

Research Article

Job Satisfaction Among Teachers at Schools in Nepalese Context

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Abstract

Teachers have a pivotal role in building the future of any nation. Considering this fact, this study aims to examine and analyze the job satisfaction among teachers at community and institutional schools of Devdaha Municipality. The study had attempted to analyze the factors determining the job satisfaction of teachers. The data were collected through performing structured questionnaire survey as a data collection instrument. Job satisfaction among school teachers in Devdaha Municipality were measured with a 5-point Likert scale. Except the demographic variables of the respondents, choices of all items were based on five points. The collected data were analyzed using Microsoft excel, and SPSS statistical package. The reliability statistics, analysis of demographic profile, descriptive statistics, analysis of relationship between components of demographic profile and dependent variable were used to accomplish the objectives of the research. The study concludes that different factors like pay, supervision promotion, fringe benefits have effects on teacher's job satisfaction.

Keywords

Teachers, Job Satisfaction, Community, Institutional, Schools

1. Introduction

The positions of teachers are very important for imparting quality education. Teachers always lead the future leaders of the nation. However; teachers face obstacles in their teaching profession. With regard to this issue, job satisfaction is the basic tool of every teacher to truly spread education. Job satisfaction is an individual's feeling about himself. The feeling for his work can be positive or negative. If the worker is ultimately satisfied with what he gets from his work, then the worker will have a positive sense of work, which means he will be satisfied [7]. On the other hand, if the worker is not satisfied with what he ends up getting, the worker will have negative feelings towards the job, it means that the worker is not satisfied. Since the success of any organization is highly

dependent on employee job satisfaction, it is very important to research the topic. Job satisfaction is one of the most researched aspects of organizational behavior. There are a number of factors that can affect a teacher's level of job satisfaction. For example, educational policies that have a direct/indirect impact on the daily working life of teachers. Teacher job satisfaction was linked to teacher job performance, including teacher job involvement, dedication, and motivation. Some of these factors include wages and salaries, supervision, working conditions, work group, working hours, and promotion. Teachers have a very important responsibility to shape the lives of young, vulnerable children. With this responsibility comes great satisfaction and joy. Therefore, all

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teachers should strive for what can be considered a "good teacher". A good teacher can be defined as someone who always pushes students to do their best while trying to make learning exciting and inventive. The positive or negative impact of a teacher early on can have a big impact on a child's life. A teacher has his own way of motivating his students. Motivation is an important part of a student's success in learning and development [6]. There are times when teachers spend more time with their students than most parents, and that's why a teacher is essential in shaping their students' victories. If parents or teachers are bad leaders, then children are disadvantaged.

When they shine as the leader's children, they blossom and the world is wide open to them. The basic personality of a teacher can be divided into several main teaching styles or leadership styles [19]. The qualities associated with these styles are essential for any teacher. The personal characteristics of the teacher are also decisive factors in the development and motivation of pupils. To instill motivation, a teacher must know his students and their abilities. The teacher should know what the students can relate to, what tasks the student is capable of and what teaching method will connect to the students. Teachers play a very important role in the transformation of society and nation. Teachers play a very important role in shaping and improving the academic capacity of children in the student age phase. The values and knowledge that the teacher imparts and inculcates in the students determines the future of the child and the future of the nation as they are the citizens of tomorrow [8]. It is very important that the teacher is very satisfied with providing the children with the right knowledge. If teachers are not satisfied, the future of students and teachers will be at risk. There are various factors that contribute to teacher satisfaction and all these factors should be properly analyzed and kept in mind by concerned organizations so that teacher performance is not affected.

It can be seen that well-qualified and professional people are not attracted to the teaching profession, so there is a shortage of highly qualified teachers in community schools; on the other hand, many institutional schools struggle to recruit and retain qualified teachers due to temporary recruitment of qualified teachers [9]. Often, the neediest children are paired with less qualified teachers. Thus, this research attempted to address this gap in the context of Nepal. In the current context, teacher job satisfaction is a major concern of all educational institutions because satisfied teachers help schools achieve higher educational outcomes and lower turnover, which helps school growth [18]. A variety of factors such as salary and wages, supervision, working conditions, work group, working hours, and promotion affect a teacher's level of job satisfaction. The research was conducted to find out how satisfied teachers are in institutional and community schools, and to examine how factors such as pay and wages, supervision, working conditions, work itself and promotion affect teacher job satisfaction in schools and to

illustrate other factors that can improve overall job satisfaction in schools. In most schools, teachers do not get promotions on time. Teachers are unable to maintain a good relationship.

School management and other stakeholders. Absenteeism rates are high in state and institutional schools. There is a high probability of shortage of qualified teachers due to poor financial and physical infrastructure of schools [20]. In this case, what factors are closely related to the job satisfaction of school teachers? To what extent are they satisfied with their teaching work? How can the satisfaction rate be increased? What are the factors that lead to job satisfaction and focus on transforming Nepalese education? These are the basic problematic questions that this research sought to answer.

