Job Satisfaction and Professional Stress Among University Teachers

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Abstract	Article Info
Teaching is a constant guidance and support to the students for learning and developing competencies. Teachers should display caring attitude and facilitate in all possible ways. The aim of teaching is to encourage in learning, encourage in knowledge generation and develop skills and attitudes. Teaching is a profession and teachers should be professionals. The professionals are expected to adhere established principles, such as maxims of order, involvement, encouragement, consistency, support, accuracy, and efficiency (Richards, 1996), and showcase high standards of conduct. People may hold different views on teaching, for instance, some may perceive it as easier job and everyone can easily handle, however, but I experience it as a job of mix emotions, including series pleasant and panic moments. In this regard, this study was conducted aiming at exploring the state of job satisfaction, professional stress and role of language in the university teachers' professional discourse. The data was elicited from the narratives of five purposively selected English language teachers teaching in the different constituent campuses of Tribhuvan University. Under the philosophy of interpretivist approach, a qualitative method was applied for the research and narrative interview was used as the technique for data collection. The thematic interpretation of the narratives entailed that university level English language teachers, though they have enthusiasm to be better scholars, have been facing both professional and work-force related stress. They find teaching stressful nowadays due to institutional policies related to performance evaluation and their financial security from the job. The findings enable me to conclude that the university leaderships should revisit the criteria of teacher performance evaluation and devise policies for better workplace environment and motivation.	
Keywords: job satisfaction, stress, professional stress, incentives, role of language, teacher wellbeing	

Introduction

In general, teaching is perceived as a job. Job is a part of life as it is an important way of generating income to sustain the life. However, teaching is more than a job because of its nature, purpose, process and the contribution. Teaching is a noble yet highly demanding profession. It has been a profession as it demands expertise and requires considerable training, commitment, dedication, prolonged engagement, and specialized study

(Darling-Hammond, Hyler & Gardener, 2017). A profession is an occupation describing a job type, usually reserved for a recognized specific career. Therefore, teacher as a professional is a trained and qualified specialist in his/her occupation or field who displays a high standard of competent conduct in his/her practice (Richards & Farrell, 2005). However, teaching has often been attributed to be physically wearing and psychologically stressful occupation. It has been a stressful job in the sense that teachers are required to take part in different types of activities or make different kinds of efforts to grow in their profession (Poudel, 2019). All those activities and efforts are the part of their professional development. Professional development is the process of improving and increasing capabilities through access to education opportunities in the workplace, through outside organization or through watching others perform the job (Avalos, 2011). Everyone may be borne with the stress in his or her profession. Stress is a psychological and emotional feeling of being affected. The quality of a professional is can be affected by the stress if he or she is not satisfied with his/her job or profession. Stress on job or profession can affect the efficacy and efficiency of work in case of not being satisfied with the existing situation and the potential outcomes of the profession (Fairbrother & Warn, 2003) in the future. Teachers might have faced a number of problems and they might have experienced stress for their professional development which can have greater impact on their job satisfaction level. Considering this, the present study envisages to explore the issue of job satisfaction and professional stress amid the university level English language teachers.

Bisplingsoff (2011) argues that a teacher's professional development can often be stressful, particularly because educators, whether at the school or university level, are deeply concerned about their own growth and the imperative to adapt their practices to enhance student learning outcomes. This process requires more than surface-level adjustments; it demands profonde shifts in teachers' knowledge, understanding, skills, behaviours, attitudes, values, and convictions (Adenuga, 2010). However, implementing such transformative changes in daily teaching practices, especially in higher education settings where academic freedom, disciplinary depth, and student diversity are more complex, presents distinct challenges that can significantly impact job satisfaction.

While schools play a significant role in supporting teacher development, universities also need to provide rigorous and sustained professional learning opportunities to cater innovation in pedagogy. Darling-Hammond and McLaughlin (1995) assert that when institutions offer well-designed, engaging, and meaningful professional development, educators are more capable of creating enriched learning environments for their students. Yet, this ideal scenario is not always realized, particularly in higher education, where support structures for teaching enhancement are often underdeveloped or undervalued compared to research outputs. The absence of institutional motivation, collegial collaboration, and continuous training can intensify occupational stress among university educators, especially when teaching is viewed as secondary to research or administrative responsibilities.

According to Bain (2004), the most effective university educators are those who constantly inquire into what, how, and why students learn, and who are willing to change their teaching based on evidence of student understanding and engagement. These educators invest in aligning content with students' prior knowledge, assigning authentic tasks, and cultivating an environment of trust and academic challenge. However, such excellence in university teaching does not emerge spontaneously; it must be supported through institutional commitment to pedagogical innovation, incentives for teaching excellence and structures for effective practice and peer exchange. Specific practices in universities that support professional growth include participation in teaching-learning activities, interdisciplinary

teaching workshops, peer mentoring, course redesign initiatives based on student feedback, and scholarship for teaching and learning (SoTL) activities. These approaches create spaces for university teachers to reflect critically on their teaching, integrate evidence-based methods, and navigate the tensions between traditional lecturing and active learning strategies.

