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Statistical Analysis on Factors Associated with Job Satisfaction of Teachers among Secondary Schools in Bidur Municipality, Nuwakot, Nepal

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ABSTRACT

Background: Job satisfaction among secondary school teachers plays a vital role in fostering the quality of education and ensuring teacher retention. Identifying the factor influencing their job satisfaction can help policymaker and relevant authorities to build supportive and positive work environment. This study sought to identify key demographic, socioeconomic and job-related factors associated with secondary level teachers job satisfaction.

Method: A cross-sectional study was conducted using self-administered questionnaire among 381 teachers from 17 private and 21 government school. Statistical analyses, including bivariate analyses were used to examine the relationship between job satisfaction and various factors, followed multivariate analysis using ordinal logistic regression. The model was fitted after confirming it satisfied diagnostic test for multicollinearity, proportional odds assumption and goodness of fit.

Result: The distribution of job satisfaction among secondary school teachers were as follows: dissatisfied (14.2%), neutral (34.1%), and satisfied (51.7%). Bivariate analysis showed no significant association between job satisfaction and demographic factors such as age, gender, ethnicity, monthly salary, marital status, teaching years, school type ($p>0.05$). However, family satisfaction, school location and job-related factors showed significant association with job satisfaction ($p \leq 0.05$). The ordinal logistic regression model identified seven major predictor of job satisfaction: working condition, pay, responsibility, job security, recognition, workload, and local government support.

Conclusion: The study concludes that job satisfaction among secondary school teachers is influenced more by job-related factor than by demographic and socioeconomic characteristics. Critical aspect such as working condition, pay structure, job security, responsibility, recognition, manageable workload, and support from local government should be given priority by educational policymaker and school authorities to enhance teacher satisfaction and overall quality of education.

Key words: education quality; government and private school; job satisfaction; secondary school teachers; ordinal logistic regression.

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INTRODUCTION

Job satisfaction reflect how individuals feel about their job and their working environment. It is a complicated phenomenon which cannot be fully understood without considering overall life situation of person. Herzberg's Two-Factor theory distinguishes hygiene and motivators factors, where motivators such as achievement, recognition, and responsibility enhance job satisfaction while hygiene factors like salary, working condition that prevent dissatisfaction.[1] Job satisfaction refers to the feeling of contentment, comfort and happiness that people experience from their job and the environment in which they perform it.[2] In context of education sector, teachers job satisfaction is crucial as it influences not only their motivation and performance but also student outcomes and the quality of education. Teachers play a vital role in students' academic success, social development and guiding student to become a responsible citizen.[3] Their job satisfaction is influenced by personal, emotional and situational factors. Support from the work environment and the nature of the job are the positive environmental factors of job satisfaction.[4] Teachers facing various challenge such as stress, losing interest, and high turnover resulting in job dissatisfaction. Low level

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of job satisfaction can result in mental and physical health illness, undesirable professional behaviors and reduced performance.[5] Nepal, a developing south Asian country, where quality of education is vital element for national progress. Schools are classified as public school (funded or operated by government) and private school (run by private bodies). With the steady increase in number of higher secondary schools, competition rises, putting more pressure on teachers and affecting their satisfaction and well-being. A cross sectional study compared job satisfaction among 411 teachers from both public and private school and found that private school teachers were more satisfied with the school environment and relationship with colleagues, while government school teachers were highly satisfied in society recognition.[6] Several studies have examined how sociodemographic and job-related factors affect teachers' job satisfaction. A study in Tanzania found that gender, age, marital status and work experience significantly effect on teachers' job satisfaction levels, with female, younger, single teachers reported higher satisfaction.[7] Compensation is a key factor affecting teachers job satisfaction. Studies have found that fair salaries and regular increments boost teachers' morale, while mismatched pay relative to workloads leads to lower satisfaction.[8] Positive interaction with school leadership and fair supervision practices play a central role in increasing job satisfaction.[9,10] In addition, teachers' job satisfaction is influenced by their work environment, such as classroom conditions and availability of facilities. Various studies have shown that poor infrastructure and crowded classrooms often lead to dissatisfaction.[11,12] Teachers are more satisfied when they have opportunity to develop professionally and advance in their careers.[13] Support from the local government authorities and stable job environment significantly contribute to teachers' job satisfaction.[14,15] The study aimed to identify the personal, organizational and professional elements influencing the teachers' job satisfaction. Furthermore, it examined the association between specific job-related factors and job satisfaction across public and private schools.