2. Literature Review

In order to disseminate high-quality information to students, the level of teacher job satisfaction should be high. Only satisfied teachers devote themselves fully to teaching. In addition, the job satisfaction of teachers always represents a change in education. In this regard, Abbasi conducted research on job satisfaction among primary school teachers in Iran and India [1]. It was found that in both countries, Iran and India, (a) more than 50% of teachers have a medium level of job satisfaction, indicating that both countries have serious problems with the status of teachers in their communities and education system, (b) v In both countries, teachers are more satisfied with the social context of their work. c) In both countries, teachers are less satisfied with the economic satisfaction of their work. (d) Female teachers in both countries have greater economic and interpersonal satisfaction than male teachers. (e) Male and female teachers in this study do not have the same level of job satisfaction and gender is a factor affecting their job satisfaction. f) There is no significant difference between teachers of different age groups and their job satisfaction. Teacher job satisfaction has been found to be influenced by job demands, school resources, and work relationships. No significant relationship was found between human characteristics and teacher job satisfaction.

Agarwal [2] conducted a study on job satisfaction of primary and secondary school teachers that classroom, workplace and mother tongue are closely related to job satisfaction. Qualified teachers, teachers from the same family, experienced teachers and public school teachers were more satisfied than others; however, age and marital status had no relationship to job satisfaction. Basically, there are three factors that contribute to job satisfaction in a school context: cultural influences, school environment, and college relationships and relationships. Job satisfaction is a function derived from human resource management and a major concern for organizational success [4] Various factors such as rewards and salaries, supervision, working conditions, work group, working hours, promotion, etc. have a direct effect on job satisfac-

tion. 5 Fulfillment of the above factors promotes job satisfaction of teachers/employees. According to Imam [7] Descriptive index as a measure of job satisfaction. Age, gender, level of education, monthly income and method of teaching did not lead to significant differences in job satisfaction. Male teachers were satisfied with their pay. Employment, supervision, and people contributed more to teacher satisfaction than leadership and promotion [3]. In this study the research was done but in this study the researcher tries to find job satisfaction for teachers in community schools and institutional schools in Devdaha village. However, some of the specific objectives of this study are: to find out the overall job satisfaction of teachers in schools, to find out the level of satisfaction among teachers in state and schools, to identify fac-

tors that affect/improve teacher satisfaction in schools, and to ascertain potential problems related to teacher satisfaction in schools.

3. Conceptual Framework

The figure below exhibits the conceptual framework. In this research, teacher job satisfaction is the dependent variable where as salary, promotion, supervision, fringe benefit, contingent reward, operational procedures, co-workers, nature of work and communication are the independent variables [13].

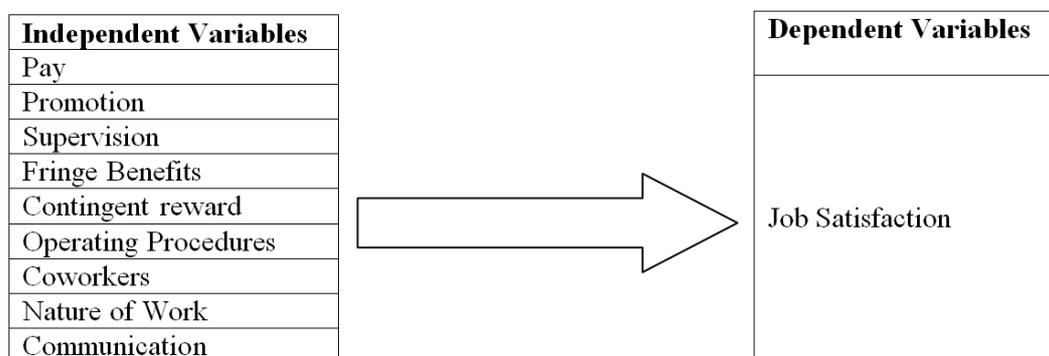


Figure 1. Schematic Diagram of Theoretical Framework.

4. Methods

4.1. Research Design

The aim of this study was to investigate the job satisfaction of teachers in schools. To achieve this objective, the study used a quantitative research design. A survey is used to determine the statistical relationship between a dependent and an independent variable. It draws conclusions based on quantitative data analysis from a population with a large number of cases [5]. The survey strategy is mostly used to answer WH questions, so it tends to be used for exploratory and descriptive research. [15]. A survey strategy was used to conduct this study. As mentioned earlier, it helps to study the statistical relationship between the independent and dependent variable, as well as a wise survey strategy in this study can be used to investigate the relationship between the internal and performance management system (independent) and the employee performance variable (dependent).

4.2. Tools

A questionnaire is mostly used when conducting quantitative research where the researcher wants to extract a sam-

ple in numerical data. It is usually used in survey situations to collect data from a large population. [14]. A questionnaire is a set of questions to which respondents record their answers. It is an effective tool when each researcher knows what is needed and how to measure the variable. Information through the questionnaire can be obtained either in person or by electronic distribution to respondents. [16] In this study, the response format used a 5-point Likert scale with the following categories: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. To carry out this research, the questionnaire was taken from the job satisfaction survey (JSS) is 36 items, the scale developed by Spec- tor will be used. However, the negative statements were ranked alternatively.

4.3. Population

In this study, the target population was all teachers working in community and institutional schools in Devdaha vil- lage. Inferential statistics help determine the characteristics of a population by directly observing a sample derived or obtained from the population. [12]. According [11] cited in [12] research is necessary because the population may be large; time limit; it is not possible to obtain information from a certain part of the population and maintain accuracy. To

conduct this study, a simple random sampling method was used to select a sample from a heterogeneous population. According to [15], a minimum number of 30 sample size units is required to conduct a research paper. [16] suggested that a sample size between 30 and 500 units is appropriate for most research. He also stated that a minimum sample size of 30 for each category is required when the sample is sub-sampled. Considering the time of the research, the sample size for the current research is based on a sample size of 300 units.

