



KMC Journal

[A Peer-Reviewed, Open-Access Multidisciplinary Journal]

ISSN 2961-1709 (Print)

Published by the Research Management Cell

Kailali Multiple Campus, Dhangadhi

Far Western University, Nepal

Secondary Level Teachers' Job Satisfaction in Nepal: A Case of three Districts

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DOI: <https://doi.org/10.3126/kmcj.v5i1.52464>

Abstract

This study investigated the job satisfaction level of the secondary level teachers of Tanahun, Kaski and Chitwan districts in Nepal. Basing on the survey design of quantitative research, method, data were collected from 292 respondents through structured questionnaires. Five-point Likert-scale technique was used for collecting data. Descriptive statistics, independent-samples t-test, and one-way ANOVA test were used to analyze the data. This study found that the majority of respondents were satisfied with the job nature, pay and fringe benefits, members' cooperation to work, and the working environment of a school and in the teaching profession. However, they were not satisfied with the mechanism of school supervision and promotion process and procedures, independent F-test and t-test are satisfied with a 95% confidence level. There is no meaningful difference (P-value is less than 0.05) between teaching experience, gender, and job satisfaction level. The policy makers should consider the view of employee about their job perception at the time of making rules and regulation related to the employee, the government should make clear rules and regulation related to promotion process.

Keywords: Gender, teaching experience, job nature, pay and fringe benefits, mechanism of school supervision

Introduction

In this competitive world, the success of any organization depends on its human resource (Flamholtz, 1999). Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in an organization, brings with it the desired needs and experiences which determinates expectations that he/she has dismissed. Job

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satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behaviour in the work place (Davis, 1989). Employee-job satisfaction can be achieved through several methods. Managers can work closely with employees to develop better work processes, employees can be given a more significant say in how their job is done and managers can ensure that employees feel changed at their job (Spector, 1997). Understanding the positive impact of job satisfaction on employee productivity will help to justify the time and expenses involved with creating a satisfying workplace (Acharya, 2012). Job satisfaction is closely related to the nature of work, the quality of management and working environment, compensation, promotion opportunities, fringe benefits, bonuses, management, co-workers, working conditions, security condition and communication (Sibbald et al., 2003). Job satisfaction can be defined as the extent to which a worker is content with the rewards he/she gets out of his/her job, particularly in terms of intrinsic motivation (Statt, 2004).

For the success of an organization, it is very important to manage human resources effectively and find whether its employees if they are satisfied or not satisfied, they will work with commitment and project a positive image of the organization of society (Laschinger et al., 2002). Job satisfaction is the attitude of the employees, which gets visible when they are gratified in their work (Griffin, 2013). Job satisfaction is one of the important aspects of organizational effectiveness. If employees are happy and satisfied with the job, they are more likely to work well and stay longer with an organization that developed a positive image of the organization in society (Chapagai, 2011).

Job satisfaction is an important component of improving job performance and maintaining the overall quality of work in any organization. Job satisfaction is an emotional relation to an employee's work condition. Job satisfaction is defined as an overall impression about one's own job in terms of specific aspects of the job (pay, promotion, relationship with co-workers, supervision, work conditions, benefits, contingent rewards, nature of work, communication, participation, performance evaluation system and job in general). Job satisfaction has been defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. Job satisfaction implies doing a job one enjoys, doing it will and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, salary, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction is important for employees to stay in the organization. Job satisfaction plays a critical role in the overall firm's success. It is known that working conditions have an important impact on the job (Linzer et al., 2009).

Job satisfaction is simply how people feel about their jobs and different aspects of their job. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their job (Spector, 1997).

Smilansky (1984) observed teachers' work satisfaction and revealed that teachers' general satisfaction with their job (such as relations with a coworker, the process of teaching, and working conditions) rather than administrative. Shrestha (2019) studied to examine the job satisfaction of school teachers across their school-related attributes and revealed that job satisfaction of teachers is influenced by the school type, service periods, nature of the job, salary and allowance, and work environment respectively.

