



SHANTI JOURNAL: A Multidisciplinary Peer Reviewed Journal
Print ISSN: 2961 * 1601 E-ISSN: 2961-161x
ejournal Site: www.nepjol.info/index.php/shantij
• Peer-Reviewed, Open access Journal
• Indexed in Nepjol



BISHWA SHANTI
CHIRAN-MILAN CAMPUS
URL:
www.bishwashantcampus.edu.np

Job Satisfaction of the teachers in Kathmandu Metropolitan City

Pradip Bajracharya

M. Phil Scholar, Tribhuvan University, Kirtipur

Artical History: Submitted 10 September **Reviewed** 26 September **Revised** 4 October
Corresponding Author: Pradip Bajracharya **E-mail:** pardipbajra00@gmail.com

Copyright ©2023 Author(s) This open access article is distributed under a [Creative Commons Attribution-NonCommercial 4.0 International \(CC BY-NC 4.0\) License](https://creativecommons.org/licenses/by-nc/4.0/).



Abstract

This article explores the satisfaction of the teachers who are working in different public and private schools in Kathmandu Metropolitan City. The article aims to identify the factors that satisfies the teachers so that they retain in the school for a longer period of time. The participants of this study was purposively selected. Collecting questionnaires as the means of data generation, this article finds out insights from 194 teachers who have been in the teaching field for more than a year. Most of the teachers found enjoyment in their work, regardless of government, private or community schools. They pointed out the importance of the role of the supervisor as well as the opportunity to attend the training in the job satisfaction. The research shows that overall enjoyment of job depends on the satisfaction with the benefits provided to the respondents.

Keywords: Job satisfaction, salary scale, academic qualification, enjoyment

Introduction

School is considered as the second home and the teachers as the second parents. School is the place where there is delivery of good education. Teachers are the people who play a vital role in providing education. All the schools want their place to provide good education to the students. Every school recruits good and qualified teachers in order to deliver good education. Good and qualified teachers can only bring out changes in the education of the students. They help their students to perform well and gain more marks. Highly qualified and committed teachers can produce effective results by producing good quality of students, who contribute to their country in future. Highly qualified and

committed teachers are the assets of the school since they are directly related to the good performance of the students as well as their retention. No institution wants their well-qualified and experienced teachers leave their job. The teachers also do not want to change their job frequently. Here, both the institution and teachers are dependent on each other. If the teachers are satisfied with their job, then there is no question that they transfer to other institutions. Job satisfaction plays an important role for the teachers to bind them with the institution. If the teachers are leaving the school in short period of time, this will create the negative impact on the students and the parents. Therefore, it is important for the school to retain the qualified and dedicated teachers. The teachers can be retained successfully only if they are satisfied with their jobs (Tehseen & Hadi, 2015, p. 233).

Personal growth and the ability to receive support from administrators regarding emotional, environmental and instructional support had an impact on a teacher's decision to stay or leave in private schools. Teachers are both the largest cost and the largest human capital resource of an education system, particularly at the school level. Attracting and retaining high quality teachers is thus a primary necessity for educational institutions. However, good teachers are difficult to recruit and almost impossible to retain if the rewards of teaching do not outweigh the possible frustrations on account of poor job conditions. The first step in developing a high quality faculty is to understand the factors associated with teaching quality and retention (Sharma & Jyoti, 2006, p. 349). There is no doubt that the quality of teachers has the close relationship with the effective teaching learning process. Attracting and keeping good teachers has always remained a challenge for educational institutions. The retention of public school teachers is an issue of increasing concern in education system.

Many philosophers have different approaches in defining the phrase job satisfaction. Some of them are given below that are as follows.

A teacher's emotion is also associated with the educational institution when s/he joins it which can relate to job satisfaction. Job satisfaction is an emotional relation to an employee's work condition (Kayastha & Kayastha, 2012, p. 41).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole. People also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George Jennifer & Jones, 2012, p. 78).

A job is not an entity but an abstraction referring to a combination of tasks

performed by an individual in a certain physical and social context for financial (and other) remuneration (Locke, 1969, p. 330).

