

Factors Influencing Teachers' Job Satisfaction in Kathmandu Valley

Adit Thapaliya*

Abstract

This study examines the factors influencing teachers' job satisfaction in Kathmandu Valley. Teachers' job satisfaction is the dependent variable. The selected independent variables are salary, bonus, working environment, recognition, job security and workload. The primary source of data is used to assess the opinion of respondents regarding salary, bonus, working environment, recognition, job security, workload and teachers' job satisfaction. The study is based on 145 respondents. To achieve the purpose of the study, structured questionnaire is prepared. The correlation and multiple regression models are estimated to test the significance and importance of the factors influencing teachers' job satisfaction in Kathmandu Valley.

The study showed a positive impact of salary on teachers' job satisfaction. It indicates that competitive salary enhances the teachers' job satisfaction. Similarly, the study showed a positive impact of bonus on teachers' job satisfaction. It indicates that performance-based bonus systems motivate employees to excel, boosting productivity, job satisfaction, and loyalty to the company. Likewise, the study showed a positive impact of working environment on teachers' job satisfaction. It indicates that employees who thrive in a positive working environment are more likely to perform better and stay motivated. Further, the study showed a positive impact of recognition on teachers' job satisfaction. It indicates that greater recognition attracts individuals to remain motivated and engaged in their roles. In addition, the study showed a positive impact of job security on teachers' job satisfaction. It indicates that job security encourages teachers to feel more satisfied and stable in their roles. Moreover, the study showed a positive impact of workload on teachers' job satisfaction. It indicates that a manageable workload encourages teachers to feel more satisfied and engaged in their roles.

Keywords: salary, bonus, working environment, recognition, job security, workload, teachers' job satisfaction

1. Introduction

Teaching is one of the most stressful occupations (Johnson *et al.*, 2005). Teaching job may be demanding and involves heavy workload and controlling of unruly students which may result in feeling of frustration. The teachers would get interested to teach their students effectively when they are satisfied with their jobs (Nigama *et al.*, 2018). Teachers also experience intense, emotion-laden interactions on a daily basis and have a great number of emotional demands compared to most other professionals (Brotheridge and Grandey, 2002). Professional development not only improves teachers' skill sets but also enhances their self-efficacy, which is strongly correlated with job satisfaction (Tschannen-Moran and Hoy, 2001). When teachers feel competent and confident in their ability to impact student outcomes, their overall job satisfaction increases. The sense of professional growth is particularly important in an era where educational practices are rapidly evolving due to technological advancements and changes in pedagogical approaches (Wang *et al.*, 2015). Despite reports of high levels of teachers' job stress, many teachers found personal satisfaction in their work (Chaplain, 2008). Job satisfaction-perceptions of fulfillment derived from day-to-day work activities is associated with higher levels of job performance (Judge *et al.*, 2001). Caprara *et al.* (2003) considered job satisfaction as a "decisive element" influencing teachers' attitudes and performance and found self-efficacy to be an important contributor to teachers' job satisfaction.

* Mr. Adit is a Freelance Researcher, Kathmandu, Nepal.

Toropova *et al.* (2021) stated that teachers' salaries remain a crucial determinant of job satisfaction, particularly in countries where teachers feel undercompensated relative to their education and workload. Additionally, poor working conditions, such as large class sizes, inadequate teaching resources, and excessive administrative duties, often lead to job dissatisfaction (Ingersoll, 2001). Teachers who face overcrowded classrooms and lack sufficient materials to teach effectively report higher levels of stress and are more likely to leave the profession prematurely (Buchanan *et al.*, 2013). Maintaining a healthy work-life balance is essential for ensuring that teachers do not become overwhelmed by the demands of their profession (Skaalvik and Skaalvik, 2015). Schools that implement policies aimed at reducing teacher workloads, such as limiting after-school administrative duties or providing adequate planning time, can help improve job satisfaction and reduce burnout (Borman and Dowling, 2008). Gender differences in job satisfaction have also been observed, with some studies suggesting that female teachers report higher levels of satisfaction compared to their male counterparts (Bogler, 2002). However, the reasons behind these differences are not always clear and may be influenced by cultural and institutional contexts.

Job satisfaction is the attitude of the workers towards work. Workers are expected to be dedicated and committed to their work (Amoda *et al.*, 2007). Adeyemo (2001) indicated that the present day teachers are not as good or committed as their yester- years counterparts. When teachers are truly not committed to their work it is an indication of dissatisfaction with the job. Studies from diverse nations of the world indicated that teachers have one time or the other enjoyed or dissatisfied with their job. Likewise, Adetayo (2008) examined the level of teachers' job satisfaction in Ogun state secondary schools. The study found that job satisfaction levels varies significantly by gender, age, and qualification, highlighting the need for government policies to continuously enhance teacher satisfaction. Similarly, Liu and Ramsey (2008) assessed teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000-2001. The study revealed that teachers are least satisfied with work conditions and compensation, with minority teachers generally less satisfied than non-minority teachers. Further, Chaudhari and Parikh (2022) investigated the job satisfaction among primary and secondary school teachers. The study found no significant difference in job satisfaction between primary and secondary school teachers, between male and female teachers, and in the interactive effect of school type and gender on job satisfaction.