The above study indicates that the teachers who are satisfied with their jobs demonstrate a high level of organizational citizenship behaviour, job performance, commitment, and retention from the job. Teacher job satisfaction is a key factor for quality education. The term 'teachers' job satisfaction' is rarely determined through research. Job satisfaction among school teachers is considered to be one of the crucial aspects in the arena of educational leadership. There has been no systematic, large-scale research or small-scale research which uses an actual test to examine age, gender, education level, years of experience, and psychological indicators in Nepal. The number of secondary schools in Nepal has increased after democracy. Due to the increasing number of secondary schools in Nepal, school academic staff may face more problems in their job as the management is facing competitive pressure from other schools. Almost every school is setting a new goal to compete with other schools and the academic teachers are involved with the ultimate goals. Teacher job satisfaction and well-being have a significant impact on educational outcomes, considering that teaching is the main objective of the educational process. Hence the study provides valuable insight into human resource management decisions concerning the academic staff to create a win-win situation between the academicians and the academic institutions in Nepal. It also provides valuable information to future researchers and academicians. The aim objective of this study is to explore job satisfaction among secondary level teachers in Nepal.

Null Hypothesis

Ho: There is no significant difference between the job satisfaction of male and female teachers.

Ho: There is no significant difference impact of age groups on the job satisfaction level between male and female teachers.

Ho: There is no significant impact of teaching experience on the job satisfaction level of a teaching profession.

Alternative Hypothesis

H₁: There is significant difference between the job satisfaction of male and female teachers.

H₁: There is significant difference impact of age groups on the job satisfaction level between male and female teachers.

H₁: There is significant impact of teaching experience on the job satisfaction level of a teaching profession.

Literature Review

Herzberg's motivational-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the continuum, but rather two separate and, at times, unrelated concepts. For an employee to be satisfied with a job, motivating factors such as pay and benefits, recognition, and achievement need to be met. On the other hand, hygiene factors (i.e. working conditions, job security, interactions with colleagues, and quality management) are related to job dissatisfaction (Herzberg, 1993). The existing literature on job satisfaction can be seen in two ways: situational attitudes and dispositional attitudes. The situational approach believes that the degree of job satisfaction varies according to the characteristics of the job and its environmental factors while the dispositional approach states that the extent of job satisfaction varies by individual human characteristics (Hackman & Oldham, 1975; Herzberg et al., 1993). The objective of the study was to find out the relationship between employee participation, job satisfaction, employee productivity, and employee commitment. The study revealed that increasing employee participation will have a positive effect on employee job satisfaction, employee commitment, and employee productivity (Bhatti & Qureshi, 2007). Crossman and Harris (2006) concluded the significant difference in teachers' overall job satisfaction scores by school type. Teachers in independent and privately managed schools exhibited higher satisfaction levels than in government schools.

The relationship between age and job satisfaction, curvilinear results from the empirical results of this study indicate that the employees who have worked for more than 5 years were more satisfied than the employees with less than 5 years of experience (Luthans & Thomas, 1989). Female teachers were more satisfied with the work and supervision aspects of the job as compared with male teachers (Crossman & Harris, 2006). There was a moderate negative relationship between teacher job satisfaction with operating procedures and years of teaching experience, which means that with increased years of teaching experience, teachers in public schools were less satisfied with their jobs (Gu, 2016).