The term job satisfaction refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2007, p. 264). Teacher's achievement and success depends on the satisfaction that is received from the job. Job satisfaction is a worker's sense of achievement and success on the job (Aziri, 2011, p. 77).

In PhD paper of Hari Prasad Nepal, 2016, the writer has talked about the effect of teachers' job satisfaction in private schools in Nepal. He has observed that young teachers, male teachers, unmarried teachers and teacher with greater human capital would be less satisfied. The teachers who were more socially similar to the local community would be more satisfied. Teacher with greater workloads and schools where there is greater opportunity for professional discussion and collaboration are satisfied and so on.

Statement of Problem

Teaching satisfaction is a function of the perceived relation between what one wants from one's job and what one perceives teaching as offering or entailing (Ho & Au, 2006, p. 172). The place and the environment where one is working is the key role for the satisfaction of job. The importance of teachers and managers' roles cannot be ignored in high quality education of manpower. Satisfaction and dissatisfaction in teachers and managers' works affect their performance (Demirtas, 2010, p. 1070). Job satisfaction is influenced by a series of factors such as salary scale, promotion opportunities, behaviour of the supervisors, working environment, nature of job and decision making opportunities. Job satisfaction causes a series of influences on various aspects of organizational life. Some of them are the influence of job satisfaction on employee productivity, loyalty and absenteeism (Aziri, 2011, p. 84).

There has been no systematic, large-scale research or small-scale research which uses an actual test to examine between age, gender, education level, years of experiences, and psychological indicators. This research focuses on different factors that affect directly or indirectly on the satisfaction of job of teachers in the schools of Kathmandu Metropolitan City. This research will help the educational institutions to create teacher friendly circumstances and maintain the satisfaction in the job.

Research Objective

The main objective of this study is to identify the factors that satisfies the teachers to retain in the school.

Research Question

This research will answer the following question :

What are the factors that lead to the satisfaction of job of teachers in private schools?

Method

Target Population

The study area of this research is Kathmandu Metropolitan City, the capital city of Nepal having a diversity of teachers coming from all 77 districts and 7 provinces. According to the information received from the District Education Office, situated at Chagal, Tahachal, there are around 541 schools including private and public schools in Kathmandu Metropolitan City. There are around 10,838 teachers working in different schools. The target population of the study is the teachers working in different schools of Kathmandu Metropolitan City who have been in the teaching field for at least 1 year.

Sampling Frame

Information for the research will be collected by collecting the questionnaires from the teachers. There might be chances of not gaining the access to the required teachers due to different reasons. The researcher may not be able to meet the required teachers as they might be absent on the day, may have changed their schools, may have quit their job or may have died. Therefore, only teachers who are reachable will be survey population. Those teachers who have been working in the particular school for less than 3 years will be included. Any teachers who have joined the teaching job for about a year will also be included. This will be the total population size of the research.

Limitation and Delimitation

Limitations:

- Only school teachers from the selected schools will be used for data collection.
- Only schools of Kathmandu Metropolitan City will be used for data collection.

Delimitations

- The data of teachers who have recently joined the teaching field will not be taken.
- Only questionnaire will be used for data collection.

- As this research will be carried out through my personal effort and resources, it may not cover all the factors leading to the job satisfaction of teachers.

Data Collection

Sources of Data: Data will be collected from primary and secondary sources.

Tools: Structured and semi-structured survey questionnaires will be used for data collection.

Data Presentation: Collected data (age, sex, address, salary scale) is presented in the form of tabular and graphical forms.

Participants

A total of 194 teachers from 5 government schools, 10 private schools and 1 community school in Kathmandu Metropolitan City participated in a questionnaire study. Among the 200 questionnaires sent to the above mentioned 16 schools, 194 questionnaires were returned, and the response rate was 97.0 %. There were 69 (35.6%) male and 125 (64.4%) female teachers. A maximum number of teachers were in between 36 to 45 years old.

Procedure

The questionnaires were distributed to 12 schools through friends involved in the teaching field. Those friends were requested to circulate the questionnaires randomly to the teachers teaching in their schools in Class 1 to 10. After few days, the questionnaires were collected from the schools. The questionnaires were also sent to different teachers of 3 private schools in the format of google form. Those teachers were requested to submit them. In one of the schools, the questionnaires were distributed to the teachers by the researcher himself, distributed the questionnaires to the concerned authority of the school, explained about it, waited there for the teachers to fill in and collected back the questionnaires after few hours. All the respondents did not have to write their names in order to encourage the truthful responses.