In contrast, when universities fail to recognize teaching as a core academic endeavor, the lack of professional development opportunities, minimal pedagogical training during faculty induction, and poor recognition of teaching excellence can demotivate faculty members. As Bisplinghoff (2011) notes, the stress experienced by teachers is often rooted in institutional cultures that resist change. Therefore, exploring university teachers' experiences of professional development and workplace stress becomes crucial not only for enhancing teaching quality but also for informing equitable policies for faculty support, motivation, and well-being. In this regard, this study aimed to cover the university level teachers' experiences of opportunities for research, publication and training, state of job satisfaction, and motivation for further professional development.

Despite a growing body of literature envisaging the demanding nature of teaching as a profession (Darling-Hammond, Hyler, & Gardner, 2017; Richards & Farrell, 2005), there remains a noticeable research gap concerning how university-level teachers, particularly in the field of English language education, navigate professional stress and job satisfaction amid growing institutional demands. Much of the existing research has centered on school-level educators and their developmental needs (Avalos, 2011; Poudel, 2019), often overlooking the distinct contextual challenges university teachers face, such as the pressure to publish articles, undertake research, deliver high-quality instruction, and meet institutional expectations with limited pedagogical support (Bisplinghoff, 2011; Bain 2004). Additionally, while the literature emphasizes the importance of professional development in improving teaching practices (Darling-Hammond & McLaughlin, 1995), there is dearth of exploration of how systemic barriers, such as inadequate training opportunities, lack of recognition and competing academic roles, contribute to occupational stress and influence job satisfaction. Therefore, this study seeks to address this gap by uncovering English language teachers' experiences with professional development opportunities, institutional support, and the impact of those factors on their motivation and satisfaction. Bridging up this gap could be imperative for informing policy and practice that better support the professional growth and well-being of university faculties.

Literature Review

Recent studies have shown different aspects of teacher's occupational stress and job satisfaction regarding the teaching occupation. So, here I have debriefed the review of some relevant theoretical concepts and empirical evidences related to job satisfaction and professional stress.

Teachers often feel work stress as well as burdens in teaching (Bytyqi, et.al. 2010). There could be different reasons behind the stress like pay-scale, promotion, working condition recruitment system, job security, opportunities for professional development, institutional environment, respect given to the teachers and the expected outcomes of the teaching (Siddiqui & Farooqi, 2014). If professionals become unable to meet the expected outcomes or benefits from their job, they may find themselves indulge in the stress.

Job stress, job satisfaction and overall performance in work depend upon management role, work pressure and role ambiguity (Ahsan, et. al. 2009). Similarly, in a study by Bytyqi et. al., 2010) examined employees' level of work stress, job satisfaction and organizational commitment and the impact these workplaces dimensions have in one another and concluded high level of job satisfaction, organization commitment and work stress. Salman and Irshad (2010) examined five components of job satisfaction; work, pay, promotion, salary, and recognition besides overall

job satisfaction. The results of their study revealed that employees of private colleges were more satisfied with pay, recognition, and working hours. Whereas, the employees of public sector were satisfied with job security as compared to private sector college employees. Another study showed that most of the professionals who were working within the different organizations were under stress (Ram et.al. 2011). The results depicted that 80% of the mangers do not fully utilize their potential because of the stress. The study of Jiang et. al. (2018) focused on job stress and job satisfaction and found that Job stress was the source of burnout and turnover of the information system employees and there existed a negative relationship between job stress and job satisfaction of the employee. Similarly, the study by Fairbrother and Warn (2003) recommended identifying salient workplace dimensions rather than a broad-brush approach when seeking workplace associations with stress. The stress in a job is linked with different factors, so the study of affecting factors is important while examining the state of being satisfied in a job. In this regard, the study of Rizwan, Aseem and Bukhari (2014) analyzed the influence of various factors leading to job stress and job satisfaction like advancement in technology, management information system and IT. Due to these factors the performance of the employees was being affected. The literature shows the evidence of some studies related to the factors affecting stress and satisfaction. For example, Villanueva et al. (2009) discussed the relationship between the occupational stresses of employees in small and medium organizations and their intention to leave the organization. Similarly, Mokshagundam and Janardhanam (2016) analyzed that there were different factors that causes stress among the private and public employees; overload, role authority, role conflict and lack of senior level support contribute more to the occupational stress. Timing was the main factor because there was unlimited off time. The study of Abdullah, et al. (2009) described the work dimension factors comprising pay, working condition, co-workers, promotion, work its self and supervision and concluded that secondary

school teachers in Taiwan were generally satisfied with their job. The findings of this study depicted that the graduate students were more satisfied than non-graduate students. In the similar strength, the study of Siddique and Farooqi (2014) shows that there is positive relationship exists between job satisfaction and motivation of university teachers. However, no significant impact could be seen in the state of job satisfaction due to the occupational stress.