METHODS

A descriptive cross-sectional study was conducted among secondary school teachers in Bidur Municipality, Nuwakot, Nepal. The study included 38 secondary schools, including both 17 private and 21 public schools. Data collection took place from February to April 2025 following the acquisition of informed consent. Based on previous study conducted, 57% teachers reported high job satisfaction.[16] Using this proportion, the sample size was calculated to be 396 using the formula $n= z^2pq/e^2$, with a 95% confidence interval, a 5% margin of error, and a 5% non-response rate. Schools were divided based on school type (public and private), and a population proportionate-to-size sampling technique was used to select sample from each school. Approval for data collection was obtained from school principal. A self-structured questionnaire was then distributed to secondary school teachers with more than one year of teaching experience. The mixed format questionnaire was adapted from Teacher Job Satisfaction Questionnaire (TJSQ) to suit local context of this study. The study consists of one dependent variable, job satisfaction and multiple independent variables, including sociodemographic characteristics and job-related factors. Initially, job satisfaction is measured in five-point Likert scale and then categorized into three levels: dissatisfied, neutral, and satisfied. Sociodemographic factors included age, gender, ethnicity, marital status, monthly salary, teaching year, school type, family satisfaction, and school location. Job related factors consist supervision, colleagues, working condition, pay, responsibility, work itself, advancement, job security, recognition, workload and local government's support. Each job-related factors consisted of set of related items measured in five-point Likert scale. The score for this item was summed and mean score for each factor was calculated for every respondent. To interpret the job satisfaction among teachers, the total scores for dependent variable were summed and average score for each respondent was calculated. These scores were then categorized into five levels based on score intervals: Highly satisfied (4.24-5.0), Satisfied (3.43-4.23), Neutral (2.62-3.42),

Dissatisfied (1.81-2.61), Highly dissatisfied (1.0-1.80).[17] Data analysis was performed using R studio. Both descriptive and inferential statistics were used for analysis. For continuous variables, mean, standard deviation was calculated and for categorical variables, frequency, and percentages were calculated. The Chi-square test was used to determine association between categorical variables and job satisfaction. Due to non-normal distribution of continuous variables, Man-Whitney U test and Kruskal-Wallis test were were used to assess the association between continuous variables and job satisfaction. A p-value less than or equal to 0.05 was considered statistically significant. Since, the dependent variable is ordinal with more than two ordered categories, ordinal logistic regression was used for multivariate analysis as it models the cumulative probabilities across the ordered level of the outcome.

Hence the model for p predictors:

$$logitP(Y \leq j) = \beta_{j=0} - (\beta_{j=1}x_1 + \cdots + \beta_{j=p}x_p) \; for \; j = 1, \ldots \ldots j-1$$

This model assumes the proportional odds assumption, imply the the effect of each predictor is consistent across the cumulative thresholds of dependent variable. The model for the cumulative probability of the outcome falling in category j or below is given by:

$$P(Y \leq j) = \frac{\exp(\alpha_j - \beta X)}{1 + \exp(\alpha_j - \beta X)}$$

Where, α_j represent the intercept term, which indicate the log odds of response being in category j or below. The parameter β describe the influence of independent variable X on dependent variable Y.

The cumulative logit shows the log odds of outcome being in category j or below as compared to falling in category higher than j. The cumulative logit link is given as,

$$\log\left[\frac{P(Y \leq j)}{P(Y > j)}\right] = \log\left[\frac{P(Y \leq j)}{1 - P(Y \leq j)}\right]$$

To ensure the validation and appropriateness of the model, goodness of fit and model adequacy test was conducted. These procedures help to identify whether the assumption of the model is met as well as whether model fits the data well.

RESULTS

To ensure internal consistency and reliability of the questionnaire, Cronbach's alpha values were calculated. The result indicated a strong internal consistency ($\alpha \geq 0.76$), implying that questionnaire was consistent and reliable for measuring the specific constructs. A study of 381 teachers reported an average age of 34.14 ± 9.52 years. The distribution of gender was nearly balanced, with (51.7%) male and (48.3%) female. The majority of teachers were married (76.1%), and largest ethnic groups were Brahmin (34.3%) and Janajati (29.1%). In terms of income, 43.0% teachers earned between NPR 20,000-40,000, while 33.6% earned less than NPR 20,000. Most teachers (75.1%) reported as their family were satisfied with their job. On average, teaching reported 10.67 ± 8.70 years of teaching experience. Regarding school type, 52.8% teachers were from private schools and 47.2% teachers from government schools. Additionally, 63.5% teachers reported their

Table 1. Association between job satisfaction and categorical variables. (n=381)