Questionnaire

The questionnaire was typed in English and printed. A short introduction was written at the top of the questionnaire describing the objective of it. The questionnaire consisted of two sections. The first section asked about teacher's personal information such as age, sex, religion, marital status, permanent address, parents' occupation, highest academic qualification, type of school, number of years of service in teaching, class in

which they teach and salary scale.

The second section consists of Likert Scale measurement. It consisted of statements where the respondents have to simply tick the column that stated 5 options: strongly disagree, disagree, undecided, agree and strongly agree.

Ethical Considerations

The researcher has taken a verbal consent from the school administrator before approaching the respondents. After the verbal consent, the respondents were informed about the objective of the survey. A short introduction of the researcher and his objective was also mentioned at the top of the questionnaire. There was no place for the respondents to write their names or other identities in order to make the survey confidential. The respondents were also explained clearly that the information shared on the questionnaire will be kept confidential.

Data Analysis

After the collection of the data through questionnaires and google forms, each data was checked one by one and a serial number was given to each. Then, they were entered into the Statistical Package for the Social Sciences (SPSS) software for further analysis. Univariate analysis was done to find out the enjoyment of the work the respondents were involved in. Similarly, bivariate analysis was done in order to check the association between the overall enjoyment of the work the respondents were involved in and the role of the supervisor, type of schools the respondents were engaged in, opportunities of trainings they were receiving and benefits they received. of Pearson Chi-Square Test was carried out for checking the association between the variables which was followed by Phi Test to find out the strength of their association. One-Way ANOVA Test was also carried out for checking the association between the variables.

Results

The demographic characteristics of the respondents is tabulated as follows.