5. Data Collection and Analysis Procedures

300 responses from respondents were collected for the purpose of the study.

5.1. Data Processing

The response was properly analyzed using an excel sheet, as initially the data was recorded in a Google form on Google Drive, the data was downloaded into an excel sheet, and then an entry will be made in SPSS with a careful analysis of the nature of the data. The SPSS instrument was used to enumerate the data.

5.2. Data Analysis

Once the data was collected through the questionnaire, the data were analyzed both descriptively and inferentially to obtain the required information. Data analysis helps to extract meaningful information from the data that will be collected. The data collected through the questionnaire in this research was analyzed both descriptively and inferentially to provide meaningful information to the readers.

5.3. Descriptive Statistics

Descriptive statistics refers to a method of collecting, describing and summarizing collected data in a logical and meaningful way. These data are reported numerically in text or tables or graphically in figures [21]. Mean, median, sample variance and standard deviation were considered in this study. The results are presented in various tables, graphs and descriptive narratives.

5.4. Findings

In the study, primary data was collected through structured questionnaires. This section is divided into three parts. The first part deals with the profile of the respondents. It provides detailed information regarding the age, gender, employed institutions, type of employment, level of education, qualifications and work experience of the respondents in the community and institutional school of Devdaha village. The se-

cond part analyzes and interprets the collected data using descriptive analysis such as mean, standard deviation, maximum and minimum [17]. The final section of this chapter deals with the results and discussion of the findings.

5.5. Validity and Reliability

Validity is referred to as accuracy or correctness, while reliability is the extent to which measurements are free of error so that the result is consistent. In order to verify the validity of the research, the questionnaire was tested with a certain group of respondents [10]. After receiving the response from the respondents, it was sent to the survey after slight modification by the manager. Reliability refers to the consistency between measurements in a series. A measurement device is reliable when it will consistently produce approximately the same results when applied to the same samples or to different samples of the same size taken from the population [4]. To maintain reliability, the study used Cronbach's Alpha test to check acceptability. Because the reliability statistic is associated with internal consistency, the value of which ranges from 0 to 1. A Cronbach's alpha coefficient of 0.6 or less than is considered poor and unsatisfactory, values greater than 0.6 but less than 0.8 are considered for acceptable and higher than 0.8 for good. The overall Cronbach's alpha of this study is 0.744, which corresponds to the acceptability and reliability of this research. The details of the Cronbach's alpha study are given in the following table:

Table 1. Cronbach's Alpha Test for Reliability Statistics of the study.

Cronbach's Alpha	No. of Items
0.744	39

6. Analysis of the Demographic Profile of the Respondents

It deals with the analysis of the demographic profile of the respondents according to the information obtained by distributing a structured questionnaire. This helps to gain insight into the demographic characteristics of the surveyed respondents. It provides detailed information regarding age, gender, employed institutions, type of employment, level of education, qualification and work experience of the respondents in government and institutional school in Devdaha village.

6.1. Age of Respondents

It was found that 15.7% of the respondents represent the age group under 25 years, 47.3% of the respondents represent the age group 25-35 years, 21.3% of the respondents

represent the age group 36-45 years, 13% from Eq. 5 and 6 and 2.7% of respondents are in the over 55 age group. It was found that the majority of respondents fall into the age category of 25-35 years, i.e. 47.3%. The findings can be further presented using Table 2 as below:

Table 2. Age of Respondents.

Age	Frequency	Percent
Below 25	47	15.7
25-35	142	47.3
36-45	64	21.3
46-55	39	13
Above 55	8	2.7
Total	300	100.0

6.2. Gender of Respondents

It was found that the number of male respondents was 155, i.e. 51.7%, and the number of female respondents was 145, i.e. 48.3%. The number of female respondents was lower than the number of 0 50 100 150 under 25 25-35 36-45 46-55 Over 55 Frequency Frequency 17 male respondents. The study does not involve any sample selection bias; the selection of the sample was independent, which resulted in a difference in the number of male and female respondents. The findings can be further presented using Table 3 as shown below.

Table 3. Gender of Respondents.

Gender	Frequency	Percent
Male	155	51.7
Female	145	48.3
Total	300	100.0

6.3. Types of Institution

Based on the study sample, all respondents worked in private and institutional schools in Devdaha village. The findings show that out of the total number of respondents of the study, i.e. 300 respondents, 50% of the respondents, i.e. 150 represent the community school, where as 50% i.e. 150 of the respondents represent the institutional school.

Table 4. Types of Institution.

Institution	Frequency	Percent
Community	150	50.0
Institutional	150	50.0
Total	300	100.0

6.4. Years of Experience

Of the total number of respondents of the study, 96 respondents, i.e. 32% of respondents have experience of up to 5 years, 84 respondents or 28% have work experience of 6 to 10 years, as well as 53 respondents or 17.7% of respondents have experience of 11-15 years. Similarly, 66 respondents, i.e. 22% of respondents, have work experience of 16-20 years and 1 respondent, i.e. 0.3%, has experience of more than 20 years. It was found that the majority of respondents fall into the category of experience under 5 years. The findings are presented in Table 5 below:

Table 5. Years of Experience.

