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Determinants of Job Satisfaction among Teachers in Nepal

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Abstract

This study aims to investigate the variables influencing private school teachers' job satisfaction in Nepal, which is affected by various elements, including pay and incentives, working conditions, management support, workloads, job security, etc. Based on a questionnaire survey, the research employed a descriptive and causal comparative research design. For the self-administrative questionnaire survey, a total of 202 samples of teachers from various private schools were selected according to the judgmental basis of the researcher. KMO, Bartlett's test, regression analysis, correlation, reliability analysis, and descriptive analysis have all been performed. This study demonstrates how teachers generally feel about their workload, managerial assistance, working conditions, job security, and pay and incentives. The study finds a strong and beneficial correlation between pay and incentive, working condition, management support, and job security, whereas there is no correlation exists between job satisfaction and workload. The private schools should prioritize improving working conditions, management support, job security, and pay and incentives to enhance teachers' satisfaction while addressing workload-related challenges to mitigate dissatisfaction.

Keywords: *pay, job security, workload, management support, working condition.*

JEL Classification codes: *J28, I21 and M54.*

Introduction

Job satisfaction reflects employees' personal perceptions and feelings about their work, which can range from positive to negative (Skaalvik & Skaalvik, 2014). When there is alignment between the demands of a job and an employee's expectations, it typically leads to increased job satisfaction. Conversely, a mismatch between these factors often results in dissatisfaction (Demirdag, 2015). Various elements, such as emotional well-being, working conditions, and goal alignment, significantly influence job satisfaction. Previous research has identified key elements such as goal support, self-efficacy, workplace atmosphere, goal clarity, and the caliber of relationships with supervisors as

major contributors to job satisfaction (Badri et al., 2013). Job satisfaction is the degree of favorableness towards the job (Tenjeen, 2013). Job satisfaction is a positive emotional state driven by internal elements like success, acknowledgment, and the work itself, while dissatisfaction stems from extrinsic factors like organizational policies, salary, and the circumstances of labor (Herzberg et al., 1959). In most of the countries, teachers often report dissatisfaction with their jobs. This dissatisfaction has had a negative impact on educational quality and student motivation levels (Amin et al., 2013). High absenteeism and turnover rates have been attributed to the substantial dissatisfaction of teachers (Akram et al., 2015).

Teacher job satisfaction in Nepal is shaped by various factors, including working conditions, salary, opportunities for professional development, and the type of institution. Research conducted among higher secondary school teachers in Kathmandu and Lalitpur districts identified significant links between employment satisfaction elements including compensation, oversight, advancement prospects, and relationships with assistants (Bhattarai, 2016). Similarly, teachers in government schools within Kathmandu reported high levels of satisfaction, primarily impacted by factors like age and professional background (Sharma, 2020). According to a comparative study, instructors in private schools frequently report feeling less satisfied with their jobs than those in public schools, primarily due to disparities in job security and employee benefits (Thadathil, 2018). Additionally, mathematics teachers in Nepal reported moderate satisfaction levels, with professional growth opportunities emerging as a key factor (Pokharel, 2020). Another study focusing on community school teachers in Kathmandu highlighted dissatisfaction stemming from limited autonomy and a lack of adequate resources (Karki, 2022). Moreover, addressing job satisfaction among teachers has been associated with enhanced organizational citizenship behaviors, underscoring the need to tackle these issues effectively (Subedi, 2021).

Despite existing research, gaps remain regarding the specific determinants of job satisfaction among private school teachers in Nepal. Prior studies have predominantly focused on public school teachers, leaving limited insight into how factors such as pay and incentives, working conditions, managerial support, workloads, and job security impact private school educators.

This study aims to bridge this gap by investigating these critical aspects and their influence on job satisfaction among Nepali private school teachers, providing insights to inform policies that enhance teacher retention and overall educational quality.

Review of Literature

Several theories explain job satisfaction by highlighting different influencing factors. Herzberg's Two-Factor Theory categorizes job satisfaction into intrinsic motivators (e.g., achievement, recognition, and growth) and extrinsic hygiene factors (e.g., salary, work conditions, and policies), stating that the absence of hygiene factors leads to dissatisfaction, while motivators enhance satisfaction. Maslow's Hierarchy of Needs suggests that employees seek to fulfill basic needs such as security and physiological well-being before achieving higher-level satisfaction through esteem and self-actualization. The Job Characteristics Model by Hackman and Oldham emphasizes that job satisfaction depends on five core dimensions: skill variety, task identity, task significance, autonomy, and feedback. Adams' Equity Theory asserts that employees assess fairness in rewards compared to their efforts and peers, influencing their satisfaction levels. Vroom's Expectancy Theory further explains that job satisfaction is based on employees' expectations of rewards, effort, and performance outcomes. These theories collectively provide a framework for understanding the factors that drive job satisfaction in various work environments.

