

Status of Job Satisfaction Among Community School Teachers

Laxmi Nepal¹, Govinda Prasad Gaire², Eknaran Paudel³

¹Department of Education, Prithivi Narayan Campus, Tribhuvan University

²Lecturer, Department of Education, Prithivi Narayan Campus, Tribhuvan University

³Lecturer, Faculty of Humanities, Kalika Multiple Campus, Pokhara, Tribhuvan University

Abstract

Teachers play a vital role in shaping the intellectual and moral foundation of society, particularly in community schools of Nepal, where they often work under challenging conditions. This study entitled “Status of Job Satisfaction among Community School Teachers” aims to assess the level of job satisfaction among basic-level teachers and examine its relationship with selected demographic and professional variables such as gender, age, marital status, qualification, teaching experience, job role, and employment type.

The study was conducted among 114 basic-level teachers working in community schools of Myagde Rural Municipality, Tanahun District. A mixed-method, cross-sectional analytical design was adopted, employing both quantitative and qualitative approaches. Data were collected through a structured questionnaire developed after an extensive literature review and pre-testing for validity and reliability. The collected data were analyzed using SPSS Version 20, employing both descriptive and inferential statistics. Chi-square tests were used to determine associations between job satisfaction and independent variables, with a significance level set at $p < 0.05$.

Findings revealed that 57.9% of teachers reported a high level of job satisfaction, while 42.1% expressed low satisfaction, indicating a moderately positive overall outlook. Among the variables analyzed, employment type was the only factor showing a statistically significant association with job satisfaction ($p = 0.007$), with 70.9% of permanent teachers reporting higher satisfaction compared to 45.8% of temporary teachers. Other factors such as age, gender, marital status, teaching experience, qualification, and job role showed no significant associations, although certain trends were observed.

The study concludes that job security, reflected through permanent employment status, is the most influential determinant of teacher satisfaction in community schools. This finding aligns with Maslow’s hierarchy of needs theory (1943), emphasizing the importance of fulfilling safety and stability needs for motivation and satisfaction. The research suggests that ensuring permanent positions, enhancing professional development opportunities, improving working conditions, and offering fair compensation can significantly improve teacher satisfaction and, consequently, the quality of education in Nepal’s community schools.

Keywords: Job satisfaction, community school teachers, employment type, teacher motivation, Myagde Rural Municipality, Nepal

1. Introduction

Teachers play a vital role in shaping the future of students and society. In community schools of Nepal, they work hard to educate children, often in challenging conditions. Job satisfaction among teachers means how happy and fulfilled they feel in their profession. It includes their feelings about their salary, working environment, relationships with students and colleagues, support from school leaders, and chances for training and career growth.

When teachers are satisfied with their jobs, they are more motivated, effective, and committed to their students. On the other hand, low job satisfaction can lead to stress, burnout, and even a desire to leave the profession. Understanding the current status of job satisfaction among community school teachers in Nepal is important to improve both the quality of education and the well-being of teachers.

1.1 Background of the Study

A teacher is someone who shares knowledge, skills, and direction with others, usually in an educational setting like a school or university. Teachers can teach pupils about a variety of subjects and disciplines, including mathematics, science, literature, history, and art. They have an important role in shaping their students' intellectual, social, and emotional development, often acting as mentors and role models. Teachers employ a variety of approaches, strategies, and resources to help students learn and achieve their academic objectives.

Job satisfaction has been defined as a positive emotional response that arises from an appraisal of one's employment. It is an effective response to an individual's work condition. It is defined as the difference between "how much is there now" and "how much there should be," and it is a result of how well one can meet their demands. The way a person feels about their work is one factor that can cause them to be unhappy. (Sharma & Jyoti, 2006)

The degree to which an employee feels favorable or good about their employment or the work environment is known as job satisfaction. It describes the pleasant attitudes that people can acquire from their jobs or from certain aspects of their jobs; it does not relate to unfavorable or negative sentiments about jobs or the workplace. (Mondal, Shrestha, & Bhaila, 2011)

Job satisfaction is a complex and multifaceted concept that reflects how individuals feel about their work and various aspects of their professional life. It encompasses emotional responses to job roles, working conditions, recognition, relationships with colleagues, administrative support, and opportunities for career growth. In the teaching profession, job satisfaction is not only essential for the well-being of educators but also has direct implications for student learning, classroom management, and the overall quality of education (Skaalvik & Skaalvik, 2017).

Nepal's education system is predominantly served by community schools, which are government-funded institutions aimed at providing accessible education to the wider population. These schools, while essential to achieving national literacy and development goals, often struggle with resource constraints, poor infrastructure, and limited instructional support. Teachers in community schools frequently experience administrative delays in salary disbursement, lack of recognition for their efforts, and restricted opportunities for training and capacity building (Karki & Koirala, 2020). Consequently, many teachers feel disengaged and demotivated, which ultimately affects student performance and school success.

Moreover, social factors such as community expectations, local politics, and school management committee pressures can further exacerbate the stress faced by teachers. In many cases, teachers are expected to carry out multiple roles beyond classroom teaching, including administrative duties,

community mobilization, and extracurricular supervision, often without additional support or incentives (Shrestha, 2019). Such role overload can lead to job burnout, emotional fatigue, and a diminished sense of accomplishment.