Several studies (Athukorala, 2024; Wang et al., 2024; Fidan, 2023; Bhattacharjya & Choudhuri, 2024; Kayastha & Kayastha, 2012; Veena & Pushpalatha, 2016; Sheela & Kumar, 2019; Dörnyei & Ushioda, 2009) have attempted to establish a link between job stress and job satisfaction. Both job satisfaction and job stress have emerged as prominent areas of focus in human resource management research. In this regard, Fletcher et.al (1980) admitted that a lack of satisfaction can be a source of stress, while high satisfaction can alleviate the effects of stress. This study reveals that, both of job stress and job satisfaction were found to be interrelated. Sheela and Kumar (2019) observed some occupations as worse than average scores on each of the factors such as physical health, psychological well-being, and job satisfaction. They examined the extent of interrelation between the job stress and job satisfaction. In a similar kind of study, Dörnyei, and Ushioda (2009) found stress as one of the factors affecting job satisfaction among the others. The study revealed altogether five major factors affecting teacher motivation that included stress, restricted autonomy, lack of intellectual challenges and inadequate teacher structure. In contrast, they examined teacher efficacy and teacher commitment as two keys as the aspects promoting job satisfaction of the English as foreign language teachers.

Being specific to the aim of identifying level of job satisfaction and occupational stress of basic level English teachers, Giri (2012) identified the factors that played key role in triggering the teachers for having occupational stress and

examined the level of job satisfaction. The findings of the study showed that the school teachers were partly satisfied in their job and they had stress in teaching due to the adverse situation they had been experienced in their working environment. The study by Rutkowski et.al. (2013) emphasized on the factors that have had significant impact on the professional development of the teachers. One of the findings of the study depicted that the collaboration between teachers, students and administrators played crucial role to lesion the stress of the teachers.

Recent research on job satisfaction and motivation of university level English teachers reveals a complex intersection of factors. Studies by Athukorala (2024) and Wang et al., (2024) contend that intrinsic motivators, such as a love for teaching and personal fulfillment, are primary drivers. Similarly, extrinsic factors like workload, resources, and job security significantly impact satisfaction (Athukorala, 2024; Morris &Mo, 2023). Institutions should be responsible to create conducive environment for the educators. The study by Athukorala (2024) and Fidan (2023) entail that professional development opportunities and institutional support are vital for maintaining motivation. Cultural contexts also play a role, with studies in China and Sri Lanka presenting unique challenges (Wang et al., 2024; Athukorala, 2024). Despite some demotivating factors, many instructors maintain positive attitudes towards teaching (Fidan, 2023). To enhance job satisfaction and motivation, recommendations include improving working conditions, providing recognition, and addressing job security concerns (Athukorala, 2024; Morris & Mo, 2023). Furthermore, studies indicate that most school teachers experience moderate occupational stress and ambivalent job satisfaction (Bhattacharjya & Choudhuri, 2024). A significant negative correlation between stress and job satisfaction was found among higher secondary school teachers in Nepal (Kayastha & Kayastha, 2012). For university faculty, perceived organizational support fully mediates the relationship between commitment

and job satisfaction (Malik & Asma', 2020). Factors contributing to teacher stress include role overload, ambiguity, conflict, and poor peer relations (Kayastha & Kayastha, 2012). Despite these challenges, a study of university faculty in India found that 82% were satisfied with their current job (Veena & Pushpalatha, 2016). Teachers manage stress through various methods, including yoga, exercise, and orientation programs (Veena & Pushpalatha, 2016).

The findings of reviewed studies indicate the correlation between job satisfaction and teacher-motivation, as well as the importance of addressing both intrinsic and extrinsic factors to improve the quality of English language teaching, and promoting job satisfaction among educators at all levels.

Methods and Procedures

This research followed interpretivists' philosophy in qualitative nature. The interpretivists' methodologies aim at unlocking and understanding phenomenon inductively (Denzin & Lincoln, 2011). I, as an interpretive researcher, started with individuals and attempted to understand their interpretations of the world surrounding them. In an interactive process of meaning making, participants of the study came up of with different versions of the social world and the researchers generate the specific themes to depict multiple realities from the data (Creswell & Creswell, 2003). I used multiple perspectives representing personal, professional, pedagogical, economic, and socio-cultural phenomena to explore the status of job satisfaction and the state of professional stress. The narrative inquiry design was chosen assuming that narrative inquiry could explore the subjectivity and in-depth experiences by taking stories of life experiences, life stories, narrative inter-views, memories, autobiographies, biographic and reporting (Connelly & Clandinin, 2004). The study included five university level English teachers who had been teaching English at the Faculty of Education, in five different constituent campuses of Tribhuvan University. They were selected from five different provinces