Shahi (2020) showed that most teachers were highly dissatisfied with their job. Chapagain (2021) showed that the institutional sector, in favour of public institutions, and educational qualifications influence job satisfaction but gender, age, and teaching experience did not affect job satisfaction. Dhammika (2017) found that unionization harmed the job satisfaction of employees ($\beta = -.371, p < .05$). Al-Smadi and Qblan (2015) showed a moderate degree of job satisfaction in general in a teaching profession. Teacher workload, teacher cooperation, and teacher perceptions of students' discipline in school were the factors most closely related to teacher job satisfaction (Toropova et al., 2021). Chaplain and Roland (2008) found that male teachers are more stressed than females on occupational tasks, student behaviour, and attitudes. Women have scored more than men in professional matters. Teachers were more satisfied with their professional performance and less satisfied with working environment. Ortan et al. (2021) found that self-efficacy, promotion, positive student behaviour, and working conditions have significant effects on job satisfaction. Chen (2010) study found that middle school teachers were dissatisfied with their job, younger and junior teachers were more satisfied with their working conditions, but less satisfied with income level. Tadesse and Muriithi (2017) revealed that there were no significant relationship between gender, academic qualification and job satisfaction but closely relationship between working environment and job satisfaction. Although the study about job satisfaction had been done in other countries including in Nepal. However, in Nepal there were no research studies about teacher's job satisfaction in Kaski, Tanahun and Chitwan. Therefore, I did this research to fulfill this gap.

Methods and Procedures

This study used survey design of quantitative research method to investigate the factors influencing the teachers' job satisfaction. All secondary level school of Nepal constituted the population of the study. The sample consisted of Tanahun, Kaski and Chitwan districts from Nepal. Primary data was collected from 292 respondents through Google form sheet. This research utilized Google form sheet to collect primary data. Google form is an application in the form of a template that can be used independently for the purpose of obtaining user information.

The sampling used in this research was a simple random sampling method. The survey was conducted on the teacher of secondary school. A questionnaire was used with several variables related to job satisfaction. The following five-point Likert scaling technique was used for obtaining responses to each question: Strongly agree = SA, disagree = D, undecided = U, Disagree = D, Strongly disagree = SD

Descriptive statistics, independent-samples t-test, and one-way ANOVA test were applied to analyze the data which were directly extracted from the questionnaire. SPSS statistical package version 26.0 was employed for analyzing the data.

Results

In this study, the analysis and interpretation of data, job satisfaction of employees of secondary level teachers were measured with various aspects such as nature of work, mechanism of school supervision, pay and fringe benefits, the promotion process and procedures, cooperation to work, working environment, and teaching profession.

Demographic Analysis

Demographics describe populations and their characteristics. Demographic analysis is the study of a population based on factors such as gender, age, age group and sex. Demographic data refers to socioeconomic information expressed statistically, including education, experience, income and more.

Table 1

Demographic Information of Respondents

Gender of Respondents	
Gender	Percentage
Male respondents	70
Female respondents	30
Respondents age group	
Age Group	Percentage
25-30 years	10.3
30-35 years	22.5
35-40 years	18.5
40-45 years	19
45-50 years	3.7
Above 50 years	26
Level of education of respondents	
Level of education	Percentage
Bachelor degree	19.5
Master degree	75.5
M. Phil degree	3.5
PhD degree	1.5

Experience year of respondents in job	
1-5	7.5
5-10	16.5
10-15	22
15-20	14.5
20-25	18.5
Above 25	14.5

Source: Questionnaire survey 2022

Demographic Analysis

Demographics that describe populations and their characteristics. Demographic analysis is the study of a population based on factors such as gender, age, age group and sex. Demographic data refers to socioeconomic information expressed statistically, including education, experience, income and more.

Table 2

Summation of Global Rating Method of Job Satisfaction

Summation of Global rating area		SA	A	U	D	SD
Nature of work	No	108	176	4	4	
	%	37	60.3	1.4	1.4	
Mechanism of school supervision	No	29	74	59	73	57
	%	9.9	25.3	20.2	25	19.5
pay and fringe benefits,	No	25	145	23	82	17
	%	8.6	49.7	7.9	28.1	5.8
The promotion process and procedures used by my employer are fair	No	24	121	39	92	16
	%	8.2	41.4	13.4	31.5	5.5
Relation with staff members' cooperation to work.	No	80	148	32	32	
	%	27.4	50.7	11	11	
The working environment of a school	No	60	92		140	
	%	20.5	31.5		47.9	
Satisfied in a teaching profession	No	70	153		69	
	%	24	52.5		23.6	