The relation between everyone's expectations and outcomes is known as job satisfaction. Any task requires pleasure in order to be completed successfully. Teachers have a crucial role in the development of the country and its future people. Therefore, the idea of job satisfaction is crucial to society's overall health as well as to an individual's well-being. One element that will guarantee student achievement and school productivity is job happiness. When teachers are happy in their employment, they become more motivated to instruct children efficiently. Similar to India, several nations are attempting to raise the standard of their educational systems to satisfy the demands of globalization (Abdul and Bhuwaneswara (2018)

The way a teacher feels about their career can have a big impact on how well their students learn. More specifically, it might have an impact on the caliber and consistency of education that pupils get. According to several studies, educators who don't feel encouraged in their profession might be less driven to give their all in the classroom. Furthermore, compared to teachers who are unsatisfied with many aspects of their work life, highly satisfied teachers are less likely to move schools or quit teaching altogether. These activities cause disruptions in the learning environment and cause funds to be diverted from real instruction to expensive personnel replacement initiatives. (Sharma & Jyoti, 2006)

1.2 Statement of the Problem

Motivation and job satisfaction are important in all organizations, including schools. Teachers play an important role in creating student success and ensuring that schools achieve the goals and objectives of the organization. Teachers play a pivotal role in ensuring quality education, and their job satisfaction directly affects their performance, commitment, and student outcomes. However, community school teachers in Nepal, particularly in rural districts like Tanahun, face numerous challenges that hinder their satisfaction and productivity. These challenges include insufficient salaries, lack of professional development opportunities, inadequate teaching resources, and ineffective school management systems (Dahal & Dahal, 2017). Furthermore, the growing preference for private schools has added to the pressure on community school teachers to deliver high-quality education despite limited resources (L. N. Poudel, 2020).

In Tanahun district, the socio-economic diversity and geographical constraints exacerbate these challenges, making it difficult for teachers to maintain high morale and job satisfaction. Teachers often work in resource-constrained environments and lack adequate support from local authorities and policymakers. Research has shown that dissatisfied teachers are more likely to experience burnout, lower productivity, and higher turnover rates, ultimately affecting the quality of education delivered to students (Dinham & Scott, 1998).

Despite the critical importance of addressing these issues, limited studies have been conducted to examine the job satisfaction levels of community school teachers in rural Nepal. This gap in knowledge hampers the development of targeted strategies to improve teachers' working conditions and overall satisfaction. Therefore, this study aims to explore the status of job satisfaction among community school teachers in the Tanahun district and identify the key factors influencing their professional fulfillment. By doing so, it seeks to contribute to policies and practices that enhance teacher satisfaction and, ultimately, the quality of education in Nepal's community schools.

1.3 Rationale of the Study

In every community and nation, teachers play an important role in increasing the educational status of citizens. So, job satisfaction in their profession can be considered as important aspects for increasing quality of education. This study will assess the job satisfaction among secondary level teachers. A teacher's quality and the quality of education is interrelated. A quality teacher will perform effectively if he/she is satisfied with their job. (Abdul & Bhuwaneswara, 2018) . Research on these issues will help us to develop successful policies and practices in the field of education for maintaining job satisfaction among the teachers and enhancing teacher well-being and raising educational outcomes. This study will contribute to making new policies and reform, increase the educational quality, to know the satisfaction level of government teachers and impact on students, to know about professional development of teachers and work place culture.

1.4 Objectives of the Study

1. To assess the level of satisfaction among basic level teachers
2. To find out the relationship between job satisfaction with various independent variables like gender, age, Job roles, marital status, teaching experience, qualification and job type.

1.5 Hypothesis

- H1: There is no any significant association between gender and Job satisfaction.
- H2: There is no any significant association between age and Job satisfaction.
- H3: There is no any significant association between teaching experience and Job satisfaction.
- H4: There is no any significant association between qualification and Job satisfaction.
- H5: There is no any significant association between job type and Job satisfaction.
- H6: There is no any significant association between job role and Job satisfaction.
- H7: There is no any significant association between marital status and Job satisfaction.

2. Literature Review

2.1 Job Satisfaction in Community Schools in Nepal

In a study by(Karki & Koirala, 2020), it was found that teachers in rural community schools were particularly vulnerable to job dissatisfaction due to the geographical and socio-economic challenges they faced. Teachers working in remote areas had limited access to training programs, professional development workshops, and other resources that could improve their job satisfaction. This lack of access to professional growth opportunities significantly impacted their motivation and long-term commitment to teaching.

2.2 The Role of School Leadership and Administrative Support

Leadership within community schools plays a crucial role in shaping teacher satisfaction. Teachers who feel supported by their school leadership tend to report higher levels of job satisfaction (Skaalvik & Skaalvik, 2017). Support from school administrators, including recognition of teachers' efforts, provision of resources, and clear communication of expectations, contributes to a positive work environment. (Dinham & Scott, 2000) found that teachers who perceived their principals as supportive were more likely to remain in the profession and demonstrate greater levels of engagement in their work. However, in Nepal's community schools, administrative support is often perceived as insufficient, particularly in rural and underfunded schools. Many teachers report a lack of direction and inadequate leadership, which further exacerbates job dissatisfaction (Shrestha, 2019). This highlights the need for

improved school leadership and better management practices to address teacher concerns and increase satisfaction levels.

2.3 Teacher Motivation and Job Satisfaction

In the context of Nepal, teachers in community schools often report lower motivation due to financial constraints, lack of job security, and limited career advancement opportunities (L. Poudel, 2021). These extrinsic factors contribute to lower levels of motivation and job satisfaction, which can have detrimental effects on both teacher retention and student performance.

2.4 Impact of Job Satisfaction on Teacher Retention

Teacher retention is a significant concern in community schools, especially in rural and underserved areas. Low job satisfaction is directly linked to high turnover rates among teachers, which can disrupt the learning environment and negatively affect student outcomes. According to (Skaalvik & Skaalvik, 2017), teacher dissatisfaction often leads to absenteeism, higher attrition rates, and a reduced quality of teaching. In Nepal, many community schools face difficulties in retaining qualified teachers due to low pay, poor working conditions, and limited opportunities for professional development (Karki & Koirala, 2020). This highlights the need for targeted interventions aimed at improving job satisfaction to ensure a stable and motivated teaching workforce.

2.5 Other Empirical Review

A study conducted in Jammu city, shows that the teachers do not have a high level of job satisfaction, and this is because they are not paid enough. An employee won't be motivated to fulfill higher-order wants unless their physical needs which call for money are met. It's important to note that despite receiving lower compensation, private school teachers are happier than their counterparts in government schools. This is likely because private schools provide a more welcoming environment for their faculty. Because of the nature of the work and the sociocultural significance of teaching, female teachers report higher levels of job satisfaction than their male counterparts. Employees working at the same level (primary or secondary) have inversely correlated pay satisfaction levels based on their educational background (Sharma & Jyoti, 2006).