using purposive non- random sampling strategy. The ration behind the use of purposive sampling is that it is based on characteristics a population and the objectives of the study (Crossman et.al. 2018). The participants were selected supposing that they could be the real experiencer and could have lived experience to provide the information required for the study. Since my study was a narrative inquiry, I strictly followed the steps used in narrative analysis discussed in Butina (2015). Open and in-depth interview was the major instrument of data elicitation. However, for the triangulation of information, written stories of the participation were also elucidated. The reason behind choosing interview is that narrative inquiry as a qualitative technique involves conducting intensive individual interview with a small number of respondents to explore their perspectives on a particular idea, program or situation (Adedoyin, 2020). Both the oral and written narratives were used so as to maintain the reliability, triangulation' and 'trustworthiness' (Denzin & Lincoln, 2011).

The seven stages of an interview investigation: thematizing, designing, interviewing, transcribing, analyzing, verifying, and reporting (Schurink, 2009) were used. The major themes were developed in relation to the objectives and research questions and the themes were discussed following thematic interpretation approach based on the ideas of Baker (2003). All essential scholarly ethics and integrity were followed for being safe from the dishonesty or invasion of privacy, throughout the study. The participants' consent was taken before the interview. They were also informed about their right to remain or remove themselves from the process at any stage.

Results and Discussion

The reality of English language teachers in their workplace can be characterized with the situation of competition, competency and the complexity (Siddiqui & Farooqi, 2014). Such a situation may trigger the teachers to be in stress of being competitive and competent in their job. Teachers might have borne with the stress might be the cause of being satisfied, moderate or dissatisfied

with their existing reality. Considering this situation, this study focused to unpack the professional stress amid the university level English teachers through open, in-depth and narrative interview, and written stories. For the anonymity of the participants, pseudonyms have been used. The stories subsumed under the discussion of following themes present that English language teachers felt themselves being in stress because of psychological and emotional aspects, social and economic aspects, and pedagogical and professional aspects.

Achievement as Rewarding for the Professional Development and Job Satisfaction

Achievement gained in a profession or the achievements gained from professional activities can have significant effects on job satisfaction, motivation and in the professional stress. Considering this claim, the participants were also inquired about their achievement in and from the teaching profession. The interview excerpts indicate that the achievement so far, they gained being involved in teaching is rewarding. One of the participants said that being strict, stand and being sustained in the profession is his achievement as he reported:

> I hardly imagined that I will be in teaching profession for a long when I was a part time faculty. Thanks god, I am still in teaching and expect to be for a long. I am sustained in teaching. I pursue higher academic degree, become a writer, develop research skills, these are my achievements [P1]

Another participant expressed that he achieved the job of his passion, got success in ambition, got time for higher academic degree, and become a confident teacher with basic research and writing skills. Contrast to him, the story of another teacher is a bit different as he shared:

> I have got more time to grow myself academically, I have understood the university and its academic and administrative climate and become able to adjust myself even in a new place. [P2]

In line with the achievement of other participants, received offer to write school level book series, academic recognition, get time to grow as a scholar were the achievement, as she shared:

> I received a call from CDC to contribute book series as an author and for me it is the great achievement. [P5]

The stories of success depict that a profession is a place where we can experience the story of achievement as well as failure. The achievement was rewarding to all the participants which motivated them, satisfied them and reduced their stress. This can be linked with the ideas of Forneel et.al. (2006) who concluded that success or achievement is the matter of motivation to the teacher and well-motivated teachers find themselves satisfied in their profession even in the adverse situation. Similarly, Brophy (1986) comment that 'the great reward for a teacher is his or her enthusiasm to teach'. The teachers expressed their enthusiasm for teaching despite some difficulties.

State of Job Satisfaction and Motivation

The study also aimed to examine the teachers' state of job satisfaction and the motivation in relation to the professional stress. Professional stress can have direct and indirect effects on the professional development and on the motivation to teach (Wong & Waring, 2009). Teaching is perceived in the wider sense, such as: raising consciousness, a critique of society (Giroux, 2011) and valuing students' bodices to enrich their participation including developing consciousness (Freire, 1968 as cited in Norton & Toohey, 2004) in teaching learning activities. The teachers should constitute newer forms of understandings in their profession and the professional concerns in order to be motivated and to reduce or manage the stress.

The participants expected more engagement in research and publication activities but they felt the need of subject specific training and refreshment to develop basic insights on academic writing, research and publications. They realized the need and importance of further study/ learning to apply new knowledge and skills that help improve their performance and enhance professional strengths (Sachs, 2011). Teachers are supposed to be lifelong learners and continuously update themselves (Ambler et.al. 2016) which is crucial for them comprehend the classroom climate and the professional priority. The stress of the teacher is deeply rooted with their feeling of being satisfied in their profession, feeling of safe and secured to cope with the challenges, and the level of motivation (Jian et,.al. 2018).