Age	Frequency	Percent
Below 5	96	32.0
6-10	84	28.0
11-15	53	17.7
16-20	66	22.0
Above 20	1	0.3
Total	300	100.0

6.5. Qualifications

The study also analyzed the education of the respondents. According to the information obtained from the survey, it was found that out of the total number of respondents of the study, 79 respondents, i.e. 26.3% of respondents have an intermediate qualification, 135 respondents or 45.0% have a bachelor's degree, as well as 86 respondents, or 28.7% of respondents have a master's degree qualification. It was found that most of the respondents have a bachelor's degree. The findings are further presented in the following Table 6:

Table 6. Qualification.

Qualification	Frequency	Percent
Intermediate	79	26.3
Bachelors	135	45.0

Qualification	Frequency	Percent
Masters	86	28.7
Total	300	100.0

6.6. Level of Instruction

Out of the total number of respondents of the study, 195 respondents, i.e. 65.0% of the respondents teach at the elementary level and 105 respondents or 35.0% teach at the secondary level. It was found that most of the respondents fall into the basic teacher level category. The findings of the study are further expressed in Table 7 as below:

Table 7. Level of Teaching.

Level of Teaching	Frequency	Percent
Basic Level	195	65.0
Secondary Level	105	35.100.0
Total	300	

6.7. Salary of Respondents

Out of the total respondents of the study, 45 respondents i.e. 15.0% respondents are getting less than Rs.10,000, 85 respondents or 28.3% are getting between Rs.10,001 to 20,000. Similarly, 95 respondents i.e. 31.7% are getting Rs.20,001 to Rs.30,000, similarly 47 respondents or 15.7% are getting Rs.30,001 to 40,000. In addition, 28 respondents or 9.3% receive 400,001 and above. It was found that most of the respondents fall in the category of Rs 20,000 to Rs

30,000 earners. The findings of the study are further expressed in Table 8 as below:

Table 8. Salary of Respondents.

Income	Frequency	Percent
Below 10,000	45	15.0
10,001-20,000	85	28.3
20,001-30,000	95	31.7
30,001-40,000	47	15.7
40,000Above	28	9.3
Total	300	100.0

7. Descriptive Analysis of Variables

This section deals with the descriptive statistical analysis of each dependent and independent variable of the study. Job satisfaction in schools in Devdaha village is counted as dependent variable of the study and the rest other variables i.e. salary, promotion, supervision, fringe benefits, contingent rewards, operational procedure, co-workers, nature of work and communication were counted as independent variables of the study. Descriptive analysis of independent variables.

7.1. Pay

Salary is the independent variable of the study that helps to determine the job satisfaction of the teacher. In this research, four different questions were formulated to measure salary. A summary is provided in the table below:

Table 9. Descriptive Analysis of Pay.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	I feel I am being paid a fair amount for the work I do.	2.88	1.03	1	5
2.	Raises are too few and far between.	3.55	0.93	1	5
3.	I feel appreciated by the organization when I think about what they pay me.	3.42	0.86	1	5
4.	I feel satisfied with my chances for salary increases.	3.27	1.03	1	5
	Pay (N=300)	3.28	0.96		

From the table above, the highest mean for the statement, "Raises are too few and far between" has a mean score of "3.55", revealing that most teachers are excited to do the job: they feel that for that they do is a decent raise. work. However, the statement "I feel that I am paid a fair amount for the work I do" has the lowest mean of "2.88" in salary, showing

that most teachers are not enthusiastic about the job. The next statement, "I feel valued by the organization when I think about what they pay me," has a mean score of "3.42," indicating that teachers are moderately satisfied with teacher pay. Similarly, a statement with a mean score of "3.27" is "I feel satisfied with my chances of a raise" indicating that

teachers are not completely satisfied. An average mean score that was greater than 3 indicates that teachers are partially positive and agree with all statements about pay.

7.2. Promotion

Promotion is another independent variable of the study that helps to determine teacher job satisfaction. In this research, four different questions were formulated to measure promotion. A summary is provided in the table below:

Table 10. Descriptive Analysis of Promotion.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	There is little chance for promotion in my job.	3.04	1.22	1	5
2.	Those who do well on the job stand a fair chance of being promoted.	3.53	1.02	1	5
3.	People get ahead as fast here as they do in other places.	3.14	1.05	1	5
4.	I am satisfied with my chances of promotion	3.14	1.08	1	5
	Promotion (N=300)		1.09		

The table above shows teachers' satisfaction with the procedure. Table reveals that the statement, "There is little chance of promotion in my job." has an average score of "3.04" exhibits are moderately satisfied with the chances of advancement. However, the statement: "Those who perform well at work have a decent chance of promotion." has the highest mean i.e. "3.53" in promotion shows that most teachers agree with this statement. Another statement reads: "People get here just as fast as anywhere else." has an average score of "2.85", which is the lowest among promotions, indicating that teachers strongly disagree with the rapid promotion compared to other places. Similarly, a statement with an

average score of "3.14" is "I am satisfied with my chances of promotion." shows that teachers are not entirely satisfied with the chances of promotion. The average mean score, which was "3.14" higher than 3, indicates that teachers are quite positive and agree with all statements about salary.

