

**INSTITUTIONAL STRUCTURES AND SATISFACTIONS  
AMONG EMPLOYEE IN ACADEMIA**

**(A Case Study of Role of State and Market in Kathmandu Valley)**

**A Dissertation**

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## Letter of Recommendation

This dissertation entitled "**Institutional Structures and Satisfaction among Employee in Academia: A Case Study of Role of State and Market in Kathmandu Valley**" has been prepared by Mr. **BodhrajKoirala** under our supervision and guidance. We, hereby, recommend this dissertation for final examination to be undertaken by the Research Committee of the Faculty of Humanities and Social Sciences, Tribhuvan University, in fulfillment of the requirement for the degree of **MASTERS OF PHILOSOPHY in SOCIOLOGY**.

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## Approval Letter

This dissertation entitled "**Institutional Structures and Satisfaction among Employee in Academia: A Case Study of Role of State and Market in Kathmandu Valley**" was submitted by Mr. Bodhraj Koirala for final examination by the Research Committee of the M.Phil. Programme in Sociology, Faculty of Humanities and Social Sciences, Tribhuvan University, in partial fulfillment of the requirement for the Degree of Master of Philosophy in Sociology. The Research Committee hereby certifies that this dissertation was found satisfactory and accepted for the degree.

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## Declaration

I hereby declare that this M.Phil. dissertation entitled “**Institutional Structures and Satisfaction among Employee in Academia: A Case Study of Role of State and Market in Kathmandu Valley**” is submitted by me to the Central Department of Sociology, Faculty of Humanities and Social Sciences, Tribhuvan University, Nepal is an entirely original work prepared under the supervision and guidance of supervisor Prof. Surendra Mishra, Ph.D. I have made due acknowledgements to all ideas and information borrowed from different sources in the course of writing this dissertation.

I am solely responsible if any evidence is found against my declaration.

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## Abstract

The study “**Institutional Structures and Satisfaction among Employee in Academia: A Case Study of Role of State and Market in Kathmandu Valley**” is a focus on theoretical concept and perspectives of job satisfaction among employee in academic.

The research problem of the study is theoretical identification of motivating factors, state and market shaping job satisfaction. Therefore, to meet this objective, mostly mix method data were used. Primary data were collected through social survey, in-depth interview, and case studies. Sample size of the study was 60 which were selected through sampling process.

This study examines the influence of state policies and market forces on academic employment structures and job satisfaction in Kathmandu Valley. Drawing insights from 60 academic employees and support staff across government and private institutions, the research highlights key challenges such as job insecurity, excessive workload, and gender disparities. While government institutions offer stability, bureaucratic inefficiencies hinder career growth, whereas private institutions provide financial incentives at the cost of employment security. Market-driven competition has improved academic quality but also intensified job instability, particularly for contractual employees. The factors of state and market shaping employees in the academic field of Kathmandu University include policy regulations, funding availability, and market-driven competition. Employees in the academic field of Kathmandu University perceive job satisfaction through academic freedom, institutional support, and career growth opportunities. State policies and market opportunities influence employees by determining job security, salary scales, and professional development prospects in Kathmandu University.

The findings underscore the need for policy reforms that promote long-term contracts, performance-based incentives, and equitable labor practices. Strengthening institutional frameworks to support both faculty and support staff can foster a more sustainable and satisfying academic work environment. This study highlights the structural challenges faced by academic employees and support staff in Kathmandu Valley. While government institutions provide job security, they suffer from bureaucratic inefficiencies, whereas private institutions offer better financial incentives but create job insecurity.

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## **List of Abbreviation and Acronyms**

CDS	:	Central Department of Sociology
FGD	:	Focus Group Discussion
HOD	:	Head of Department
UN	:	United Nations

# CHAPTER- I

## INTRODUCTION

### 1.1 Background of study

The most crucial institution in a country is its educational system, which is vital to its progress. The goal of knowledge creation and cultivation at universities is to construct a contemporary society. The most valuable resource in higher education institutions is the faculty. The job satisfaction and motivation of academic staff members are positively correlated with a positive and well-functioning university structure (Baumruk, 2006).

The process of utilizing, developing, and training human resources in higher education—particularly the faculty—is therefore crucial since it creates the pool of highly qualified, multidisciplinary professional teachers that will determine whether Vietnam's socioeconomic reform is successful. Thus, it is believed that the primary factor influencing the improvement of training, scientific research, and technology transfer in the economic development trend is the development of the academic staff, to which higher education institutions should devote a great deal of attention (Pham, 2021).

Establishing a culture that encourages employees to participate more completely in their job might help organizations achieve greater performance and productivity (Baumruk, 2006). Out of the seven widely acknowledged factors that influence employee engagement (Robertson-Smith, 2009), the current study concentrated on the ways in which the two-way communication system between employees and their employer influences employee engagement. The University of Malaga hosted the inquiry, which included a field experiment aimed at boosting faculty participation in the institution's quality assurance initiative. It was found the positive working environment plays pivotal role in job satisfaction.

The academic sector in Kathmandu Valley, Nepal, has undergone significant transformations influenced by state policies and market dynamics. With education being a crucial pillar for socio-economic development, understanding how these forces shape the academic workforce is essential. The interplay between government regulations, market opportunities, and employee motivations has a profound impact

on job satisfaction, service quality, and overall educational outcomes(Sharma, 2020; Ghimire, 2017).

The Nepalese government has implemented various policies aimed at improving educational standards, increasing accessibility, and ensuring the affordability of education. These policies include the establishment of new educational institutions, financial aid programs, and regulatory frameworks to maintain academic standards. Concurrently, the liberalization of the education sector has introduced market-driven dynamics, leading to increased competition among educational institutions, a focus on profitability, and varying levels of investment in faculty development and infrastructure (Sharma, 2020; Ghimire, 2017).

Employees in the academic field, including teachers, administrative staff, and researchers, are at the intersection of these policies and market forces. Their experiences, motivations, and job satisfaction levels are crucial for delivering quality education and fostering a conducive learning environment. Understanding the factors that influence their professional lives can provide insights into improving educational policies and market practices(Shrestha &Chalise, 2017; Pokharel, 2019).