Source: Questionnaire survey 2022 (SPSS)

Table No. 2 shows the frequency distribution of job satisfaction and job factors. Job satisfaction by summation of the Global rating method shows that 37%, 9.9 %, 8.6% , 8.2 % , 27.4% , 20.5 and 24% respondents were strongly satisfied with their job. 60.3%, 25.3 %, 49.7, 41.1%, 50.7 %, 31.3 and 52.5% respondents were satisfied with their job. Respondents were unsatisfied whereas 1.4%, 20.2% 7.9 % 13.4% and 11 % of with their statement. 1.3%, 25 %, 28.1% 31.5% 11 %, 49.9 and 23.6 % of respondents dissatisfied with their job. 0%, 19.5 % 5.8 %, 5.5 %, 0%, 0% and 0% respondents were strongly dissatisfied with their job. From this data, it concludes that the majority of respondents were satisfied with the job nature. 97.3%, 58.3 % the respondents were satisfied with pay and fringe benefits. 78.1 % of respondents were satisfied with staff members' cooperation in work. From the mechanisms of school supervision, only 35.2 % of respondents were satisfied. Only 49.6 % of respondents were satisfied with the promotion process and procedures. 52% of respondents were satisfied with working environment of a school. 76.5 percent respondents were satisfied in a teaching profession.

T-test and F-test to Measure a Satisfaction Level

T-test and F-test to measure a satisfaction level related to nature of work, mechanism of school supervision, pay and fringe benefits, the promotion process and procedure used by employer are fair, relation with staff members' cooperation to work, working environment and satisfied in a teaching profession

Table 3

T-test and F-test to Measure a Satisfaction Level

		Level's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nature of work	EVA	9.180	0.003	-2.258	290.000	0.025	-0.163	0.072	-0.304	-0.021
	EVNA			-2.394	205.016	0.018	-0.163	0.068	-0.297	-0.029
Mechanism of school supervision	EVA	1.195	0.275	1.111	290.000	0.268	0.180	0.162	-0.139	0.498
	EVNA			1.137	187.319	0.257	0.180	0.158	-0.132	0.492

Salaries and allowance	EVA	0.976	0.324	-0.654	290.000	0.513	-0.093	0.143	-0.375	0.188
	EVNA			-0.670	187.537	0.504	-0.093	0.140	-0.369	0.182
The promotion process and procedures.	EVA	0.001	0.974	1.556	290.000	0.121	0.219	0.141	-0.058	0.497
	EVNA			1.565	179.408	0.119	0.219	0.140	-0.057	0.496
Satisfied with staff members' cooperation to work.	EVA	4.594	0.033	4.147	290.000	0.000	0.461	0.111	0.242	0.680
	EVNA			4.527	220.915	0.000	0.461	0.102	0.260	0.661
The Working environment of a school	EVA	2.396	0.123	-1.179	290.000	0.239	-0.185	0.157	-0.495	0.124
	EVNA			-1.207	187.599	0.229	-0.185	0.154	-0.488	0.118
satisfied in a teaching profession	EVA	3.482	0.063	-1.970	290.000	0.050	-0.263	0.134	-0.526	0.000
	EVNA			-1.939	170.231	0.054	-0.263	0.136	-0.531	0.005

EVA = Equal variances assumed

EVNA = Equal variances not assumed

Table No. 3 concludes that the majority of respondents were satisfied with their job, independent F-test and t-test were satisfied with a 95% confidence level. Nature of work and relation with staff member's cooperation to work was not satisfied in 95% confidence level.

Independent-Samples Mann-Whitney U Test

Independent-Samples Mann-Whitney U Test is the non-parametric alternative test to the independent sample t-test. It is a non-parametric test that is used to compare two sample means that come from the same population, and used to test where two sample means are equal or not.