7.3. Supervision

Supervision is another independent variable of the study that helps to determine teacher job satisfaction. In this research, four different questions were formulated to measure supervision. A summary is provided in the table below:

Table 11. Descriptive Analysis of Supervision.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	My supervision is quite competent in doing his/her job.	3.46	0.98	1	5
2.	My supervisor is unfair to me.	2.58	0.89	1	5
3.	My supervisor shows too little interest in the feeling of subordinates.	3.29	1.01	1	5
4.	I like my supervisor.	3.66	0.94	1	5
	Supervision (N=300)	3.24	0.97		

The table above shows teachers' satisfaction with supervision. The table represents the statement: "My supervisor is quite competent in doing his job. has an average score of "3.46" indicating that teachers are satisfied with the competence of their supervisor. However, the following 23 statements: "My supervisor is unfair to me." has the lowest mean i.e. "2.58" below the mean of "3" in supervision, it shows that

most of the teachers feel that the supervisor is unfair to them. Another statement is "My supervisor has too little concern for the feelings of subordinates." has an average score of "3.29" among supervisors, indicating that teachers partially agree with the statement. Similarly, the statement with the highest mean score of "3.66" is "I like my supervisor". it shows that the teachers like their supervisor. A mean mean score of "3.24"

greater than 3 indicates that teachers are relatively positive and agree with all statements regarding supervision.

7.4. Fringe Benefits

Marginal benefit is another independent variable of the

study that helps to determine teacher job satisfaction. In this research, four different questions were formulated to measure the marginal benefit. A summary is provided in the table below:

Table 12. Descriptive Analysis of Fringe Benefits.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	I am not satisfied with the benefit I receive.	3.15	1.13	1	5
2.	The benefits I receive are as good as most other organization offer.	2.96	1.07	1	5
3.	The benefit package is equitable.	2.89	1.01	1	5
4.	There are benefits we do not which we should have.	2.84	1.05	1	5
	Fringe Benefits (N=300)	2.96	1.06		

The table above shows teachers' satisfaction with fringe benefits. The table shows that the statement: "I am not satisfied with the benefits I receive" has an average score of "3.15". It shows that teachers are moderately satisfied with the benefit they receive. However, the statement: "The benefits I receive are as good as most other organizations." "The benefits package is fair." "There are advantages that we don't have that we should have." have an average score of "2.96", "2.89" and "2.84", which is a below-average average score, showing that teachers are not satisfied with the benefit they receive. The average mean score which is "2.96" less than 3

indicates that the teachers are not positive and agree with all the statements regarding fringe benefits.

7.5. Contingent Awards

Conditional remuneration is also an independent variable of the study, which helps to determine the job satisfaction of the teacher. In this research, four different questions were formulated to measure contingent reward. A summary is provided in the table below:

Table 13. Descriptive Analysis of Contingent Rewards.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	When I do a good job, I receive the recognition for it than I should.	2.99	1.09	1	5
2.	I do not feel that the work I do is appreciated.	3.25	0.99	1	5
3.	There are few rewards for those who work here.	3.29	1.00	1	5
4.	I don't feel my efforts are rewarded the way they should be.	3.14	1.02	1	5
	Contingent Rewards (N=300)	3.17	1.03		

The table above shows teachers' satisfaction with contingent rewards. The table shows that the statement: "When I do a good job, I get credit for it more than I should. has an average score of "2.96" showing that teachers are not satisfied with the recognition they should have for their work. However, another statement: "I don't feel like the work I do is appreciated. has an average of 3.25 in contingent rewards, it shows that most teachers feel that their work is not appreciated. Another statement reads:

"There are few rewards for those who work here. they have an average score of "3.14" among contingent rewards, indicating that teachers agree that there are few rewards for teachers. Similarly, the statement with the highest mean score of "3.14" is "I do not feel that my efforts are rewarded as they should be". shows that teachers slightly agree with the statement. The average mean score, which is "3.17" greater than 3, indicates that teachers are quite positive and agree with all statements regard-

ing supervision.

7.6. Operating Procedure

Operating procedure is another independent variable of the

study that helps to determine the job satisfaction of the teacher. In this research, four different questions were formulated to measure the operation progress. A summary is provided in the table below:

Table 14. Descriptive Analysis of Operation Procedure.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	Many of the rules and regulations make doing a good job difficult.	3.3	1.06	1	5
2.	My efforts to do a good are seldom blocked	2.95	0.98	1	5
3.	I have too much to do at work.	3.67	0.78	1	5
4.	I have too much paperwork.	3.49	1.03	1	5
	Operation Procedure (N=300)	3.35	0.96		

The above table expresses the teachers' satisfaction with the operational procedure. Table reveals that the statement: "There are so many rules and regulations that doing a good job is difficult. has an average score of "3.3" shows many rules and regulations that make work difficult. However, the statement: "My efforts to do good are rarely blocked." has a mean of "2.95" in the operational procedure, it shows that most teachers disagree with this statement. Another statement is "I have too much to do at work." they have an average score of "3.67", which is the highest among operational procedures, which shows that teachers have a lot of work to do. Similarly, a statement about an average score of "3.35" is

"I have too much paperwork." shows that teachers have to do a lot of paper work. An average mean score that is "3.35" greater than 3 indicates that teachers are positive and agree with all statements about salary.

