

Job Satisfaction of School Teachers in Nepal: A Systematic Literature Review

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ABSTRACT

Teacher job satisfaction is one of the indicators as to how well they teach, how long they remain in the profession, and how the overall quality of education is affected. In Nepal, satisfaction on the job of teachers is influenced by various social, economic, institutional, and cultural factors. These are various depending on the type of school and its location. This study aims to consolidate the empirical research conducted between 2011 and 2025 to identify the principal determinants, existing patterns and educational implications of job satisfaction among school teachers in Nepal. We conducted a systematic thematic review based on the thirty empirical studies which retrieved from Google Scholar, NepJOL, DOAJ, Elsevier, and ResearchGate. We analyzed studies that discussed a number of factors, internal and external, that determine job satisfaction of teachers, and how these factors interrelate to teachers' self-efficacy and performance, as well as organizational commitment. Job satisfaction among teachers in Nepal is found to be moderate, and is shaped by factors such as inner satisfaction, student engagement, professional identity, and social contribution of one's profession. On the contrary, external factors of low salary, limited promotion, poor physical facilities, and political instability are definitive factors that shape the dissatisfaction of teachers. Professional fulfillment varies by sex, region, and kind of school. There is substantial research connecting satisfaction to successful teaching, classroom efficacy, dedication to an organization, and harmony of the personal and professional realms. Improving job satisfaction among teachers in Nepal will require significant overhauls to remuneration systems, professional advancement opportunities, administrative approaches, and the overall school climate. At a national scale, to enhance the quality and equitable sustainability of education, the institutional support for teachers requires broad improvements.

1. INTRODUCTION

Everyone agrees that job satisfaction among teachers is a major factor shaping the quality education of school. Job satisfaction of the teachers is a complex phenomenon that reflects the perceptions, feelings, and behaviors of the members of the profession toward their working conditions, professional obligations and constituents involved (Spector, 1997). Several studies from various countries show that satisfied teachers are more motivated, more effective and dedicated to teaching, and are less likely to leave their positions (Judge et al., 2004; Klassen & Chiu, 2010). In contrast, dissatisfaction is associated to burnout, absenteeism, stress, and less effective teaching (Dinham & Scott, 2000). Other studies identify numerous factors such as autonomy, recognition, pay, and administrative and organizational support (Skaalvik & Skaalvik, 2016) that are considered to affect satisfaction of teachers in various contexts.

Many research shows that teachers' job satisfaction is influenced not only by extrinsic factors, such as pay and job security, and working conditions, but also by intrinsic factors, such as the importance of the work, autonomy, and the quality of interaction with students (Klassen et al., 2012) in developed countries. South Asia is a very dynamic region where the teachers' jobs are influenced by changes in the political, economic, and educational systems. Many teachers are unhappy because of poorly managed schools, a lack of resources, and a societal undervaluing of the teaching profession (Chughtai & Perveen, 2013) in South Asian developing countries. According to research in India about job satisfaction among teachers, there are significant connections between factors such as salary, conditions of work, responsiveness of administrators, and possibility of advancement in one's career. There are large gaps, however, between men and women in how they perceive their work relationships and career barriers as well (Sharma & Jyoti, 2006).

In Nepal, the issue of teacher work satisfaction is an ongoing problem due to structural factors such as school facilities, inequitable remuneration, politics in educational leadership, and lack of promotion. The introduction of the School Sector Plans (SSRP/SSDP/SESP) and subsequent changes to the Education Act, however, do not seem to address, let alone improve, teachers' motivation and satisfaction (Deupa, 2023; MoEST, 2022). There is a growing body of research suggesting that teachers in Nepal are highly committed to their work. However, many of these teachers do not seem to be satisfied due to a variety of factors: low pay, lack of autonomy, inefficient and inadequate teaching resources, and the widely held belief that teaching is not a respectable profession (Kayastha & Kayastha, 2012; Shahi, 2020; Manandhar et al., 2021). Other research, such as Mondal et al. (2011) in Kaski district, reported moderate satisfaction and low to moderate stress, primarily because of the lack of clear administrative objectives as well as poor working conditions.