The study aims to explore how state policies and market dynamics shape employees in the academic field within Kathmandu Valley. By examining the motivations, job satisfaction, and performance of academic employees, this research seeks to identify the key factors influencing their professional experiences. The study has also assessed the accessibility, affordability, and acceptability of government policies and programs related to academic employees, providing a comprehensive understanding of the educational landscape in the region.

The education sector plays a vital role in driving social and economic development, with global and local dynamics influencing its growth and quality. Globally, governments and international organizations recognize higher education as a critical tool for achieving sustainable development. For instance, Pham (2021) highlights Vietnam's strategy of education as a cornerstone of intellectual and socio-economic progress, emphasizing the shared responsibility of society and government in enhancing education quality. Similarly, studies such as Howell (2005) and Barbieri (2020) examine how state policies, employment protection legislation, and labor

market dynamics shape educational and employment structures within neoliberal frameworks, often reinforcing inequalities.

In Nepal, state initiatives like the School Sector Development Plan (SSDP) aim to improve education accessibility and quality. However, empirical studies reveal challenges in policy implementation, particularly in under-resourced areas, leading to disparities in teacher motivation, job satisfaction, and performance (Shrestha & Chalise, 2017; Pokharel, 2019). The liberalization of the education sector has introduced competitive market dynamics, with private institutions offering better incentives but also creating job insecurities and inequities (Sharma, 2020; Ghimire, 2017). Furthermore, studies underline the significance of intrinsic and extrinsic factors in shaping employee motivation and satisfaction, highlighting the need for supportive policies and practices to address systemic challenges (Baral & Parajuli, 2018; Koirala & Acharya, 2020).

The exploration of organizational structures within academia can be enriched by applying various theoretical frameworks that examine the interplay between state policies, market dynamics, and individual agency. Marxist, Weberian, neoliberal, critical, and structuration theories offer distinct perspectives on how educational institutions function and how academic employees navigate their roles within these structures (Shrestha & Chalise, 2017; Pokharel, 2019). Marxist theory emphasizes the exploitation and alienation of workers in capitalist systems, while Weberian bureaucracy highlights the efficiency and rigidity inherent in formalized organizational structures. Neoliberal and critical theories contrast in their views on market-driven efficiency versus social justice, respectively. Structuration theory, developed by Anthony Giddens, provides a comprehensive approach to understanding the dynamic relationship between structure and agency, showing how academic employees not only respond to state policies and market forces but also actively shape and transform these structures through their practices (Shrestha & Chalise, 2017; Pokharel, 2019). This multifaceted theoretical framework helps to understand the complexities of academic labor and institutional dynamics.

Job satisfaction is a crucial aspect of organizational behavior and employee well-being. It refers to an individual's emotional response to their job and work environment. Locke (1976) defines job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences."

Numerous factors influence job satisfaction, including work conditions, salary, job security, career growth opportunities, and workplace relationships (Herzberg, 1966).

Theories of job satisfaction help explain why employees feel satisfied or dissatisfied with their jobs. Herzberg's Two-Factor Theory (1966) distinguishes between hygiene factors (e.g., salary, job security, work conditions) and motivators (e.g., achievement, recognition, responsibility). Similarly, the Job Characteristics Model (Hackman & Oldham, 1976) emphasizes five core job dimensions—skill variety, task identity, task significance, autonomy, and feedback—that contribute to intrinsic motivation and satisfaction.

Research has shown that job satisfaction significantly impacts productivity, employee retention, and organizational commitment (Judge et al., 2001). A satisfied workforce is more likely to exhibit high levels of engagement, reduced absenteeism, and enhanced performance (Spector, 1997). Conversely, job dissatisfaction can lead to burnout, workplace stress, and high turnover rates (Maslach & Leiter, 2016).

This research seeks to explore the lived experiences and perceptions of employees within the academic sector, examining the interplay between state policies, market dynamics, and individual motivations through the lens of structuration theory. By grounding the study in a robust conceptual framework, it aims to provide actionable insights for improving employee satisfaction and fostering educational excellence in Nepal.

## **1.2. Statement of the Research Problem**

In the rapidly evolving educational landscape of Kathmandu Valley, the intersection of state policies and market dynamics profoundly influences the professional lives of academic employees. Despite various government initiatives aimed at enhancing educational quality and accessibility, and the growing market-driven environment that emphasizes competition and profitability, there remains a critical gap in understanding how these forces collectively shape job satisfaction, motivation, and performance of academic staff. This study seeks to address this gap by exploring the specific factors and mechanisms through which state and market structures impact the experiences and outcomes of employees in the academic field, providing insights that are essential for informed policy-making and institutional practices. Tylor (2010) writes that university are the highest places where knowledge production has been

done. However, in Nepal professors and teachers are ignored by the state and lack of social support. Job satisfaction is often related to money (Taylor, 1911). He further says that human being is an economic being, where human gets the best satisfaction through the money. However, different literatures have been shown that there are other factors determine the satisfactions. Such as Elton Mayo, Abram Maslow, Frederick Herzberg and others scholars have tried to motivated, satisfied and productive employee. According to Loukkola& Zhang (2010), formal participation in self-evaluation activities among academic staff members reaches a maximum of 90.5%, indicating a relatively high degree of engagement. The survey response rate, at 53.6%, indicates the lowest degree of involvement, nevertheless. For instance, the Quaid-i-Azam University. Islamabad,(QAU) measures faculty satisfaction annually at the University of Malaga at the conclusion of each academic year. This also provides that there is gap between research of academic staff and their job satisfaction.

Universities are the center for excellence, if the academia's are not satisfied with their profession, the productivity might be hampered. That is why, this research will be conducted to fulfill the gap of academic staff and their job satisfaction, its causes and consequences. State policies play a significant role in shaping the job satisfaction of academic staff. Policies related to funding, employment conditions, and academic freedoms are particularly impactful. For instance, policies that ensure adequate funding for higher education institutions can alleviate resource constraints and improve job satisfaction (Altbach et al., 2011).Market dynamics, including competition for research grants, performance-based funding, and the commercialization of education, also influence job satisfaction. The increasing emphasis on market-oriented reforms in higher education can lead to job insecurity and increased pressure to perform, affecting job satisfaction negatively (Marginson, 2006).