One of the study conducted in Pakistan shows that the female teachers were more satisfied to their job while comparing with the male teacher. Age and work experience were not found to be associated with the job satisfaction (Iqbal & Akhtar, 2012).

One of the study conducted in Anantapur district of Andhra Pradesh revealed that there is no any relationship between the teacher's job satisfaction and their income level and also there is no any significant differences in between Job satisfaction and different medium of instruction.(Abdul & Bhuwaneswara, 2018)

Similarly, one of the study which was conducted in western part of Nepal, Kaski District, draws the conclusion that school teachers were somewhat satisfied with their responsibilities for their work, their interactions with students, and the work itself. However, they require further support and acknowledgment from the organization or administration. The participating teachers' job-related stress levels varied from low to considerable. These may be the outcome of the school teachers' poor work environments and job roles.

This study revealed that compared to undergraduate and graduate teachers, postgraduate teachers had considerably lower job satisfaction on the job role item. This suggests that the more educated instructors were unable to fulfill their institutional responsibilities. Even when they attempted to innovate or make some impact at work, their job position did not allow it. When the school and its administration embrace

innovative teaching approaches, there's a good probability that they'll succeed. There was not a noticeable effect of the school teacher's year of experience on job satisfaction or stress levels. Teachers with over 10 years of experience demonstrated higher levels of physical stress, while those with between 5 and ≤ 10 years of experience demonstrated higher levels of psychological stress. Teachers with more than five to fewer than ten years of experience similarly reported lower levels of job satisfaction. It was evident that the new teacher was not as stressed out or unhappy as the others. This might be the result of the teachers working long period of time and becoming irritated when the organization did not offer them encouragement or acknowledgment. (Mondal et al., 2011)

One of the study conducted in Private school of Jhapa district of Nepal, revealed that they were engaged in teaching profession because of lack of other job alternatives and having private schools nearby to their residence. Also there was dissatisfaction among the teachers because of delay in salary payment, job insecurity and low level of benefits provided by their school. This study recommended that to ensure Job satisfaction, school's administration need to do timely salary payment, fair reward system, equitable payment and improved workplace conditions which will increase the physical and mental attachment to the workplace. (Neupane (2022))

2.6 Theoretical review

Job satisfaction has a major impact on employee performance, retention, and overall organizational effectiveness, it has become a fundamental topic in organizational and educational study. To improve teacher morale and educational outcomes, it is critical to comprehend job satisfaction in the context of community school teachers. The purpose of this study is to evaluate basic-level teachers' job satisfaction, compare the satisfaction levels of male and female instructors, and investigate the connections between job satisfaction and other professional and demographic characteristics.

Several theoretical frameworks provide insight into job satisfaction among teachers. One of the most prominent is Herzberg's Two-Factor Theory (1959), which differentiates between motivators (intrinsic factors) and hygiene factors (extrinsic factors). According to Herzberg, intrinsic factors such as achievement, recognition, and professional growth contribute to job satisfaction, while extrinsic factors like salary, working conditions, and job security, although important, do not lead to long-term satisfaction but can lead to dissatisfaction if not addressed. This theory has been applied in various studies on teacher satisfaction, suggesting that both intrinsic and extrinsic factors are crucial for fostering a positive work environment for teachers.

Another key theoretical framework is Maslow's Hierarchy of Needs (1943), which argues that individuals are motivated by a series of needs, starting from basic physiological needs to the need for self-actualization. For teachers, Maslow's theory suggests that job satisfaction is not merely about salary but also about fulfilling higher-order needs, such as respect, autonomy, and personal growth. Teachers' needs for recognition, career advancement, and professional development align with the higher levels of the hierarchy and can significantly impact their job satisfaction (Skaalvik & Skaalvik, 2017)

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, distinguishes between motivators and hygiene factors in determining job satisfaction. Motivators, such as recognition, achievement, and opportunities for professional growth, contribute to job satisfaction, while hygiene factors, such as salary, working conditions, and administrative support, primarily prevent dissatisfaction. In the context of this study, hygiene factors, such as salaries and resources available to teachers in community schools, are particularly relevant. For example, a lack of adequate infrastructure or low salaries might lead to dissatisfaction, while intrinsic motivators like the fulfillment derived from

teaching could enhance satisfaction.(Herzberg, 1965) This theory provides a framework to assess the levels of satisfaction and dissatisfaction among teachers in Tanahun district.

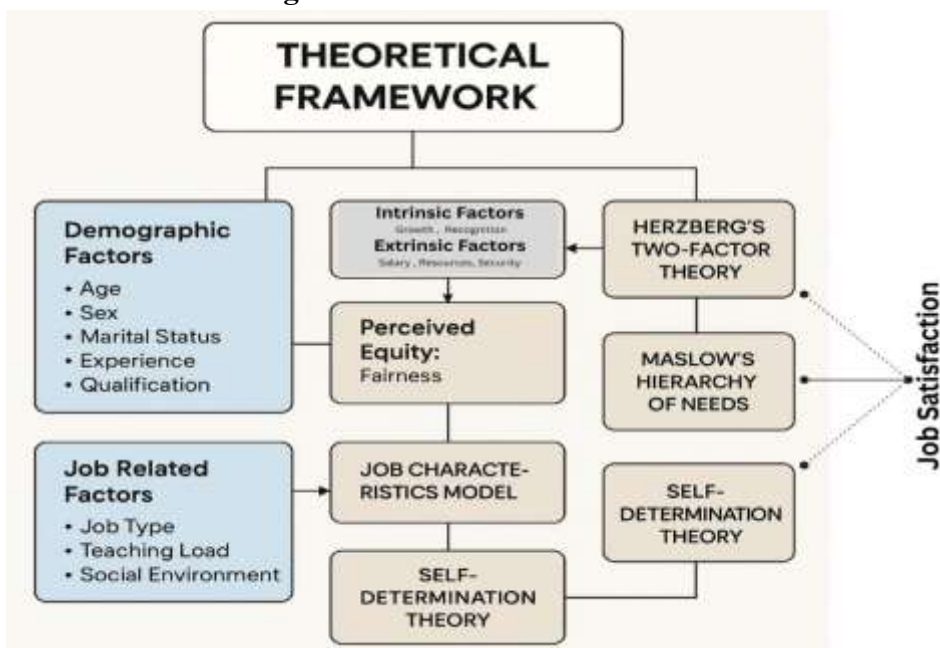
Maslow’s theory posits that individuals have a hierarchy of needs, starting with basic physiological and safety needs and progressing to higher-level needs like self-actualization. For teachers, the satisfaction of lower-order needs, such as job security, fair pay, and safe working conditions, forms the foundation for achieving higher levels of job satisfaction, such as professional growth and self-fulfillment. Teachers in the Tanahun district may struggle to achieve self-actualization if their basic needs are unmet, which is a common challenge in rural education settings (Maslow, 1943). This theory aligns with the objective of assessing the general satisfaction levels of teachers.