Basu (2013) analyzed a study on stress and job satisfaction among secondary school teachers. The result showed a significant differences in occupational stress and job satisfaction between secondary school teachers in government-aided and private schools, as well as between male and female teachers. Additionally, a strong negative correlation is found between occupational stress and job satisfaction among the teachers. Similarly, Thakur (2014) assessed a comparative study on job satisfaction of teacher educators in relation to private teachers' Training Institutions of University of Gour Banga and University of Kalyani. The study indicated that a significant portion of teacher educators has low job satisfaction, with no significant difference in job satisfaction levels between male and female educators. Likewise, Basu (2021) investigated the influence of digital platforms on motivation and job satisfaction of teachers during the COVID-19 pandemic. The study found that the majority of teachers in India feel motivated and more self-confident while teaching through digital platforms during the COVID-19 pandemic, with over 74% reporting some satisfaction and enjoyment.

Chamundeswari (2013) analyzed the job satisfaction and performance of school teachers. The study revealed that teachers in central board schools have significantly higher

job satisfaction and performance compared to those in matriculation and state board schools. Similarly, Adu-Baffoe and Bonney (2021) examined the job satisfaction and retention amongst public and private basic school teachers in Ghana. The study found that private basic school teachers experience significantly higher job dissatisfaction regarding hygiene factors, such as salary and job security, compared to their public school counterparts. Likewise, Nyarko *et al.* (2014) investigated the influence of motivation on the job satisfaction of junior high school teachers in Ghana. The study showed a positive correlation between teachers' motivation and job satisfaction among junior high school teachers in Accra. Further, Zaheer *et al.* (2015) analyzed the factors affecting job satisfaction at public sector secondary schools of Rahim Yar Khan. The study stated that factors such as working conditions, locus of control, training and development, employee empowerment, relationships with coworkers and supervisors, and the nature of work all positively correlate with job satisfaction. In addition, Islam and Hossain (2018) assessed the job satisfaction of academic staff: An empirical research study on selected private educational institute at Dhaka City Corporation. The findings revealed that both demographic and environmental factors significantly impact job satisfaction levels among the academic staff.

Amarasena *et al.* (2015) examined the effects of demographic factors on job satisfaction of university faculty members in Sri Lanka. The study depicted that faculty job satisfaction is significantly influenced by monthly salary and the number of children, while other demographic factors show no significant impact. Similarly, Lopes and Oliveira (2020) analyzed the teacher and school determinants of teacher job satisfaction: a multilevel analysis. The result found that teacher-level factors, particularly interpersonal relations, are more significant predictors of job satisfaction than school-level factors in Portuguese secondary teachers. Likewise, Baroudi *et al.* (2022) investigated the intrinsic and extrinsic factors influencing teachers' job satisfaction in Lebanon. The study suggested that teachers in Lebanon report higher job satisfaction when their extrinsic needs, particularly working conditions and professional development are met. Further, Anand (2018) examined the job satisfaction among teachers of private and government schools: A comparative analysis. The study revealed that government school teachers report higher levels of job satisfaction compared to private school teachers. In addition, Kumar (2011) investigated the job satisfaction among teachers of private engineering colleges in Rayalaseema region, Andhra Pradesh-a study. The study indicated significant differences in job satisfaction levels based on gender, marital status, educational qualifications, and teaching experience, highlighting that male and female teachers, as well as those with varying qualifications and experience, report differing levels of satisfaction. Moreover, Umaru and Ombugus (2017) analyzed the determinants of job satisfaction of colleges of education lecturers: A study of Nasarawa state college of education, Akwanga. The study revealed that factors such as regular salary payment, promotion opportunities, work environment, achievement of work goals, and opportunities for growth and development significantly contribute to job satisfaction.

Baluyos *et al.* (2019) examined the teachers' job satisfaction and work performance. The result of the study highlighted that job satisfaction related to school heads' supervision and job security inversely affect the teachers' work performance. Similarly, Kengatharan (2020) assessed the effects of teacher autonomy, student behavior and student engagement on teacher job satisfaction. The study revealed that teacher autonomy and positive student behavior enhance job satisfaction, with student engagement playing a mediating role. Likewise, Yee (2018) analyzed the relationship between job satisfaction and work performance among

academic staff in Malaysian private universities. The study revealed that job satisfaction significantly influence job performance with recognition being the most impactful factor, while remuneration showed no significant effect. Further, Khaliq (2021) investigated the effect of salary, promotion and relationships with colleagues on secondary school teachers' job satisfaction. The results indicated that salary, promotion, and relationships with colleagues significantly affect teachers' job satisfaction. In addition, Iqbal *et al.* (2023) analyzed the job satisfaction of male and female teachers of private and public secondary schools in Lahore, Pakistan. The result of the study highlighted that female teachers are found to be more satisfied than male teachers, with public school teachers enjoying more benefits than those in private schools. Moreover, Guoba *et al.* (2022) examined the factors influencing teachers' job satisfaction. The study results revealed that teachers' job satisfaction is most strongly affected by the nature of their work and communication at work, while teachers are least satisfied with their pay and promotion opportunities.