Research on teacher satisfaction has been conducted globally and within Nepal, highlighting key determinants across different contexts. Skaalvik and Skaalvik (2019) found that supportive leadership, collaboration, and access to resources significantly influenced teacher satisfaction across 35 countries. Similarly, Nguyen and Springer (2023) identified manageable workloads, administrative support, and professional growth opportunities as crucial factors in American schools, with dissatisfaction leading to attrition (Hong, 2013). Studies in Malaysia and India also emphasized the importance of work environment, compensation, promotion, and job roles in shaping satisfaction (Kumari, 2014). Mehboob (2012), using Herzberg's Two-Factor Theory, discovered that extrinsic factors such as policies and working conditions influenced satisfaction more than intrinsic ones among university faculty in Pakistan. In Nepal, Thapa (2018) found that urban private school teachers had higher satisfaction due to better salaries and resources, whereas rural teachers faced challenges related to poor working conditions. Shrestha and Agrawal (2024) examined educators' satisfaction in Madhesh Pradesh, identifying both intrinsic and extrinsic factors as influential, although compensation and the physical environment had minimal impact. Similarly, Lamsal et al. (2024) analyzed job satisfaction in Devdaha Municipality of Rupandehi District of Nepal showing that compensation, advancement, and supervision played significant

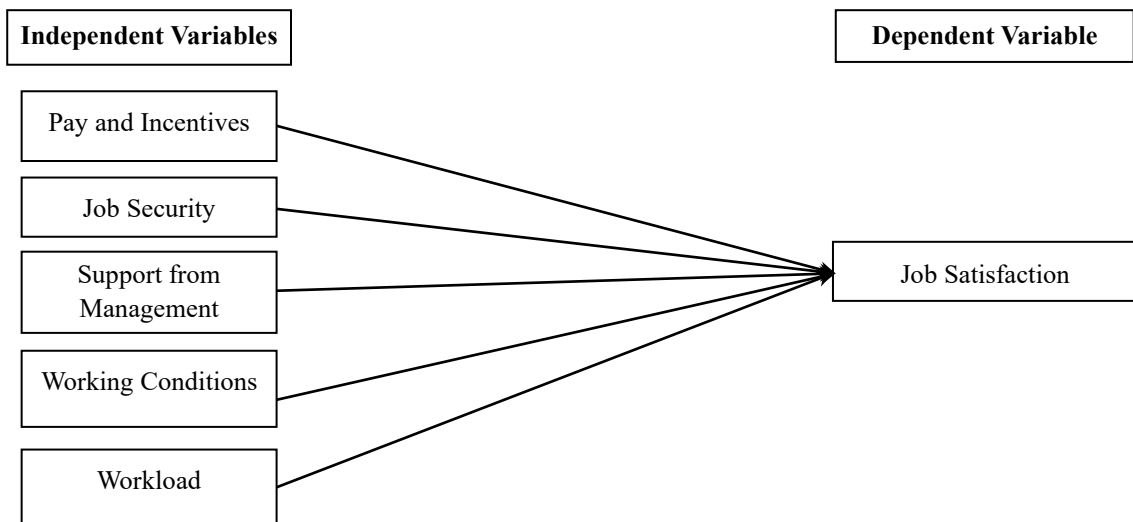
roles. Collectively, these studies emphasize the multifaceted nature of teacher satisfaction and the need for policy interventions to enhance working conditions and professional growth opportunities.

The results highlight how crucial it is to attend to teachers' professional demands and enhance working circumstances in order to increase job satisfaction, both in Nepal and abroad. These insights highlight the need for effective policies and interventions that can enhance teachers' experiences and improve overall educational outcomes.

From the above study, the theoretical framework has been developed as follows.

Figure 1

Theoretical framework



Hypothesis of the Study

The following alternative hypothesis has been formulated and examined in the research.

Pay and Incentives and Job Satisfaction

Herzberg's theory and empirical research both provide strong evidence for the connection between compensation, incentives, and work satisfaction. Financial incentives are crucial in ensuring that instructors stay content and dedicated to their jobs, even when they might not be the major source of motivation. The findings of Lamsal et al. (2024), who stress that equitable pay is a critical factor impacting work satisfaction among teachers in Nepal, are consistent with this.

