Job Satisfaction of Teachers in Private Schools in Kathmandu Valley

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Abstract

Mostly, job satisfactions, her status in family, working environment, attitudes of male towards female either working male colleagues of others etc are the focus of the analysis through which our social constructions are evaluated. The aim of this paper is to explore how the social construction, social environment are determining factors for the satisfaction of job for women in Nepalese context. The huge number of unemployed population has high academic qualification. It is found that the people who are doing in private service sector feels the mental pressure and due to this reason discontinue of job may be caused. In case of government job, both

male and female teachers are found satisfied with this permanent job but dissatisfied with the very poor salary. Job security is the important criteria for female in most of the studies, but found stronger masculine pole empirically due to the insecurity in job. Economic, environmental, social and personal reasons were found the satisfaction and dissatisfaction of

job in private school of Kathmandu valley.

The recruitment process is unfair that preference, preferentialism and *aafno manche* are very mutual phenomena that found in the selection process through viva voce in primary education, so dissatisfied both male and female candidates of teachers. Another factor of dissatisfaction of teachers is through posting or placement and teachers were found posted in their localities in government school, but it is not applied in private school. In conclusion job satisfaction is complex phenomena that cannot be studied with single perspectives and it differs from individual to society and circumstances.

Keywords: Job Satisfaction, Masculine, Feminine, Patriarchy, Academic Qualification, Environment, etc.

1. Introduction

Education is the foundation to build up a nation and to fulfill human life requirements. It is one of the basic needs of people by means of which we can acquire knowledge, skills and develop positive attitudes. Man has many kinds of competence latent in him waiting to emerge. The ray of education unfolds them and the man is enabled to do work in an efficient manners. It also bestows on discretion to distinguish between wrong and right. All these virtues lead him or her to march in the track of progress constantly education gives ordinary people skill, efficiency and strength to manage administration and translate plans into action.

Private sector is heavily charged as lack of accountable, business motives, and production center for raw material for global market, knowledge oriented rather than skill transformations is now a day too expensive, so education sector a business platform in the society. Private schools were not profit making ventures as they are today before national education system plan (Chitrakar, 2007). After then some founders gradually promoted the ideas of gaining benefits from private schools (Khaniya & Williams, 2004). The law enacted after 2015 principally to adjust the private school as service sector rather than pure business hub, but in practice it is form that can make profit (Kiteav, 1999). Except the new constitution of 2015, all laws provisioned to enforce and manage educations are only in favor of private school owners in which one can serve the student through imparting education can charge fees in compensation of their respective services for profit making purpose (Bhattarai, 2063 BS).

Teaching is a mass occupation, which covers huge public sector employment in most of the countries. Though the teaching profession is held respected profession but still it has not been able to attain this position in the society. School is that social institutions where teaching and learning activities goes with triangular relationship with teachers, students and management. So, the performance of school is determined by the teaching quality, skillful teachers and proper management of all teaching and learning process (UNESCO, 2008). Despite government of Nepal, education department including ministries cannot improve the quality of teaching and teaching in public and government school even though they have invested huge amount of money and time. The government has introduced various education improvement projects to improve the education, to enhance the skills of teachers in public

school, but the outcome is not fund satisfactory.

Whereas private schools owned by private sectors are found more accountable towards parents and students as they charge fees (Aslam, 2009). In case of infrastructure, private school are not in better conditions than public and management of private school is good and tutorial plan, monthly plan with less absentees of teachers are found in private school, but in case of public the situation is found reverse. Co-curricular activities and extra- curricular activities have been introduced in private school where are in public school due to the unmanageable students and poor management these activities are not found effective (Aslam, 2009). The management of all these things is the causing factor for the performance of the school, which found in the private school. Accountability, regularity, maintenance disciplined environment, commitment of school leaders, teachers and students are the main factors for the quality education or good aspect of private school.

But nowadays, schools have been substantial growth in the field of education. There are various educational institutions such as schools, colleges, university etc. This provides formal education. At present the trend of establishing private school is in increasing manner. The numbers of private schools are more than public schools

and the teachers too. In Kathmandu district according to the Ministry of Education, Science and Technology (2017), there are, 302 schools are community and 1060 schools are private and it is not clear about numbers of school because private schools are registered in company register office, under Ministry of Industry and Commerce. Similarly government does not have accurate data of how many students are enrolled in private schools only. That's why large number of private schools are in Kathmandu Valley and large number of teachers are working in private school.

Teachers around the world decide to enter the profession for different reasons, but they all share the need for appreciation, autonomy and affiliation during their professional careers(Vasileios, 2015).Teachers are entrusted with the task of ensuring children's intellectual growth and preparing each new generation to meet the challenge of the future (Hargreaves, & Flutter, 2013). As there is distinction between private and public school, the facilities, pay scale, working hours etc. to the teacher also differ. More than 80% teachers are out of valley in private school. They have low socio – economic status compared to the teacher of teacher of government school. Because of the problem such as low salary scale, insecurity for the job, giving extra time etc. But in return they get little incentives. There is evidence that teachers had not got salaries even after working 3-4 months continuously (Bhatta, 2009). The reason behind this is private schools are operated by the shareholders of the institutions. They try to make profit by investing money in educational sectors. But in order hand, privates' school gives more output to the students.