7.7. Associates

Co-workers are another independent variable of the study that helps to determine teacher job satisfaction. In this research, four different questions were formulated to measure co-workers. A summary is provided in the table below:

Table 15. Descriptive Analysis of Co-workers.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	I like the people I work with.	3.94	0.89	1	5
2.	I have to work with incompetent people.	2.69	1.03	1	5
3.	I enjoy my coworkers.	3.68	0.93	1	5
4.	There is too much fighting at work.	2.41	1.03	1	5
	Co-workers (N=300)	3.18	0.97		

The table above shows teachers' satisfaction with co-workers. The table shows that the statement: "I like the people I work with. has an average score of "3.94" indicating that teachers like their coworkers. However, teachers do not support the statement "I have to work with incompetent people". because the mean score for the statement is below average, i.e. 2.69. Another statement: "I like my co-workers." has a "3.68" average with co-workers; shows that most teachers

enjoy working with colleagues. Another statement is "There are too many fights at work." has a mean score of "2.41", which shows that teachers strongly disagree with this statement. A mean mean score of "3.17" greater than 3 indicates that teachers are relatively positive and agree with the statements regarding coworkers.

7.8. Nature of Work

The nature of the work is also an independent variable of the study, which helps to determine the job satisfaction of the

teacher. In this research, four different questions were formulated to measure the nature of work. A summary is provided in the table below:

Table 16. Descriptive Analysis of Nature of Work.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	Sometimes feel my job is meaningless	2.70	1.19	1	5
2.	I like doing the things I do at work.	3.87	0.88	1	5
3.	I feel sense of pride in doing my job.	4.04	0.86	1	5
4.	My job is enjoyable.	3.78	0.94	1	5
	Nature of Wok (N=300)	3.59	0.97		

The above table expresses the satisfaction of the teachers with the nature of the work. The table shows that the statement: "Sometimes I feel that my work is meaningless." has an average score of "2.70" showing that 27 teachers disagree with the statement and consider their work meaningful. Another statement: "I like doing the things I do at work." has an average of 3.87; shows that most teachers like the things they do at work. Similarly, another statement reads: "I feel a sense of pride in doing my job. they have a mean score of "4.04", which shows that teachers highly agree with the statement and are proud to practice the teaching profession. In addition,

another statement "I enjoy my job" has a mean score of "3.59", which shows that teachers agree with the statement and enjoy their work. Average means the score which is "3.59".

7.9. Communication

Communication is another independent variable of the study that helps to determine teacher job satisfaction. In this research, four different questions were formulated to measure communication. A summary is provided in the table below:

Table 17. Descriptive Analysis of Communication.

S.N	Statements	Mean	SD	Minimum	Maximum
1.	Communication seems good within this organization.	3.58	0.96	1	5
2.	The goals of the organization are not clear to me.	2.63	1.09	1	5
3.	I often feel what I am going on with the organization.	3.37	0.93	1	5
4.	Work assignments are not fully explained.	2.99	1.13	1	5
	Communication (N=300)	3.14	1.03		

The table above shows teachers' satisfaction with communication. The table shows that the statement: "Communication seems good within this organization." has an average score of "3.58" showing that teachers are not satisfied with communication in the school. Another statement: "The purpose of the organization is not clear to me." has a 2.63 GPA in communication; shows that most teachers do not support this statement. "I often feel what I'm doing with the organization." they have an average score of "3.37", indicating that teachers agree with this statement. Similarly, the statement

with an average score of "2.99" is "Job tasks are not fully explained." shows that teachers do not agree with this statement. The average mean score, which is "3.14" greater than 3, indicates that teachers are quite positive and agree with all statements regarding supervision.

8. Discussion

The research study attempted to explore the scenario of

job satisfaction among school teachers in Devdaha village. A structured questionnaire was used to collect data from the respondents. Furthermore, the research questionnaire was divided into two parts. The first part contains information related to the demographic profile of the respondent, and the next part contains a questionnaire related to job satisfaction among teachers in the village of Devdaha. Research has used various demographic characteristics such as age, gender, types of institutions, years of experience, and education level in relationships to examine the various components of job satisfaction. The second part contains questions related to the dependent and independent variables of the study. The study is based on demographic profile analysis through percentage, data analysis was done using descriptive statistical tools including mean, maximum, minimum and standard deviation to analyze dependent and independent variables. The results of the study are positive and significant according to data analysis. The research design of this research was descriptive in nature. Teachers' perception of job satisfaction was measured using a 5-point Likert scale. Attitude towards job satisfaction among school teachers in Devdaha village was measured using a 5-point scale. In addition to respondents' demographic variables, choices for all items were based on a five-point Likert scale anchored by "Strongly Disagree"= "1" to "Strongly Agree"= "5". A simple random sampling method was used and the primary data needed for the analysis was obtained through a structured questionnaire. Response was collected from 39 different community and institutional schools in Devdaha village. For analysis, the collected data was processed using software such as Microsoft Excel & SPSS. Similarly, reliability statistics, demographic profile analysis and descriptive statistics were used to achieve the research objectives.

It was found that 1 5.7% of respondents represent the age group under 25 years, 47.3% of respondents represent the age group 25-35 years, 21.3% of respondents represent the age group 36-45 years, 1 3% of the 5 6 and 2.7% of respondents are in the over 55 age group. It was found that the majority of respondents fall into the age category of 25-35 years, i.e. 47.3%. It was found that the number of male respondents was 155, i.e. 51.7%, and the number of female respondents was 145, i.e. 48.3%. The number of female respondents was lower than the number of male respondents. Based on the study sample, the findings show that out of the total number of study respondents, i.e. 300 respondents, 50% of the respondents, i.e. 150 represent public schools, while 50% i.e. 150 respondents represent institutional schools. Of the total number of respondents of the study, 96 respondents, i.e. 32% of respondents have experience of up to 5 years, 84 respondents or 28% have work experience of 6 to 10 years, as well as 53 respondents or 17.7% of respondents have experience of 11 years. -15 years. Similarly, 66 respondents, i.e. 22% of respondents, have work experience of 16-20 years and 1 respondent, i.e. 0.3%, has experience of more than 20 years. It was found that the majority of respondents