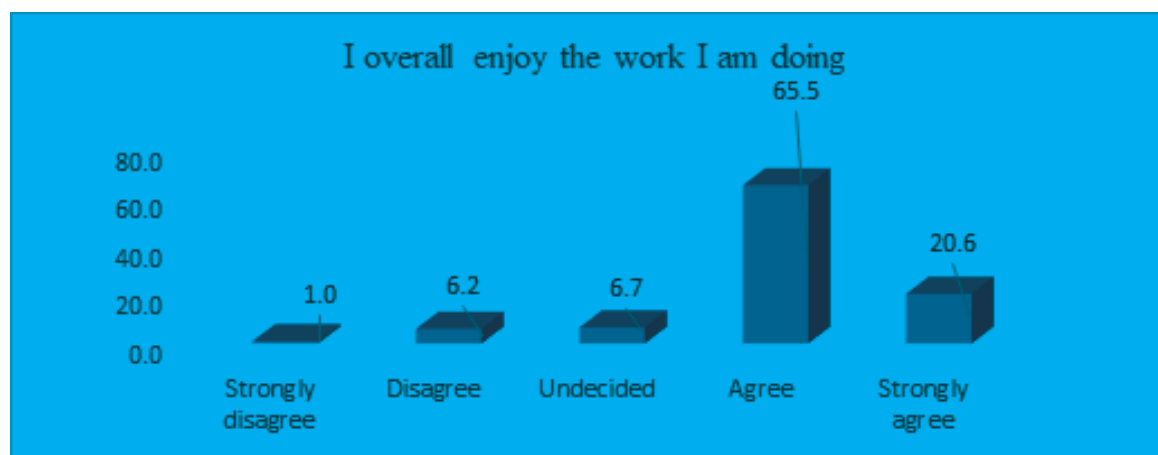
Table 1. Demographic Characteristics

Demographic Variables	Categories	Frequency	Percentage (%)
Age	Below 25 years	17	8.8
	25 to 35 years	68	35.1
	36 to 45 years	77	39.7
	46 to 60 years	27	13.9
	Missing	5	2.5
Sex	Male	69	35.6
	Female	125	64.4
Religion	Hindu	160	82.5
	Buddhist	27	13.9
	Christian	4	2.1
	Muslim	2	1.0
	Others	1	0.5
Marital Status	Unmarried	32	16.5
	Married	159	82.0
	Divorced	2	1.0
	Widow/Widower	1	0.5
Highest Academic Qualification	Intermediate	23	11.9
	Bachelors	70	36.1
	Masters	93	47.9
	MPhil	7	3.6
	Missing	1	0.5
Type of School they teach	Government	77	39.7
	Private	104	53.6
	Community	13	6.7
Number of years of service in teaching	Below 5 years	35	18.0
	5 to 10 years	47	24.2
	11 to 15 years	52	26.8
	16 to 25 years	46	23.7
	26 to 40 years	11	5.7
	Missing	3	1.6
Level	Pre-Primary	14	7.2
	Primary	48	24.7
	Lower Secondary	34	17.5
	Secondary	98	50.5

Out of 194 respondents, about 65.5% (127) agree that they are enjoying the work that they are doing. About 20.6% (40) respondents strongly agree that they are enjoying the teaching job. Only 6.2% (12) respondents and 1.0% (2) respondents disagree and strongly disagree that they are enjoying the work they are doing respectively.

Table 2. I overall enjoy the work I am doing.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	2	1.0	1.0	1.0
Disagree	12	6.2	6.2	7.2
Undecided	13	6.7	6.7	13.9
Agree	127	65.5	65.5	79.4
Strongly agree	40	20.6	20.6	100.0
Total	194	100.0	100.0	



Job Satisfaction and Type of School

Table 3. Type of School * I overall enjoy the work I am doing. Cross tabulation

Count		I overall enjoy the work I am doing.					Total
		Strongly disagree	Disagree	Undecided	Agree	Strongly agree	
Type of School	Government	1	4	7	47	18	77
	Private	1	7	5	72	19	104
	Community	0	1	1	8	3	13
Total		2	12	13	127	40	194

The researcher collected the questionnaires from the respondents from three

different types of schools (government, private and community). Out of those, 69.2% (72) respondents from the private schools agree that they overall enjoy the work they are doing. Similarly, 61.0% (47) respondents from the government schools agree that they overall enjoy the work they are doing whereas 61.5% (8) respondents from the community schools agree that they overall enjoy the work they are doing. (Table 3)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2.731 ^a	8	.950
Likelihood Ratio	2.857	8	.943
Linear-by-Linear Association	.023	1	.879
N of Valid Cases	194		

a. 7 cells (46.7%) have expected count less than 5. The minimum expected count is .13.

Since, the value of Pearson Chi-Square Test is 0.950 according to table 4, which is more than 0.05, it is not statistically significant and the null hypothesis is rejected. Therefore, overall enjoyment of job does not depend on the type of school.

	Value	Approx. Sig.
Nominal by Nominal Phi	.119	.950
Cramer's V	.084	.950
N of Valid Cases	194	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

According to table 5, the value of Phi is 0.950, which is more than 0.8, therefore the effect between overall enjoyment of job and the type of school is very strong.

Job Satisfaction and Sex of the respondents

Among 194 respondents, 68.8% of female respondents and 59.4% of male respondents agree that they overall enjoy the work they are doing. Only 5.6% of female respondents and 7.2% of male respondents disagree on the statement.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.497 ^a	4	.478
Likelihood Ratio	4.106	4	.392
Linear-by-Linear Association	.604	1	.437
N of Valid Cases	194		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .71.

Since, the value of Pearson Chi-Square Test is 0.478 according to table 6, which is more than 0.05, it is not statistically significant and the null hypothesis is rejected. Therefore, overall enjoyment of job does not depend on the sex of the respondents.

Table 7. Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.134	.478
	Cramer's V	.134	.478
N of Valid Cases		194	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

According to table 7, the value of Phi is 0.478, which is less than 0.5, therefore the effect between overall enjoyment of job and the sex of respondents is moderate.