In the context of Nepal, Deupa (2023) analyzed the teaching profession in Nepal: Attitude and job satisfaction of the school teachers. The study indicated that a significant portion of teachers lack job satisfaction and a positive attitude towards their profession. Similarly, Basnyat (2023) examined the job satisfaction among community school teachers in Kathmandu district. The study revealed that job satisfaction levels differ significantly among teachers of different subjects, with a notable lack of satisfaction in several areas. Likewise, Shrestha (2019) assessed the influences of gender and locale on teachers' job satisfaction: An intersectional study in Nepal. The result concluded that female teachers in urban areas report higher job satisfaction than males, while in rural areas, no significant difference is observed except in terms of pay and benefits. Further, Adhikari (2023) analyzed the demographic factors affecting the job satisfaction of Mathematics teachers: A case study of Kathmandu Municipality. The study indicated that demographic variables have no statistically significant impact on job satisfaction among secondary mathematics teachers in Kathmandu Municipality.

The above discussion shows that empirical evidences vary greatly across the studies on the factors influencing teachers' job satisfaction. Though there are above mentioned empirical evidences in the context of other countries and in Nepal, no such findings using more recent data exist in the context of Nepal. Therefore, in order to support one view or the other, this study has been conducted.

The major objective of this study is to examine the factors influencing teachers' job satisfaction in Kathmandu Valley. Specifically, it examines the relationship of salary, bonus, working environment, recognition, job security and workload with teachers' job satisfaction in Kathmandu Valley.

The remainder of this study is organized as follows: section two describes the sample, data, and methodology. Section three presents the empirical results and final section draws the conclusion.

2. Methodological aspects

The study is based on the primary data which were collected from 145 respondents through questionnaires. The study employed convenience sampling method. The respondents' views were collected on salary, bonus, working environment, recognition, job security, workload and teachers' job satisfaction. This study is based on descriptive as well as causal comparative research designs.

The model

The model used in this study assumes that teachers' job satisfaction depends upon salary, bonus, working environment, recognition, job security, and workload. Therefore, the model takes the following form:

Teachers' job satisfaction = f (salary, bonus, working environment, recognition, job security and workload).

More specifically,

$$TJS = \beta_0 + \beta_1 S + \beta_2 B + \beta_3 WE + \beta_4 R + \beta_5 JS + \beta_6 W + e$$

Where,

TJS = Teachers' job satisfaction

S = Salary

B = Bonus

WE = Working Environment

R = Recognition

JS = Job Security

W = Workload

Teachers' job satisfaction was measured using a 5-point Likert scale where the teachers were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 6 items and sample items include "Teachers' job satisfaction depends on salary", "Bonus affects the teachers' job satisfaction" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.900$).

Salary was measured using a 5-point Likert scale where the teachers were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "A higher salary makes me feel more fulfilled in my teaching role", "Salary fairness impact on overall job satisfaction" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.890$).

Bonus was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "Bonus encourage me to work hard and achieve better result", "Bonus should be provided based on the profitability of the organization" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.897$).

Working environment was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include "I feel supported by my colleagues in my workplace", "The availability of resources and material enhance my teaching skill" and so on. The reliability of the items was measured by computing the Cronbach's alpha ($\alpha = 0.831$).

Recognition was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Acknowledgement of my teaching achievement positively impact my motivation”, “Regular recognition from my colleagues improves my enthusiasm for teaching” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.802$).

Job security was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “Job security enhances a teacher’s overall sense of stability in their role”, “Assurance of job security fosters a positive work environment for teachers” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.847$).

Workload was measured using a 5-point Likert scale where the respondents were asked to indicate the responses using 1 for strongly disagree and 5 for strongly agree. There are 5 items and sample items include “I am actively managing a busy and productive workload”, “I am more satisfied with my teaching position when my workload is realistic and achievable” and so on. The reliability of the items was measured by computing the Cronbach’s alpha ($\alpha = 0.882$).

The following section describes the independent variables used in this study along with the hypothesis formulation.

Salary

Salary is a fixed amount paid to workers for the service or work done (monthly salary, yearly salary and promotional salary increase) to white-collar workers, administrative, professional and executive employees. Darma and Supriyanto (2017) stated that there is a positive effect of salary on employee performance and job satisfaction. Likewise, Salisu *et al.* (2015) concluded that salary has a significant influence on job satisfaction of private sector workers in Nigeria. Similarly, Muguongo *et al.* (2015) found that the basic pay affects teachers’ job satisfaction to a great extent. Moreover, Monga *et al.* (2015) concluded that salary has more bearing than the factors of training and development, rewards and compensation, nature of job, job security, and morale and role clarity in determining job satisfaction. Based on it, this study develops the following hypothesis:

H₁: There is a positive relationship between salary and teachers’ job satisfaction.