Variables	Job Satisfaction n (%)			χ^2 (p-value)
	Dissatisfied	Neutral	Satisfied	
Gender				
Male	31 (15.7)	67 (34.0)	99 (50.3)	0.871 (0.647)
Female	23 (12.5)	63 (34.2)	98 (53.3)	
Ethnicity				
Brahmin	20 (15.3)	48 (37.4)	62 (47.3)	2.9 (0.821)
Chhetri	13 (14.3)	33 (36.3)	45 (49.5)	
Janajati	14 (12.6)	34 (30.6)	63 (56.8)	
Dalit/Others	7 (14.6)	14 (29.2)	27 (56.3)	
Marital Status				
Single	12 (13.2)	26 (28.6)	53 (58.2)	2.149 (0.342)
Married	42 (14.5)	104 (35.9)	144 (49.7)	
Family satisfaction				
Yes	30 (10.5)	90 (31.5)	166 (58.0)	22.252 (<0.001)*
No	24 (25.3)	40 (42.1)	31 (32.6)	
School type				
Public	32 (17.8)	63 (35.0)	85 (47.2)	4.532 (0.104)
Private	22 (10.9)	67 (33.3)	112 (55.7)	
School location				
Near from market	29 (12.0)	74 (30.6)	139 (57.4)	8.898 (0.012)*
Far from market	25 (18.0)	56 (40.3)	58 (41.7)	
Monthly salary				
< 20000	14 (10.9)	42 (32.8)	72 (56.3)	7.049 (0.133)
20000-40000	27 (16.5)	64 (39.0)	73 (44.5)	
> 40000	13 (14.6)	24 (27.0)	52 (58.4)	

school were located near from market, while 36.5% reported as far from market. Teachers expressed satisfaction with supervision (3.97), colleagues (3.91), responsibility (4.11), and working conditions (3.76). Their reported neutral about pay (3.12), recognition (3.71), work itself (3.73), and job security (3.59), workload (3.34), while local government support was rated comparatively lower (2.83). Out of 381 respondents, the majority of teachers (51.7%) reported being satisfied with their job, 34.1% were neutral, and 14.2% reported as dissatisfied.

Table 1 demonstrate the association between job satisfaction and several categorical variables. The analysis shows that the gender, ethnicity, marital status, school type, and monthly income didn't impact on teachers' job satisfaction as p value is greater than 0.05. On the other hand, family satisfaction ($p<0.001$) and school location ($p=0.012$) were significantly associated with job satisfaction. Teachers whose family were satisfied with their job tended to report higher levels of job satisfaction. Similarly, those teachers working in school near to market expressed greater job satisfaction compared to those school located farther away.

Since all the continuous variables were not normally distributed, as shown by the Kolmogorov-Smirnov and Shapiro-Wilk tests. To measure association between these variables and job satisfaction which had categories, Kruskal-Wallis H test is used. The test statistic revealed no significant association between job satisfaction and age ($H=0.860$, p-value=0.650) or teaching experience ($H=0.030$, p-value=0.985). However, there were statistically significant differences in job satisfaction levels across all the job-related factors, including supervision, colleagues, working condition, responsibility, pay, advancement, work itself, job security, recognition, workload, and local government support (p-value<0.001).

Table 2. Association Between Job-Related Variables and School Type (Public, n=180, Private, n=201)

Variables	Mean rank		Mann-Whitney U	p-value
	Public	Private		
Supervision	165.98	213.41	13585.5	<0.001*
Colleagues	173.68	206.51	14972	0.004*
Working condition	172.39	207.66	14741	0.002*
Pay	189.46	192.38	17813	0.796
Responsibility	165.17	214.13	13441	<0.001*
Work itself	175.44	204.93	15289.5	0.009*
Advancement	161.02	217.85	12694	<0.001*
Job Security	179.42	201.37	16005	0.050*
Recognition	169.52	210.23	14224	<0.001*
Workload	177.43	203.15	15647.5	0.022*
Local Government's support	188.82	192.95	17697.5	0.713