This research is based on how employee experiencing their job and their perception regarding the state policy and market. Moreover, main focus of the research is to explore employee perception which is shaped by the actor and structures such as market and state. This has brought into discussion of structuration theory to measure the interaction of employee as actor and national policies and market as structures.

This present research has tried to answer the following research questions;

1. How do state's policies and market factor shape the structure of academic employment in Kathmandu University?
2. How do state relation (policies. Labor laws) and market forces (privatization) impact academic work in Kathmandu University?
3. How does employee perceives their job satisfaction in their working field in Kathmandu University?

### **1.3 Research objectives**

The general objective of the study is to explore the causes and impacts of employee job satisfaction and quality services and experiences of employee. Similarly accessibility affordability and acceptability of the government's policy and program related to government employee. The specific objectives are:

1. To explore factors of state and market that shaping the employee in academic field of Kathmandu University.
2. To find the job satisfaction perceived by the employee in the working in the academic field of Kathmandu University.
3. To assess state's policies and market opportunity for employee in the academic field Kathmandu University.

### **1.4 Significance of the study**

#### **1.4.1 Theoretical significance**

This study has applied Giddens structuration theory to assess employee as actor and state and market as a structure and interaction between employee and structures. So, the theoretical implication was structuration theory which is close to my research questions.

#### **1.4.2 Empirical**

This study found the real experiences and perceptions regarding state policies and market of employee in academic field regarding the state responsibility through the primary information/data.

## **CHAPTER -II**

### **REVIEW OF THE RELATED LITERATURE**

Basically this research is about employee's experiences on state and market intricate by the individual and structures (state policies and market). Similarly, this research brings into discussion of job performances shaped by the market and state structures.

#### **2.1 Theoretical Review**

This section portrays major sociological theories on state, market and employee in academic field. Similarly, psychological theories also brings into further discussion if required. However, major theories are as follows:

##### **Marxist view on Organization**

From a Marxist perspective, the state and market are pivotal in shaping the conditions and experiences of employees within the academic field. Marxist theory posits that the state serves the interests of the ruling capitalist class, perpetuating the economic and social structures that enable capitalist exploitation. In the context of academia, this translates to the state's role in regulating and controlling educational institutions in a manner that aligns with capitalist interests, thereby influencing the lives of academic employees(Althusser, 1971).

The state, through its policies and regulations, plays a significant role in maintaining the capitalist status quo. This involves setting educational standards, funding public institutions, and regulating private educational enterprises. However, these policies often reflect the interests of the capitalist class, prioritizing economic efficiency and market competitiveness over the welfare of academic employees. For instance, funding cuts and austerity measures in public education can lead to job insecurity, increased workloads, and reduced salaries for academic staff, thereby exacerbating their exploitation (Althusser, 1971).

The market dynamics within the academic field further intensify the commodification of education. As education becomes increasingly market-driven, academic institutions operate under the logic of capitalism, where profit maximization becomes a primary goal. This commodification impacts academic employees by subjecting them to market forces that prioritize cost-cutting and efficiency. Private educational

institutions, driven by profit motives, often adopt business models that lead to precarious employment conditions, including part-time contracts, lack of job security, and performance-based evaluations (Bowles & Gintis, 1976).

Moreover, the marketization of education fosters a competitive environment that undermines the collective interests of academic employees. An emphasis on rankings, publications, and research output pressures employees is to prioritize quantity over quality, often leading to job stress and burnout. This competitive ethos aligns with Marx's concept of alienation, where workers are estranged from the products of their labor, their fellow workers, and their own human potential (Marx, 1844).

Marxist theory looks inequality in academic field. Employee as daily wage laborer and employer as owner. Owner often tends to exploit workers. In the academic sectors, there are two classes those who owns the college are bourgeoisie and those who are working in the field are proletariat. There is inequality among staff, those getting higher job are satisfied and those who are lower are always exploit by the upper class. In essence, the Marxist view highlights how the state's policies and market dynamics serve the interests of the capitalist class, shaping the experiences and conditions of academic employees in ways that perpetuate their exploitation and alienation. The focus on economic efficiency and market competitiveness often comes at the expense of employee welfare, leading to job insecurity, stress, and a sense of disconnection from their work and its broader social purpose

### **Weberian theory**

Max Weber's bureaucratic theory remains one of the most significant contributions to organizational and administrative studies. Weber conceptualized bureaucracy as a rational and efficient form of organization designed to achieve large-scale administrative goals. According to Weber, bureaucracy is characterized by a formalized hierarchy, specialization of tasks, written rules and regulations, and impersonal relationships among employees. These elements, he argued, ensure precision, predictability, and efficiency in organizational functioning.

Weber highlighted both the strengths and limitations of bureaucracy. While it enhances organizational efficiency and consistency, he also acknowledged its potential drawbacks, such as rigidity, red tape, and a lack of innovation due to excessive formalization. In modern contexts, Weber's theory is often revisited to

critique organizational inefficiency and the alienation caused by overly structured systems. Nonetheless, Weberian bureaucracy remains a foundational model for understanding governance, management, and the dynamics of modern administrative systems (Weber, 1947).

Neoliberal and critical theories provide contrasting perspectives on institutional structures and employee satisfaction in academia. Neoliberal theory emphasizes efficiency, competition, and market-driven principles within academic institutions. It views institutional structures as systems designed to optimize performance, productivity, and accountability. In this framework, employee satisfaction is tied to measurable outcomes such as research output, rankings, and financial incentives. Neoliberalism often prioritizes individual performance over collective well-being, fostering a competitive environment that may marginalize values like academic freedom, collaboration, and job security (Giroux, 2014).