Teachers in private and higher secondary schools in Kathmandu and Lalitpur were happy with their jobs and their well-paying jobs, with good supervision and opportunities for advancement (Kayastha and Kayastha, 2012). More recent studies continue to show that these trends persist (Basnyat, 2023). Public secondary schools in Kathmandu exhibited moderate satisfaction, and the science, mathematics, and computer educators were the most dissatisfied (Basnyat, 2023). Also, teachers from Bhaktapur were satisfied with their relationships with their fellow teachers and the nature of their work, but, with the long hours, low benefits, and lack of satisfaction overall, their contentment was not high (Manandhar et al., 2021). There were private school instructors who experienced satisfaction with collegiality and administrative support, but to greater degrees (Thadathil, 2017). It was the government school teachers, however, who derived contentment from public recognition, despite their promotion process concerns, that were greater than those with satisfaction regarding the promotion process. Deupa (2023) and Shahi (2020) explain the perceived value of the

profession within the context of the study in relation to job satisfaction. Deupa (2023) also provided the data from which it was possible to conclude that out of those asked, an unhappy majority stated that they were unrecognised by their society and, in addition, that they did not earn enough money. By contrast, Shahi (2020) observed that temporary and relief teachers had a lower level of satisfaction than their permanently employed counterparts.

Findings create a need for consideration of internal and external variables affecting teachers' satisfaction in Nepal. Multiple studies show a significant relationship in job satisfaction and teachers' self-perceived efficacy and their performance. Teacher self-efficacy, as Bandura (1997) describes, the belief teachers hold regarding their ability to positively influence student learning, has ramifications on various aspects of the classroom such as student engagement, classroom practices, and professionalism. There was a significant relationship between self-efficacy and lesson preparation, students' active participation, and their behavioral control in the classroom as reported by Shah and Bhattarai (2023). In a similar modality, Shah (2022) reported that self-efficacy was positively associated with classroom control, suggesting that teachers' happiness had a significant influence on the achievement of their instructional objectives. Further, Khadka and Khadka (2023) corroborated the existence of positive relationships on job satisfaction, self-efficacy, and work-life balance among university faculty members. Numerous studies, such as Budhathoki (2021), emphasize that the teaching efficacy under a person's care declines due to unhappiness, which is often a consequence of a lack of essential resources, excessive workloads, and task trivialization. These results correlate with the enhanced outcomes of job satisfaction, teaching efficacy and even outcomes of the institutions.

Socio-demographics and structural factors also have a role to play. Shrestha (2019) found that urban female educators were happier than their male rural counterparts. This was primarily due to their differential positioning and resource access in the community. In Kathmandu, Adhikari (2023) conducted a study on mathematics educators where he found that age, gender, and academic qualifications were marginal in their impact on satisfaction. This implies that there are other stronger forces at play. The greater macro social and political context also determines the level of happiness of educators. Mainali and Belbase (2023) and Khanal and Phyak (2021) show that educators suffer from low motivation and injustice under politics, unionization, and poor administrative frameworks. Political role in School Management Committees (SMCs) is a major source of dissatisfaction as it intertwines educators' professional role with poor internal evaluation and oversight (Mainali & Belbase, 2023). Collectively, these works highlight that in Nepal, teacher job satisfaction is influenced by multiple institutional and cultural factors.

Despite there being a greater need in research, the satisfaction of teachers work in Nepal has not been studied extensively. Many researchers investigate only a particular type of school or a particular district, case in point, Kathmandu, Kaski, or Bhaktapur, which makes it more difficult to generalize the findings across other types of schools. In addition, while a number of studies examine factors individually, such as pay or the working environment, there is a relative dearth of studies that examine the combined effects of these factors on the level of job satisfaction and the efficacy of the individual. With these limitations in mind, the purpose of this research is to collate and integrate the available empirical evidence and to comprehensively describe the level of job satisfaction of teachers in the Nepalese context. A systematic approach is needed to pinpoint persistent factors and trends, in addition to the under investigated factors, such as gender issues, policy changes, and school environment. A better understanding of these factors will enable policy makers, school managers, and teacher training institutions to develop more effective strategies to improve the retention of

teachers and enhance their job satisfaction, leading to an overall improvement in the educational system in Nepal.