Table 2 shows the comparison of of job-related factors between public and private school teachers using Mann-Whitney U test. The result indicates a significant difference between private and public-school teachers in most job-related factors. Private school teachers reported significantly higher satisfaction in supervision ($U = 13585.5$, p-value <0.001), colleagues ($U = 14972$, p-value = 0.004), working condition ($U = 14741$, p-value=0.002), responsibility, work itself, advancement, job security, recognition, and workload (all p-value <0.05). However, there was no significant difference in pay (p-value= 0.796) and local government's support (p-value = 0.713). Since the dependent variable had three ordered categories, ordinal logistic regression was used for multivariate analysis, including only variables that were found significant in bivariate analysis. Before running the model, multicollinearity was checked using Variance Inflation Factors (VIF). Since all the VIF values were less than 5, it indicating no serious multicollinearity. The assumption of proportional odds was also tested using test of parallel lines. Since the result was not statistically significant (p-value=0.974), it indicates that the assumption was met and ordinal logistic regression model is appropriate for analysis. The fitted model identified seven significant predictors: working condition, pay, responsibility, job security, recognition, workload, and local government support. To enhance model parsimony, a reduced ordinal logistic regression was fitted using only seven significant variables from the initial analysis was fitted, and the final result are presented. All seven significant predictors had VIF value below 5,

suggesting the absence multicollinearity, so were thus retained in the final model. The test of parallel lines showed that the assumption was satisfied for seven predictors as the result (p-value=0.070), was not statistically significant at 5% level of significance.

Table 3. Parameter estimation for final model.

Variables	β	OR	95% CI of OR		p-value
Working condition	0.892	2.44	1.365	4.362	0.003*
Pay	0.996	2.707	1.61	4.551	<0.001*
Responsibility	1.235	3.437	1.77	6.671	<0.001*
Job Security	0.748	2.113	1.273	3.505	0.003*
Recognition	1.283	3.607	1.699	7.656	<0.001*
Workload	0.777	2.174	1.301	3.63	0.003*
Local Government' support	0.961	2.615	1.704	4.012	<0.001*

From table 3, the estimated coefficient for working condition was 0.892, indicating a significant positive association with job satisfaction (p-value=0.003) and an odds ratio of 2.44 (95% CI: 1.365-4.362). Pay had a coefficient of 0.996 (p<0.001), with an OR of 2.707 (95% CI: 1.610-4.551). Responsibility's had coefficient of 1.235 (p < 0.001), OR 3.437 (95% CI: 1.770–6.671). Job security was positively related with a coefficient of 0.748 (p-value = 0.003) and an odds ratio of 2.113 (95% CI: 1.273–3.505). Job security had a coefficient of 0.748 (p-value = 0.003), OR 2.113 (95% CI: 1.273–3.505). Recognition showed a coefficient of 1.283 (p-value < 0.001) with an odds ratio of 3.607 (95% CI: 1.699–7.656). Workload had a coefficient of 0.777 (p-value = 0.003) with an odds ratio of 2.174 (95% CI: 1.301–3.630), while local government support had a coefficient of 0.961 (p-value < 0.001) and an odds ratio of 2.615 (95% CI: 1.704-4.012), indicating significant positive effects on job satisfaction.

Table 4. Model fititng information.

Model	Model fitting criteria	Likelihood ratio test		
	-2 Log Likelihood	χ^2	df	p-value
Null	750.462			
Final	347.118	403.34	7	<0.001

Table 4 indicates a significant model fit (p<0.001), imply the meaningful association between predictors and outcome variable. The -2-log likelihood value for null model is 750.462 without adding any predictors and after adding predictors it decreased to 347.11, indicating a better fit of final model. The chi-square difference of 403.343 between null and final model with significant p-value confirms that at least one predictor has significant impact on the model.

Table 5. Test of goodness of fit.

Statistics	Chi-square	df	p-value
Pearson	664.877	753	0.991
Deviance	347.118	753	1

The chi-square goodness of fit measure, how well the observed data align with the fitted model. Table 5 presents the Pearson chi-square value of 664.877 (p-value=0.991) and the Deviance chi-square of 347.118 (p-value=1.000) suggest that model adequately fit the data at 5% level of significance. These p-value support null hypothesis, suggesting no significant difference between observed and expected values, conforming the model fits well. Classification accuracy helps evaluate how effectively a model predicts actual outcomes. A model is considered useful if it exceeds the chance accuracy by at least 25%. In this study, chance accuracy was 40.31%, setting the benchmark at 50%. The model accuracy was 79.8%, which surpass the benchmark, indicating strong predictive power in classifying teachers' job satisfaction level. Specifically, it correctly classified 77.8% of dissatisfied cases, 71.5% of neutral cases, and 85.8% of satisfied cases. The Pseudo R-square statistics shows how well the model explains the variation in the outcome variable. In this study, Cox and Snell R-square value 0.454, indicating that model explains 45.4% of variation in job satisfaction. The Nagelkerke R-square value is 0.528, suggesting that model explains 52.8% of variation in job satisfaction. Similarly, McFadden R-square value is 0.307 shows that model explains 30.7% of the variation. Although these Pseudo R-square values are not interpreted like traditional R-square in linear regression, they still show a strong model performance.