In contrast, critical theory examines how power, inequality, and structural dynamics influence institutional practices and employee satisfaction. It argues that neoliberal reforms commodify education and reduce academia to a marketplace, creating hierarchical systems that exploit faculty through precarious contracts, performance pressures, and bureaucratic control. Critical theorists highlight the resulting dissatisfaction among employees, particularly due to eroded autonomy, increased workloads, and the undervaluing of non-quantifiable contributions like teaching or mentorship. This perspective calls for institutional reforms that prioritize equity, social justice, and holistic well-being to achieve meaningful satisfaction among academic employees.

### **Structuration theory**

Structuration theory, developed by Anthony Giddens, offers a comprehensive framework for understanding the interplay between individual agency and structural forces, such as state policies and market dynamics. Giddens posits that social structures are both the medium and outcome of the practices they recursively organize, emphasizing the duality of structure (Giddens, 1984). This perspective is particularly useful in analyzing how state policies and market forces shape the experiences and actions of employees in the academic field.

Structuration theory sees that in organization employee obey the order because they are getting resources. And actors are acting because they are rational and having the power to produce and reproduce the structures such as policies, working culture. Giddens (1994) shows the relation between structure and action and cannot be separable. Structure and action has been nexus of sociology since its origin. He argues that structures are not only hindrances. However; it provides motivations to the actors. Actors are not docile thought actors can produce their agency, social change occurs where there is an interaction between structures and actors.

In this research, I have applied structuration theory to assess the employee experiences and perceptions as an actors and state structures and market as a structures, the relationship between individuals and the society or structure in which they live is specific and distinct. A helpful example of the way on which structure (society) influences the actions and experiences of individuals is provided by Giddens. He uses the analogy of language to illustrate the relationship that individual have with the wider social structure. None of us has invented the language that we use but without it the social activity would be impossible because it is our shared meanings that sustain society. However, as Giddens (1994) also points out, each of us is capable of using that language in a creative, distinct and individual way, and yet no one person creates language. In the same way human behavior is not determined in a mechanical way by the structure we call society. The relationship and interplay between society and individual is explained in terms of Structure and agency. The latter is a concept used to refer to a cluster of ideas about the potential for individuals to determine their lives, to change their environment and ultimately influence the wider structure. The concept of agency therefore, allows us to appreciate the way in which we are shaped by society and in turn shape society.

### **State Policies and Academic Employees**

From the structuration theory perspective, state policies are seen as structures that both constrain and enable the actions of academic employees. These policies, which include regulations, funding mechanisms, and educational standards, create the contextual rules and resources within which employees operate. For instance, state-mandated accreditation processes and quality assurance standards influence the professional practices of academic staff, shaping their teaching methods, research activities, and administrative responsibilities(Giddens, 1984).However, employees are

not passive recipients of these policies. They actively interpret and negotiate these structural conditions in their daily practices. Academic employees may engage in strategic compliance or resistance, seeking ways to align policy demands with their professional values and goals. For example, teachers might innovate within the confines of a standardized curriculum to enhance student engagement and learning outcomes. This dynamic interaction underscores the duality of structure, where state policies both shape and are shaped by the actions of academic employees (Giddens, 1984).

### **Market Dynamics and Academic Employment**

Market dynamics introduce another layer of structural influence on academic employees. The commodification of education and the competition among institutions for students and resources create a market-oriented environment that impacts employment conditions and career trajectories. According to structuration theory, market forces are structures that provide opportunities and constraints, influencing how employees navigate their professional lives.

In this market-driven context, academic employees might experience pressures to increase productivity, secure funding, and enhance institutional reputation. These market imperatives can lead to changes in work practices, such as an increased focus on research output, the pursuit of grants, and the adoption of innovative teaching technologies. Yet, employees actively engage with these market dynamics, finding ways to leverage market opportunities for professional advancement. While also advocating for better working conditions and equitable resource distribution.

### **Agency and Reflexivity**

Central to structuration theory is the concept of agency, where individuals have the capacity to act independently and make free choices. Academic employees exercise agency by interpreting and responding to the structural conditions imposed by state policies and market forces. Their reflexive monitoring of actions allows them to adapt and transform these structures through their practices. For example, in response to market pressures, academic employees might collaborate to form unions or professional associations that advocate for fair labor practices and influence policy changes. Similarly, they might engage in continuous professional development to enhance their skills and competitiveness in the market. This reflexive engagement

illustrates how employees contribute to the ongoing structuration process, actively shaping and reshaping the educational landscape (Giddens, 1984).

Structuration theory provides a nuanced lens for understanding how state policies and market dynamics shape academic employees. By emphasizing the duality of structure and the agency of individuals, this theory highlights the complex, reciprocal relationship between structural forces and employee actions. Academic employees are both shaped by and actively shape the structures within which they operate, illustrating the dynamic interplay between state, market, and individual agency.

Social cognitive theory (SCT), the cognitive formulation of social learning theory that has been best articulated by Bandura, (Aryal 2012). According to SCT, human behavior in terms of a three-way, dynamic, reciprocal model in which personal factors, environmental influences, and behavior continually interact. SCT synthesizes concepts and processes from cognitive, behaviorist, and emotional models of behavior change, a basic premise of SCT is that people learn not only through their own experiences, but also by observing the actions of others and the results of those actions. This theory is related in my study because employee own experiences on job satisfaction and social setting and state's policy is also important. They teach more from others also which full learning; another theory is social ecological which emphasis to understand factors affecting behavior and also provides guidance for developing successful programs through social environments. Social ecological models emphasize multiple levels of influence (such as individual, interpersonal, organizational, community and public policy) and the idea that behaviors both shape and are shaped by the social environment. The principles of social ecological models are consistent with social cognitive theory concepts which suggest that creating an environment conducive to change is important to making it easier to adopt behaviors

Structure and action has been nexus of sociology since its origin. He argues that structures are not only hindrances. However; it provides motivations to the actors. Actors are not docile thought actors can produce their agency, social change occurs where there is an interaction between structures and actors. In this research, I have applied structuration theory to assess the employee's experiences and perceptions as an actors and state structures as a structures, the relationship between individuals and the society or structure in which they live is specific and distinct.

### **State Policies and the Academic Workforce**

State policies play a critical role in shaping the academic workforce. According to structural functionalism, state interventions are necessary to maintain social stability and ensure the efficient functioning of educational institutions. Policies related to funding, teacher training, curriculum development, and institutional accreditation directly impact the quality of education and the working conditions of academic employees.