Equity Theory focuses on fairness in the workplace, suggesting that employees compare their inputs (effort, experience, and qualifications) to the outcomes (salary, recognition, and opportunities) they receive. Perceived inequities, such as salary disparities between male and female teachers or differences in job recognition, can lead to dissatisfaction(Adams, 1963). This theory aligns with the study's objective of comparing job satisfaction levels between male and female teachers and understanding the role of fairness in influencing satisfaction.

Previous studies suggest that gender plays a significant role in shaping job satisfaction levels. Research by Crossman and Harris (2006) found that male and female teachers often prioritize different aspects of their jobs, with women valuing interpersonal relationships and men focusing more on career advancement. Understanding these differences is critical for comparing satisfaction levels between male and female teachers in this study (Crossman & Harris, 2006).

Job satisfaction is influenced by various demographic factors, including age, teaching experience, and qualifications. For instance, Dinham and Scott (1998) found that experienced teachers often report higher levels of satisfaction due to their ability to manage job challenges effectively. Similarly, teachers with higher qualifications may have greater expectations, influencing their satisfaction levels. These variables are essential for understanding the nuanced relationships explored in this study (Dinham & Scott, 1998).

Figure 1: Theoretical framework



This theoretical framework is grounded on the basis of key motivational and satisfaction theories Herzberg's Two-Factor Theory, Maslow's Hierarchy of Needs, Equity Theory, Job Characteristics Model, and Self-Determination Theory. It highlights the role of both intrinsic and extrinsic factors, job-related elements, and demographic variables in shaping teachers' job satisfaction. The framework provides a structured approach to investigate the complex interplay of these factors, guiding this study in examining the levels of satisfaction among community school teachers in Tanahun district, Nepal. By using this theoretical lens, the study can explore the multifaceted nature of teacher job satisfaction and the variables that influence it.

3. Research Methodology

The study design was a mixed (qualitative and quantitative), cross-sectional analytical study and was community-based, as the data were collected at a single point in time. The data were analyzed using both descriptive and inferential statistics. All values of the dependent and independent variables were calculated in numerical form, including measurements on nominal and ordinal scales. All the government school teachers working at the basic level in Myagde Rural Municipality, Tanahun District, were considered for this study. The total number of teachers teaching at the basic level in community schools was 114. Since this was not a large population for a quantitative study, the entire group of 114 teachers was included in the study to ensure comprehensive and effective results.

To better understand the dynamics influencing job satisfaction, the study investigated both independent and dependent variables. These variables were selected based on prior research and theoretical frameworks related to workplace satisfaction in the education sector. Population Census method was used to collect the data. It is a systematic process of collecting, compiling, and analyzing demographic, social, and economic data about a specific population within a defined geographic area (Kukutai & Thompson, 2015). The primary purpose of a census was to provide a comprehensive and accurate snapshot of the population at a specific point in time. All the data were collected for each and every element/unit of the population and known as 'complete survey'. It is used because the study area was limited. All the basic level government teacher working in Myagde Rural Municipality were to be taken into account while doing data collection. All the basic level teacher who worked in a government school of Myagde Rural municipality was included. The primary data collection technique employed was the questionnaire method, utilizing a structured questionnaire as the main tool. Primary data collection was carried out through structured questions using the questionnaire method. It took approximately 10 minutes for each participant to complete the questionnaire. Prior to data collection, permission was obtained from the Rural Municipality Office. Before beginning the interview with each participant, informed consent was obtained by explaining all relevant aspects of the research. Verbal or written consent was taken from each study participant. To ensure the validity and reliability of the study, a reliability and validity test of the prepared questionnaire tools was conducted in a different setting. The questionnaire used in the research was developed only after an extensive review of related literature and was prepared under the guidance of the research supervisor. Based on the nature of the obtained data, various inferential statistical methods were used, including bivariate and multivariate analyses. The Chi-square test was conducted using SPSS software to examine associations between categorical variables. After the data analysis on SPSS, Chi-square values and corresponding p-values were calculated. A p-value of less than 0.05 was considered statistically significant, indicating a meaningful association

between the variables. Where necessary, the results were interpreted using tables and graphical representations to enhance clarity and understanding.

For the calculation of job satisfaction levels, valid and pre-tested tools were used. The tool included 16 domains, which were segregated into four sections: Intrinsic Factors, Extrinsic Factors, Perceived Equity, and Overall Job Satisfaction. A 5-point Likert scale was used to measure the responses. Each domain was assigned scores of 5, 4, 3, 2, and 1. Participants answered questions based on five options: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. The scoring system was as follows: 1 for Strongly Disagree, 2 for Disagree, 3 for Neutral, 4 for Agree, and 5 for Strongly Agree. The sum of the scores across all domains was calculated, and the mean value (Mean = 60.16) was determined to assess the satisfaction level. A score below the mean value of 60.16 was considered to indicate a low level of satisfaction, while a score above the mean value was considered to indicate a high level of satisfaction.