2. METHODS

Research Design: Systematic Literature Review: Employing a systematic literature review, this study thoroughly collected, evaluated, and synthesized empirical evidence on the job satisfaction of school teachers in Nepal. This type of literature review is particularly beneficial when attempting to integrate empirical research, particularly when research outcomes are disparate and when the research focus is on identifying patterns and constructing an overview on a multi-faceted, multi-method topic. This approach allowed for an integration of the South Asian comparative literature, and an assessment of the global literature to provide an overview of the teacher job satisfaction in the last 15 years to explore the meta-teacher satisfaction determinants, trends, and impacts. The review is set within the shift in the educational landscape of Nepal by focusing on the empirical literature published from 2011 to 2025, which is the period of significant policy changes, particularly the School Sector Plan (SSDP/SESP) and the revisions to the Education Act, which have resulted in a greater emphasis on teacher satisfaction and motivation.

Sampling Strategy and Study Selection: The target population of this study was school teachers in Nepal, mainly in the primary, lower secondary, secondary, and upper secondary levels. However, studies that included university teachers were purposefully added in cases where they were considered relevant to the influencing factors of job satisfaction. A purposive sampling technique was used in the stage of selecting the literature in order to ensure the inclusion of relevant studies that related on teacher job satisfaction. There were 30 empirical studies that satisfied the stipulated inclusion criteria for this review. These studies were characterized by the use of various sampling techniques, which included random sampling, stratified sampling, and purposive sampling, and they featured a wide range of sample sizes from small qualitative samples that were in the realm of case studies (e.g. 4-10 participants) to large-scale quantitative studies that surveyed over 300 teachers. The studies reviewed included male and female teachers from public, community, and private sectors, thus ensuring a sufficient diversity of institutional contexts and pedagogical experiences.

Data Sources and Search Strategy: To get the information for this review, we conducted extensive searches of various scholarly databases, such as Google Scholar, ResearchGate, DOAJ, NepJOL, and Elsevier. Systematic searches were conducted based on the following combinations of keywords: 'job satisfaction', 'teacher satisfaction', 'teacher motivation', 'teacher self-efficacy', 'work environment', 'school teachers', 'Nepal' and 'South Asia'. This set of keywords was aligned with the central elements of the conceptual framework of job satisfaction and its determinants. To alleviate the chance of missing relevant studies, we carried out a hand search of the reference lists of the articles we obtained, which enabled the inclusion of domestic studies that were not accessible through international databases. Peer-reviewed articles were prioritized to enhance the credibility and trustworthiness.

The data analysis was conducted in a number of organized stages. To begin with, a data extraction framework was developed to categorize information for each study in a more efficient manner such as the name of the author, the year of publication, the research design, the study setting, the population, the characteristics of the sample, the variables studied, the key findings, and the recommendations for the application of the

findings. This enabled easier and more accurate study comparisons across different methodological approaches.

Thematic coding procedures were then applied based on content analysis techniques concerning the participant's intrinsic motivations (i.e. autonomy, engagement, purpose), extrinsic factors (i.e. pay, advancement, working conditions), self-efficacy, and organization's characteristics such as support from the administration and the management of the school. Studies were also categorized by the type of institution government, community, or private and level of education to highlight contextual disparities in job satisfaction. Given the variety of research designs, an integrative narrative synthesis approach was employed to facilitate the cohesive analysis and interpretation of findings of quantitative, qualitative, and mixed methods studies.

Methodological Limitations: This systematic review, as much as possible, was conducted following a specific methodological approach, but still, some methodological limitations were listed. First, as the review was conducted using published empirical studies based on digital databases, there is a possibility of publication bias, particularly towards research conducted in easily accessible urban areas such as the Kathmandu Valley. Second, the reliance on cross-sectional studies in the literature review constrains the ability to draw conclusions on causality, or the examination of time-related changes in the satisfaction of teachers. Third, variations in the measurement tools, definitions and constructs of the concepts and methods of analysis implemented in different studies can reduce the reliability of the comparisons. Nonetheless, the narrative synthesis approach helps to mitigate the impact of such limitations. Finally, though the authors have looked at teacher satisfaction research from remote areas, there may have been some relevant regional studies that the authors did not find, pointing to further research that may be warranted.

3. RESULTS

Using the narrative synthesis methodology of Popay et al. (2006), the authors consolidated the findings of 30 empirical studies. It involved a preliminary descriptive synthesis, examining within and between studies, and assessing the degree and consistency of the evidence. This method enabled the authors to aggregate the findings and consolidate them into several themes. The findings highlighted the interplay between the individual, the institution, and the system and the cumulative impact of those on the teachers' satisfaction at work in Nepal. The synthesis of findings further clarified and illustrated the interlinkages between the teachers' satisfaction, self-efficacy, and performance, and the degree of commitment to the organization, and fortified a better understanding of the implications of these relationships on teacher attrition and the quality of education offered.