For example, the government's emphasis on educational reforms and quality assurance mechanisms aims to enhance academic standards and accountability. However, these policies can also lead to increased pressure on academic staff to meet performance metrics, affecting their job satisfaction and motivation. Research suggests that well-designed policies that support professional development and provide adequate resources are essential for fostering a motivated and effective academic workforce (Durkheim, 1997).

### **Market Dynamics and Academic Employment**

The liberalization and commercialization of education have introduced market dynamics into the academic sector. According to Bowles, S., & Gintis, H. (1976), market forces can create disparities and competition, leading to unequal distribution of resources and opportunities among academic institutions and employees. The commodification of education can prioritize profitability over educational quality, affecting the job security and professional autonomy of academic staff. Market opportunities, such as higher salaries and better working conditions in private institutions, can attract talented educators but may also exacerbate inequalities between public and private sectors. The competitive environment can motivate employees to enhance their performance but can also lead to job stress and burnout. Understanding these market dynamics is crucial for developing policies that balance competition with the well-being of academic employees (Bowles & Gintis, 1976).

### **Employee Motivation and Job Satisfaction**

Employee motivation and job satisfaction are critical for delivering quality education. According to Maslow's hierarchy of needs, fulfilling basic needs such as job security, fair compensation, and a supportive work environment is essential for higher levels of motivation and self-actualization. Herzberg's two-factor theory further distinguishes

between hygiene factors (e.g., salary, working conditions) and motivators (e.g., recognition, professional growth) that influence job satisfaction. In the academic field, intrinsic motivators such as passion for teaching, intellectual engagement, and opportunities for research and professional development are significant. However, extrinsic factors like administrative support, workload, and institutional policies also play a crucial role. Studies indicate that a supportive and inclusive institutional culture, opportunities for career advancement and recognition of achievements contribute positively to job satisfaction and motivation among academic employees (Herzberg, 1968).

Job Satisfaction is not only a psychological phenomenon but also a sociological construct deeply influenced by societal structures, cultural norms, and social interactions. In sociology, job satisfaction is viewed through the lens of social institutions, labor relations, and work-life balance, emphasizing how broader social factors shape individual experiences in the workplace (Weber, 1922; Marx, 1867). Theories of job satisfaction from a sociological perspective highlight the role of social class, gender, and economic systems. Marx's concept of alienation (1867) suggests that in capitalist economies, workers may experience dissatisfaction due to repetitive tasks, lack of control, and disconnection from the products they create. Similarly, Weber (1922) argued that bureaucratic structures influence job satisfaction by promoting efficiency but sometimes limiting creativity and autonomy.

Structural-functionalists, such as Parsons (1951), argue that job satisfaction contributes to social stability, as satisfied employees tend to be more productive and committed to their roles, reinforcing societal cohesion. Conversely, conflict theorists emphasize inequalities in job satisfaction, where marginalized groups may experience lower satisfaction due to discrimination, wage gaps, or limited career advancement opportunities (Collins, 1979).

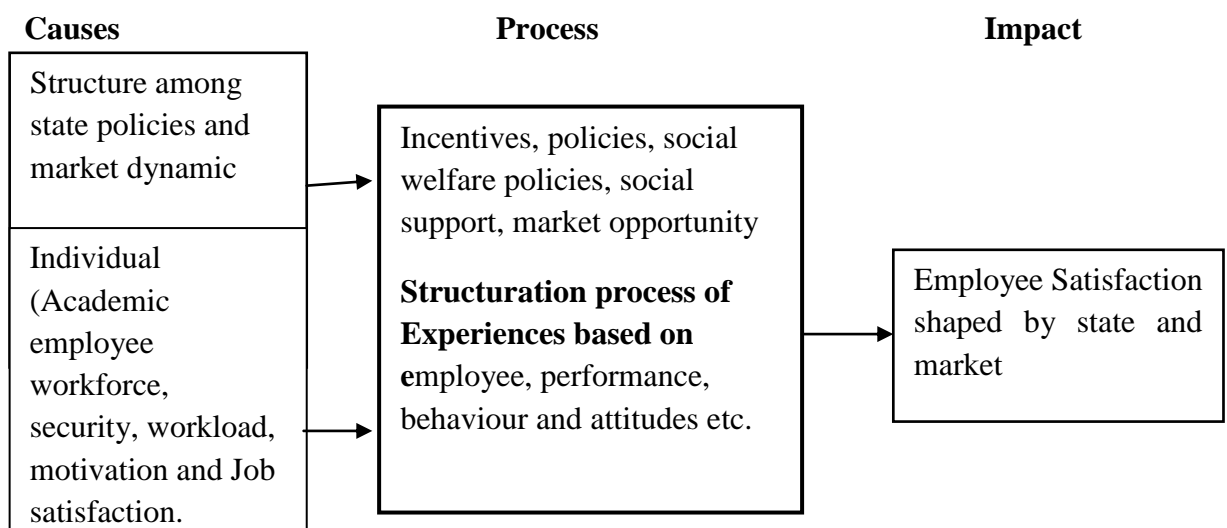
It is the sociological view of job satisfaction that factors such as workplace diversity, labor unions, and social networks significantly impact employee well-being (Hodson, 2001). Policies promoting fair wages, job security, and inclusive work environments can enhance job satisfaction, benefiting both individuals and society at large.

### 2.3 Conceptual Framework

This study is grounded in a structuration-based approach to understanding employee experiences and perceptions within academic institutions, particularly in relation to state and market influences. The conceptual framework is structured around three interconnected components: causes, process, and impact. The causes represent the institutional structures, policies, and external factors—such as government regulations, funding mechanisms, and market-driven reforms—that shape the working conditions of academic employees. These factors influence employees' professional autonomy, job security, workload, and career progression, ultimately affecting their satisfaction levels.

The process refers to the structuration mechanism through which employees navigate institutional constraints and opportunities. It encompasses their agency in adapting to organizational changes, negotiating professional identities, and interacting with institutional hierarchies. Through this process, employees interpret, respond to, and shape institutional norms, either reinforcing existing structures or driving gradual transformations.