Hypothesis (H1): Pay and incentives have a positive effect on job satisfaction.

Job Security and Job Satisfaction

Both theoretical and empirical research have extensively demonstrated the connection between job security and job satisfaction. Job stability is crucial for workplace satisfaction, as explained by Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory. According to empirical research, teachers who have steady jobs report greater levels of satisfaction, which improves engagement and performance (Lamsal et al., 2024). Therefore, maintaining job security is essential to creating a productive workplace in the education sector.

Hypothesis (H2): Job security has a positive effect on job satisfaction.

Support from Management and Job Satisfaction

Organizational Support Theory and Herzberg's Two-Factor Theory both emphasize how important effective management support is to work satisfaction. Strong leadership support is associated with greater work satisfaction and commitment among teachers, according to research, including Lamsal et al. (2024). Nguyen et al. (2020) found that managerial support lowers burnout and increases teacher engagement. According to Tadesse (2021), a lack of managerial assistance also raises turnover rates, lowers morale, and causes unhappiness. A responsive and encouraging management style should be given top priority in educational institutions in order to enhance teachers' performance and well-being.

Hypothesis (H3): Support from management has a positive effect on job satisfaction.

Working Conditions and Job Satisfaction

Research demonstrates that, in line with Maslow's and Herzberg's theories, working environments have a significant impact on job satisfaction. Research, such as those conducted by Lamsal et al. (2024) and Nguyen et al. (2020), shows that elements including adequate facilities, reasonable workloads, and a supportive atmosphere boost teacher satisfaction and lower attrition. According to Tadesse (2021), educators at schools with enough resources are also happier and more driven. Increasing teacher job happiness and performance requires improving infrastructure, cutting workload, and creating a favorable work environment.

Hypothesis (H4): Working conditions have a positive effect on job satisfaction.

Workload and Job Satisfaction

Maslow's Hierarchy of Needs theory and Herzberg's Two-Factor Theory both emphasized how employees' job satisfaction is affected by their workload. This is supported by studies like those by Tadesse (2021) and Nguyen et al. (2020), support this, showing that a balanced workload can enhance teachers' motivation and satisfaction by meeting both their professional and personal needs.

Hypothesis (H5): Workloads have a positive effect on job satisfaction.

Methodology

The research employed a survey that was based on a descriptive and causal comparative research methodology to determine the variables influencing teachers' job satisfaction in private schools in the Rupandehi district of Nepal. The primary data has been used to identify the effect of pay and incentives, working conditions, support from management, workloads, job security, etc., on job satisfaction.

Population and Sample

The Rupandehi district is used by the researcher for personal convenience. The study was conducted on all private schools in the Rupandehi district that were registered in the National Private and Boarding Schools Association, Nepal (N-PABSON), and the Private Boarding Schools Association, Nepal (PABSON). To make the sample representative, only 210 teachers were purposefully selected from the entire teaching workforce. Hair et al. (2010) stressed that for high statistical power and prediction accuracy, a sample size of more than 200 responders should be sufficient while using a multiple regression model. The questionnaires were distributed by the researcher during in-person visits to the 25 schools. Out of the 210 surveys, 202 (96.19%) of the replies were judged to be fully completed and were therefore sent for additional processing and analysis.

Survey Methodology

Respondents were given self-administered questionnaires to complete in order to collect the necessary primary data. The survey was divided into two sections, the first of which collected demographic data from the respondents and the second of which contained statements about the various facets of job satisfaction. The second part contained twenty-four questions about job satisfaction regarding five dimensions: pay and incentives, working conditions, support from management, workloads, and job security.

Variables and Measurement

In this study, pay and incentives, working conditions, support from management, workloads, job security, etc. are used as independent variables, while the dependent variable is job satisfaction. Researcher has employed the Likert-type scale items, with a range of the following scales: Strongly disagree (number one), disagree (number two), disagree slightly (number three), agree (number five), and strongly agree (number six).

Data Analysis

The researcher obtained numerical data through the survey and analyzed it using statistical methods. The information gathered from the survey was processed in two stages using SPSS (Statistical Package for the Social Sciences) version 27. To ensure the reliability and validity of the data, Cronbach's alpha, the KMO measure, and Bartlett's test were utilized. The researcher used mean, standard deviation, skewness, kurtosis, frequency distribution, etc. for the detailed explanation of variables. Regression analysis and correlation are examples of inferential statistics that have been applied.