4. Result and Findings

This section presents the descriptive results obtained from a sample of 114 respondents. The analysis includes demographic profiles, professional characteristics, and overall satisfaction levels using SPSS. Frequencies, percentages, and descriptive statistics such as mean and standard deviation were used for interpretation. The results of the study are analyzed and interpreted in this part. After moving the data from MS Excel to SPSS version 20 in accordance with the goals, data analysis was completed. Tables, figures, and statistical statements for each goal were used to display the data. A 95% level of confidence was used for all calculations. There was a 100% response rate. The Chi-square test was primarily used to determine whether there were any significant correlations between the variables.

4.1 Descriptive Findings

In this study, the respondents comprised both male and female community school teachers. Gender-wise categorization was carried out to determine the proportion of male and female teachers, as well as to identify which gender had greater representation in community schools. Out of the total respondents, 69 individuals (60.5%) were female, while 45 (39.5%) were male. This indicates a female-majority workforce in the studied sample. The relatively high representation of women might reflect the gender composition typical in educational or public service sectors in the region being studied. The majority (55.3%) of respondents are aged 30–49 years, indicating a workforce that is predominantly in its productive mid-career stage. About a quarter are below 30, and nearly 20% are aged 50 or above. The data shows that 77.2% of respondents are married, which may imply stable personal lives, often linked with more predictable work engagement patterns. The remaining 22.8% are single. The workforce consists of a balance between newcomers and experienced individuals. 30.7% have served more than 15 years, indicating long-term commitment, while 26.3% have under 5 years of experience, showing ongoing staff renewal.

These findings demonstrate that the workforce is quite evenly distributed between newcomers and seasoned professionals, with over 61% having more than five years of experience. This balance could contribute positively to the organization's institutional knowledge and mentorship dynamics. The respondents are well-qualified, with 43.9% holding a bachelor's degree and 24.6% a master's degree. This suggests a professionally competent workforce. The data indicates that the majority possess at least a bachelor's degree, with a significant number holding postgraduate qualifications. This suggests a relatively well-educated workforce, which may directly influence both performance and expectations from the job.

Slightly more than half of the respondents (51.8%) are on temporary contracts, while 48.2% are in permanent positions. This points to job insecurity for a large portion of the workforce, which may influence job satisfaction levels.

In community schools, teachers hold diverse roles and responsibilities that are essential for the overall functioning of the institution. Among these, two major categories of positions can be identified: Head teachers (or principals), who are primarily responsible for administrative leadership, policy implementation, and overall school management; and subject teachers, who focus on delivering instruction in specific academic areas. The distinction between these roles is important, as it reflects not only the structure of the school system but also the professional focus of its teaching staff. When classified by job roles: 86.8% (n=99) were identified as subject teachers and 13.2% (n=15) were categorized under the Head teacher role. This suggests that the sample mostly consists of specialized educators, likely engaged in teaching specific subjects rather than general instruction or administrative duties.

4.2 Satisfaction Level

To measure the job satisfaction levels of teachers, valid and pre-tested research tools were employed. The tool consisted of 16 domains, which were organized into four major sections: Intrinsic Factors, Extrinsic Factors, Perceived Equity, and Overall Job Satisfaction. Responses were collected using a 5-point Likert scale, where participants indicated their level of agreement with each statement: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. For scoring purposes, each option was assigned numerical values: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. The scores from all domains were summed, and the mean score (Mean = 60.16) was calculated to determine the overall satisfaction level. Based on this benchmark, respondents scoring below 60.16 were classified as having a low level of job satisfaction, while those scoring above 60.16 were considered to have a high level of job satisfaction.

Table 1: Findings on Satisfaction level

Satisfaction Level	Frequency	Percentage (%)
Low Satisfaction	48	42.1%
High Satisfaction	66	57.9%
Total	114	100.0%

Although a majority of the participants feel satisfied, a considerable portion still experiences lower satisfaction, which warrants attention. Factors such as temporary employment, lack of promotion opportunities, or workload could be underlying contributors to this dissatisfaction.

4.3 Association between Variables

4.3.1. Satisfaction Level and Gender

Employee satisfaction is influenced by various demographic and organizational factors. Among these, gender is often considered an important variable, as differences in workplace experiences and expectations can potentially affect satisfaction levels. To explore this, the relationship between gender and employee satisfaction was examined in the current study.

Table 2: Association between Satisfaction Level and Gender

Cross tab		Gender		Total
		Male	Female	
Satisfaction level	Low Satisfaction	17	31	48
	High Satisfaction	28	38	66
Total		45	69	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.571 ^a	1	.450		
N of Valid Cases	114				

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 18.95.
- b. Computed only for a 2x2 table
- c. Binomial distribution used.

Gender was not found to be significantly associated with satisfaction level (Chi-square $p = 0.450$). In terms of distribution, 62.2% of males and 55.1% of females reported high satisfaction, indicating only a minor difference between the two groups. Cramer's V value was 0.071, pointing to a very weak and non-significant association. These results suggest that gender does not play a meaningful role in determining employee satisfaction in the studied population.

4.3.2 Satisfaction Level and Age Category

Age is another demographic factor that may shape employees' perceptions of their work environment and overall satisfaction. Different age groups often have varying career expectations, priorities, and experiences, which can influence how they evaluate their workplace. To assess this, the study examined the association between age categories and satisfaction levels.

Table 3: Association between Satisfaction Level and Age Category

Satisfaction level		Age category			Total
		Below 30 Age	30-49 Age	50 and above age	
Low Satisfaction	High Satisfaction	10	32	6	48
	Low Satisfaction	19	31	16	66
Total		29	63	22	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.628 ^a	2	.099
N of Valid Cases	114		

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.26.
- b. Computed only for a P x P table, where P must be greater than 1.