Finally, the impact captures the outcomes of these structuration processes on job satisfaction, motivation, and overall well-being. Depending on the balance between institutional constraints and employee agency, the impact may manifest in enhanced professional engagement, dissatisfaction, or resistance to organizational change. It is also objective of research to find out the employee experiences and perception state and market through structuration process. This is based on the following conceptual framework.



## **2.4 Empirical Review**

Empirical review helps on Global Context and to find out direct ground reality. This section portrays empirical review including world to Nepal and provides plausible vantage point for this research.

Empirical studies in the Nepali context illustrate the complex interplay between state policies, market dynamics, and employee motivation in the academic sector. While state initiatives aim to improve educational standards and accessibility, practical challenges in implementation and resource allocation limit their effectiveness. Market-driven dynamics introduce both opportunities and challenges, influencing job satisfaction and motivation in diverse ways. Understanding these empirical realities is crucial for developing policies and practices that effectively support and motivate academic employees, ultimately enhancing the quality of education in Nepal.

### **Global Context**

Pham (2021) writes that globally, national governments and international organizations are beginning to acknowledge higher education as a vital tool for promoting sustainable development objectives. The Vietnam strategy of education and training, which is crucial, is the deciding factor for the government's planned social and economic development in the country's current intellectual force development. As a result, society and the government share responsibilities for the advancement of education.

As demonstrated by the example of the International University Vietnam National University Ho Chi Minh City, it is clearly evident that the academic staff is the driving force inside higher education institutions and plays a critical role in maintaining the quality of education.

Chris Howell (2005) argues in *The Regulation Class in the Neoliberal Era* offers a compelling analysis of the state's role in shaping work and employment relations within the framework of neoliberalism. Challenging the assumption that the neoliberal era represents a retreat of the state from economic regulation, Howell convincingly demonstrates that the state remains an active agent in restructuring labor markets, albeit in ways that prioritize capital interests over worker protections.

The book explores how governments have restructured employment relations through deregulation, privatization, and weakened labor protections, aligning policies with the

demands of globalized markets. Howell argues that this restructuring has not been a simple reduction of state intervention but a transformation in its form and purpose. The state increasingly intervenes to discipline labor, limit collective bargaining, and promote flexible employment practices that serve employers' interests. This shift undermines traditional regulatory mechanisms that once balanced power between labor and capital, thus exacerbating inequalities.

A key strength of Howell's work is his nuanced understanding of class relations and the intersection between state power and labor market dynamics. By analyzing case studies from various countries, he highlights the global consistency of neoliberal policies while also recognizing the variation in state responses based on historical and institutional contexts.

Overall, *The Regulation Class in the Neoliberal Era* is essential reading for scholars and policymakers interested in labor economics, political economy, and the role of the state in contemporary capitalism. Howell's critical perspective sheds light on how neoliberalism reconfigures state-labor relations, ultimately emphasizing the need for renewed labor movements and regulatory frameworks to protect workers in an increasingly precarious economic environment.

In *Employ Protection Legislation, Labor Market Dualism, and Inequality in Europe*, Paulo Barbieri explores how employment protection legislation (EPL) contributes to labor market dualism and income inequality across European countries. The study examines how stricter EPL, while intended to safeguard workers, often exacerbates disparities by creating a divide between "insiders" (permanent workers with strong job protection) and "outsiders" (temporary and informal workers with limited rights). Barbieri argues that EPL, when rigid, reinforces labor market segmentation, trapping marginalized groups—such as youth, women, and immigrants—in precarious, low-wage employment.

The research highlights cross-national variations, demonstrating that Southern European countries with stronger EPL tend to experience higher labor market segmentation and inequality compared to Northern Europe. Barbieri underscores the need for policy reforms to balance job security for insiders while ensuring inclusivity and upward mobility for outsiders. Overall, the study provides critical insights into the

unintended consequences of employment protection policies and their role in perpetuating inequality within Europe's labor markets (Barbieri, 2020).

Similarly Palnaik (2020) writes In *Gandhi, Technology, and Employment*, PravalPalnaik examines Mahatma Gandhi's philosophy on technology and its implications for employment in developing economies. Palnaik highlights Gandhi's critique of industrialization and his advocacy for labor-intensive technologies that align with social justice and equitable development. The paper argues that Gandhi's emphasis on small-scale, localized production can mitigate unemployment and reduce economic disparities. Palnaik contextualizes Gandhi's ideas within modern debates on automation, suggesting that reliance on advanced technology without considering its social impact may exacerbate inequality and displace workers. The study emphasizes the relevance of Gandhi's vision in shaping policies that balance technological advancement with employment generation and sustainability.

### **Nepali Context**

In Nepal, the government has undertaken several initiatives to improve the quality and accessibility of education. These policies include the School Sector Development Plan (SSDP) and various educational reforms aimed at enhancing teacher training, curriculum standards, and infrastructure development (Ministry of Education, Science and Technology [MoEST], 2016).

However, empirical studies highlight mixed outcomes. For instance, a study by Shrestha and Chalise (2017) found that while these policies have increased enrollment rates and improved basic infrastructure, challenges such as inadequate funding, bureaucratic inefficiencies, and insufficient professional development opportunities for teachers persist. These issues often lead to dissatisfaction and demotivation among academic employees.

Furthermore, Pokharel (2019) emphasized that the implementation of these policies is often inconsistent, particularly in rural and under-resourced areas. Teachers in these regions frequently face challenges such as lack of teaching materials, overcrowded classrooms, and insufficient salaries, which negatively impact their job satisfaction and performance. These findings suggest that while state policies are well-intentioned, their effectiveness is hampered by practical implementation issues and resource constraints.

## **Market Dynamics and Academic Employment**

The liberalization of the education sector in Nepal has introduced significant market dynamics, leading to the proliferation of private educational institutions. This shift has created a competitive environment where private schools often offer better salaries and working conditions compared to public institutions, attracting skilled and experienced teachers (Sharma, 2020). Teachers in private schools report higher levels of job satisfaction due to better financial incentives, professional development opportunities, and modern teaching facilities by Adhikari and Paudel (2018).