Table 1: Summary of Reviewed Studies on Teacher Job Satisfaction in Nepal (2011–2025)

S. N.	Authors & Year	Study Design	Study Area	Sample Size & Characteristics	Variables Studied	Major Findings
1	Adhikari (2023)	Quantitative, cross-sectional	Kathmandu	136 mathematics teachers	Demographic factors & job satisfaction	Demographics had no significant effect; explained only 6% variation
2	Basnyat (2023)	Quantitative, cross-sectional	Kathmandu	356 public secondary teachers	Job satisfaction	Science & Computer teachers more

S. N.	Authors & Year	Study Design	Study Area	Sample Size & Characteristics	Variables Studied	Major Findings
3	Bhattarai et al. (2025)	Quantitative, cross-sectional	Nepal	576 nursing faculty	Stress & job satisfaction	satisfied; majority neutral; many subject teachers dissatisfied
4	Budhathoki (2021)	Qualitative, phenomenological	Nepal	Review of secondary data	Job satisfaction & performance	Stress slightly higher in private institutions; most teachers ambivalent; no significant differences
5	Chapagai (2023)	Quantitative, survey	Tanahun, Kaski, Chitwan	292 secondary teachers	Job satisfaction	Resources, leadership, discipline, overload, salary, recognition affect satisfaction; PD recommended
6	Chapagain (2021)	Quantitative	Nepal	156 university teachers	Emotional intelligence, JS	High satisfaction with job nature, pay, benefits; low satisfaction with supervision & promotion
7	Deupa (2023)	Quantitative, survey	Five districts	200 permanent teachers	Attitude towards teaching & JS	Gender impacts EI and JS; EI correlates with job satisfaction
8	Dhakal (2022)	Quantitative	Nepal	60 school teachers	Motivation & JS during COVID-19	37% above-average JS; attitude linked to better performance
9	Kandel et al. (2025)	Mixed-methods	Kathmandu Valley	105 higher education teachers	Work environment, PD, JS, OC	Job content and recognition significantly affect JS
10	Kayastha & Kayastha (2012)	Quantitative, survey	Kathmandu & Lalitpur	268 teachers	Job stressors, stress & JS	External factors drive JS and OC; JS mediates workplace relationships
						Stress significantly linked to satisfaction

S. N.	Authors & Year	Study Design	Study Area	Sample Size & Characteristics	Variables Studied	Major Findings
11	Kayastha & Kayastha (2012)	Quantitative	Kathmandu & Lalitpur	268 teachers	work, pay, promotion, supervision, co-workers	Work, pay, coworkers, supervision, promotion all correlated
12	Khadka & Khadka (2023)	Quantitative	Kathmandu	210 university teachers	Self-efficacy, JS, work-life balance	Work-family conflict reduces JS; self-efficacy improves it
13	Khanal & Phyak (2021)	Mixed-methods	Six districts	430 basic teachers	Teacher motivation	Motivation driven by individual, school, socio-cultural, political factors
14	Khanal (2024)	Quantitative	Birendranagar	104 private teachers	Work environment, salary, performance	Salary predicts performance; others non-significant
15	Maharjan & Dahal (2024)	Mixed-methods	Kathmandu Valley	60 private teachers	Job satisfaction	Influenced by social environment, job security, salary fairness
16	Mainali & Belbase (2023)	Mixed-methods	Nepal	49 math teachers	JS, PD, environment	Teachers relatively satisfied; PD and infrastructure important
17	Manandhar et al. (2021)	Quantitative	Bhaktapur	163 teachers	Job satisfaction	High satisfaction; work, coworkers, achievement key sources
18	Mondal et al. (2011)	Quantitative	Kaski	69 teachers	Stress & JS	Mild to moderate stress; dissatisfaction tied to job conditions
19	Neupane (2022)	Quantitative	Kanakai	28 private school teachers	JS	Salary delays and job insecurity reduce JS
20	Risal et al. (2025)	Quantitative	Tokha	109 private teachers	Work environment, JS, QWL	Positive relationships; better environment improves QWL
21	Shah (2023)	Quantitative	Kathmandu Valley	390 public teachers	Self-efficacy	Identified four factors; TSE enhances PD