fall into the category of experience under 5 years. On the basis of the respondents' educational attainment, it was found that of the total number of respondents of the study, 79 respondents, i.e. 26.3% of respondents have an intermediate qualification, 135 respondents or 45.0% have a bachelor's degree, as well as 86 respondents. or 28.7% of respondents have a master's degree qualification. It was found that most of the respondents have a bachelor's degree. 40 Of the total number of respondents of the study, 195 respondents, i.e. 65.0% of respondents teach at the elementary level and 105 respondents or 35.0% teach at the secondary level. It was found that most of the respondents fall into the basic teacher level category.

A descriptive statics study was conducted and the final result was presented. The results obtained from the descriptive statistics for the dependent and independent variables are summarized below. Descriptive statistics of the independent variable wage shows that the mean response of the respondents is 3.28 with a standard deviation of 0.96, which means that the respondents are positive and agree with all the statements. However, it is also found that teachers are not satisfied with the salaries they receive. "I feel that I am paid a fair amount for the work I do" has the lowest mean, i.e. "2.88", in salary, which shows that most teachers are not satisfied with their salary. The descriptive statistics of independent variable promotion shows that the mean response of the respondents is 3.14 with a standard deviation of 1.09, which means that the respondents are positive and agree with all the statements. However, the respondents are not satisfied with the promotion compared to other places. The statement "People get ahead just as fast here as anywhere else". has a mean score of "2.85", which is the lowest among promotions, indicating that teachers strongly disagree with the rapid promotion compared to other places. The descriptive statistics of the independent variable of supervision shows that the mean response of the respondents is 3.24 with a standard deviation of 0.97, which means that the respondents are positive and agree with all the statements. The statement has the highest average score of "3.66" is "I like my supervisor". it shows that the teachers like their supervisor. Teachers are moderately satisfied with supervision at school. Descriptive statistics of the independent variable marginal benefit shows that the mean response of the respondents is 2.96 with a standard deviation of 1.06, which indicates that the respondents are not positive and disagree with all the statements. It clearly states that teachers are not satisfied with the benefits they receive in the school.

Descriptive statistics of the independent variables of contingent rewards show that the mean response of the respondents is 3.17 with a standard deviation of 1.03, which means that the respondents are positive and agree with all the statements. However, the respondent is not satisfied with the recognition "When I do a good job, I get more credit for it than I should". has an average score of "2.96" showing that teachers are not satisfied with the recognition they should have for their work.

Descriptive statistics of the operation of the independent variable shows that the mean response of the respondents is 3.35 with a standard deviation of 0.96, which means that the respondents are positive and agree with all the statements. It shows that the teachers are satisfied with the operational procedures in the school. Descriptive statistics of the independent variables associates shows that the mean response of the respondents is 3.18 with a standard deviation of 0.98, which means that the respondents are positive and agree with all the statements. Teachers were found to enjoy working with co-workers and created a cooperative environment in the workplace [22]. Descriptive statistics of the independent variable nature of work shows that the average response of the respondents is 3.59 with a standard deviation of 0.97, which means that the respondents are positive and agree with all the statements. It is found that teachers are proud of their profession and do not consider their work meaningless. Descriptive statistics of the communication of independent variables shows that the mean response of the respondents is 3.14 with a standard deviation of 1.03, which means that the respondents are positive and agree with all the statements. According to the research, it was found that communication in schools is good and the aims of the school and the role of the teachers are clearly explained to the teachers. Teachers are satisfied with communication in the organization.

9. Conclusion

The aim of this research was to determine the job satisfaction of teachers in the village of Devdaha. The study attempted to identify factors that influence the job satisfaction of teachers in schools. Various job satisfaction factors are related to job satisfaction. Various factors determining job satisfaction were studied to determine a valid conclusion. The first factor that affects teachers' job satisfaction is salary. Paying teachers a fair amount increases satisfaction. If teachers are paid a fair amount of salary, their work performance will increase which will ultimately help the education development of the nation. The hypothesis test in the study based on SPSS analysis showed that the relationship between salary and job satisfaction is positive and significant. Another factor affecting teachers' job satisfaction is the operational procedure. School and government rules and regulations should be made clear to teachers, unnecessary burdens and paperwork should be removed to help teachers perform better. Similarly, supervision and communication were also found to be significant factors in job satisfaction. The leader should be competent and fair to all teachers. Communication in the school should be clear and work tasks should be clearly explained to motivate teachers to perform better. The test in the study based on SPSS analysis showed that the relationship between supervision, workflow and communication and job satisfaction is positive and significant. However, other factors such as promotion, fringe benefits, contingent rewards, co-workers, and nature of work also affect teacher satisfaction levels.