The association between satisfaction level and age category was not statistically significant (Chi-square $p = 0.099$). However, the descriptive data suggest some trends. Among respondents below 30 years, 65.5% reported high satisfaction. Similarly, those aged 50 and above had an even higher satisfaction rate of 72.7%. In contrast, individuals aged 30–49 showed an almost even split between high and low

satisfaction. The strength of this relationship, as measured by Cramer's V (0.201) indicates a weak and negligible association. Therefore, although age appears to influence satisfaction in descriptive terms, this relationship is not strong or statistically meaningful.

4.3.3. Satisfaction Level and Years of Service

Length of service is often linked to employees' attitudes toward their organization, as tenure can shape loyalty, expectations, and job experiences. Longer-serving employees may develop stronger organizational ties, while newer employees may have different perspectives on satisfaction. To explore this dynamic, the study investigated the relationship between years of service and satisfaction levels.

Table 4: Association between Satisfaction Level and Number of Years' Service

Crosstab		Number of years' service				Total
		Less than 5	5 to 10	11 to 15	More than 15	
Satisfaction level	Low Satisfaction	13	16	9	10	48
	High Satisfaction	17	19	5	25	66
Total		30	35	14	35	114

Chi-Square Tests	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.661 ^a	3	.129
N of Valid Cases	114		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.89.

b. Computed only for a P x P table, where P must be greater than 1.

The analysis showed no statistically significant relationship between satisfaction level and number of years in service (Chi-square $p = 0.129$). Nevertheless, there are noteworthy trends. Employees with more than 15 years of service exhibited a high satisfaction rate of 71.4%, while those with 11–15 years had a much lower high satisfaction rate of only 35.7%. Respondents with less than 10 years of service reported moderate satisfaction levels. Despite these patterns, the strength of association was weak (Cramer's V = 0.223), indicating that the effect of tenure on satisfaction is suggestive but not conclusive.

4.3.4 Satisfaction Level and Educational Qualification

Educational qualification is often assumed to influence job expectations and satisfaction, as higher academic attainment may shape career goals and workplace perceptions. Employees with different levels of education might evaluate their roles differently depending on how well their jobs align with their skills and aspirations. To examine this, the study analyzed the relationship between educational qualification and satisfaction levels.

There was no significant association between satisfaction level and educational qualification (Chi-square $p = 0.536$). High satisfaction rates were observed among those with Higher Secondary education (63.9%) and Bachelor's degrees (58%), while respondents with a Master's degree reported only 50% high satisfaction. Despite these differences, the statistical measures such as Cramer's V (0.105) indicate very weak associations. Thus, higher academic qualification does not appear to contribute meaningfully to variations in job satisfaction in this sample.

Table 5: Association between Satisfaction level and Educational qualification

Crosstab		Educational qualification			Total
		Master Degree	Bachelor Degree	Higher Secondary	
Satisfaction level	Low Satisfaction	14	21	13	48
	High Satisfaction	14	29	23	66
Total		28	50	36	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.247 ^a	2	.536
N of Valid Cases	114		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.79.

b. Computed only for a P x P table, where P must be greater than 1.

4.3.5 Satisfaction Level and Employment Type

The nature of employment is a critical factor in shaping employees' sense of stability, security, and long-term commitment to their organization. Permanent and temporary employees often experience different levels of job security and workplace benefits, which can directly impact their overall satisfaction. To capture this effect, the study examined the relationship between employment type and satisfaction levels.

Table 6: Association between satisfaction level and employment type

Crosstab		Employment Type		Total
		Permanent	Temporary	
Satisfaction level	Low Satisfaction	16	32	48
	High Satisfaction	39	27	66
Total		55	59	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	7.384 ^a	1	.007		
N of Valid Cases	114				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 23.16.

b. Computed only for a 2x2 table

c. Binomial distribution used.

Employment type showed a statistically significant association with satisfaction level (Chi-square $p = 0.007$), making it the only variable with a significant effect. Among permanent employees, 70.9% reported high satisfaction, compared to just 45.8% among temporary staff. The strength of the association was moderate, as reflected in Cramer's V (0.255), indicates a strong negative relationship and temporary employment is associated with greater dissatisfaction. These findings underscore the importance of job security and stability in influencing employee satisfaction

4.3.6. Satisfaction Level and Job Role

Job roles often come with varying responsibilities, expectations, and workplace experiences, which may influence how employees perceive their satisfaction. Differences between general teaching roles and specialized subject teaching positions could potentially shape job attitudes. To explore this aspect, the study assessed the relationship between job role and satisfaction levels.

Table 7: Association between satisfaction level and job role

Crosstab		Job Role		Total
		Teacher	Subject Teacher	
Satisfaction level	Low Satisfaction	4	44	48
	High Satisfaction	11	55	66
Total		15	99	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.689 ^a	1	.194		
N of Valid Cases	114				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.32.

b. Computed only for a 2x2 table

c. Binomial distribution used.

The relationship between job role (teacher vs. subject teacher) and satisfaction level was not statistically significant (Chi-square $p = 0.194$). While teachers reported a higher proportion of high satisfaction (73.3%) compared to subject teachers (55.6%), the association is not strong enough to be considered meaningful statistically. Cramer's V (0.122) reflect a weak association, suggesting that job designation alone is not a reliable determinant of satisfaction within this group.

4.3.7. Satisfaction Level and Marital Status

Marital status did not have a statistically significant effect on satisfaction levels (Chi-square $p = 0.634$). High satisfaction was reported by 53.8% of single respondents and 59.1% of married ones, a relatively minor difference. The association strength was very weak, as evidenced by Cramer's V (0.045) These findings imply that marital status has little to no influence on how satisfied employees feel with their jobs.

Table 8: Association between satisfaction level and marital status

Crosstab		Marital status		Total
		Single	Married	
Satisfaction level	Low Satisfaction	12	36	48
	High Satisfaction	14	52	66
Total		26	88	114

Chi-Square Tests	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.226 ^a	1	.634		
N of Valid Cases	114				

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.95.
- b. Computed only for a 2x2 table
- c. Binomial distribution used.