Bonus

Bonus is a part of an individual’s compensation that is not guaranteed, and are usually paid in recognition of some goal achievement, such as individual performance, team performance, or organizational performance. Darma and Supriyanto (2017) revealed that there is a positive effect of bonus on employee performance and job satisfaction. Similarly, Pouliakas (2010) indicated that the generous rewards are more likely to foster positive attitudes towards work among male employees who work in skilled occupations within the non-unionized private sector of the economy. Likewise, Sturman and Short (2000) concluded that bonus payment constitutes an additional dimension of job satisfaction that fits into the framework of the PSQ. Further, Mikulic *et al.* (2013) found that the employees who were rewarded for their individual performance with bonus had a higher level of job satisfaction

and organizational commitment. Based on it, this study develops the following hypothesis:

H₂: There is a positive relationship between bonus and teachers' job satisfaction.

Working environment

Working environment is a blend of physical, psychological, and technological factors that shape the day-to-day experiences of employees, directly impacting their efficiency and job satisfaction. Raziq and Maulabakhsh (2015) indicated that there is a positive relationship between working environment and employee job satisfaction. Similarly, Taheri *et al.* (2020) concluded that working environment has a significant impact on job satisfaction. Likewise, Agbozo *et al.* (2017) concluded that an environment has a significant effect on employees' satisfaction. Further, Tio (2014) found that work environment factors is significant towards the employee job satisfaction. In addition, Badrianto and Ekhsan (2020) concluded that work environment and job satisfaction bring a positive and significant effect on employee performance partially and simultaneously. Moreover, Muhammad *et al.* (2022) concluded that working environment has direct influence on the job satisfaction level. Based on it, this study develops the following hypothesis:

H₃: There is a positive relationship between working environment and teachers' job satisfaction.

Recognition

Recognition is a process of giving an employee a certain status within an organization. It describes how the work of an employee is evaluated and how much the appreciation he receives in return from the organization. Tessema *et al.* (2013) concluded that employee recognition has a significant impact on job satisfaction. Similarly, Danish and Usman (2010) found that recognition has a great impact on job satisfaction and motivation of the employees. Likewise, Khalid and Irshad (2010) concluded that employee recognition plays a significant role in influencing one's perception of job satisfaction. Further, Akafo and Boateng (2015) observed that rewards and recognition have a positive impact on work motivation, but no significant relationship existed between reward and job satisfaction. Based on it, this study develops the following hypothesis:

H₄: There is a positive relationship between recognition and teachers' job satisfaction.

Job security

Job security is defined as the degree of certainty that an individual will continue to be employed in a particular job or job type. Similarly, Artz and Kaya (2014) found that job security significantly boosts job satisfaction and reduces turnover intentions more during periods of scarce job openings compared to times of abundant job opportunities, particularly among less-educated workers. Likewise, Wilczynska *et al.* (2016) revealed that job insecurity significantly affects job satisfaction for all employees, with flexible workers being more vulnerable, while job security has a greater impact on knowledge workers' satisfaction. Moreover, Falatah *et al.* (2021) stated that job satisfaction partially mediate the association between job security and organisational turnover. In addition, Ahmad and Jameel (2018) found that there is a positive relationship between job security and job satisfaction. Based on it, this study develops the following hypothesis:

H₅: There is a positive relationship between job security and teachers' job satisfaction.

Workload refers to the amount of work or tasks assigned to an individual or group within a specific time frame. Butt and Lance (2005) found that reducing teacher workload through the Pathfinder Project improved job satisfaction. Similarly, Chughati and Perveen (2013) indicated that there is a positive relationship between workload and job satisfaction of teachers. Likewise, Ferguson *et al.* (2012) concluded that stress and depression have a significant and negative impact on job satisfaction. Further, Osifila and Abimbola (2020) observed that there is a significant relationship between workload and job satisfaction of teachers. In addition, Tentama *et al.* (2019) concluded that there is a significant effect of workload on job satisfaction. Based on it, this study develops the following hypothesis:

H₆: There is a positive relationship between workload and teachers’ job satisfaction.

3. Results and discussion

Correlation analysis

On analysis of data, correlation analysis has been undertaken first and for this purpose, Kendall’s Tau correlation coefficients along with mean and standard deviation has been computed and the results are presented in Table 1.

Table 1

Kendall’s Tau correlation coefficients matrix

This table presents Kendall’s Tau coefficients between dependent variable and independent variables. The correlation coefficients are based on 145 observations. The dependent variable is TJS (Teachers’ job satisfaction). The independent variables are S (Salary), B (Bonus), WE (Working environment), R (Recognition), JS (Job security) and W (Workload).