The selected teachers expressed their difficulties, achievements, and the expectations during the interview. The stories that they expressed implied their quest of further study, research and publication, and the fairness in providing opportunities as well as the responsibilities. The job satisfaction and motivation have been discussed here as the relative aspects of professional stress. Once teachers themselves are updated in their professional knowledge base and practices being well motivated, they are normally in the right position to teach their learners (Alexandrou & Swaffield, 2012). The motivation to work in a satisfied form accelerates the teachers' guidance and direction to the students. Thus, the job satisfaction and motivation are must for the teachers and it has been distilled with the participants' views here.

Teachers are found moderately satisfied in their job. Neither they presented themselves as too excited and felt extremely privileged with the opportunity of teaching to the university students, not they find themselves indulged with the stress in adverse way. This finding resembles with the assertion in the study by Tsustumi (2014). Accordingly, the teachers who were intrinsically motivated perceived themselves as highly inspired employees where as those extrinsically motivated often felt being stressful in their self-efficacy of supporting students. However, many of the individuals want to present in the moderate state considering the consequences of their evaluation. The participants of this study explained their state of job satisfaction and motivation in relation to the context and the ongoing activities. The participants shared their ideas like this:

I am happy in teaching and enjoy teaching to facilitate the students. However, it does not mean that I am highly excited and enthusiastic forever. Sometimes I got excited and sometime I felt disappointed. It's up to the situation, but I am motivated to develop my competencies by pursuing PhD. I have understood the value of research in promotion and professional development. So, I am worried for research. I think my motivation of being updated with the recent and noble practices help me overcome the stress. [P4]

Umm…it is quite difficult to say how well I motivated and satisfied in teaching. It depends upon the personal choices and professional preferences. While working in a different job before teaching I had strong motivation as I dreamed to be a university level English teacher but at present, I am no more excited. I don't like the interference and the biased behavior from the side of leadership, senior teachers and university authority. [P2]

What I think for job satisfaction and motivation is related to my self-attempts and the supports from institution, friends and the family. Coordination and cooperation are the two requisites for being satisfied or being in stress in my case. The discussion, openness, teamwork, institutionalized practice and collective efforts are must for job satisfaction. If the things are not in my favor, then I feel problematic. I am moderate in the case of satisfaction and motivation. Whatever I get at present is not sufficient but I am hopeful for the better future. [P3]

The above excerpts show how the subject of satisfaction, stress and motivation is perceived by the participants. Each participant has subjectivity. Each of them has unique beliefs. However, all of them are motivated in teaching, further study and professional development. Their status of being satisfied is different, their reservations in job satisfaction are different, their areas of being in stress are different. The common thing is that the institutional practice, university policies, cooperation and collaboration, work place environment, and personal and collective efforts are the things to consider while presenting oneself as being motivated, satisfied or in stress. Being similar to these results, the study by Dick et al., (2015) also depicted the situated practice and collective approach are mediating in the discussion of job satisfaction and teacher motivation. The participants articulated different reasons and consequences of professional stress and job satisfaction. The expressed inclinations in the interview are related to the theoretical insights of motivation and work satisfaction. Economic constraint was a common reason of stress to everyone which was also identified as a fundamental aspect of motivation in the study of Jian et.al. (2025).

Stress with the State of Job Satisfaction

The participants of the study expressed that they are in the stress of further learning and better opportunity of professional development despite being satisfied in their profession. Though they expressed different experiences of being in stress, all of them had ongoing stress along with teaching and being involved in other interrelated activities. Two of the participants reported that they were in stress before being permanent in teaching because of long waiting, tireless efforts and the adverse result. However, their stress has now been changed as a worry for being competent in research and publication and academically sound in teaching and sharing ideas. Contrast to them, three of them shared that they had stress for waiting a better career in teaching at the Tribhuvan University which was their ideal job and they were inspired for it after the completion of Master's degree. Once they got success, their initial stress has been changed into the stress of further learning opportunities and collaboration through community of practices (COP). The following data excerpt represents the feelings and the experiences of the teachers:

I think no one is stress free and I am not an exception in this regard. I am in stress because of my own lifestyle and carelessness. I have light workload and have much leisure

time and have spent time in vain. My stress is on my personal and professional potentials, economic wellbeing, study habit, not being in the pressure of work, like that. The availability of time, working place and economic aspect are the sources of my stress. [P1]

I have a little stress of my profession because of the situated practice of where I have been working. I do have stress of further study,

research, publication, support from the seniors, financial strength, thread of being biased from the leadership, like such. I am worried for expanding my job efficiency. Whatever opportunity I have at present is not sufficient for my professional growth. [P3]