1.1 Focus of the Research

Human power as the prerequisite of development is the most important factors which can be prepared through education. Schools are only those institutions which satisfy the need of education in preliminary stage.

Women without development and development without women are impossible in context of Nepal, and for that education is one of the key factors for the development of women's capability and imparting education to women. So, the female teachers are the agents of imparting education and indirectly, they are also the means of national development participants contributing quality education to the people.

In fact, the participation of female or girls and women are in the form of whether teachers or as students to establish justice in family, society and in country as well. The teachers have had important role models and the higher the number. of women in teaching profession at higher levels, and in decision –making positions can help to empower the family, society, and country as well. So, the satisfaction of teachers in general and women or female teachers in particular, ultimately determines the education quality. The satisfaction may help to devote or commit their duty and responsibilities enforce the quality performances. The reward and punishment system always help to check and balance the over all stakeholders associated with the quality educations. The financial, social, cultural and professional values, prestige and importance of the teachers mostly regards for the teachers and teaching professions.

Superficially, there are many problems of school teachers are noted and this research is aimed to identify the situations, status, of school teachers especially female are satisfied in their job or not and, are male counterparts, and treated that way by their female teachers? How especially the Are contributions of the teachers rewarded female? Come on, how about the female school teacher? Are the common questions, one of the goals of the research are to determine what is satirical and these questions. All these are the problems of teachers, especially female in Nepal which have added a dissatisfaction to their profession especially in private sector

Normally, there are two types of schools which are private school and public School. Private school is that school where every management is done by the school founders or shareholders. It does not get government fund. The teachers who are working over there are called private school teachers. They are also called the teachers of boarding school. Nowadays, tendency of establishing private schools are increasing in condition with the motto of rendering quality education. The teachers who are working in these types of institutions have different socio-economic status and prestige. Teacher (and equally every stakeholder in State power structure!) presence at school is the other experience that Nepal and numerous developing countries also share which can make a dash to solve many such problems and planners in Nepal, like elsewhere is how to provide teachers in schools running areas. The results of this study may be helpful in planning appropriate strategies that can lead to the employment within operating schools areas. Involving more people friendly, in fact friendly but it is into teaching as if-friendly are made the profession of teaching in society, This arises with any policies which do not offer opportunities for teachers to seek a balance between career and family soles and responsibilities, thus qualified teacher no longer wants this teaching profession. This result of the study can give a reason to form good policies in teachers favour. That realization may have passed its prime but in some ways we are still limited to what you might call conventional wisdom about the field of teaching. If it is the teaching force that they have got to manage, then educational managers should be whole hearted in experiencing

both joys and pains, satisfaction as well dissatisfied ease with difficulties inherent normally being a teacher.

The study results could inform how good policies to attract and keep teachers in the teaching profession or it will help educational managers should shall know that quantity of people entry into teaching is only constant. And yes, last but not least it must maintain a decent work environment. The study helps academic researchers, school management policy makers, educators and sociologist scientists to know about the condition of teacher along with attitudes toward job career all in relation work satisfaction at private schools.

2. Literature Review

The purpose of this article is to define teacher status. and their level of job satisfaction also to analyze what are the factors affecting it. The family farm development in the 1930s, as well as employees' perception of work and perceptions was mostly, the inquiries about It is one of the largest factors to have added towards job satisfaction and has had a massive indicator of job satisfaction is the extent to which employees enjoy their work (Locke, 1969).

This issue has been fought over for centuries to substitute ascribed status (assigned birth into social standing) with achieved status which is a way of life example : like most professional by their education and occupational accomplishment well an increase in the demand(character-like strategies that signal identity, such as style or cultural practices meant differentiate themselves from otherwise equivalent individuals (Hargreaves & Flutter, 2013) pointing towards the objective status dimension, which corresponds to the socio-legal entitlements of an individual. . Similarly, UNESCO and ILO (2008) defines the expression 'status' as used in relation to teachers means both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups (UNESCO & ILO, 2008)

2.1 Factors Affecting the Job Satisfaction of Teachers

Meaning that the type of teacher satisfaction can be affected by multiple factors all happening in different contexts including global, national, school and individual context. The ILO and UNESCO 1966,1997 Recommendations have also established standards for a broad range of matters concerning the central preoccupations of teachers that can be seen as affecting their status. (UNESCO & ILO, 2008: initial and continuing training; recruitment; advancement and promotion; security of tenure; disciplinary procedures, part time service); professional freedomial ([&ORGANIZATION()])