DISCUSSION

The study aimed to identify the factors that impact job satisfaction among teachers in Bidur Municipality, Nuwakot, Nepal. Demographic factors, socioeconomic factor, as well as job related factors

were included in the study. The finding of the study suggests that demographic and socioeconomic factors such as age, gender, marital status, monthly salary, school type, teaching experience, ethnicity didn't impact on job satisfaction of teachers. However, location of school and family satisfaction impact the job satisfaction of teachers of Bidur Municipality. Regarding job related variables, supervision, colleagues, working condition, pay, responsibility, work itself, advancement, job security, recognition, workload, and local government support had an impact on job satisfaction. One of the objectives of this study was to assess the overall job satisfaction levels of teachers in private and government schools. The result showed that private school teachers (55.7%) were slightly more satisfied than government school teachers (47.2%). However, the chi-square test, with a p-value of 0.104, suggests that there is no significant difference in overall job satisfaction between private and government school teachers. According to Ahmed (2014), there was a significant difference in job satisfaction among public and private school teachers.[18] The variation in the result might be due to work environments, salary, job security, or other contextual factors. The study also aimed to compare the influence of specific job-related factors on private and government secondary school teachers. The result revealed significant difference in job related factors, with private school teachers reported higher satisfaction in supervision, working condition, responsibility, work itself, advancement, colleagues, job security recognition, workload in compared to government school teachers but there was no significant difference on pay and local government supports. These finding indicate difference in certain job-related factors between private and government school teachers. The final ordinal logistic regression model indicated that only seven factors: Working condition, Pay, Responsibility, Job Security, Recognition, Workload, and Local Government' support were the key factors that were influencing teachers' job satisfaction in the Municipality. The odds ratio for working condition is found to be positive. This means that teachers with better working condition are 2.440 times more chance to have higher job satisfaction compared to those with poor working conditions, holding other factors in the model constant. A study by Padhi & Sahu (2020) found a similar result that working condition have significant impact on teachers' job satisfaction.[11] Similarly, the odds ratio of Pay is 2.707, which means that teachers who received good or satisfied pay are 2.707 time more likely to have higher job satisfaction in compared to those who are dissatisfied with their pay, holding other variables constant. Dhanonjoy (2016) also found the similar result, indicating that pay related factors have a positive significant impact on job satisfaction.[21] The odds ratio for responsibility is 3.437, meaning that teachers who are more responsible in their work are 3.437 times more likely to be more satisfied with job than those who are less responsible, assuming other variables remain constant. This result is similar with the study by Ghavifekr and Pillai (2016), which found that responsibility plays a significant role in affecting teachers' job satisfaction.[19] The odds ratio for job security is 2.113. Teachers with higher job security are 2.113 times more likely to experience higher job satisfaction in compared to teachers with lower job security. The result is consistent with Khan et al. (2022), which revealed that job security is positively associated with teacher job satisfaction.[14] The odds ratio for recognition is 3.607, meaning that teachers who receive more recognition are 3.607 times more likely to satisfied with their job in compared to those who do not receive recognition, assuming other factors are constant. The odds ratio for workload is 2.174. It indicates the teacher with manageable workload are 2.174 times more likely to feel satisfied compared to those who feel overwhelmed by their workload. This find is similar with Tentama et al. (2019, who also found the significant impact of workload on 59 job satisfaction.[20] The odds ratio for local government support is 2.615. This indicates that teachers who receive support from local government are 2.615 times greater odds of having higher job satisfaction than those who do not receive such support. This finding is consistent with study by Richard (2014), which revealed that support from local government support enhance teachers' job satisfaction.[15]

Limitations

The study was limited to specific area within Bidur Municipality with a small sample size, so the outcome may not be generalized to another region. Furthermore, since the research is based on secondary level teachers only, the results may not be applicable to other education level.

CONCLUSIONS

This study found that most of the demographic and socioeconomic factors did not significantly influence on job satisfaction. However, factors such as school location and family satisfaction showed some impact. The final model shows several job-related factors including responsibility, recognition, working condition, pay, job security, workload, and local government support were significant factors of job satisfaction. Among these factors, responsibility and recognition has strong associations, implying that teachers who feel trusted with responsibility, accountable, and valued at work enhances the satisfaction. Although, private school teachers reported higher satisfaction than public school teachers but this difference is not statistically significant. These finding suggest that improving job-related conditions and creating a positive work environment are required to enhance teacher morale and overall job satisfaction.

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