However, this market-driven approach also has its drawbacks. The focus on profitability in private institutions can lead to job insecurity and high turnover rates, as teachers are often employed on contractual bases with minimal job security (Ghimire, 2017). Additionally, the commercialization of education can create disparities in resource allocation, leading to inequities between well-funded private institutions and under-resourced public schools. This disparity affects not only the quality of education provided but also the working conditions and job satisfaction of teachers in public institutions.

## **Employee Motivation and Job Satisfaction**

Several studies have explored the factors influencing job satisfaction and motivation among academic employees in Nepal. Baral and Parajuli (2018) found that intrinsic factors such as a passion for teaching, intellectual engagement, and opportunities for professional growth play a crucial role in motivating teachers. Conversely, extrinsic factors such as salary, job security, and working conditions are also significant determinants of job satisfaction.

In a survey conducted by Koirala and Acharya (2020), teachers reported that recognition and support from administration, opportunities for career advancement, and a collaborative work environment significantly enhance their job satisfaction and motivation. However, the same study highlighted that excessive administrative workloads, lack of resources, and limited professional development opportunities are major sources of frustration and demotivation among academic employees.

Maharjan (2012) found a favorable correlation between teachers' job satisfaction and work motivation in the context of Nepal. In order to encourage teachers to teach, the administration should raise the pay scale in accordance with the market price of other

goods, since the results also shown a strong positive correlation between work motivation and job satisfaction. Maharjan (2012) demonstrated a favorable correlation between employee performance and HR management. The outcome unequivocally demonstrated that Nepal's high assessment organizations are outperforming low assignment organizations in terms of firm performance. The most important finding is that high assignment organizations are successfully raising employee satisfaction, financial performance, labor productivity, and innovation rate.

A Research studies show that people do not reason or make choices in ways predicted to normative theorists. For example, anthropologists Gordon have found that people make decisions in social groups rather than individually, emotions are integral to cognitive processes and people use discrete tests instead of calculating probabilities to assess the risk of uncertain outcomes (Quinn 1978 in Gordon). Decision making is often based on subjects 'past experiences, social context, incomplete information, and biased information. Decisions therefore rarely approximate scientific models of rationality.

Basnet (2023) found that teachers are content or dissatisfied with their employment, committed or uncommitted, because it has been established those teachers who are much more satisfied will be much more likely to demonstrate good thoughts, sentiments, and behaviors towards their jobs, which will boost their productivity. Aside from that, job happiness is linked to achievement, motivation, organizational citizenship, and absenteeism. She has conducted that research to determine teachers' current level of job satisfaction

## **2.5 Research Gap**

Existing literature extensively explores job satisfaction and motivation in various professional settings, including the corporate sector and public administration. Studies such as Pham et al. (2021) highlight the impact of organizational culture and motivation on employee satisfaction. Similarly, Baumruk (2006) underscores the role of managerial engagement in fostering workplace motivation. However, limited research specifically examines the relationship between institutional structures and employee satisfaction in academia. While previous studies acknowledge the significance of work environment, leadership, and organizational policies in shaping job satisfaction, they often overlook the unique institutional dynamics within

academic settings, such as bureaucratic processes, hierarchical governance, tenure policies, and research autonomy.

Furthermore, research on academia predominantly focuses on faculty satisfaction, leaving gaps in understanding how institutional frameworks affect administrative and non-teaching staff. The interplay between institutional policies, academic governance, and job satisfaction remains underexplored, particularly in diverse cultural and geographical contexts. Addressing this gap is crucial to formulating policies that enhance employee well-being, performance, and institutional efficiency in academic environments. This study aims to bridge this gap by analyzing how institutional structures influence job satisfaction among academic employees, thereby contributing to both theoretical and practical advancements in organizational studies.

## **CHAPTER- III**

### **METHODOLOGY**

This chapter includes the methodological outline of the research. Methodology is the detail plan of the research. Based on research questions, this research was guided by the interpretivist and social constructive perspective approach which focuses on knowledge production and distribution are shaped by the social reality. That is why; this study was mostly qualitative in nature. Qualitative research always seeks to find out the central phenomenon. This research seeks the answer of employee's experiences, perception regarding state policy and their job satisfaction. This research basically was based on perception of employee regarding the state to fulfill the requirement of research, the following research methods was adopted.

#### **3.1 Rationale of the Study**

The rationale for this study is rooted in the fundamental relationship between research design and sampling, ensuring a comprehensive understanding of the research problem. A mixed-method approach was chosen to integrate the strengths of both qualitative and quantitative methodologies, allowing for a holistic exploration of the subject matter. This approach enables the triangulation of data, enhancing the validity and reliability of findings. A total of 60 respondents were selected as the sample size, ensuring a balanced representation of diverse perspectives while maintaining feasibility. The combination of structured quantitative analysis and in-depth qualitative insights facilitates a nuanced interpretation, capturing both statistical trends and contextual narratives essential for a well-rounded study.

Kathmandu Valley was selected as the study field because it serves as the central hub of academia, where a majority of academic institutions and scholars are actively engaged in research and intellectual discourse.

#### **3.2 Research Design**

Research design is blueprint collection, measurement and analysis of the data. It is also taken an overall strategy of the research. It shows the integration and connection of different phenomenon in coherent way. Exploratory and descriptive research was used because of the nature of the study. This research was conducted in government

schools and with the employee. By nature qualitative researches are based on central phenomena which is related to others phenomena not as cause and effect relationship.

First of all, researcher has visited employee in person to get their experiences perceptions and knowledge etc in Kathmandu University.

### **3.3 Nature and Sources of Data**

Nature of data of this study was primary; however, secondary data also has been used. Qualitative data was collected from different individual level. Data was collected from schools, universities. Private and Government employees was the unit of analysis because at the present research the data was collected mostly in individual level.