Table 4

Independent-Samples Mann-Whitney U Test

S.N.	Null Hypothesis	Test	Sig.
1	The distribution of Nature of work is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.007

2	The distribution of the mechanism of school supervision is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.265
3	The distribution of Salaries and allowance is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.403
4	The distribution of The promotion process and procedures used by my employer are fair. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.109
5	The distribution of satisfaction with staff member's cooperation to work. is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0
6	The distribution of the working environment of a school is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.205
7	The distribution of satisfaction in a teaching profession is the same across categories of Gender.	Independent-Samples Mann-Whitney U Test	0.039

Asymptotic significances are displayed. The significance level is .050.

Table No. 4 shows the independent samples Mann-Whitney U test. The table shows that there is a difference between male and female employee in the nature of the job, staff members' cooperation to work and satisfaction in the teaching profession. Male and females are significant in the distribution of the mechanism of school supervision, distribution of salaries and allowance, promotion process and procedures, and in the working environment no difference between males and females.

Gender-wise Satisfaction Level

Results of descriptive statistics were implemented to test whether there are meaningful differences between male and female teachers in terms of nature of work, mechanism of school supervision, salaries and allowance, promotion process,

member's cooperation to work working environment of a school and satisfaction in a teaching profession

Table 5

Gender-wise Satisfaction Level

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Nature of work	1	200	1.62	0.6	0.04
	2	92	1.78	0.51	0.05
Mechanism of school supervision	1	200	3.25	1.31	0.09
	2	92	3.07	1.23	0.13
Salaries and allowance	1	200	2.7	1.16	0.08
	2	92	2.79	1.09	0.11
The promotion process and procedures used by my employer are fair.	1	200	2.92	1.12	0.08
	2	92	2.7	1.11	0.12
Satisfied with staff member's cooperation to work.	1	200	2.2	0.94	0.07
	2	92	1.74	0.74	0.08
The working environment of a school	1	200	2.7	1.27	0.09
	2	92	2.88	1.19	0.12
Satisfied in a teaching profession	1	200	2.15	1.05	0.07
	2	92	2.41	1.09	0.11

Source: Questionnaire survey 2022 (SPSS)

Table No. 5 demonstrates that most of the variables did not show any significant difference for gender. However, there is a difference in the mean in terms of members' cooperation to work. In this fact, male teachers show higher job satisfaction than females. So, it is said that male teachers were more satisfied with members' cooperation to work aspects as compared with female teachers.

Regression Analysis of Teaching Experience and Satisfaction in a Teaching Profession

Regression analysis is a reliable method of identifying which has impact on topic of interest. The process of performing a regression allows to confidently determine which factors matter most, which factors can be ignored, and how these factors influence each other.

Table 6*Regression Analysis of Teaching Experience and Satisfaction in a Teaching Profession*

ANOVA						
Model		Sum of Squares	D.f.	Mean Square	F	Sig.
1	Regression	38.04	1	38.04	16.498	.000 ^b
	Residual	668.656	290	2.306		
	Total	706.695	291			

Regression coefficients of teaching experience and satisfaction in a teaching profession

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.494	0.207		21.745	0
	Are you satisfaction in a teaching profession	-0.339	0.084	-0.232	-4.062	0
a. Dependent Variable: Teaching experience						
b. Predictors: (Constant), satisfied in a teaching profession						

Table No. 6 shows that there is no significant impact of teaching experience on the job satisfaction level of teachers. In table No. 6, the result of ANOVA that was implemented to test whether there is the meaningful impact of teaching experience on job satisfaction are given in the table. There is no meaningful difference (P-value is less than 0.05) between teaching experience and job satisfaction level.

