven institutes, to gather more information and to have a deeper understanding of the research topic.

IV. RESULTS AND DISCUSSION

This section provides a discussion of quantitative data analysis. The researcher collected the data by means of questionnaires. The respondent rate was 100 percent, 75 respondents from 75 instructors. Data were analysed using the statistic software called SPSS. Findings were presented in the following arrangement.

- 4.1 The level of instructors' job satisfaction and the organizational factors as perceived by the instructors of vocational training institutes and traditional institutes.
- 4.2 The relationship between organizational factors and instructors' job satisfaction perceived by instructors of vocational training institutes traditional institutes in Bhutan.
- 4.3 Organizational factors as predictive factor for Job Satisfaction of Instructors
- 4.4 Content analysis of interview questions

4.1 The level of instructors' job satisfaction and the organizational factors as perceived by the instructors

of vocational training institutes and traditional training institutes.

4.1.1 The level of instructors’ job satisfaction

The job satisfaction were measured from the perception of instructors in vocational training institutes of Bhutan based on five dimensions of motivators such as job achievement, job recognition, work itself, job responsibility and job advancement and five dimensions of hygiene factors such as supervision, interpersonal relations, working condition, policy and administration and salary. Table 1 indicated the overall level of instructors’ job satisfaction through statistical analysis based on mean and standard deviation as given below:

Table 1: The overall level of instructors’ job satisfaction

Job satisfaction	μ	σ	Perception level
Motivators			
Job achievement	4.11	.64	High
Job recognition	3.62	.77	High
Work itself	3.81	.73	High
Job responsibility	3.56	.71	High
Job advancement	3.51	.72	High
Total	3.72	.58	High

(N=75)

Table 2: The overall level of instructors’ job satisfaction (Cont.)

Job satisfaction	μ	σ	Perception level
Hygiene factors			
Supervision	3.98	.84	High
Interpersonal relationship	4.10	.67	High
Working condition	3.49	.63	High
Policy and administration	3.80	.75	High
Salary	3.30	.77	Moderate
Total	3.73	.58	High
Overall job satisfaction	3.73	.55	High

(N=75)

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.62-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result of the statistical analysis shown in table 2, it was shown that the overall level of the instructors’ job satisfaction was found at high level with the average mean score of 3.73. The level of instructors’ job satisfaction when compared with the two factors, hygiene factors was found little bit higher than the motivators with the total mean score of 3.76 and 3.70 respectively. When considered all the components of motivators, Job Achievement was found at the highest mean score of 4.11, while the instructors were satisfied the least in terms of job advancement with the mean score of 3.51. Further when considered all the components of hygiene factors, interpersonal relations was found at the highest with the mean score of 4.10 while instructors were satisfied the least in terms of salary with the moderate mean score of 3.30.

4.1.2 Institutional Management as perceived by the instructors

The Institutional Management was measured for overall perception from the instructors based on five components such as general management, academic management, staff management, financial management and community relation management with 37 items. The table 3 shows the level of institutional management through statistical analysis based on mean and standard deviation as shown below:

Table 3: The overall level of instructors’ perception on institutional management

Transformational leadership	μ	Σ	Perception level
Idealized influence	3.60	.53	High
Inspirational motivation	4.10	.71	High
Intellectual stimulation	4.01	.65	High
Individualized consideration	3.87	.76	High
Total	3.89	.62	High

(N=75)

Notes: The rating scale was divided into 5 perception levels to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.61-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result of the statistical analysis shown in table 3, it was found that overall level of institutional management as perceived by instructors' of the vocational training institutes of Bhutan was shown at the high level with the mean score of 3.92. As a result, the five components of institutional management were perceived at the high level. Among the management, general management was found at the highest mean score of 4.10 while staff management was found to be the lowest mean score of 3.80.

4.1.3 The level of Directors' transformational leadership behaviour as perceived by the instructors

The directors' transformational leadership behaviour was measured from the perception of instructors in the vocational training institutes based on four dimensions of transformational leadership such as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Table 4 indicated the overall level of directors' transformational leadership behaviours through statistical analysis based on mean and standard deviation as given below:

Table 4: The overall level of directors' transformational leadership behaviours

Institutional management	μ	Σ	Perception level
General management	4.10	.65	High
Academic management	3.84	.54	High
Staff management	3.80	.65	High
Financial management	3.92	.62	High
Community relation management	3.91	.70	High
Total	3.85	.51	High

(N=75)

Notes: The rating scale was divided into 5 perception level to the mean score from 4.21-5.00 as Highest, 3.41-4.20 as High, 2.62-3.40 as Moderate, 1.81-2.60 as Low and 1.00-1.80 as Lowest.