The statistical tools used in the study thus verified that the relationship between the various components of the independent variables, i.e. salary, supervision, operational procedure, communication. All of these factors have a significant relationship in determining employee performance. This study adds to other empirical evidence that supports the view of the relationship between teacher job satisfaction and various factors influencing job satisfaction [23]. However, due to the various limitations of this study, further research is needed in the area of teacher job satisfaction. With these limitations in mind, this study could make several recommendations for further research on teacher job satisfaction. For further research, the researcher can go outside Devdaha village to study the job satisfaction of teachers. An environment conducive to technology-friendly teacher education should be created for all teachers by providing facilities in line with current world perspective and friendly and international standards. Teachers' allowances should be increased. Similarly, every teacher should receive a risk allowance (voice box cancer). Every private sector should also pay teachers as per government policy i.e. government scale salary, pension fund, social security fund. Institutional school operators reward good teachers every year for their good results, so there is more teacher satisfaction in institutional schools, but the presence of political tension in public schools, qualified and good teachers are sidelined. Because of unions and organizations, party cadres are rewarded as good teachers, so there is teacher dissatisfaction in the government. This system should be discontinued to increase teacher satisfaction. As private teachers, temporary teachers, assistant teachers and children's teachers are less satisfied, it can be seen that additional leave, provident fund and other voluntary facilities should be added to these teachers, including management of professional security by local bodies in order to increase affection and job satisfaction. Local government should provide special benefits to teachers like other public officials. At the same time, the local government should propose certain guidelines to reward teachers from each ward with a high level of achievement. It encourages teachers to achieve better results and satisfaction.

A study on teacher job satisfaction among school teachers in the village of Devdaha has not yet been published. Thus, there is a research gap with the field of school teachers and job satisfaction. The research is based on the variables that are most important to educational institutions in the field of job satisfaction. The result of the research would help the schools to make the right decision to solve the existing problems of the teachers, so that the teachers will be more satisfied with the school and it would help in better results and profitability. This study opens the door for further research and provides literature in this area and fills the research gap among teachers in school employment for better qualitative school outcomes in Nepal. We believe that this study will bring new knowledge about this issue.

Abbreviations

GPA	Grade Point Average
JSS	Job Satisfaction Survey
SPSS	Statistical Package for Social Sciences
SD	Standard Deviation
SN	Serial Number

Author Contributions

Hiranya Lal Lamsal: Methodology, Supervision, Writing – original draft, Writing – review & editing

Narayan Bhandari: Conceptualization, Data curation, Formal Analysis, Software

Shyam Neupane: Data curation, Project administration

Conflicts of Interest

The authors declare no conflicts of interest.

Appendix

Questionnaire

This Questionnaire is designed to gather the information related Job satisfaction of school teachers in Devdaha munic-

ipality.

Part A will collect basic Demographic information whereas Part B collects information in the factor related to job satisfaction. Sample of Questionnaire of Part B is presented below.

Part A: Demographic Information

Please insert the \surd mark in the box with reference to your personal information.

Name (Optional)

1. Gender: Male Female

2. Age: Below 25 26-35 36-45 46-55 above 55

3. Job Type: Permanent Temporary

4. Tenure of Teaching: Below 5 years 6-10 11-15 16-20 above 20

5. Institution: Community Institutional

6. Salary: Below Rs. 10,000 10,001-20,000 20,001-30,000 30,001-40,000 40,000 Above

7. Level: Basic Level Secondary Level

8. Qualification: Intermediate Level Bachelors Masters

Part B

The topic is evaluated through using following Likert scale model, which is measured on 1 to 5 point scale: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4=Agree and 5= Strongly Agree. Please indicate your response by placing appropriate rating on statement.

Table A1. Pay/Salary.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I feel I am being paid a fair amount for the work I do.				
2.	Raises are too few and far between.				
3.	I feel appreciated by the organization when I think about what they pay me.				
4.	I feel satisfied with my chances for salary increases.				

Table A2. Promotion.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	There is little chance for promotion in my job.				
2.	Those who do well on the job stand a fair chance of being promoted.				
3.	People get ahead as fast here as they do in other places.				
4.	I am satisfied with my chances of promotion				

Table A3. Supervision.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	My supervision is quite competent in doing his/her job.				
2.	My supervisor is unfair to me.				
3.	My supervisor shows too little interest in the feeling of subordinates.				
4.	I like my supervisor.				

Table A4. Fringe Benefits.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I am not satisfied with the benefit I receive.				
2.	The benefits I receive are as good as most other organization offer.				
3.	The benefit package is equitable.				
4.	There are benefits we do not which we should have.				

Table A5. Contingent Rewards.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	When I do a good job, I receive the recognition for it than I should.				
2.	I do not feel that the work I do is appreciated.				
3.	There are few rewards for those who work here.				
4.	I don't feel my efforts are rewarded the way they should be.				

Table A6. Operational procedure.

S.N	Statements	Strongly Disagree	SD	Minimum	Strongly Agree
1.	Many of the rules and regulations make doing a good job difficult.				
2.	My efforts to do a good are seldom blocked				
3.	I have too much to do at work.				
4.	I have too much paperwork.				

Table A7. Co-Workers.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I like the people I work with.				
2.	I have to work with incompetent people.				

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
3.	I enjoy my coworkers.				
4.	There is too much fighting at work.				

Table A8. Nature of Work.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Sometimes feel my job is meaningless				
2.	I like doing the things I do at work.				
3.	I feel sense of pride in doing my job.				
4.	My job is enjoyable.				

Table A9. Communication.

S.N	Statements	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	Communication seems good within this organization.				
2.	The goal of the organization are not clear to me.				
3.	I often feel what I am going on with the organization.				
4.	Work assignments are not fully explained.				

The Questionnaire was adopted from the Job Satisfaction Survey (JSS) is a 36-item, scale developed by Spector (1994).

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Research Fields

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