Discussion

The majority of respondents were satisfied with their job, the independent F-test and t-test are satisfied with a 95% confidence level. Null hypothesis is connected to the result of study. There is no meaningful difference (P-value is less than 0.05) between teaching experience and job satisfaction level. The results of this study are summarized by linking with different related literature. Kayastha and

Kayastha (2012) found that job satisfaction at higher secondary level school teachers was satisfied in the teaching profession. Dakota et al. (2019) found that nursing faculties have a positive attitude toward their job. Shahi (2020) showed that most teachers were highly dissatisfied with their job. Thadathil (2017) found that overall teachers were highly satisfied with their job. Chapagain (2021) showed that Nepalese academicians are moderately satisfied with their job. Crossman and Harris (2006) showed that a significant difference in satisfaction was found when the data were analyzed by age, gender, and experience of service. The study showed that there was no significant relationship between gender and job satisfaction levels. Tadesse and Muriithi (2017) revealed that there were no significant relationship between gender, and job satisfaction but closely relationship between working environment and job satisfaction. Beyene and Gituma (2017) found that regarding job satisfaction there was no significant relationship between gender and job satisfaction. Shrestha (2018) concluded that demographic variables (gender, job position, and age) influence the level of job satisfaction. Bhati and Ashok (2013) concluded that gender and experience influence the level of job satisfaction. There is no meaningful difference (P-value is less than 0.05) between teaching experience and job satisfaction level. Mondal et al. (2011) found that the teachers of the >25 to <=35 years age group were less satisfied with job role item than the other two groups. From this finding, it can be said that age has a significant role in job stress and job satisfaction. The mid-age teachers were less satisfied. Bhati and Ashok (2013) concluded that experience were influence the level of job satisfaction. The finding is consistent with the Herzberg Two-factor theory (Herzberg, 1993).

There are some methodological limitations in this study. It used only primary data collected from small size of respondent only from Tanahun, Kaski and Chitwan. It used simple random probability sampling. It used Google form sheet to collect the responded view. This study is based on the perception of the respondent that may vary over time. This study only assessed the views of teachers on issues influencing their job satisfaction. The views and reflection of education stakeholders, using questionnaire were not determined. The study is restricted to the school in Nepal, including only secondary school. Other sectors such as banking, manufacturing, hospital and severe sector were not covered.

Conclusion

This study concluded that the majority of respondents were satisfied with the job nature, pay and fringe benefits, members' cooperation to work, and the working environment of a school and in a teaching profession. But they were not satisfied with the mechanism of school supervision and promotion process and procedures. The majority of respondents were satisfied with their job, and the independent

F-test and t-test showed satisfaction with a 95% confidence level. The majority of male and female respondents were satisfied with the nature of the job, and staff members' cooperation to work and in the teaching profession. Male teachers are more satisfied with staff members' cooperation to work than female teachers but there is no significant difference in nature of work, mechanism of school supervision, salaries and allowance, promotion process, the working environment of a school, and satisfaction in a teaching profession. There is no meaningful difference (P-value is less than 0.05) between teaching experience and job satisfaction level. It should be noted that there are a few limitations in the present study and the findings and conclusions should be interpreted cautiously.

The study was conducted only in government school secondary level teachers in Tanahun, Kaski and Chitwan districts context, and therefore the findings and related conclusions are unable to be compared with the rest of the districts and countries in the world. The sample of the present study consisted of only clerical and related workers of the selected districts. Therefore, the findings may not be relevant to other occupational categories of the public sectors of Tanahun, Kaski and Chitwan districts of Nepal. All variables involved in this study were measured on the response of the employees of the government school.

This study addresses the dearth of research on the issue of the job satisfaction of secondary level school teachers in Nepal. The empirical results shows that the majority of respondents were satisfied with the nature of the job, and staff members' cooperation to work and in the teaching profession but there were unsatisfied with the promotion process. This is a very serious issue, considering that one of the main objectives of the Nepal Ministry of Education is to bring quality education. To achieve this objective, better satisfied and responsible teachers are required. Therefore, in this competitive environment, preparing policy and procedures, the policy makers should consider the view of employee about their job perception. The government should make clear rules and regulation related to promotion process. This study provides information about the influencing factors of job satisfaction of teachers at secondary schools in Nepal. Future research should include the views and the relationship of the job satisfaction and quality of education. Future research should also focus on how school management and leadership practices at secondary school could be improved.