Not only in the interview, teachers expressed the state of being in stress in their written narratives. One of the teachers had written like this:

Figure 1

Response of the Teacher
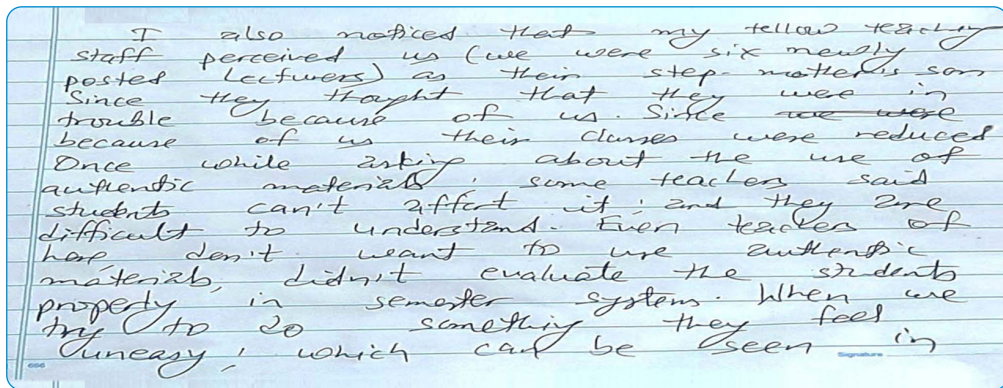
The excerpt from the narratives indicate that the teachers are in the professional stress with a worry of further study, research activity, article publication in standard journals, availability of materials and support, work place environment and the community of practice like collaboration, sharing and opportunities for professional development. This finding corelates with the findings of the study of Bytyqui (2020) which concluded workplace dimensions, collegiality, professional inspirations and workload matters for stress in a job or profession. The state of being in stress does not seem pressurized to the participants of the study, however, they felt that they are in stress for the positive and constructive purposes. Such a response of the participants is similar with the conclusion of the study by Villanueva and Djurkovic (2009) which asserts that stress depends upon the organization culture and intention of the employees.

Causes and Consequences of Professional Stress

Job satisfaction and stress are inter-related things. If a person is in stress and is not satisfied with the existing situation, he or she will not be able to deliver in a fuller strength so the task efficiency and the overall performance is affected (Mokshagundam & Janardhanam, 2016). Academic institutions and the professionals of those institutions expect the warm and cozy environment for work. The absence of such environment could be one of the causes of professional stress (Bisplingsoff, 2011) and it has become true to the participants of this study. During the interview, attempt was made to explore the causes of professional stress.

Classroom atmosphere of teaching work place environment was one of the prominent causes of professional stress. All the participants shared that they had very little interaction with the students in the classroom and the classes are low resourced. They felt the scarcity of teaching materials and

basic requirements of infrastructure. They opined that the students are not regular in their classes and they are less interactive. They had very little access of the internet and reference materials in the library. The importance given to the pedagogical aspects and the professional development of the faculties from the side of leadership and T.U, authorities was the matter of disappointment to them. In this regard, the participants of the study shared:

> I was forced to teach to the higher-level students without getting intensive training. Only the knowledge and skills gained from prior study was not sufficient to me but my institution has no such environment of training to the novice teacher like me. There are no sufficient materials for the students. Institutional support to the teacher is vulnerable. I have experienced no collaborative effort for creating effective learning atmosphere in and outside the classroom. I mostly feel stress because of the absence of basic facilities and doable environment at my institution. [P5]

In my understanding job efficiency is related to work place and working environment. We lack basic infrastructure, for example, our classes are not equipped with multi-media projectors and internet access. We are not much exposed for pedagogy form the institutional side. We don't have discussions about research areas, research practices, publication skills, and support for the research and publication. Whatever is available is too marginal. I have a thread of being biased if I raise question about the professional environment. You know, all these things are turned into the stress to me. [P4]

The above excerpts indicate the absence of academic environment, culture of learning and sharing ideas, lack of interactive classes, insufficiency of teaching materials, self- efforts for further learning and institutional initiation are the major causes of professional stress to the participants of the study. In line with this result, the study of Abdullah et al., (2009) also summed up that working condition, co-workers, availability of resources and opportunities for further learning as the causes of professional stress. The written narrative from one of the participants depict the same scenario:

Figure 2

Response of the Teacher
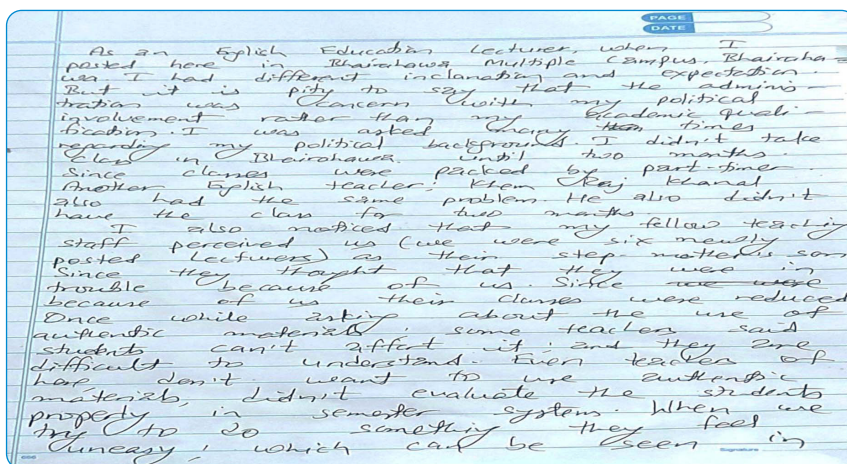
The data above enabled to admit that the teachers feel as if they are in stress because of multiple reasons. The reasons are personal, political, social, psychological, pedagogical, and the situated. The participants of the study revealed different causes behind their feeling of stress in

the profession. Though they perceived teaching as the job of their passion and the ambition, the profession has become tedious to them due to affecting factors. However, none of the participants involved in teaching by force, as they reported, they were involved because of integrated motivation. Some major causes of being in stress included workload, excessive leisure time, flexibility of job, unfair attitude of seniors to the juniors, students' negligence, low and uneven participation of the students in classroom interaction, lack of professional dialogues, and support from the T.U., authority. The causes explored in the study equates with the experience of the participants in the study of Wei, Darling-Hamond, Andrew, Richardson, & Orphans (2009) who perceived learning opportunities, meaningful collaboration, administrative support, and the incentives affect the stress and job satisfaction.

Difficulties in Differences

During the interview, attempt was also made to unlock the difficulties faced by the teachers in teaching, learning and in their professional development. The perceived difficulties of the participants enabled me to examine the relationship of the stress and the state of satisfaction and motivation. As like in the other aspects, the respondents had distinct set of difficulties. One of the participants had difficulty in time management for further learning and professional development because of workload and the class schedule. She said:

> I had difficulty due to people's attitude of comparing the job, due to the low resourced classes and the internet access, due to the existing environment, time for family and the discriminations in providing opportunities. [P4]

Contrast to her, another participant had the difficulty because of the nature of subject matter to teach, careless mindset, teaching hours and the habit of learning to teach. He said like this:

> I do have certain difficulties, like subject comfortability, theoretical subjects which

have no linkage in the practical life, students' discontinuous regularity in the class, etc. [P1]

The next participant felt difficulty in teaching and professional development due to stakeholders' priority, societal attitude, utilization of technology and the resources for teaching and further learning. In this regard, he expressed:

> I faced the difficulties due to the attitudes of our own in teaching and professional development, the priority we set for further learning, job placement and criteria of promotion, transfer and limited exposure and resources for research and research-based writing. [P3]

In case of the next participant, the difficulties were related to collegiality, family pressure, financial problems, socialization with the neighbors and job placement and transfer. He shared his difficulties like this:

> Job settlement, limited opportunities, being far from the family, lack of access of learning ecology, uncertainty in professional development policies are the things that create difficulty to me [P1]

The excerpts above indicate that the English language teachers had difficulties related to personal, social, institutional, economic, policy based and pedagogical. This finding corresponds to the study of Tahir et.al. (2021) who pointed that the controversies in policy, gaps in socialization, dissatisfaction towards the practice and economic status trigger individual's life into the difficulty. All the participants felt difficulty due to their job placement is a distance from their home town and the lack of resources. Two of them had the difficulty because of socialization, collaboration and institutional support. And rest of three had the difficulties related to time management, job priorities and uncertainty in the policies of placement, promotion and the transfer. These difficulties of the participants also matched to the ideas of Kyriacou (2001) as he asserted 'time, function, placement, transfer and promotion, if not in favor of personal will, create burden to the individuals' job cycle".

Expectations for the Betterment

Being a member of professional community is a matter of privileged (Alexandrou & Swaffield, 2012) to the many professional teachers. The professionals do have some expectations for the better learning opportunities and development. It is true in case of the participants of this study too. The participants expected some good practices and effective policies for the betterment. All of them expected research based practical teaching learning culture in the university and fairness in assigning responsibility and providing opportunity in equity basis. Sailesh [pseudonym] shared his expectations like this:

I expect more professional development strategies, mandatory involvement of teachers in research-based instruction, and explicit policies for the job placement and transfer.

Manisha has a bit different expectation from the stakeholders than those of the Sailesh. She expressed:

The university and campus leadership has to create feasible environment of teaching and professional development to the professors. The dignity of the profession should be maintained with academic excellence. The system of functioning should be changed and there should not be any shortcomings for the resources and grants for the higher study.