S. N.	Authors & Year	Study Design	Study Area	Sample Size & Characteristics	Variables Studied	Major Findings
22	Shah & Bhattarai (2023)	Quantitative	Kathmandu Valley	390 public teachers	Self-efficacy	Four components including engagement and prep; improves outcomes
23	Shah et al. (2024)	Qualitative	Nepal	4 social studies teachers	JS	Satisfaction influenced by qualification, support, resources
24	Shahi (2020)	Qualitative	Nepal	10 community teachers	JS & performance	Dissatisfaction among relief teachers; politics, salary causes
25	Shrestha & Bhattarai (2022)	Quantitative	Nepal	345 teachers	JS & OCB	Positive relationship; JS supports commitment
26	Shrestha (2019)	Quantitative	Dhading	345 teachers	School attributes & JS	School type, qualification, environment influence JS
27	Shrestha (2019)	Quantitative	Dhading	345 teachers	Gender, locale, JS	Urban female teachers more satisfied
28	Shrestha (2023)	Quantitative	Kathmandu	106 faculties	Demographics & JS	Income and designation significant predictors
29	Thadathil (2017)	Quantitative	Nepal	411 teachers	JS	High satisfaction overall; govt low on promotion
30	Timalsina (2025)	Quantitative	Nepal	202 teachers	JS determinants	Pay, incentives, environment, management key predictors

Table 1 summarizes thirty studies and their research methods, research sites, research sample characteristics, research variables, and research outcomes. The literature review reveals that teacher job satisfaction in Nepal is multi-dimensional because of the socio-economic circumstances, school level, teachers, politics, and culture. Most studies noted that the satisfaction level leaned to the moderate side with significant variations across the urban versus rural, male versus female teachers, and government versus private institutions. The studies conducted by Kayastha & Kayastha (2012); Mondal et al. (2011) reported that occupational stress, low salaries, and lack of support by the organization were the most important sources of dissatisfaction. Later, Deupa (2023) and Manandhar et al. (2021) noted similar pessimism reporting dissatisfaction due to low salaries, heavy workload, limited opportunities for advancement, and restrictive administrative duties. Conversely, it was reported that working with students and the social value of teaching provided the

fulfillment that encouraged remaining in the field (Budhathoki, 2021; Shahi, 2020). The studies collectively capture the reality of the situation characterized by intrinsic satisfaction and lasting extrinsic dissatisfaction. The studies reflect the different geographical, institutional, and chronological educational contexts of Nepal.

The findings from this study have been organized thematically and are presented as follows:

Magnitude of Influence of Intrinsic Factors: The foremost influence in the existing literature is the intrinsic motivators that shape a teacher's job satisfaction. These factors include psychological rewards of teaching such as meaningful work, engagement of students, and personal and professional development. A number of qualitative and quantitative studies demonstrate intrinsic motivation acts as a buffer in the absence of resources and institutional support. Although lacking adequate financial rewards and institutional support, Budhathoki (2021) identified the satisfaction intrinsic to interactions with students and the societal relevance of their work. Significant organizational citizenship behaviour in the findings of Shrestha and Bhattarai (2022) can be attributed to the high level of intrinsic satisfaction. Therefore, it can be stated that teachers with high intrinsic motivation display an increased sense of altruism and organizational commitment that extends beyond their job description. Khanal and Phyak (2021) restated that in the community schools, intrinsic motivation is closely linked to teacher's identity and self-worth, to the service of community, to the respect of community, and to the education of students which is a hallmark of service in community schools. However, it is worth noting that many studies have cautioned that intrinsic commitment is likely to decline over time in the absence of fair professional development and supportive institutional policies. A high level of intrinsic motivation is found to positively influence self-efficacy in teachers as evidenced in this study. Shah and Bhattarai (2023) showed that educators that prepared their lessons effectively and engaged their students were more satisfied with their jobs. In the same manner, Dhakal (2022) showed that during the COVID-19 pandemic, some intrinsic factors such as professional values and commitment aided teachers in coping with the systemic challenges related to remote instruction. These findings in total suggest that intrinsic factors work as the ethical and emotional foundation of teachers' job satisfaction in Nepal.