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Appendix

Dear Respondents,

I am a lecturer from Janajyoti Campus. I am conducting a study on the topic: ***Teachers' Job Satisfaction in Secondary Schools***. Thus, the main objective of this questionnaire is only to collect relevant information for this research work. You are, therefore, kindly requested to fill the questionnaire based on the necessary information related to the study. The success of this study directly depends upon your honest and genuine response to each question. Each data you supply will be used only for the purpose of academic issue and also treated with utmost confidentiality.

Instruction: It is not necessary to write your name.

- Your answer should represent your direct feelings.
- Be sure to keep the statement in mind when deciding how you feel about aspect of your job

Be frank. Give a true current picture of your feelings about your job satisfaction

Personal Information

1. School Name:
2. Age..... 3. Gender..... 4. Teaching experience:
5. Education:6. Salary:
7. No. of Training: 8. Average result:
9. Nature of appointment:

Questionnaire

Please, respond to all items given below by putting a tick (√) in the appropriate space
sing the following scales:

1 = strongly agree, 2 = agree, 3 = Undecided, 4 = disagree and 5 = strongly disagree

S. N.	Items	1	2	3	4	5
1	I am satisfied to be a teacher.					
2	I enjoy in my work.					
3	Teaching provides me with opportunity to use all my skills and knowledge.					
4	I prefer to continue with teaching profession.					
5	Teaching profession is challenging job for me.					
6	I am interested to provide enough tutorial for different level student					
7	There is fair distribution of work load in teaching.					
8	Provision of job related workshops enhance my academic performance.					
9	Availability of opportunity to attend workshops outside the school increases my knowledge.					
10	Provision of in-service training with in school on various issues enhances my knowledge.					
11	I am satisfied availability of further professional development opportunity.					
12	In my school I am recognized for a job well done.					
13	I get enough recognition from education leader.					

14	I am satisfied with my professional ability to perform my job.					
15	Received academic rewards from school is increased my job satisfaction					
16	I am satisfied with the successes gained by my students.					
17	I am satisfied with autonomy I have in making decisions about my daily tasks					
18	Responsible to raise the awareness of the community.					
19	Freedom to use your judgment in the work.					
20	I feel comfortable with my present level of responsibility in my job.					
21	Fairness promotion opportunities in school.					
22	The promotion process and procedures used by my employer are fair.					
23	The presence of clear school based rule and regulation is satisfied me					
24	Implementation of rule and regulation with in school is satisfied me.					
25	Treatment all teachers equally in the school.					
26	The way principals lead the school is satisfied me.					
27	I am satisfied with involvement of decisions in the school.					
28	School supervisors observe classroom instructions regularly.					
29	School supervisors provide training on various issues.					
30	I am satisfied with the relations of the school management team.					
31	I am satisfied with staff member's cooperation to work.					
32	I am satisfied in relationship with the school students.					
33	I am satisfied in the relation with staff members.					
34	I am satisfied work with relationship of supervisors.					

35	I am satisfied with creating clean, initiating and comfortable working area.					
36	I am satisfied with accessibility of transportation.					
37	I am satisfied with participation in co-curricular activities in school.					
38	I am satisfied with supply of sufficient amount of material, tools for teaching learning process.					
39	I am interested to attend all the time in my instructional class in the school.					
40	Student attitudes towards education in school is enhanced my job satisfaction.					
41	I am satisfied refreshment material of within school					
42	I am satisfied with my salaries and allowance					
43	I am satisfied with student's performance.					
44	I am satisfied with mechanism of school supervision					
45	I am satisfied with the roll of head teacher.					

THANK YOU!