The relationship between the dependent and independent variables has been demonstrated using the regression model as follows.

$$JST = \beta_0 + \beta_1(PI) + \beta_2(JS) + \beta_3(SFM) + \beta_4(BC) + \beta_5(BL) + e. \quad \dots(1)$$

Results and Discussion

Descriptive Analysis

Descriptive analysis was employed to evaluate the data's validity, reliability, and internal consistency.

Table 1

Descriptive Analysis

	Cronbach's Alpha	Mean	Std. Deviation	Skewness	Kurtosis
Working Conditions	0.903	4.772	0.881	-1.676	4.648
Job Security	0.862	4.826	0.891	-1.999	5.797
Support from Management	0.776	4.444	0.849	-1.156	2.280
Pay and Incentives	0.842	4.141	0.932	-0.953	1.267
Workload	0.813	2.446	0.677	0.896	1.200
Job Satisfaction	0.786	4.651	0.864	-1.581	4.068

The descriptive analysis of Table 1 shows that job security and working conditions are the most highly rated factors, with mean scores of 4.8255 and 4.7723, respectively, and strong reliability values (Cronbach's alpha of 0.862 and 0.903). Overall job satisfaction is also rated positively, with a mean score of 4.6510. However, workload stands out as the least favorable factor, with a low mean score of 2.4455 and positive skewness, indicating a general sense of dissatisfaction in this area. All variables demonstrate good reliability ($\alpha > 0.7$), low variability ($SD < 1$), and a trend toward higher ratings, as reflected in the negative skewness of most factors. The high kurtosis for job security (5.797) and working conditions (4.648) indicates that responses for these factors are closely clustered around the mean, underlining their critical role in employee satisfaction. To further improve satisfaction, organizations should focus on addressing workload-related concerns.

Correlation Analysis

The Table 2 bivariate correlation analysis reveals significant positive relationships between most variables at the 0.01 level. Working conditions (WC) show a strong positive correlation with job security (JS) ($r = 0.712$) and job satisfaction (JST) ($r = 0.652$), suggesting that increased job stability and satisfaction are correlated with improved working conditions. Similarly, pay and incentives (PI) have a significant positive correlation found with job satisfaction ($r = 0.746$), highlighting their critical role in employee satisfaction. Support from management (SFM) also correlates positively with job satisfaction ($r = 0.513$) but to a lesser extent than other factors. Workload (WL), however, shows no significant relationship with most variables, including job satisfaction ($r = 0.040$), suggesting it operates independently of other factors. Overall, these results emphasize the importance of improving working conditions, pay and incentives, and management support to enhance job satisfaction.

Table 2

Bivariate Correlation

	WC	JS	SFM	PI	WL	JST
Working Conditions	1					
Job Security	0.712**	1				
Support from Management	0.424**	0.373**	1			
Pay and Incentives	0.573**	0.484**	0.480**	1		
Workload	-0.016	0.023	0.036	-0.062	1	
Job Satisfaction	0.652**	0.638**	0.513**	0.746**	0.040	1

** Correlation is significant at the 0.001 level (2-tailed).

Bartlett's Test and KMO

The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy in Table 3 indicates that the sample size is suitable for factor analysis, which is 0.802; a value greater than 0.7 is deemed acceptable (Kaiser, 1974). Additionally, the Bartlett's Test of Sphericity confirms that the correlations between the variables are strong enough to proceed with factor analysis, with a chi-square value of 509 and degrees of freedom (df) of 15 (Bartlett, 1950). All of these findings support the notion that the data is appropriate for determining underlying dimensions or constructs since it satisfies the presumptions required for analysis of components.

Table 3

KMO and Bartlett's Test

Kaiser-Meyer-Olkin (KMO)	Measure of Sampling Adequacy	0.802
Bartlett's Test of	Approx. Chi-Square	509
Sphericity	df	15

Regression Analysis

The regression coefficients Table 4 provides insight into the contributions of each independent variable to job satisfaction. The standardized coefficients (Beta) indicate that pay and incentives ($\beta = 0.488$, $p = 0.000$) are the strongest predictor, followed by support from job security ($\beta = 0.253$, $p = 0.000$), working condition ($\beta = 0.139$, $p = 0.026$), and support from management ($\beta = 0.123$, $p = 0.010$). These variables have statistically significant effects, as their p-values are below the 0.05 threshold, so hypotheses 1, 2, 3, and 4 are accepted. Conversely, workload ($\beta = 0.061$, $p = 0.137$) and the constant term ($p = 0.478$) are not statistically significant, indicating that workload has a negligible direct impact on job satisfaction in this model, so hypothesis 5 is rejected. These results highlight the significance of enhancing working conditions, support from management, job security, and pay and incentives to enhance employee satisfaction.