Extrinsic Factors: Compensation, Promotion and Employment Conditions: The extrinsic or "hygiene" factors were found to be the most important causes of dissatisfaction in the studies that were reviewed. The studies unanimously showed that the lack of compensation, lack of opportunities for advancement, job security, inequitable employment, and poor work conditions were significant barriers to teacher satisfaction. In an early comparative study by Thadathil (2017) it was found that teachers in government schools were dissatisfied with their promotion prospects, and the benefits they were provided. In contrast, teachers in private schools were provided more administrative support but suffered from burnout as a result of excessive workloads. Similar patterns were noted by Maharjan and Dahal (2024) in the Kathmandu Valley, highlighting a particular emphasis among female educators on job security over salary. There is evidence that rural districts face gaps in extrinsic motivators. Neupane (2022) explained that teachers in private schools of Kanakai Municipality had dissatisfaction because their wages got delayed, their employment benefits were inequitable, and they had poor job tenure. Teachers in more urbanized areas, Shrestha (2019) and Chapagai (2023) showed, were more satisfied compared to those in rural areas that had less resource availability. Timalsina (2023) had shown that there were strong relationships between the remuneration, managerial support, job security, and general satisfaction, and that while extent of workload did not significantly determine job dissatisfaction. Findings of Khanal (2024) were in line and highlighted the need for equitable salary distribution, transparent promotion procedures, and non-partisan administrative systems especially in the midwestern districts such as Surkhet. Teachers had lower satisfaction and trust in the system because,

Mainali and Belbase (2023) explained, political interference and union-based disruption create barriers to the equitable assessment and promotion of teachers.

Working Conditions and Educational Environment: There are many factors which affect working conditions and working satisfaction such as availability of resource, classroom size, physical infrastructure, and overall school environment. Risal et al. (2025) reported a strong positive correlation with work environment and satisfaction, work life quality satisfaction of teachers in private schools in Tokha Municipality and concluded teachers of such schools had high morale and affective organizational commitment. This is similar to Manadhar et al (2021) and Basnyat (2023) who reported resource availability, class control and sanitation were satisfaction determinants. But regarding satisfaction and control over school outcome, disparities among institutions were evident. For instance, in Shahi (2020) community schools in remote regions, Surkhet, still faced a lack of teaching materials and infrastructural education. Most of the studies confirm the impact of organizational climate and administrative support. Kandel et al (2025) indicated workplace conditions and possibility for professional advancement constituted the strongest predictors of job satisfaction and organizational commitment. Shrestha (2019), Khadka & Khadka (2023) found positive impact on morale of teachers through fair leadership, clear communication, and teacher involvement in decision-making.

Interpersonal Relationships and Professional Support: The respondents recorded Interpersonal Relationships as another factor that influenced retention positively. Many research demonstrates that observational collegial support, mentoring, collaborative teamwork, and mutual respect contribute positively to the wellbeing of teachers and alleviate workplace stress (Kayastha & Kayastha, 2012; Budhathoki, 2021). Shrestha and Bhattacharai (2022) found an important relationship between job satisfaction and organisational citizenship behaviour, which suggests that collaborative culture increases engagement and commitment. Over the years, Shrestha (2019) has documented that the mere presence of colleagues improved the work satisfaction and performance levels of secondary school teachers.

Coping theory posits that in high pressure and competitive school environments, the supportive peer networks that characterize private schools play an important role in reducing burnout (Khanal, 2024). Adhikari (2023) mentions that demographic elements have minimal influence on the satisfaction levels of math teachers, but collegiality and peer support were still significant. The literature consistently demonstrates that social capital, defined as collaboration and supportive networks, greatly contributes to teachers' job satisfaction and self-efficacy.

Demographic and Institutional Variability: The literature predominantly focuses on the differences in job satisfaction related to demographic variables of the teachers, which include gender, age, teaching experience and location of residence. According to Shrestha (2019), female teachers in urban locales were more satisfied than their male counterparts due to better working conditions and more visibility and acknowledgment within their social spheres. In contrast, studies in rural contexts showed no significant gender differences, which means that structural conditions are more significant than individual ones. Further studies by Shrestha (2019) and Shrestha (2023) showed that income and rank were significant factors to the level of satisfaction of educators, both in schools and universities. There are also a number of studies that showed differences associated with the years of teaching. More experienced teachers demonstrated greater satisfaction resulting from greater job security and societal respect, whereas less experienced teachers were concerned with the lack of adequate entry-level positions and low starting salaries (Thadathil, 2017; Deupa, 2023). Bhattacharai et

al. (2025) showed the level of job satisfaction experienced by nursing faculty in government institutions as opposed to those in private institutions, which as a result, pointed out the importance of institutional security on job satisfaction.