Variables	Mean	S.D.	TJS	S	B	WE	R	JS	W
TJS	4.175	0.827	1						
S	4.255	0.829	0.372**	1					
B	4.028	0.895	0.384**	0.298**	1				
WE	4.203	0.674	0.363**	0.241**	0.260**	1			
R	4.226	0.636	0.309**	0.206**	0.241**	0.311**	1		
JS	4.010	0.736	0.349**	0.236**	0.306**	0.221**	0.323**	1	
W	4.106	0.748	0.351**	0.320**	0.350**	0.233**	0.146*	0.248**	1

Notes: The asterisk signs (**) and (*) indicate that the result are significant at one percent and five percent levels respectively.

Table 1 shows the Kendall’s Tau correlation coefficients of dependent and independent variables. The study shows that salary is positively correlated to teachers’ job satisfaction. It indicates that competitive salary enhances the teachers’ job satisfaction. Similarly, bonus is positively correlated to teachers’ job satisfaction. It indicates that performance-based bonus systems motivate employees to excel, boosting productivity, job satisfaction, and loyalty to the company. Likewise, working environment is positively correlated to teachers’ job satisfaction. It indicates that employees who thrive in a positive working environment are more likely to perform better and stay motivated. Further, recognition is positively correlated to teachers’ job satisfaction. It indicates that greater recognition attracts individuals to remain motivated and engaged in their roles. In addition, job security is positively correlated to teachers’ job satisfaction. It indicates that job security encourages teachers to feel more

satisfied and stable in their roles. Moreover, workload is positively correlated to teachers' job satisfaction. It indicates that a manageable workload encourages teachers to feel more satisfied and engaged in their roles.

Regression analysis

Having indicated the Kendall's Tau correlation coefficients, the regression analysis has been carried out and the results are presented in Table 2. More specifically, it shows the regression results of salary, bonus, working environment, recognition, job security and workload on teachers' job satisfaction in Kathmandu Valley.

Table 2

Estimated regression result of salary, bonus, working environment, recognition, job security and workload on teachers' job satisfaction

The results are based on 145 observations using linear regression model. The model is $TJS = \beta_0 + \beta_1S + \beta_2B + \beta_3WE + \beta_4R + \beta_5JS + \beta_6W + e$ where the dependent variable is TJS (Teachers' job satisfaction). The independent variables are S (Salary), B (Bonus), WE (Working Environment), R (Recognition), JS (Job security) and W (Workload).

Model	Intercept	Regression coefficients of						Adj. R _{bar} ²	SEE	F-value
		S	B	WE	R	JS	W			
1	2.067 (6.586) **	0.495 (6.840) **						0.241	0.720	46.790
2	2.498 (8.780) **		0.495 (6.840) **					0.197	0.741	36.407
3	1.330 (3.651) **			0.677 (7.910) **				0.299	0.692	62.567
4	1.510 (3.715) **				0.631 (6.630) **			0.230	0.726	43.958
5	1.510 (3.715) **					0.474 (5.562) **		0.172	0.752	30.933
6	2.066 (6.044) **						0.514 (6.271) **	0.210	0.735	39.327
7	1.426 (4.239) **	0.379 (5.095) **	0.495 (6.840) **					0.317	0.683	34.359
8	0.712 (1.925)	0.216 (2.693) **	0.183 (2.604) **	0.397 (3.891) **				0.379	0.652	30.234
9	0.430 (1.069)	0.216 (2.693) **	0.183 (2.604) **	0.327 (2.999) **	0.189 (1.714)			0.387	0.648	23.721
10	0.303 (0.740)	0.205 (2.558) **	0.143 (1.998) *	0.316 (2.908) **	0.131 (1.125)	0.134 (1.500)		0.392	0.645	19.596
11	0.194 (0.465)	0.184 (2.255) *	0.143 (1.998) *	0.285 (2.561) **	0.142 (1.218)	0.142 (1.218)	0.119 (1.246)	0.395	0.643	16.654

Notes:

- i. Figures in parenthesis are t-values.
- ii. The asterisk signs (**) and (*) indicate that the results are significant at one percent and five percent level respectively.
- iii. Teachers' job satisfaction is the dependent variable.

Table 2 shows that the beta coefficients for salary are positive with teachers' job satisfaction. It indicates that salary has a positive impact on teachers' job satisfaction. This finding is consistent with the findings of Darma and Supriyanto (2017). Similarly, the beta coefficients for bonus are positive with teachers' job satisfaction. It indicates that bonus has a positive impact on teachers' job satisfaction. This finding is consistent with the findings of Pouliakas (2010). Likewise, the beta coefficients for working environment are positive with teachers' job satisfaction. It indicates that working environment has a positive

impact on teachers' job satisfaction. This finding is consistent with the findings of Raziq and Maulabakhsh (2015). Further, the beta coefficients for recognition are positive with teachers' job satisfaction. It indicates that recognition has a positive impact on teachers' job satisfaction. This finding is consistent with the findings of Danish and Usman (2010). In addition, the beta coefficients for job security are positive with teachers' job satisfaction. It indicates that job security has a positive impact on teachers' job satisfaction. This finding is similar to the findings of Ahmad and Jameel (2018). Moreover, the beta coefficients for workload are positive with teachers' job satisfaction. It indicates that workload has a positive impact on teachers' job satisfaction. This finding is consistent with the findings of Osifila and Abimbola (2020).