The analysis explored the association between job satisfaction and various demographic and professional variables among 114 respondents. Among the tested variables, employment type emerged as the only statistically significant factor influencing satisfaction levels. The chi-square test result ($p = 0.007$) confirms a significant association, indicating that permanent employees reported substantially higher satisfaction than their temporary counterparts. Supporting this, measures like Cramer's V (0.255) suggest a moderate and negative directional relationship, where temporary employment status is linked to higher dissatisfaction.

In contrast, variables such as age category, gender, years of service, educational qualification, job role, and marital status did not show statistically significant associations with satisfaction level (all p -values > 0.05). For instance, while younger (under 30) and older (above 50) employees appeared more satisfied than those aged 30–49, the association between age and satisfaction was not significant ($p = 0.099$), and the strength of the relationship was weak (Cramer's V = 0.201). Similarly, gender showed no significant impact on satisfaction ($p = 0.450$), with both males and females reporting comparable satisfaction rates; the association strength was negligible (Cramer's V = 0.071).

Although respondents with over 15 years of service exhibited higher satisfaction, the association between years of service and satisfaction was not statistically significant ($p = 0.129$), with a weak association strength (Cramer's V = 0.223). Educational qualification also showed no meaningful relationship ($p = 0.536$), with even the highest-qualified individuals (Master's degree holders) not reporting significantly different satisfaction levels than others. Likewise, job role (teacher vs. subject teacher) and marital status also failed to demonstrate any statistically significant effect on satisfaction levels ($p = 0.194$ and $p = 0.634$, respectively), and both had very weak association coefficients (Cramer's V = 0.122 and 0.045, respectively).

Based on the analysis of the six proposed hypotheses, the study found that only the employment type had a statistically significant association with job satisfaction among community school teachers. The null hypotheses (H1 to H5), which stated that there is no significant association between gender, age, marital status, teaching experience, and qualification with job satisfaction, were accepted, as the data did not reveal any statistically significant relationships for these variables. These findings suggest that demographic and background characteristics such as gender, age, and educational qualification may not independently determine a teacher's level of job satisfaction in the study area. However, the null hypothesis H6, which stated that there is no significant association between job type and job satisfaction, was rejected. This result indicates that job type particularly the distinction between permanent and temporary employment had a meaningful and statistically significant influence on teacher satisfaction. The implication of this finding highlights the critical role of job security and employment status in shaping job satisfaction levels. Teachers with more stable and secure employment were more likely to

report higher satisfaction, underlining the importance of offering secure job contracts to improve morale and retention in community schools.

In summary, only employment type had a meaningful and statistically significant association with job satisfaction, while all other variables showing some descriptive trends but did not exhibit statistically reliable relationships. This indicates that job security and permanency may play a critical role in shaping employee satisfaction in the studied context.

4.3.8 Qualitative analysis of the study

The responses provided by teachers were analyzed using thematic analysis to identify recurring themes, patterns, and insights. Three open-ended questions explored teachers' experiences, challenges, and suggestions for improvement. Teachers expressed that their greatest satisfaction comes from witnessing student growth, confidence, and creativity. They reported feeling proud when students develop a genuine interest in learning and later achieve success in life. Many teachers highlighted the joy of helping and guiding students in their academic and personal development, which provides them with a sense of self-satisfaction. In addition, they valued the interaction and bonding with students, parents, and the wider community, as these relationships gave them a stronger sense of purpose and fulfillment. Overall, teachers derive intrinsic satisfaction primarily from student progress, personal connection, and the positive impact they make on learners' lives. Despite their passion for teaching, teachers identified several challenges that hinder their professional satisfaction. Many pointed out logistical difficulties such as transportation problems and the lack of home centric teacher's transfers, along with limited resources and inadequate educational materials. Financial challenges, particularly for temporary teachers, were also raised, with lower pay and job insecurity contributing to dissatisfaction. Professional growth barriers such as limited opportunities for promotion and recognition were frequently mentioned. Classroom-related issues included student absenteeism, lack of interest in studies, and the difficulty of managing learners from diverse community backgrounds. Additionally, teachers noted governance-related concerns, where school management committees often dominated decision-making, reducing teacher autonomy. These challenges indicate that systemic, structural, and classroom-level issues collectively undermine teacher satisfaction. Teachers provided several practical recommendations to improve their job satisfaction. A major concern was financial stability, with calls for increased remuneration, fair promotion systems, and recognition through rewards and awards. They emphasized the need for professional development through regular training and updated teaching resources, along with an improved and relevant curriculum. Structural improvements, such as home centric teacher's transfers provision and better provision of educational materials, were also suggested. Teachers highlighted the importance of enhancing student attendance and engagement, supported by stronger collaboration among students, parents, co-workers, and community stakeholders. They also recommended fair systems of reward and discipline to foster accountability and motivation. Overall, teachers believe that improving financial conditions, ensuring professional growth opportunities, providing adequate resources, and fostering community support are crucial steps to enhance job satisfaction.

Teachers' intrinsic satisfaction is high, as they enjoy helping students and witnessing their growth. However, extrinsic challenges such as lack of resources, financial insecurity, limited promotions, and poor governance reduce overall satisfaction. Teachers' recommendations highlight the importance of job

security, fair recognition, adequate facilities, professional training, and collaborative community involvement.

5. Discussion

This study aimed to explore the status of job satisfaction among community school teachers in Nepal by examining its association with selected demographic and professional variables. The findings provide important insights into the current state of teacher satisfaction and the contributing factors in the Nepali context. The results revealed that 57.9% of the respondents reported high satisfaction, while a substantial 42.1% expressed low satisfaction, indicating a mixed but generally positive outlook. However, this level of satisfaction should be viewed with caution, as a large proportion of the teaching workforce remains unsatisfied, potentially due to institutional, contractual, or professional limitations. This finding is consistent with previous research conducted by (Dahal & Dahal, 2017) who noted moderate levels of satisfaction among community school teachers in Nepal, often influenced by job security and work conditions. This level of satisfaction aligns with previous research conducted by (Shakya, 2020), who reported that 82% of teachers in Kathmandu's government schools experienced high job satisfaction. However, it's important to note that satisfaction levels can vary based on regional and institutional contexts.