In their research, Hargreaves and Flutter (2013) looked at the state of teachers in response to contemporary global trends both describing existing constructs defining them. The global economic crisis has only worsened the situation, leading to reduced teachers´ pay and working conditions in many countries (but mainly Europe) and diminishing job autonomy, an important determinant of psychological well-being among teaching professionals. Across the spectrum, many governments under pressure to control public expenditure also introduce performance-related pay schemes that reward particular teachers for their own success but

which come at no small cost in terms of any other wage increase. In addition, although the increase in private tutoring (frequently also resulting from teachers extending individual tuition to compensate their low pay) actually depletes respect for public education and thus respect for its practitioners: – i.e. the teacher (Hargreaves & Flutter, 2013). Hargreaves and Flutter (2013) also argue that the job satisfaction of teachers is affected by other political policy changes. On the other hand, there has been a rise in accountability policies often comes at the teachers' sense regarding autonomy and that they are becoming under pressure. In each case, school Brundtland inspiration of policies Herskovits, old and new the preference for achievement-related remain central to current state dis - welfare reform agenda with its upgrade headlined by both states include examinations over national competency-based voucher plan or test-admonitions are content tests. Teaching status is also a subject to social trends, i.e., in countries where parents and communities recognize the valuable role teachers play in shaping their kids into productive members of society. National contexts: where public perception of the status of teachers turns out to be higher than the self-perceived teacher-status.(Hargreaves and Flutter 2013) A further sociological consequence is teacher flight, a global reality that has spiraled up policy agenda in different corner of the world (Caravatti et al., 2014). Finally, a feminization of the teaching profession tends to be associated with lower social status for this occupation.

The dissatisfaction of people with their jobs and the environment in which they are working has greatly influences the quality and the performance of that people. If the environment is good for the workers, it may have positive result in performance is called hygiene because of positive impacts of environment on performance or satisfaction or dissatisfaction on job depends on the environment. Likewise, motivations of workers on work also play similar kind of role in performance of workers (Herzberg et al., 1959). Finally, the performance of the workers depends on the satisfactions of workers.

This is better illustrated in Lortie (1975) who states the school culture to which teachers belong, impacts how much they identify themselves as part of the whole rather than a series of individuals working inside their classroom. Collegial and collaborative practices that describe a culture are typically those types leading to teacher satisfaction and feelings of professional engagement (© Hargreaves 1994). A culture of isolation, regardless of how it manifests in these various forms functions to solve little as the teachers are left without resolve or recourse for issues they may be experiencing and new strategies that can assist them with their teaching efforts. In reality, these are cultures of isolation and balkanization (Hargreaves & Flutter 2013) that increase teacher anxiety reduce certainty in their professional competence.

In literature, there are gender based tutorial, teaching methods and the content that teachers presented or the student to teach. The models, examples, language and methods that male teachers uses to teach while in classrooms when teaching are different than the female. So, there are masculine and feminine model of teaching are found in classrooms (Herzberg et al., 1959). If male teacher projected the male role model, then he shows the students to care, nurture and learn from the feminine side is he a role model because he can demonstrate the hegemonic masculine traits common to a specific culture? Applying Herzberg perspective, in

Nepal, the job satisfaction is reciprocated with the motivational factors and environment in which workers work (Herzberg et al., 1959). Under hygiene factor or environment of workplace, interpersonal relations between the teachers and students, teachers and the school management, working environment and the tools to evaluate for rewards and punishment for the employee are the factors that can contribute for the performance and the job satisfaction of employee. In case of Nepal, salary and financial benefits are the key factors for the job satisfaction because of the socio-economic structure of the society. Mostly, three dimensions are important in satisfaction from job; emotional satisfaction on job, outcome or results, or performances and financial benefits or salary that satisfy employee's basic needs or attitudes towards the job and life patterns.

2.2 Role of Gender in Job Satisfaction

The thinking process of male and female is different even they have common physiology. There is vast gap between the attitude of male and female in job satisfaction. Women are ready even they get low salary for their work, they give priority for safe and respectful environment of work, but men, they prefer salary rather than environment (Bennell, 2004). In some cases, male prefer ethics, achievement, motivation, time of involvement, mastery and competitiveness while female prefer money belief is significantly higher than that of male workers. For most of the careers male workers are highly significant than the female workers (Khaleque, 2001).

Hofstede & Hofsted claims that occupations are divided in to "masculine" and "feminine" in terms of the values of those who exercise them. Competitive work, focus on individual technical performance calls masculine values (scientist, engineer).Managers deal with technical and human problems, which is why they require assertiveness assigned as masculine one. "In masculine societies women mainly teach younger children and men teach at university, Children in masculine societies are exposed longer to female teachers .This tools like a paradox, but the female teachers status is often low so that they will be anti-heroine rather than models for behavior (Hofstede, & Hofstede, 2005).

Male symbolically dominate the female workers as boss or action man and attributes required for managerial success, that creates the image of male manager as idea, standard that cannot be compared with female. The roles, responsibilities, of male and female are different, perceptions, attitudes, etc are also different, motivational patterns mostly male prefer to extrinsic rewards and female on intrinsic rewards (Bennell, 2004). Traditional role women are to teach, nurturers and owing social roles and stereotypic gender roles too. That's why in teaching career, women are more satisfied than men.

As comparing role of women with men in teaching profession, women often express their focus on career aspiration than men and female teachers found more satisfied than male because of purposefully selection of that job, but male prioritizes in administrative work in school rather tha teaching in priority (Huberman, 1993).