4. Summary and conclusion

Teachers' job satisfaction is a crucial factor in enhancing their motivation, performance, and overall effectiveness in the classroom. Just like in other professions, various elements influence teachers' satisfaction, including the work environment, support from administration, opportunities for professional growth, and compensation. A positive work environment significantly contributes to teachers' job satisfaction. When teachers feel respected, valued, and supported by their colleagues and school leaders, they are more likely to be motivated and satisfied with their roles. Collaborative workspaces, where teachers can share ideas and strategies, promote job satisfaction by fostering a sense of community and professional belonging.

This study attempts to examine the factors influencing teachers' job satisfaction in Kathmandu Valley. The study is based on primary data of 145 respondents.

The major conclusion of the study is that salary, bonus, working environment, recognition, job security and workload have positive impact on teachers' job satisfaction. The study also concludes that working environment followed by salary and recognition are the most influencing factors that influence job satisfaction of teachers in Kathmandu Valley.

References

- Adetayo, J. O., 2008. Level of teachers' job satisfaction in Ogun state secondary schools. *International Journal of Emotional Psychology and Sport Ethics* 10(2), 208-216.
- Adeyemo, D. A., 2001. Teachers' job satisfaction, job involvement, career and organizational commitments as correlates of student-academic performance. *Nigerian Journal of Applied Psychology* 6(2), 126-135.
- Adhikari, G. P., 2023. Demographic factors affecting the job satisfaction of mathematics teachers: A case study of Kathmandu Municipality. *Academia Research Journal* 2(1) 144-153.
- Adu-Baffoe, E., and S. Bonney, 2021. A study of job satisfaction and retention amongst public and private basic school teachers in Ghana. *Journal of Education and Practice* 12(3), 136-149.
- Agbozo, G. K., I. S. Owusu, M. A. Hoedoafia, and Y. B. Atakorah, 2017. The effect of work environment on job satisfaction: Evidence from the banking sector in Ghana. *Journal of Human Resource Management* 5(1) 12-18.
- Ahmad, M. A. A., and A. S. Jameel, 2018. Factors affecting on job satisfaction among academic staff. *Polytechnic Journal* 8(2), 119-128.
- Akafo, V., and P. A. Boateng, 2015. Impact of reward and recognition on job satisfaction and

motivation. *European Journal of Business and Management* 7(24), 112-124.

Amarasena, T. S. M., A. R. Ajward, and A. K. M. A. Haque, 2015. The effects of demographic factors on job satisfaction of university faculty members in Sri Lanka. *International Journal of Academic Research and Reflection* 3(4), 89-106.

Amoda, M. B., K. O. Odunaike, and B. R. Oluwasina, 2007. Impact of job motivation on job satisfaction in a stressful working environment. *African Journal for the Study of Educational* 1(1), 36-41.

Anand, S., 2018. Job satisfaction among teachers of private and government schools: A comparative analysis. *Shikshan Anveshika* 8(1), 40-45.

Artz, B., and I. Kaya, 2014. The impact of job security on job satisfaction in economic contractions versus expansions. *Applied Economics* 46(24), 2873-2890.

Badrianto, Y., and M. Ekhsan, 2020. Effect of work environment and job satisfaction on employee performance in pt. Nesinak industries. *Journal of Business, Management, and Accounting* 2(1), 85-91.

Baluyos, G. R., H. L. Rivera, and E. L. Baluyos, 2019. Teachers' job satisfaction and work performance. *Open Journal of Social Sciences* 7(8), 206-221.

Baroudi, S., R. Tamim, and Z. Hojeij, 2022. A quantitative investigation of intrinsic and extrinsic factors influencing teachers' job satisfaction in Lebanon. *Leadership and Policy in Schools* 21(2), 127-146.

Basnyat, S., 2023. Job satisfaction among community school teachers in Kathmandu district. *ILAM* 19(1), 133-140.

Basu, M., 2021. The influence of digital platforms on motivation and job satisfaction of teachers during the COVID-19 pandemic. *An Interdisciplinary International Journal of Education, Humanities, Social and Behavioral Sciences* 9(2), 150-155.

Basu, S., 2013. A study on stress and job satisfaction among secondary school teachers. *Journal of Educational Chronicle* 4(1), 21-25.

Bogler, R., 2002. Two profiles of schoolteachers: A discriminant analysis of job satisfaction. *Teaching and Teacher Education* 18(6), 665-673.

Borman, G. D., and N. M. Dowling, 2008. Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research* 78(3), 367-409.