Table 8. Frequency distribution of the respondents Job satisfaction

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
	f (%)	f (%)	f (%)	f (%)	f (%)
I get opportunities to participate in trainings.	6 (3.1)	17 (8.8)	13 (6.7)	129 (66.5)	29 (14.9)
There is less chance of promotion in my job.	23 (11.9)	70 (36.1)	31 (16.0)	59 (30.4)	11 (5.7)
Everyone gets equal opportunity to participate in trainings.	7 (3.6)	32 (16.5)	19 (9.8)	107 (55.2)	29 (14.9)
My effort is not praised.	11 (5.7)	43 (22.2)	41 (21.1)	82 (42.3)	17 (8.8)
I have too much of work than required.	16 (8.2)	51 (26.3)	24 (12.4)	81 (41.8)	22 (11.3)
I have to do lots of paperwork.	10 (5.2)	67 (34.5)	26 (13.4)	75 (38.7)	16 (8.2)
I get enough leisure time.	26 (13.4)	82 (42.3)	21 (10.8)	54 (27.8)	11 (5.7)
I feel sense of pride in my job.	7 (3.6)	10 (5.2)	26 (13.4)	105 (54.1)	46 (23.7)
I don't feel my efforts are rewarded the way they should be.	18 (9.3)	77 (39.7)	47 (24.2)	40 (20.6)	12 (6.2)

Rise in salary is very rare and uncommon.	19 (9.8)	79 (40.7)	43 (22.2)	43 (22.2)	10 (5.2)
I receive the recognition for what I do at my school.	5 (2.6)	29 (14.9)	32 (16.5)	111 (57.2)	17 (8.8)
My supervisor helps me whenever I need.	6 (3.1)	25 (12.9)	27 (13.9)	104 (53.6)	32 (16.5)
My supervisor is unfair to me.	8 (4.1)	20 (10.3)	37 (19.1)	91 (46.9)	38 (19.6)
My supervisor helps me to learn new ways that come across.	4 (2.1)	19 (9.8)	27 (13.9)	118 (60.8)	26 (13.4)
My supervisor is capable for his post.	5 (2.6)	12 (6.2)	37 (19.1)	93 (47.9)	47 (24.2)
I like the colleagues I work with.	3 (1.5)	7 (3.6)	11 (5.7)	123 (63.4)	50 (25.8)
There is a good environment between my colleagues.	3 (1.5)	9 (4.6)	10 (5.2)	120 (61.9)	52 (26.8)
I do not get freedom in my job.	12 (6.2)	50 (25.8)	29 (14.9)	83 (42.8)	20 (10.3)
I am never heard in my job.	3 (1.5)	38 (19.6)	59 (30.4)	80 (41.2)	14 (7.2)
I feel I am paid enough amount for my work.	19 (9.8)	78 (40.2)	44 (22.7)	45 (23.2)	8 (4.1)
I am satisfied with the benefits I receive.	18 (9.3)	56 (28.9)	28 (14.4)	83 (42.8)	9 (4.6)
I like doing the things I do at work.	4 (2.1)	14 (7.2)	15 (7.7)	134 (69.1)	27 (13.9)
I overall enjoy the work I am doing.	2 (1.0)	12 (6.2)	13 (6.7)	127 (65.5)	40 (20.6)

Sum of Job Satisfaction and Marital Status of the respondents

The Mean and the Standard Deviation of teachers' job satisfaction of unmarried, married, divorced and widow/widower teachers were 80.8 ± 12.1 , 78.6 ± 9.9 , 66.5 ± 17.6 and 56.0 respectively.

Table 9. Descriptives

Sum_job_satisfaction								
	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Unmarried	32	80.8438	12.11000	2.14077	76.4776	85.2099	61.00	108.00
Married	159	78.5912	9.94237	.78848	77.0339	80.1485	44.00	108.00
Divorced	2	66.5000	17.67767	12.50000	-92.3276	225.3276	54.00	79.00
Widow/ Widower	1	56.0000	56.00	56.00
Total	194	78.7216	10.53958	.75670	77.2292	80.2141	44.00	108.00

Table 10. ANOVA

Sum_job_satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	961.823	3	320.608	2.975	.033
Within Groups	20477.146	190	107.774		
Total	21438.969	193			

In the above table 10, the significance value is 0.033 (i.e., $p=0.033$), which is below 0.05. Therefore, there is a statistically significant difference in the job satisfaction of the teachers between marital status of the respondents.