It is found from the previous review or research that, difference in attitude on job satisfaction between men and women is because of the socio-cultural settings, gender based socialization,

and individual's choice.

2.3 Job satisfaction and Masculinity and Feminity

Gender based differences are universal, but discrimination, injustice and gender based oppression are particular according to the society and social structure. The role prescribed by the society for particular gender and how culture of that particular society sanctioned the gender based role and authority is socio-culturally prescribed and constructed within masculinity and feminity (Hofstede, & Hofstede, 2005).

When roles are detached from one another, then society is heavily masculine. A feminine society is one where the emotional roles of men and women overlap with modest, tender; concerned with quality. It makes sense from the perspective sociobiologists have on how our ancient ancestry would select a man (is provider hunter/gatherer or must provide economically removed by 10,000s of years). Men are expected to be dominant, combative and unyielding. Women are the ones who should be more worried about looking after home, children and people in general-being caring. The pursuit of male goals serves to reinforce masculine assertiveness and competition; the practice of female care fosters feminine nurturance, concern for relationships and involvement with people's living environment. Indeed, Men taller and stronger and freer to get out, usually control the outside society; but never specifies anything that could be seen as causing different role distributions between the gender by itself (Hofstede & Hofstede 2005). Occupation for female and male can be different due to masculinity, femininity. For the most part, jobs were divided by gender: Masculine occupation was mostly occupied by males and feminine occupations were primarily filled with females. On the other hand, this values done not due to their sexes. Men working in feminine occupations were "significantly more female" than women's workers for masculine ones, and only slightly less male-serving them as a reference group.

The sales rep was commissioned in a heavily saturated market. Technical operatives: scientists, engineers, technicians and skilled workers. Keyword: Technical Performance Managers had both technical and human challenges, in jobs that were part-commanding/part-mother-caretakers of their workforce. Low skills and semiqueens of Employees had no strong subject matter but usually have worked in cooperative teams, Also employees were less achievement oriented than those from the production departments and more concerned with human contacts within or outside their own company (Hofstede &Hofstede, 2005). Who becomes teachers; women or men, are also affected by real gender-based segregation in job choice. Women do teach, but primarily to younger children in masculine societies only men with a university post may do so In feminine societies these roles are more overlapping and men teach the youngest children too. Therefore, children spend longer in the presence of female teachers in masculine societies on average. It might seem paradoxical, but the anti-heroine aspect rather than model for me is due to their low status as female teachers' dimension to behavior (Hofstede & Hofstede, 2005).

Only men were to be responsible, decisive, active and aggressive; only women caring and gentle – mostly in the more masculine countries. And in the more feminine cultures all of these terms were such, they applied to both genders. But this research has proven that not

only male, female is ambitious. They seem to always want a better job in order starting out life. Masculine societies students are strongly guided by perceived career opportunists when selecting jobs while in feminine countries students' intrinsic interest for the subject plays a bigger role. The expression of the sentiment that careers are a requirement for men, and elective for women. However, in Nepal also women are trying to self-dependent. That is why for some leaned women to treat the career as essential mode not luxurious. Kimmel wanted only to say stupid stuff, so men and women would have something with which they could compare EMS job satisfaction for female teachers in Nepal. The administration of school always remains in the favor of the male teachers because it is widely believing that they are powerful than female. These guys have a chip on their shoulders when it comes to money while female teachers stress out too. Hence, the definition of job satisfaction varies clearly between men and women. The woman in masculine culture is modest and teaches little children. As a teacher, in the school they are playing that part of `replacement mothers.'& In contrast to this in masculine country male are aggressive by nature and want a challenging job. They are symbol of control in management too. What influences female job satisfaction?

2.4 Culture Theory

There is a particular behavior or you can say we have some national culture which effect on directly job satisfaction. And in fact, "guru" is a Sanskrit word that means heavy or respectable. Respect of Teachers: people show respect to teachers, students have to stand up when teacher enters in classroom. The teacher focused education system; which means that teachers lay down the intellectual paths for students to follow. According to a social constructionist paradigm, the class room is supposed to be ordered or directed with a strong authority and all interaction ought originate from teacher only. Teachers are never opposed or criticized in public and teachers use a very respectful language when they meet on the street (Hofstede & Hofstede, 2005). And this fits Nepal almost perfectly. It's true that teachers love to be the guru. View them as an honorable person enable they to be proud at their job.