Among the various demographic and professional characteristics analyzed, employment type was the only variable found to have a statistically significant association with job satisfaction ($p = 0.007$). Teachers in permanent positions reported significantly higher satisfaction compared to those in temporary roles. This aligns with (Herzberg, 1965) motivation-hygiene theory, which identifies job security as a key hygiene factor influencing dissatisfaction. Similarly, (Hackman & Oldham, 1976) emphasized the importance of job design and security in fostering workplace motivation. This finding is also consistent with (Bhandari, 2021), who emphasized that job permanency and reasonable salary are crucial for enhancing teacher satisfaction in Nepal. The study's results also align with (F. Herzberg, 1965) motivation-hygiene theory, which identifies job security as a key hygiene factor influencing dissatisfaction.

Conversely, other variables such as age, gender, years of service, education level, job role, and marital status did not show statistically significant relationships with satisfaction levels. For instance, although teachers aged under 30 and those above 50 demonstrated relatively higher satisfaction levels than those aged 30–49, the association was not significant ($p = 0.099$). This supports the findings of (Crossman & Harris, 2006) who noted that age often does not consistently predict teacher satisfaction due to intervening variables like work environment and career expectations.

Similarly, gender was not a significant predictor ($p = 0.450$) of job satisfaction, although a slightly higher proportion of males reported high satisfaction compared to females. This contradicts the findings of (Mehta, 2012), who found gender disparities in teacher satisfaction, suggesting that local factors may neutralize such effects in the Nepali context. Years of service also did not have a statistically significant effect ($p = 0.129$), though descriptively, those with over 15 years of experience were more satisfied. This might relate to their job security, seniority, or stronger institutional attachment, resonating with (Dinham & Scott, 2000) model of career satisfaction which links long-term service to intrinsic and positional satisfaction. This finding also resonates with (Shakya, 2020), who observed that experienced teachers tend to have higher job satisfaction, possibly due to increased job security, accumulated experience, and professional recognition. Regarding educational qualification, no significant difference in satisfaction

was observed ($p = 0.536$), despite higher education being associated with professional competence. This may imply that career advancement opportunities or recognition do not align with higher qualifications within the community school structure, resonating the frustration highlighted in (Mondal et al., 2011) concerning underutilization of teacher qualifications. Interestingly, teachers with higher secondary education reported higher satisfaction levels compared to those with bachelor's or master's degrees. This finding is supported by (Shakya, 2020), who found a negative correlation between higher academic qualifications and job satisfaction. The discrepancy may stem from unmet expectations among highly qualified teachers regarding career advancement and recognition. The job role (teacher vs. subject teacher) also did not significantly affect satisfaction levels ($p = 0.194$). Although general teachers showed slightly higher satisfaction, the association was too weak to establish a meaningful pattern. Lastly, marital status ($p = 0.634$) had no effect, suggesting that personal life circumstances might not significantly influence professional satisfaction, a finding supported by (Iqbal & Akhtar, 2012).

Comparative insights from previous studies further contextualize the findings of this research. (Deupa, 2023) reported that only 37% of teachers exhibited above-average job satisfaction, while 40% were below average, indicating a general trend of dissatisfaction, especially in areas related to salary, available facilities, and professional recognition. Similarly, (Budhathoki, 2021) identified several critical factors contributing to teacher dissatisfaction, including a lack of educational resources, ineffective leadership, overcrowded classrooms, and administrative challenges. These findings highlight the multifaceted nature of dissatisfaction among educators. Additionally, emphasized that factors such as remuneration, quality of supervision, opportunities for promotion, and fringe benefits play a significant role in influencing job satisfaction. Collectively, these studies reinforce the importance of addressing both extrinsic and intrinsic motivators to improve the overall job satisfaction of teachers, particularly within the context of community schools.

6. Conclusion

The overarching implication of these findings is that job security specifically, employment type is the most influential factor in determining teacher satisfaction in community schools. This finding is further reinforced by the theoretical perspective of (Maslow, 1943), who proposed that safety needs, including employment stability, must be met before individuals can attain higher levels of motivation and satisfaction.

In conclusion, while most demographic and professional characteristics did not show significant associations with satisfaction levels, the statistically significant influence of employment type highlights the need for institutional reforms. Ensuring permanent status for teachers, improving job stability, and aligning institutional policies with motivational frameworks could foster a more satisfied and productive teaching workforce in Nepal's community schools. The findings underscore the critical role of employment type in influencing teacher satisfaction. Ensuring job security through permanent positions can significantly enhance satisfaction levels. Additionally, addressing factors such as salary, professional development opportunities, and working conditions is essential. Policymakers should consider these aspects to improve teacher satisfaction, which, in turn, can lead to better educational outcomes.

7. Implications

At the policy level, this implies the necessity for standardizing salary structures, enhancing benefits, and implementing retention strategies such as pension schemes, housing allowances, and recognition

programs to ensure long-term commitment. At the practice level, school leadership and management committees should adopt transparent hiring and contract renewal processes, strengthen professional development opportunities, create supportive and inclusive work environments, and implement teacher well-being initiatives such as counseling and stress management workshops. At the research level, further studies should explore additional factors like workload, class size, and administrative support, undertake comparative analyses between community and private schools, and conduct longitudinal as well as mixed-method studies to gain deeper insights into the dynamics of teacher satisfaction.

In conclusion, the research underscores that teacher job satisfaction in community schools of Nepal is moderately positive but fragile, largely dependent on employment security. To enhance teacher satisfaction and the quality of education, policymakers must focus on improving employment stability, remuneration, professional development, and supportive school environments. A satisfied teacher workforce is essential not only for educational excellence but also for achieving Nepal's broader national goals of equity, inclusion, and sustainable development.

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