Sum of Job Satisfaction and Academic Qualification of the respondents

The Mean and the Standard Deviation of teachers' job satisfaction of Intermediate, Bachelors, Masters and MPhil qualified teachers were 83.4 ± 10.3 , 80.1 ± 10.2 , 77.5 ± 9.9 and 66.1 ± 11.9 respectively.

Table 12. ANOVA

Sum_job_satisfaction					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1907.324	3	635.775	6.154	.001
Within Groups	19524.199	189	103.303		
Total	21431.523	192			

In the above table 12, the significance value is 0.001 (i.e., $p=0.001$), which is below

0.05. Therefore, there is a statistically significant difference in the job satisfaction of the teachers between the different education level of the respondents.

Sum of Job Satisfaction and Type of School

The Mean and the Standard Deviation of teachers' job satisfaction in government schools, private schools and community schools were 76.4 ± 8.8 , 80.7 ± 11.2 and 77.0 ± 11.7 respectively.

Table 14. ANOVA

Sum_job_satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	849.436	2	424.718	3.940	.021
Within Groups	20589.533	191	107.799		
Total	21438.969	193			

In the above table 14, the significance value is 0.021 (i.e., $p=0.021$), which is below 0.05. Therefore, there is a statistically significant difference in the job satisfaction of the teachers between the different types of the schools of the respondents.

Discussion and Conclusion

Job satisfaction is one of the important aspect in everyone's carrier. Job satisfaction will help to work further responsible and accountable in their working status which ultimately helps to bloom their career as a successful teacher (Manandhar et al., 2021, p. 168). This study shows the job satisfaction of the teachers working in government, private and community schools. Any person associated with some job s/he is associated should have satisfaction in his/her job so that s/he can serve his/her institution for a longer period of time. Most of the respondents overall enjoy the work they are doing, regardless of government, private or community schools. Role of the supervisor plays an important role in the job satisfaction of the respondents. The teachers also expect to have training during their tenure in their institutions. From the research, it is found that overall enjoyment of job depends on the training opportunities provided to the respondents. The teachers also expect benefits to be provided to them. The research also shows that overall enjoyment of job depends on the satisfaction with the benefits provided to the respondents.

Reference

Armstrong, M. (2007). *A handbook of human resource management practice* (10th ed.). Kogan Page.

- Aziri, B. (2011). Job satisfaction: A literature review. *Management Research and Practice*, 3(4), 77-86.
- Demirtas, Z. (2010). Teachers' job satisfaction levels. *Procedia Social and Behavioral Sciences*, 9, 1069-1073. <https://doi.org/10.1016/j.sbspro.2010.12.287>
- George Jennifer, M., & Jones, G. R. (2012). Understanding and Managing Organizational Behavior. In: Person Education Inc, USA.
- Ho, C.-L., & Au, W.-T. (2006). Teaching satisfaction scale measuring job satisfaction of teachers. *Educational and Psychological Measurement*, 66(1). <https://doi.org/https://doi.org/10.1177/0013164405278573> (Sage Publications)
- Kayastha, D. P., & Kayastha, R. (2012). A study of job satisfaction among teachers, higher secondary school of Nepal. *International Journal of Evaluation and Research in Education (IJERE)*, 1(1), 41-44.
- Locke, E. A. (1969). What is job satisfaction? *Organizational Behaviour and Human Performance*, 4(4), 309-336. [https://doi.org/https://doi.org/10.1016/0030-5073\(69\)90013-0](https://doi.org/https://doi.org/10.1016/0030-5073(69)90013-0)
- Manandhar, P., Manandhar, N., & Joshi, S. K. (2021). Job satisfaction among school teachers in Duwakot, Bhaktapur District, Nepal. *International Journal of Occupational Safety and Health*, 11(3), 165-169. <https://doi.org/https://doi.org/10.3126/ijosh.v11i3.39769>
- Sharma, R., & Jyoti, J. (2006). Job satisfaction among school teachers. *IIMB Management Review*, 18(4), 349-363.
- Tehseen, S., & Hadi, N. U. (2015). Factors influencing teachers' performance and retention. *Mediterranean Journal of Social Sciences*, 6(1), 233. <https://doi.org/10.5901/mjss.2015.v6n1p233>