Table 4*Regression Coefficients*

Model	Standardized Coefficients Beta	t	Sig.
1 (Constant)	-	0.712	0.478
Working Condition	0.139	2.236	0.026
Job Security	0.253	4.355	0.000
Support from Management	0.123	2.601	0.010
Pay and Incentive	0.488	9.279	0.000
Work Load	0.061	1.492	0.137

Dependent Variable: JST

The survey finds that job security and working conditions are the most influential factors in job satisfaction of teachers, with mean scores of 4.8255 and 4.7723, respectively. These factors exhibit high reliability (Cronbach's alpha > 0.85), low variability, and a tendency toward higher ratings, as evidenced by negative skewness and high kurtosis. In contrast, workload is the least favorable factor, with a mean score of 2.4455 and positive skewness, suggesting widespread dissatisfaction in this area. The correlation analysis further highlights strong positive relationships between key variables. Working conditions are strongly correlated with both job security ($r = 0.712$) and job satisfaction ($r = 0.652$), while pay and incentives show a significant positive relationship with job satisfaction ($r = 0.746$). Support from management also positively influences job satisfaction ($r = 0.513$), albeit to a lesser extent. However, workload appears to function independently, with no significant correlation with job satisfaction ($r = 0.040$).

According to the regression analysis, working conditions are identified as the strongest predictor ($\beta = 0.488$, $p = 0.000$), followed by support from management, job security, and pay and incentives, all of which show statistically significant effects ($p < 0.05$). In contrast, workload shows no significant direct effect ($\beta = 0.061$, $p = 0.137$), indicating that it does not substantially contribute to job satisfaction in this model. These findings suggest that private schools should prioritize improving working conditions, management support, job security, and pay and incentives to enhance the job satisfaction of teachers while addressing workload-related challenges to mitigate dissatisfaction.

The results of this study complement and add to the body of knowledge about the variables affecting teachers' job satisfaction. Pay and incentives ($\beta = 0.488$, $p = 0.000$), job security ($\beta = 0.253$, $p = 0.000$), management support ($\beta = 0.123$, $p = 0.010$), and working conditions ($\beta = 0.139$, $p = 0.026$) all significantly improve job satisfaction, according to the regression results. These findings are consistent with Herzberg's Two-Factor Theory and earlier research such as that of Lamsal et al. (2024) and Nguyen et al. (2020). These elements were shown to be essential for guaranteeing teacher motivation, engagement, and general satisfaction, especially compensation and job security.

However, the hypothesis about workload ($\beta = 0.061$, $p = 0.137$) was not supported since it had no significant effect on job satisfaction, indicating that other factors, such as employment security and financial incentives, could have a greater influence. This is in contrast to other studies that highlighted workload as a significant factor influencing teacher satisfaction, suggesting that more study into the ways in which workload interacts with other variables may be required. Overall, the study shows that in order to increase teacher satisfaction in educational settings, it is critical to improve pay, job security, management support, and working environment.

Conclusion

The study concludes that job security, working conditions, and other factors all have a big impact on teachers' job satisfaction. Support from management, and pay and incentives, all of which demonstrate strong predictive power in the model. Working conditions emerge as the most critical factor, followed by support from management, job security, and pay and incentives, highlighting their significance in creating a productive workplace. Although workload does not show a significant direct impact on job satisfaction, its low ratings and positively skewed distribution are noteworthy highlight areas requiring improvement to better address employee concerns. The results underscore the importance of private schools prioritizing enhancements in critical areas such as working conditions and support systems to foster greater satisfaction and improve overall workplace well-being.

This study highlights several actionable insights for private schools seeking to enhance employee satisfaction. Improving working conditions should be a top priority, focusing on both the physical environment and the psychological aspects of the workplace to create a more supportive and positive atmosphere. Strengthening job security through

clear communication and fair employment policies can build trust and loyalty among employees. Furthermore, offering competitive pay and incentives that reflect employee performance and align with market trends can significantly boost motivation and satisfaction. Although workload was not found to have a direct impact on job satisfaction, its low ratings suggest the need for strategies like balanced task allocation and adequate support to alleviate stress and promote well-being. By addressing these areas collectively, private schools can cultivate a more engaged and productive workforce.

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