Job satisfaction varies by gender, depending on social context. Female job satisfaction was influenced by work environment, personal relation and supervision of boss (by the head teacher). Salary and job security are the most important thing for men. Men — who care more about extrinsic rewards, such as pay — and Women focusing on those things intrinsic that give them immense satisfaction (i.e. teaching children). Many more women train to be teachers, who enter the profession freely. Yet more men reported that teaching would be an alternative to their chosen career than as the primary focus of a vocation. Gender is real difference when it comes to satisfaction since we are a cultural based society. Female teachers seem to function less well than male ones in a more masculine society. It is the same even in a man's society men are strong aggressive and will work to comfort women who they expect to be soft gentle romantic transmitters of relationship while attending to young children. Which is why like it or not, we live in a world where almost all the teaching jobs are perpetually held by women

3. Methodology

The qualitative and quantitative approach of research is the methodology adopted in this

study. Given my research problem and objective, I opted for a qualitative approach as the female teachers job satisfaction has occurred simulating reality using an interactive method "in vivo" or involving people in real situations; which is classifiable to be of interpretive nature. This study will be a quantitative approach because the research questions are to determine how many from what point of perspective. Numerical findings on male and female teachers' job satisfaction are most useful to Compare the Job Satisfaction of Male vs. Female Teachers.

Since the research topic is anthropological, the method of this research is intensive and field study and the researcher considered the findings, gathering information and observing effects and phenomenon. In this research, method is adopted explorative, descriptive and analytical so as to find out the facts about job satisfaction in private school.

The field study was carried out in among respondents who are working in private school and those respondents were key respondents who are teacher representative in private school management.

60 respondents were selected randomly 30 of them were male and 30 of them are female 1 male and 1 female from each school. The main purpose of the data collections and interpretation was qualitative in nature because the research title job satisfaction is psychological factors rather than physical and the study of them must be qualitative one rather than quantitative.

This qualitative method is ideal, as the researchers did not know what information they would find upon collecting data. Purpose: Explore the problem of recognizing female teachers satisfaction to their jobs by formulating in terms of inductive research. Qualitative research is more focused on theory building rather than testing and investigator enters into the study with ways of thinking about kind of theories that might be explored in advance.

The maison theme was determined due to its holist, particularistic, empirical stance in the tradition of historically interpretive and theoretically analytic case study method (Ragin & Becker 1992). This nature of the study is holistic in terms as every private school in Nepal are governed form a single body, i.e. Department of Education under Ministry of Science and Technology (GON)

The results of this study have been generalized to all other female teachers, regardless the nature and type (Level) in private school within Nepal. The study is empirical based on the multiple independent variables like: i.e,, payment/ salary, career prospects, pattern of supervision, environment and culture using theoretical assumptions with considering validity collected from various fields. Various case studies have noticed that job satisfaction is one of the core phenomenon organization has to focus upon. In this context, I have analyzed 30 private schools of Kathmandu Valley. Similarly, job satisfaction being so unraveled, required case study research for both exploring and explaining.

The researcher has interviewed 60 schools' teachers of different private schools maily four cluster were defined in Kathmandu, Kathmandu east, west, south and north so as to include various schools according to the geographical regions. For each cluster 15 schools were

selected randomly but considering the representations from distributions of schools, varying levels of facilities, educational performances, number of students, physical facilities etc. the research was conducted in August 2018.

4. Findings and Discussion

In the field visit, research found job satisfaction and dissatisfaction concept was diversified. They need to clear on what are they happy about their job but its respectively clarifies by some of them and others not so clear in responding if satisfied or not. This applies to whatever one that fulfills them and some at their will as they so wish. Thus, some definition they has drawn about the job satisfaction are relatively same as factors of dissatisfaction. Table 1 Concept of job satisfaction derived from respondents

4.1 Salary and Job Satisfaction

One of the major reasons to do job is for payment i.e. salary. It is obvious a large paycheck brings happiness the best kind of job satisfaction there can be. All the teachers that are both male and female from the data have reacted similarly to this point. Apparently their ideology does not allow them job satisfaction in low salary. Service should be paid according to current socio-economic situation. So that one will have to live in the society according to one's own earning. That salary is enough at least to cover living cost. Minimum salary must cover human existence. If one is not able to meet expenses with the salary soaked, then he has to prepare another way of making money. They also impart this to students — that when their salary is merely insufficient for family expenses, they resort to providing home tuitions and do not give full attention in class. At times teachers are earning more from private teaching than what they get paid from the school. hence their erudition decreases from their own job (school teaching) therefore idiot to the main job as well. This is why your salary is necessary in order to fulfill the element of satisfaction at work. Herzberg (1965) identified the motivator factor cluster. Hygiene cluster : Salary directly in this will cause dissatisfaction. Respondents also expressed displeasure over their low salaries thus satisfaction lies in a higher salary, they state. Out of very poor salary earning everyone says job satisfaction i.e. no to get a handsome salary

4.2 Dignity, Social Status and Job Satisfaction

Teaching is a respected profession in Nepal. In the society, teachers are honored beings. They are called engineer of nation building. The students cum their parents and kith brethren's honor the teachers. It is a known fact that the teachers are molding lives of these little ones. The teachers of primary schools are putting effort to lay a strong road for small students, which will help them in future. Even the primary school teachers feel satisfied as they are helping in eradication of illiteracy from society. For female teachers, it shows they slightly perceive providing dignity in job as a source of professional satisfaction compared to their male colleagues. It is said that the reason for this is female teachers taking care of kids more motherly so they love to learn. They also believe to be mannered and that they live the life of a happy-go-lucky. The teacher is a "guru" (Sanskrit for "weighty" or "honorable"). Teachers are highly respected, and students will have to stand to attention when a teacher enters in the

classroom. We teach through educators leading the intellectual horse to drink. There are always supposed to be rules and the teacher is meant to do all of the talking. Teachers are never contradicted or criticized in public and they receive respect even outside the school (Hofstede & Hofstede, 2005).