Job Satisfaction, Self-Efficacy and Teaching Performance: The studies which were reviewed pointed out the aspect of job satisfaction, teaching efficacy and teaching performance. Shah and Bhattarai (2023) defined the components of teacher self-efficacy as being student engagement, instructional preparation, behavioural competence, and teaching skills, which were all found to relate positively to job satisfaction. Self-efficacious teachers demonstrate strong work engagement and manage their classrooms with greater resilience. Shrestha and Bhattarai (2022) also found that self-efficacious teachers actively engaged in creative teaching practices and were instructionally and personally fulfilled while improving students' learning. According to Shahi (2020) and Khanal (2024), satisfied teachers performed some tasks. They had lower rates of absenteeism and participated more in the school. Conversely, the lack of satisfaction, especially among temporary, relief, and rural teachers, was associated with greater turnover and lower school engagement. These findings align with others studies around the world demonstrating that job satisfaction is a significant predictor of teaching effectiveness, and, by extension, the learning outcomes of students (Caprara et al., 2006; Khadka & Malviya, 2024; Wartenberg et al., 2023). Khadka and Khadka (2023) added to the discourse by showing that work-life balance is a factor that explains the relationship between self-efficacy and job satisfaction. Teachers who balance their personal and professional lives more effectively have lower stress and perform better. The findings demonstrate a bidirectional relationship between job satisfaction and the effectiveness of teaching. Teachers' satisfaction is enhanced by their effectiveness in teaching, while teaching effectiveness is augmented by their satisfaction.

4. DISCUSSION

The synthesis of 30 studies indicated that teacher job satisfaction in Nepal is determined by various intrinsic, extrinsic, working condition, interpersonal relationship, and socio-cultural aspects. Overall, there is evidence that teachers are generally content in their job, though this is not consistent across school type, location, subject, and position. Professional fulfilment, engagement of students, and contribution to society are frequent intrinsic motivators that contribute to satisfaction (Budhathoki, 2021; Shahi, 2020), while low salary, lack of promotion, job instability, high workload, political interference, administrative inefficiency are extrinsic factors that create dissatisfaction (Thadathil, 2017; Mainali & Belbase, 2023; Neupane, 2022; Khadka et al., 2025; Timalsina, 2025). This indicates an intrinsic motivation conflict that drives the teacher's commitment to their work, while also being frustrated by external factors. A key finding of the studies was the strong association between job satisfaction, teacher self-efficacy, and performance.

Teachers' self-efficacy relates positively to increased job satisfaction, better classroom environment and control, as well as greater professional resilience (Shah & Bhattarai, 2023; Shrestha & Bhattarai, 2022; Khadka & Malviya, 2023). In contrast, job dissatisfaction results in high stress levels, burnout, increased absenteeism, and turnover, especially among temporary and "Rahat" teachers who face continuous job-related insecurity (Shahi, 2020; Khanal, 2024). The studies also show that there are significant differences based on service area and gender. Teachers in urban districts, especially in the Kathmandu Valley, report having better job conditions and greater job satisfaction. In contrast, teachers in peripheral districts continue to face inadequate infrastructure and limited employment opportunities (Shrestha, 2019; Neupane, 2022).

Moreover, the differences also pertain to gender. Female teachers, especially in urban settings, report higher job satisfaction as a result of more positive work conditions and greater recognition on the social front (Shrestha, 2019). These findings show to a differentiated and context-sensitive understanding of teachers' satisfaction that is intricately tied to socio-cultural setting.

Judge et al. (2004) and Klassen and Chiu (2010) addressed phenomena worldwide showing teacher satisfaction and understanding influenced satisfaction et al. extrinsically and intrinsically. With respect to the Herzberg two-factor theory, extrinsic factors to dissatisfaction, and the intrinsic motivators associated to Nepali teachers are satisfaction. This governance duality especially explains the teacher loyalty, and additional factors such as low pay, and resource inaccessibility. The South Asian research featuring Chughtai and Perveen (2013) works discussed also examined teacher morale barriers, such as, low pay, lack of adequate working environments, and minimal opportunities of career progression compounded by politics. Evidence from Nepal is synonymous with the instructional conditions observable Dutta and Sahney (2016) in India, and Bangladesh, especially with enduring weakness of governance systems which also erodes teacher professional identity and satisfaction. This research review unequivocally demonstrated the relationship between job satisfaction and teacher self-efficacy, linking with the social cognitive theory by Bandura.