Binaye expects fairly academic environment which must be free from political interference. He expects merit-based system in the recruitment and appointment of the teachers. He shared:

I always expect for no political interference. I expect good environment, professors' higher ranking, separate compartments/booths at the Department, refreshment training, subject specific training, and regular monitoring from the higher-level stakeholders.

The excerpts above delineate that teachers expect training for the refreshment of learned knowledge and the updating in the recent and innovative areas by means of training and professional discourse. They expected institutional support for the professional development, work-based training, atmosphere of having sense of belongingness, the ease in the rigid technicalities, performance-based evaluation in a continuous bases, provision of reward and punishment, job description letter at the entry period, biased free practice, fairness, inclusiveness, international collaboration through institutional initiation, and support for research and publication. The results related to the expectations for the betterment connect to the conclusion of the study by Rutkowski et.al. (2013). which reported collaboration through institutional initiation and fair academic atmosphere as the best choice of employee for their professional growth. The participants said that the lobbing-based system should be excluded as far as possible form the working mechanism of T.U.

The teachers are waiting for the good academic atmospheres and the grants, supports and resources for research and publication related activities from the side of campus administration and the university authorities. The course refreshment trainings, short term workshops and sharing, long term skill enhancement training, fairness in the appointment for assigning responsibilities and the end of lobby system are the expectations of the teachers. In contrast to the findings explored here, the study of Dick et. al., (2015) claims that the expectations are not generalizable rather they are situated and are different in relation to the workplace dynamics and personal choice.

Role of Language in Identity and Professionalism

Language is not only the medium of instruction but also the foundation of teachers' professional identity. As Norton (1997) argues, identity is closely tied to the way individuals use and are positioned by language in social contexts. For the university level teachers, their linguistic competence and performance are deeply connected with how they perceive themselves as professionals. One of the participants, in this regard, reflected, as a university teacher, *I feel my value is judged by how fluently I speak and write in at least in two languages: English and Nepali, more than by my years of teaching experience*. This illustrates how

teachers' professional credibility is often tied to what Bourdieu (1991) terms linguistic capital that has been studied in the context of multilingualism and diversity (Gautam, 2025;Gautam & Giri, 2023). The ability to deliver lectures effectively, publish in English-medium journals, and participate in institutional discourses are not are not only professional duties but also measures of identity construction. As another teacher noted, *when I publish a paper in an international journal, I feel respected in my department; without such work, my professionalism seems incomplete*. These excerpts signify that satisfaction and stress are mediated through language as a tool of authority, evaluation and recognition.

Moreover, language plays a key role in sustaining professionalism through academic practices. University teachers are expected to model accuracy, fluency, and stylistic appropriateness in both spoken and written communication, which often creates additional layers of pressure. One of the respondents stated, *students expect us to speak like native speakers, so even a small mistake makes me anxious*. Another added, *I spend nights revising my articles because I feel my English is not advanced enough for publication*. Such narratives corelate research findings that teachers' stress is frequently linked to the linguistic expectations imposed on them, whether confirming to 'native like' norms or producing publishable academic writing (Tardy, 2004). These expectations indicate professional self-perceptions, either enhancing confidence and satisfaction or creating stress when perceived as unattainable. Thus, the professional identity of university level teachers cannot be detached from their linguistic practices, as language itself functions as both a resource for empowerment and a source of stress within the academic discourses.

Conclusion

Teachers' satisfaction in teaching profession is one of the determinants of quality in teaching and teacher motivation. The job satisfaction is affected by different causes like, personal problems, recognition given to the teachers, available resources at working institution, institutional support, opportunities and grants received for the training and further learning, fairness in job placement, transfer and in promotion. Teachers often have stress of further academic degrees, publications and research activities. They often feel as if they are under pressure, and the pressure is the family related, pedagogical, psychological, economic, and socio-political. Teachers feel themselves being in stress because of psychological and emotional aspects, social and economic aspects, and pedagogical and professional aspects. They are also worried for being competent in teaching and sharing ideas, waiting a better career, further learning opportunities and collaboration through community of practices (COP). The availability of time, money, materials and support, work place environment, collaboration, opportunities for development, unfair attitude of seniors to the juniors, students' negligence, low and uneven participation of the students in classroom interaction, lack of professional dialogues, support from the community, the placement and promotion have been observed as the factors that trigger the teachers to be in stress. From the findings, it is inferred that institutional support for the academic growth, fairness in providing opportunities as well as the responsibilities, inclusive approach, collaboration, pay scale, events of academic discourses on recent practices, incentives for the training should be maximized to let the teachers be satisfied in teaching profession. Teachers' satisfaction and stress-free working atmosphere should be adhered as the important concerns of quality education.

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