4.3 Academic Qualification and Job Satisfaction

Fitting job with academic background is denoted as job satisfaction by 80.66% and 77.46% male and female teachers respectively.   They see it as their accolade and proud of having a masters degree. Male and female teachers both of them higher degree holders as compare to required qualifications are unsatisfied but the minimum qualification holder teachers fill more are satisfied. The respondent's academic backgrounds are recorded as follows:

Table 1. Academic Qualification of the Respondents

	Secondary School Level	**Higher Secondary Level**	**BA/B.Sc/B.B.S/ B. Ed Level**	**MA/M. Sc/ M.B.S. Level**	**Total**
Female	14	8	8		30
Male	7	13	10		30

(Source: School Survey, 2023).

As the result reveals, respondents especially men and women teachers with higher education expressed a less level of satisfaction. But, whatever we choose as the goals of an educated citizenry and however alterable they may be through political action or policy innovation, it is equally clear that none of these ends can be achievedunless there are resources to devote to them. In this way, the quality will emerge on its initiative. However, the graduate in question will have to lured by an attractive salary as a starting block and certain career progression where ability and application are rewarded. The female could be recruited to the place having fewer qualification compared to guys candidates. In addition, 33 percent posts are held by female teachers. It is one of the key reasons why in teaching profession male teachers are less satisfied than female after working with proper academic qualification. In fact, this thing is what everyone expects to receive higher education degree validation of all that in the work you've gotten entered when finishing faculty. Job is not available in Nepal because unemployment problem, big issue. More qualified candidates are now entering this sector Those college graduates who had to suffer from pursuing teaching as their career and primary school teachers doing similar job at a relatively higher academic level. They feel it brings on an itch. All of these attitudes program their brain to answer a job satisfaction question.

4.4 Job Satisfaction and Physical Environment

Infrastructure of school Physical environment:-school building, class rooms, furniture and other interior teachers room; female teacher s toilet play ground students computer facilities telephone, fax, communication location schools. It is connected with workplace. Table show that 60% male and 62 %female teachers highly dissatisfied term insinuate their physical comfort perceived the necessity for them job satisfaction. Urban schools in Nepal are better than that of rural ones. Urban schools are generally well equipped with respect to the number of classrooms and teacher's rooms, provision available for calling facilities etc. For female teachers, only some schools do not separate toilettes. On the other hand, rural schools do not have any infrastructure. Class rooms and teacher's room in some schools are lacking. And many times the school location is truly in a backward place. Teachers, for example, were reported to have been walking five km to school everyday. An unfavorable situation like this makes the mind of a person vulnerable and starts feeling job satisfaction as necessary for favorable physical working condition.

4.5 Job Satisfaction and Social environment

The teachers felt that that the favorable physical and social school was a job satisfaction. It is found that female teachers view job satisfaction predicated on a favorable social environment. The social environment includes family support to the teachers (especially female), teacher – student relationship, colleague (interpersonal) relationships, headmaster/teacher -student-teachers- school managing committee and local elites have effects on education. Due to the andocentric society of Nepal, they range more relation kind women. They are worried about their quality of life. They are teaching their children in school and raising them at home. The manner in they train the children is no less than a mother economics. They too need steady cooperation of their colleague. Because very few female teachers are comfortable with a friendship relation, they equate job satisfaction to a friendly social structure.

4.6 Job Satisfaction and Career

The teachers, both male and female agreed that there were future in the job. In terms of gender, the results suggest that both homologous and heterogonous (where the male is female) teachers have positive prospects in most cases as they perceive a prospectus job for job satisfaction Table 4. All wants to utilize their education degree effectively. Effort of the individual is to be in such a job which can harvest them on top ladder. All such type of jobs that have good chances of promotion and also these are sufficient old in time, go by in very disciplined way everyone desires to work their. The respondents thus define job satisfaction as a good career opportunity. For placement and transfer, a lower standard recruitment will be applied experience: Prior pipeline experience to include successful implementation of ILI or MFL signals is needed. Through performance and merit is to be desired then only the best person can advance in that job, they get satisfaction. If it not, the teacher will be demoralized and thus less motivated because he feels unfulfilled. In a more masculine country students are strongly guided by realistic career opportunities (Hofstede & Hofstede, 2005) without it leads to dissatisfaction and presence of it provides satisfaction. Asst School Teacher (Entered as Primary and you are going to exit as head teacher) from Nepal an assistant teacher must also wait 20-25 years to become a head teacher. Such long ways, few teachers got the scope to be

a head teacher. Teacher disappointed after a long way to promotion. The results of the study revealed dissatisfaction on the part of teachers in all career phases (recruitment, promotion, transfer and training) and this type of dissatisfaction addles their mind and describe the term job satisfaction. Herzberg also found career to be a motivating factor that is consistent with this related study. On the other hand it is man dates as per Hofstede in masculine country and woman suggests — In work-optional(let male decide); career-compulsory(Hofstede & Hofstede, 2005), Hofstadter, 0:100 case). However, this study is career-wise by both male and female teachers. Hofstede also observed that in a masculine society occupational choice is linked with career development possibilities. 1) The job was not as career oriented which left them unsatisfied. Based on such a reality is how they can define job satisfaction as having career prospect.