Those teachers who trust that they can make a difference in student learning positively change their motivation levels and professional identity, becoming less susceptible to burnout (Shah & Bhattarai, 2023; Shrestha & Bhattarai, 2022). This reciprocal relationship explains well the satisfaction-teaching quality-student outcome relationships and further confirms the satisfaction-teaching quality-student outcome relationship findings from Caprara et al (2006). As to social exchange theory, the culture of the institution stands out as a powerful predictor of satisfaction. Perceiving one's school environment as being fair, and therefore, supportive, and participative with clear administrative control, leads teachers to report improved organizational commitment and better collegiality (Mainali & Belbase, 2023; Kandel et al. 2025). It is clear that satisfaction with work is not only a product of the individual motivational factors and the structural conditions, but also the social relationships and the organizational environment within which the teachers work. It seems that a clear target is available that can impact both an individual's intrinsic motivation as well as the extrinsic conditions of the work environment. Teachers have a greater sense of worth and belonging when there is supportive leadership, in collaboration with peers, and strengthened recognition systems. Decreasing workload, improved trust, and better communication are vital to the work environment.

There is a clear and equitable set of policies to ensure that teachers in Nepal, and especially in its diverse school environments, can become happier. The priorities are modifying the promotion and payment processes to make them transparent and equitable. To limit political meddling in hiring, moving, and assessing employees also matters. Also, improving funding for schools is vital, especially in the Karnali region, which is under-resourced. Also, improving job security, particularly for temporary and contracted teachers, is key to lifting morale and retention of qualified staff. These proposed changes stand to significantly improve professional development, reduce turnover, and enhance the overall quality of education in the country.

The primary contribution of the review is the validation of Herzberg's two-factor theory, Bandura's self-efficacy theory, and social exchange theory within the context of teacher satisfaction in Nepal. Bandura's framework demonstrates how perceived ability shapes motivation and perseverance, and social exchange theory illustrates how both institutional support and perceived equity can foster higher levels of participation

and organizational commitment among teachers. Herzberg's model also highlights the paradox of strong internal motivation persisting along with external dissatisfaction. Taken together, these models provide a solid conceptual framework for the unique situation of job satisfaction among teachers in Nepal.

Despite having a broad scope, the review has some limitations. Most of the studies included in the review come from more accessible areas, such as the Kathmandu Valley, Bhaktapur, and Kaski. This means there is a lack of information from more remote areas, such as Karnali, Sudurpaschim, and the higher mountainous districts. The predominance of cross-sectional survey designs limits understanding of causality and longitudinal aspects of satisfaction. The focus on self-reporting also increases the risk of response bias and Social Desirability Bias. There is also a lack of qualitative studies. This hampers understanding of the subtler psychological and contextual aspects of satisfaction. Also, lack of consistency in operational definitions, measurement tools, and analytic approaches among studies limits comparisons and integrations. In future, more studies could focus on mixed-method designs to better understand the lived experiences and the motivational factors, including non-financial factors, such as autonomy, recognition, social participation, and professional role, of teachers. Teacher satisfaction and student performance outcomes, the ramifications of primary influential policy frameworks like the School Education Sector Plan (SESP), and differentiation studies aimed at systemic inequities within the educational framework of Nepal are some of the potential avenues for future research.

5. CONCLUSIONS

The research studies incorporated in this literature review reveal that teacher job satisfaction in Nepal is a result of individual professional journeys and the formal structural realities of the educational system. The results affirm that the teaching profession still attracts individuals motivated by innate values of public service, student advocacy and community responsibility, but unfortunately, such values are overshadowed by profound systemic challenges. These include poor pay, politicization of the administration, lack of opportunities for career growth, inadequate school facilities, and lack of professional respect; a system that ultimately results in the erosion of motivation and morale at a job. The literature reveals that teachers who perceive themselves as professionally competent and are supported and recognised within the system are the ones who enjoy high levels of satisfaction, performance and commitment to the system.

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