From the result of the statistical analysis shown in table 4, it was indicated that the overall level of directors'

transformational leadership behaviours as perceived by the instructors of the vocational training institutes was at the high level with the total mean score of 3.89. The Inspirational motivation was found at high level with mean score of 4.10 while idealized influence was found at the lowest level with the mean score of 3.60. Results of the analysis of each dimension of directors' transformational leadership behaviours are as follows:

4.2 The relationship between organizational factors and instructors' job satisfaction as perceived by instructors of vocational training institutes and traditional institutes in Bhutan.

Pearson product-moment correlations coefficient was used to determine whether the relationship existed between organizational factors and job satisfaction of instructors in the vocational training institutes. The significance level was set at $p=.05$. The correlation between the two variables is shown in table 5.

Table 5: Correlation of two variables; Organizational factors and job satisfaction of vocational training institute

Variables	OC	IM	TL	JS
Organizational commitment	1.00			
Institute management	.67**	1.00		
Transformational leadership	.56**	.87**	1.00	
Job satisfaction	.73**	.82**	.77**	1.00

(N=75)

** $p < 0.01$

** Significant at the 0.01 level (2-tailed).

As shown in table 5, it was found that three organizational factors and job satisfaction had a positive correlation coefficient from .73 to .82 as perceived by the instructors of vocational training institutes with statistically significant at 0.01 levels. Organizational commitment had a positive correlation coefficient with job satisfaction with .73 with statistically significant at the 0.01 level. Institute management had a positive correlation coefficient with job satisfaction with .82 at the statistically significant at the 0.01 level. Transformational leadership had a positive correlation coefficient with job satisfaction with .77 with statistically significant at the 0.01 level.

4.3 Organizational factors as predictive factor for Job Satisfaction of Instructors

This part of the analysis reflected the predictive factor of dependent variable: job satisfaction as perceived by instructors in vocational training institutes. A

simple regression analysis was adopted to find out the dependency of other variable on the dependent variable. The details of these findings were shown in table 6.

Table 6: Predictive factors of Job satisfaction

Variables	β	t	R	R ²	F	R ² change	Fchange
Institute management	.36	2.67*	.82	.67	149.3***	.67	149.31***
Organizational commitment	.34	4.22***	.86	.73	97.83***	.06	15.89***
Transformational leadership	.26	2.16**	.87	.75	70.10***	.02	4.67***

a=.12

According to table 6, it was reported that the institute management was the first factor that had selected into the model and had influence toward instructors' job satisfaction in vocational training institutes of Bhutan at ($\beta = .36$). The institute management could predict 67% of instructors' job satisfaction with the statistically significant at the 0.001 level.

The second factor that influenced instructors' job satisfaction was organizational commitment. Through the result it demonstrated that organizational commitment influence instructors' job satisfaction at ($\beta = .34$) with statistically significant at the 0.001 level. Institute management combined with organizational commitment could predict 73% of instructors' job satisfaction. It showed that organizational commitment could increase only 6% of prediction.

The third factor that influenced instructors' job satisfaction was directors' transformational leadership behaviour. The result demonstrated that transformational leadership influence instructors' job satisfaction at ($\beta = .26$) with statistically significant at the 0.001 level. Institute management and organizational commitment combined with transformational leadership could predict 75% of instructors' job satisfaction. It showed that transformational leadership could increase only 2% of prediction.

In the above findings, it was evident that the institute management, organizational commitment and transformational leadership are the powerful predictive factor of instructors' job satisfaction. This finding supported the hypothesis that some organizational factors can predict instructor's job satisfaction in vocational training institutes of Bhutan. Therefore, the hypothesis can be accepted.

The following is the regression equation from the data:

$$\text{Job satisfaction} = .12 + .36 (\text{institute management}) + .34 (\text{organizational commitment}) + .26 (\text{transformational leadership})$$

4.4 Content analysis of interview questions

This section provides in-depth information on the job satisfaction of instructors in vocational training institutes and traditional training institutes in Bhutan. A total of 33 instructors were asked to answer five questions regarding their job satisfaction. All 33 instructors had answered all the five questions. The perceptions drawn from them were collected through email. The findings for each interview questions were presented in the following paragraphs.