4.7 Job satisfaction and Harassment through Supervision

Compared to male teachers, female teachers place a higher value on job satisfaction as a well-judged supervision. However, regardless of whether a teacher is male or female, monitoring is considered to be a job satisfaction. Teachers want supervision that is supportive rather than directive. According to Locke's (1984) theoretical analysis of supervisor satisfaction, the connection between superiors and subordinates is partly founded on what he dubbed functional attraction. The degree to which subordinates believe their supervisor is assisting them in achieving important work outcomes is known as functional attraction. This remark is supported by the teacher's response. They can be content at work as they anticipate moral support.

From cultural point of view Nepal poses the masculine society. In masculine society the ideal boss is a benevolent autocrat or "good father". Subordinate-superior relation is emotional (Hofstede & Hofstede, 2005). So a leader or a head teacher needs to play a very democratic or participatory role. Masculine society also affects the individual's personality and attitude. Attitude and personality are directly connected with supervision. As a result, a leader or head teacher, as a boss becomes directive rather than supportive. So in Nepal leadership is more autocratic rather than democratic. On the other hand superior-subordinate relation is emotional. So there is a gap between reality and expectation which causes dissatisfaction towards supervision.

4.8 Like or Dislike of Job

The research indicates that both female and male teachers in Nepal generally perceive job satisfaction as the ability to work in their desired profession. Achieving this, however, is often challenging due to Nepal's high population density and significant unemployment rates. In such a context, securing a job that aligns with one's aspirations becomes a central determinant of job satisfaction.

The study found that female teachers tend to favor the teaching profession more than their male counterparts. While many male teachers take up teaching due to difficulties in finding alternative employment, female teachers often see teaching as an honorable profession that allows them to stay within their home communities. Job security further strengthens the

appeal of this career choice for women. Consequently, a majority of female teachers willingly and enthusiastically enter the teaching profession, deriving greater satisfaction from it compared to male teachers.

According to Herzberg's Two-Factor Theory, the job itself can act as a motivating factor, a finding that aligns with this study's results. Teachers in the study defined job satisfaction primarily as obtaining a job they desired.

Moreover, the findings resonate with Hofstede's cultural dimensions theory, particularly the concept of masculinity. In masculine societies, women are more likely to take on roles associated with nurturing and teaching younger children. This cultural context partly explains why teaching is more attractive to women in Nepal. Conversely, men, who often seek challenging and competitive roles, are less inclined toward the teaching profession.

4.9 Factors Affecting Job Satisfaction of Private School Teachers

Here are some factors that cause the job satisfaction and dissatisfaction of the private school teachers as follows:

4.9.1 Salary

Salary is the top most factors which cause dissatisfaction to the both male and female teachers. Job satisfaction is found directly linked with financial aspect. Any job must have some sort of financial outcome. The higher such outcome is, the higher the employee is satisfied with that job. This is found from the response of the teachers of studied government run primary schools in Nepal. Irrespective of male and female teachers opined that to them job satisfaction is to get a handsome salary. By the word *handsome* the teachers meant attractive salary. In other way they told that the salary coping with contemporary economic condition is required. It is found that the primary schools teachers' salary is highly poor in comparison to the existing daily commodity prices.

The teachers are found dissatisfied because of low salary. None of the respondent is found satisfied with their existing pay structure. According to Herzberg's two factor theory, salary is a hygiene factor which causes dissatisfaction. If salary is lower the employees become dissatisfied with their jobs. Thus, the low or poor salary structure causes dissatisfied almost all the teachers in primary education in Nepal.

4.9.2 Academic Qualification

The analysis revealed that higher levels of academic qualifications corresponded to lower satisfaction among respondents, regardless of gender. Teachers recruited on a merit basis or through a competitive selection process tend to demonstrate higher-quality performance. However, their performance is often closely linked to the salary and benefits they receive. While academic qualifications remain the primary criterion for recruitment, skills and performance are equally significant. Moreover, when candidates share similar academic credentials, experience and demonstrated performance take precedence over qualifications.

4.9.3 Physical and Social Environment

Physical and social environment covers the infrastructures and the working environment associated with it. Well set up physical infrastructures, facilities, accessories, tools and teaching techniques, teaching aids etc. are the basic things to work properly and the inter communicational environment, inter person relations are the social environment associated with the teaching and learning directly and indirectly.

Table 2. Job Satisfaction in Relation to Social Environment

Satisfied		Average	Dissatisfied	Total
Female	9	4	17	30
Male	7	3	20	30
Total	14	7	39	60

(Source: School Survey, 2023).