Brotheridge, C. M., and A. A. Grandey, 2002. Emotional labor and burnout: Comparing two perspectives of people work. *Journal of Vocational Behavior* 60(1), 17-39.

Buchanan, J., A. Prescott, S. Schuck, P. Aubusson, and P. Burke, 2013. Teacher retention and attrition: Views of early career teachers. *Australian Journal of Teacher Education* 38(3), 124-141.

Butt, G., and A. Lance, 2005. Secondary teacher workload and job satisfaction: do successful strategies for change exist? *Educational Management Administration and Leadership* 33(4), 401-422.

Caprara, G. V., C. Barbaranelli, L. Borgogni, and P. Steca, 2003. Efficacy beliefs as determinants of teachers' job satisfaction. *Journal of Educational Psychology* 95(4), 821-838.

Chamundeswari, S., 2013. Job satisfaction and performance of school teachers. *International Journal of Academic Research in Business and Social Sciences* 3(5), 420-427.

Chaplain, R. P., 2008. Stress and psychological distress among trainee secondary teachers in England. *Educational Psychology* 28(2), 195-209.

Chaudhari, P. S., and P. Parikh, 2022. Job satisfaction among primary and secondary school teachers.

International Journal of Indian Psychology 10(3), 1758-1763.

Chughati, F. D., and U. Perveen, 2013. A study of teachers' workload and job satisfaction in public and private schools at secondary level in Lahore city Pakistan. *Asian Journal of Social Sciences and Humanities* 2(1), 202-214.

Danish, R. Q., and A. Usman, 2010. Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan. *International Journal of Business and Management* 5(2), 159-167.

Darma, P. S., and A. S. Supriyanto, 2017. The effect of compensation on satisfaction and employee performance. *Management and Economics Journal* 1(1), 69-78.

Deupa, M. S., 2023. Teaching profession in Nepal: attitude and job satisfaction of the school teachers. *Online Submission* 1(2), 29-45.

Falatah, R., J. Almuqati, H. Almuqati, and K. Altunbakti, 2021. Linking nurses' job security to job satisfaction and turnover intention during reform and privatization: A cross-sectional survey. *Journal of Nursing Management* 29(6), 1578-1586.

Ferguson, K., L. Frost, and D. Hall, 2012. Predicting teacher anxiety, depression, and job satisfaction. *Journal of Teaching and Learning* 8(1), 28-42.

Guoba, A., B. Zygaitiene, and I. Kepaliene, 2022. Factors influencing teachers' job satisfaction. *Journal of Humanities and Social Sciences Studies* 4(4), 234-241.

Ingersoll, R. M., 2001. Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal* 38(3), 499-534.

Iqbal, F., M. Muzamil, and M. Shiraz, 2023. Comparative study of job satisfaction of male and female teachers of private and public secondary schools in Lahore, Pakistan. *UMT Education Review* 6(1), 25-43.

Islam, R., and M. Hossain, 2018. Job satisfaction of academic staff; an empirical research study on selected private educational institute at Dhaka City Corporation. *Global Journal of Management and Business Research: Administration and Management* 18(3), 8-15.

Johnson, S., C. Cooper, S. Cartwright, I. Donald, P. Taylor, and C. Millet, 2005. The experience of work-related stress across occupations. *Journal of Managerial Psychology* 20(2), 178-187.

Judge, T. A., C. J. Thoresen, J. E. Bono, and G. K. Patton, 2001. The job satisfaction–job performance relationship: A qualitative and quantitative review. *Psychological Bulletin* 127(3), 376-407.

Kengatharan, N., 2020. The effects of teacher autonomy, student behavior and student engagement on teacher job satisfaction. *Educational Sciences: Theory and Practice* 20(4), 1-15.

Khalid, S., and M. Z. Irshad, 2010. Job satisfaction among bank employees in Punjab, Pakistan: A comparative study. *European Journal of Social Sciences* 17(4), 570-577.

Khaliq, A., 2021. Effect of salary, promotion, and relationships with colleagues on secondary school teachers' job satisfaction. *Pakistan Journal of Educational Research and Evaluation* 4(1), 1-20.

Kumar, K. S., 2011. Job satisfaction among teachers of private engineering colleges in Rayalaseema Region, Andhra Pradesh-A study. *Prabandhan: Indian Journal of Management* 4(9), 31-39.

Liu, X. S., and J. Ramsey, 2008. Teachers' job satisfaction: Analyses of the teacher follow-up survey in the United States for 2000-2001. *Teaching and Teacher Education* 24(5), 1173-1184.

Lopes, J., and C. Oliveira, 2020. Teacher and school determinants of teacher job satisfaction: A multilevel analysis. *School Effectiveness and School Improvement* 31(4), 641-659.