Instructors' job satisfaction is a very important factor to be considered as the training programs will be determined by it. The quality training will be effective and efficient with the satisfied instructors whereas the training will be hampered by dissatisfied instructors. Moreover, the trainees will prefer to undergo training in the institutions where there are competent and efficient instructors as the graduates will be competent and can serve the country with dedication.

The successful implementation of the training programs in institutes will surely depend on the availability of well-trained and experienced instructors. Therefore, instructors will play a vital function in producing competent graduates as skilled workers who in turn can bring development in the technology of the country. The training programs are distinguished by having an experienced, technically competent, and enthusiastic staff including the directors, instructors, and others who assist them in the instructional process.

The organisation profits when employees find satisfaction and meaning in their work, from effective use of the talent and energy but when employees are unhappy with their work, they are withdrawn and resistant, which brings loss to everyone. Instructors' job satisfaction has a significant influence on, and implications for their effectiveness and delivery of quality training as Instructors' motivation and job satisfaction are the main contributors to a positive academic environment to maintain quality in the system.

It was found that a strong relationship existed between job satisfaction and organisational commitment. The level of commitment to stay with a particular organisation is higher when instructors become confident that there is professional growth and learning for them with their current employers in the organisation.

Referring to Vocational and traditional arts & crafts training institutes in Bhutan, to make the instructors' job attractive, the instructors after joining the institutes are given training of instructors (TOI). The purpose of the TOI program is to enhance the teaching skills of the instructors to make their teaching effective. The institutes also organize their own in-house training to enhance the knowledge and skills in their particular professions. The instructors are also attached to various industries during vacations to learn the skills of operating the new technologies in the industries which were not available in the institutes. The government supports the instructors for short term training in other countries to develop their related skills.

As skilled workers in the country are produced by the training institutes, the government has realised the requirement of the competent and satisfied instructors in the institutes. Guidelines were developed for the professional development of instructors and also made the attractive remunerations for the teaching faculties in the country. The instructors enjoy two months' vacation every year with a full salary.

It was found that most of the instructors are satisfied with their jobs, however, it was found that the following factors lead them to job dissatisfaction in the institutes.

1. Environment
2. Qualification
3. Management
4. Resources
5. Promotions
6. Tools and equipment
7. Position

Most of the instructors stated that there is no conducive working environment in the institutes which affects the teaching-learning quality. The qualifications of all the instructors are diploma and they aren't given the opportunities to upgrade their qualifications which leads to instructors leaving the job.

Few instructors mentioned that there arise management issues when the Director of the institute is a non-technical person. The non-technical directors don't understand the technical requirements of the institutes which leads to conflict between the management and the instructors. When there is no support from the management, the instructors lose interest in their job which makes instructors leaving the job in the middle of the semester as they are dissatisfied with their job.

Most of the instructors emphasised the resources leading to their job dissatisfaction in the institutes. Resources include infrastructures and human resources. Most of the institutes don't have required hostels to accommodate all the trainees and adequate classrooms for teaching-learning. The institutes were constructed when fewer students were opting for the vocational courses and now more students opt for the courses as there are more school leavers interested to pursue skills training.

The main reason which affects the instructor's job satisfaction is the duration of their promotions to higher grades. For any position levels in the government service, the duration of promotion to a higher position is only four years whereas the instructors (SS) level, the duration of the promotion is five years. The instructors expect that they need to have the same duration of promotion as any other civil servants.

The other is regarding the tools and equipment in the institutes. Most of the instructors shared that the institutes have inadequate tools and equipment. Moreover, the existing equipment in the institutes is obsolete which hampers the quality training and demotivates the instructors as quality teaching-learning can't take place. Few instructors claimed that the position level affects their job satisfaction in the institutes as they always remain as an instructor in their entire life.

V. CONCLUSION

It is evident from the research that the working environment, compensation, job achievement, job recognition, job advancement, leadership styles and management can influence the job satisfaction of instructors in vocational and traditional training institutes.

To make the instructors' job attractive and gain satisfaction, the government must have specific guidelines developed in consultation with the Ministry of Labour and Human Resources. As the technicians and artisans are important for any nation, the government should focus more on the development of the institutes to have better quality training for them in the country. There should be enough infrastructures with good facilities to have a conducive environment with adequate tools and equipment for quality training. The instructors should be given better opportunities to upgrade their qualifications and the number of years for their promotion can be reduced to four years like other civil servants who are in P levels.

The study was intended to help inform policymakers about the aspects of instructors' job satisfaction and identify areas for support and guidance for improvement. Based on the findings of the study, it is recommended that further research can be carried out in the private training institutes.

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