Male teachers were satisfied on infrastructure and salary they take home while, female teachers more satisfied on congenial, homely and good social environment of the school. Female teachers are soft and mild whereas male teachers are arrogant and aggressive in nature. So, satisfaction on job is determined by these factors.

4.9.4 Career Prospect

Satisfaction and dissatisfaction depend on the future career of the teacher. If the social security of the teacher or employee is good, they are satisfied, otherwise dissatisfied. In career, selection process, recruitment, promotions and posting or placement etc will help to decide whether the teacher is satisfied or not. In the course of fieldwork, the responses of respondents are presented in Table 3.

Table 3. Satisfaction in relation to Recruitment

Satisfied		Average	Dissatisfied	Total
Female	3	6	21	30
Male	1	7	22	30
Total	4	13	43	60

(Source: School Survey, 2023).

The processes of recruitment, academic qualifications, experiences, competitions, and selections were carried out, as summarized in Table 3. The findings indicated a high level of dissatisfaction among respondents during fieldwork, primarily due to inadequate facilities provided for teachers. Promotion emerged as another factor influencing teachers' satisfaction levels.

In patriarchal societies, a man's career is often viewed as essential, while a woman's career is considered optional (Hofstede & Hofstede, 2005). In the context of Nepal, wives tend to prioritize their husband's career, even if they have their own ambitions. They often derive satisfaction from their husband's success rather than pursuing their own careers (Hofstede & Hofstede, 2005). Consequently, women may prefer job postings in areas where their husband resides to maintain family cohesion, care for family members, and prioritize social and familial obligations over their professional aspirations.

Other factors such as supervision of teachers by the concerned authority and leaderships, cultural factors, social status, job security etc also played the vital role to determine the satisfaction level of job. The proper supervision, constructive feedbacks and further suggestions gives the way forward and opportunity to correct the mistakes. The supervision must be free from biasness, nepotistic and *aafno manche* oriented. Law, order and reward and punishment should be introduced so as to create the positive discrimination and reward for achieve status.

Culture also plays the crucial role to determine the job satisfaction. If the culture vary the role of individual based on the gender, religion, caste ethnicity and so on, it is obvious. In context of Nepal, there is no discrimination by culture but in practice all are not equal, due to the socio-cultural context of the society. The value system of culture constructs ultimately encourages or de-motivate to create environment or to choose the job. So, job satisfaction and dissatisfaction is determined by culture too.

Similarly, social status also plays a key role in the purpose of job and their satisfaction. If society pays attentions to the ascribed status then certain groups only can participate in teaching, but, if the society is in achieved status then there is open space for all to choose the

job whatever they liked. So, social status is one of the major factors that regulate the satisfaction of job.

Similarly, security of job also the cause of satisfaction of job, because if the job is secured, if lowers the performances and vice versa. But if the job is unsecured the turnover of teachers is obvious. The comparative table shows the brief picture;

Table 4. Comparative Job Satisfaction of Male and Female Teachers

Factors	Female	Male
Social status	81%	68%
Job security	68%	75%
Academic qualification	68%	20%
Management Culture (in context of power distance)	25%	28%
Supervision	21%	25%
Social Culture (in context of masculinity and femininity	21%	36%
Working Environment	12%	28%
Career prospect	10%	04%
Salary	0	0

(Source: School Survey, 2023).

The table 4 concisely presented the data about satisfaction and dissatisfaction on job from male and female. In Nepal, role based on the gender, social structure, social status, cultures including various factors related with it are described, elaborate and analyzed. The social composition prescribed the role, delivers the opportunity and values, perceptions and ethics concerning job and their satisfaction level are the common sphere that play direct or indirect roles. In conclusion job satisfaction is complex phenomena that cannot be studied with single perspectives and it differs from individual to society and surroundings.

5. Conclusion

Mostly, job satisfactions, her status in family, working environment, attitudes Mostly, job satisfactions, her status in family, working environment, attitudes of male towards female

either working male colleagues of others etc are the focus of the analysis through which our social constructions are evaluated. The aim of this chapter is to explore how the social construction, social environment is determining factors for the satisfaction of job for women in Nepalese context. The huge number of unemployed populations has high academic qualification. It is found that the people who are doing in private service sector feels the mental pressure and due to this reason discontinue of job may be caused. In case of government job, both male and female teachers are found satisfied with this permanent job but dissatisfied with the very poor salary. Job security is the important criteria for female in most of the studies but found stronger masculine pole empirically due to the insecurity in job. Economic, environmental, social and personal reasons were found the satisfaction and dissatisfaction of job in private school of Kathmandu valley.

The recruitment process is unfair that nepotism, favoritism and *aafno manche* are very common phenomena that found in the selection process through viva voce in primary education, so dissatisfied both male and female candidates of teachers. Another factor of dissatisfaction of teachers is through posting or placement and both male and female teachers were found posted in their localities in government school, but it is not applied in private school. In conclusion job satisfaction is complex phenomena that cannot be studied with single perspectives and it differs from individual to society and circumstances.

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