- Mikulic, I., A. Simunic, and M. Nikolic, 2013. Attitudes toward work and the organization in the context of a bonus reward system. *Advances in Business-Related Scientific Research Journal* 4(1), 55-70.
- Monga, A., N. Verma, and O. P. Monga, 2015. A study of job satisfaction of employees of ICICI bank in Himachal Pradesh. *Human Resource Management Research* 5(1), 18-25.
- Muguongo, M. M., A. T. Muguna, and D. K. Muriithi, 2015. Effects of compensation on job satisfaction among secondary school teachers in Maara Sub-County of Tharaka Nithi County, Kenya. *Journal of Human Resource Management* 3(6), 47-59.
- Muhammad, L., R. Ishrat, and J. R. Afridi, 2022. The impact of working environment on employees' job satisfaction: A case study of private schools in Peshawar city. *Psychol. Edu.* 59(2), 168-183.
- Nigama, K., S. Selvabaskar, S. T. Surulivel, R. Alamelu, and D. U. Joice, 2018. Job satisfaction among school teachers. *International Journal of Pure and Applied Mathematics* 119(7), 2645-2655.
- Nyarko, K., D. A. Twumwaa, and K. I. Adentwi, 2014. The influence of motivation on the job satisfaction of junior high school teachers in Ghana. *Journal of Education and Practice* 5(5), 202-209.
- Osifila, G. I., and A. T. Abimbola, 2020. Workload and lecturers' job satisfaction in Adekunle Ajasin University, Akungba-Akoko, Ondo State, Nigeria. *Journal of Education and Learning* 14(3), 416-423.
- Pouliakas, K., 2010. Pay enough, don't pay too much or don't pay at all? The impact of bonus intensity on job satisfaction. *Kyklos* 63(4), 597-626.
- Raziq, A., and R. Maulabakhsh, 2015. Impact of working environment on job satisfaction. *Procedia Economics and Finance* 23(2), 717-725.
- Salisu, J. B., E. Chinyio, and S. Suresh, 2015. The impact of compensation on the job satisfaction of public sector construction workers of jigawa state of Nigeria. *The Business and Management Review* 6(4), 282-296.
- Shrestha, M., 2019. Influences of gender and locale on teachers' job satisfaction. *Research in Educational Policy and Management* 1(1), 17-32.
- Skaalvik, E. M., and S. Skaalvik, 2015. Job Satisfaction, Stress and Coping Strategies in the Teaching Profession-What Do Teachers Say? *International Education Studies* 8(3), 181-192.
- Sturman, M. C., and J. C. Short, 2000. Lump-sum bonus satisfaction: testing the construct validity of a new pay satisfaction dimension. *Personnel Psychology* 53(3), 673-700.
- Taheri, R. H., M. S. Miah, and M. Kamaruzzaman, 2020. Impact of working environment on job satisfaction. *European Journal of Business and Management Research* 5(6), 1-5.
- Tentama, F., P. A. Rahmawati, and P. Muhopilah, 2019. The effect and implications of work stress and workload on job satisfaction. *International Journal of Scientific and Technology Research* 8(11), 2498-2502.
- Tessema, M. T., J. K. Ready, and B. A. Embaye, 2013. The Effects of Employee Recognition, Pay, and Benefits on Job Satisfaction: Cross Country Evidence. *Journal of Business and Economics* 14(1), 1-12.
- Thakur, N., 2014. A comparative study on job satisfaction of teacher educators in relation to private teachers' training institutions of university of Gour Banga and university of Kalyani. *International Journal of Education and Psychological Research (IJEPR)* 3(4), 1-5.
- Tio, E., 2014. The impact of working environment towards employee job satisfaction: a case study In PT. X. *IBuss Management* 2(1), 1-5.
- Toropova, A., E. Myrberg, and S. Johansson, 2021. Teacher job satisfaction: the importance of school

working conditions and teacher characteristics. *Educational Review* 73(1), 71-97.

Tschannen-Moran, M., and A. W. Hoy, 2001. Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education* 17(7), 783-805.

Umaru, R. I., and D. A. Ombugus, 2017. Determinants of job satisfaction of colleges of education lecturers: A study of Nasarawa State College of education, Akwanga. *Asian Business Research Journal* 2(1), 8-13.

Wang, H., N. C. Hall, and S. Rahimi, 2015. Self-efficacy and causal attributions in teachers: Effects on burnout, job satisfaction, illness, and quitting intentions. *Teaching and Teacher Education* 47(2), 120-130.

Wilczynska, A., D. Batorski, and J. T. Sellens, 2016. Employment flexibility and job security as determinants of job satisfaction: the case of Polish knowledge workers. *Social Indicators Research* 126(2), 633-656.

Yee, L. C., 2018. An analysis on the relationship between job satisfaction and work performance among academic staff in Malaysian private universities. *Journal of Arts and Social Sciences* 1(2), 64-73.

Zaheer, N., M. T. Sharif, R. M. S Yaquub, and F. J. Baig, 2015. Factors affecting job satisfaction at public sector secondary schools of Rahim Yar Khan. *Developing Country Studies* 5(5), 27-68.