### **3.4 Sampling and Sample Size**

Qualitative research rarely depends on more sampling; however, representative sampling was selected from 60 respondents were selected from private academic institutions and government academic institutions at Kathmandu Valley. However, sample size can be the information collected as non-teaching staff. In this research, state policies are the top level and they are shaping the academic employment at workforce were discussed this are the philosophical stance. Moreover, market as macro-level to support staff as structures form, that shapes the employ was investigated and primary data/information were collected toward the employee and their perception on Job satisfaction and state policies.

### **3.5 Tools and Technique of the Data Collection**

Main data collection tools were in depth interview to collect primary information on employees' experiences, perceptions and knowledge. Similarly observations were conducted to triangulate the data/information. Case studies were carried out for the in-depth information. Observation is for check and crosscheck of collected data and also technique for data collection. The details of the tools of data collection are as follows:

#### **3.5.1 Interview**

In-depth interview is a qualitative research technique which was collected respondent's experiences, perceptions and knowledge about the disease, their relationship with state, community and family. Particularly in qualitative research, the in-depth interview seeks the smaller sample because of the qualitative and long

engagement. Mostly the information were related to employee's perceptions understanding and their experience, And to understand respondent's perception, attitudes and knowledge towards job satisfaction and state policy, in-depth interview were dig up the central phenomenon. Mostly questions were based on open ended. Open ended interview has provided deeper meaning.

### **3.5.2 Case Studies**

Case studies in which researcher explores in-depth a program, an event, activity, process (Neuman 2000). Researcher collects data individual and collective through case studies. This research has explored employee's experiences, perceptions and knowledgebased job satisfaction and state policies. Total 12 case studies were carried out.

### **3.5.3 Questionnaire**

Questionnaires were utilized as a key data collection tool to ensure a structured and systematic approach to gathering information. The use of questionnaires allowed for the collection of both qualitative and quantitative data, aligning with the mixed-method research design. Designed with a combination of closed and open-ended questions, the questionnaire facilitated the acquisition of measurable data while also capturing respondents' perspectives in depth. This tool ensured consistency in responses, enabling comparative analysis while maintaining flexibility to explore nuanced insights.

### **3.6Data analysis**

Collected raw information/data firstly were coded based on theme, narratives were prepared. This research has applied triangulation methods of analysis which was based on three steps

**Step one:** *Primary data:* Perception, challenges, barrier, knowledge, performances and perspectives were collected from individual interviews, case studiesetc,

**Step two:** *Comparison with existing literatures:* to compare information, documents were reviewed, meta-analysis was conducted, and large and previous data were consulted. Because researcher has already huge numbers of data on the previous research.

**Step three:** *Validation*-during the field, researcher's, direct observation was conducted with respondents and their co-workers. Attitudinal trend analysis of the individual, structuration (institution and individual) analysis was applied. To avoid opaque, proper rules were followed. According to Bourdieu, catch ontology, be reflexive and research that is why collected data was based on proper desired method.

### **3.7 Limitation of the Study**

While this study provides valuable insights into the relationship between institutional structures and employee satisfaction in academia, it has certain limitations. First, the research focuses on a specific academic setting, which may limit the generalizability of findings across different institutions and cultural contexts. Additionally, the study relies on employee perceptions and experiences, which are inherently subjective and may be influenced by personal biases. The structuration process, being dynamic and context-dependent, also poses challenges in capturing long-term institutional changes within the study's timeframe. Moreover, external factors such as policy shifts and market influences may evolve rapidly, making it difficult to account for all variables affecting job satisfaction. Despite these limitations, the study offers a foundational understanding of how institutional structures impact academic employees, paving the way for future research with broader comparative perspectives and longitudinal analysis.

## **CHAPTER IV**

### **INSTITUTIONAL STRUCTURES AND SATISFACTION AMONG EMPLOYEE IN ACADEMIA**

This study explores the impact of institutional structures on employee satisfaction in academia, focusing on the role of the state and market forces in shaping academic employment. The findings are derived from survey data collected from 60 respondents from private academic institutions and government academic institutions, respondents were from management level to support staff, such as non-teaching staff.

#### **4.1 Institutional Structures and Job Security**

A private academia institution in employee satisfaction and government academic institutions are institutional structures. Private academic institutions operate under a competitive and market-driven structure, which significantly impacts job satisfaction. These institutions often provide higher salaries, merit-based promotions, and performance incentives, fostering motivation among employees. However, the pressure for research publications, funding, and student recruitment can contribute to work stress. Employees in private universities may feel a lack of job security due to contract-based employment (Altbach, 2000). A faculty member in a private university looks appreciate the salary and research funding, the constant pressure to public in academic field and secure job satisfaction to the need for policy reforms with compensation and work-life balance that promote long-term contracts performance-based incentives, and equitable labor practices.

Government academic institutions, on the other hand, offer stability, long-term employment security, and structured career progression. These institutions emphasize research and teaching without the intense pressure of financial sustainability. However, bureaucratic processes, slow promotions, and limited financial incentives can reduce job satisfaction (Weber, 1922). Employment status in public university understood the Job security.in the rigid bureaucratic system,sometimes,financial incentives and professional growth. It is job security how institutional structures influence job satisfaction in academia is crucial for policymakers and educational leaders to create environments that balance stability, motivation, and professional fulfillment. Nevertheless, Better teaching would be to include job satisfaction in academia.

Job security in academic is a fundamental aspect of job satisfaction in academia, significantly influencing faculty members' career stability, motivation, and overall well-being. Government institutions generally provide greater job security, offering tenure-track positions and long-term employment benefits such as pensions and health insurance. In contrast, private institutions often rely on contractual employment, leading to uncertainty and dissatisfaction among academic staff.

*"Every year, I have to renew my contract, and there is no guarantee that I will have a job next semester. The uncertainty is stressful, and without long-term benefits like pensions or health insurance, planning for the future is difficult. I applied for government jobs, but the competition is fierce, and the limited number of vacancies makes it nearly impossible to secure a permanent position."*

These perspectives in academia are autonomy and academic freedom in Nepal's Higher Education. Otherwise, "Government Academia: Privileges and Opportunities Abroad" as well as "Private Academia: Limited Freedom and Constrained Opportunities" such as compensation and benefits in academia. Academic Sector of University in Valley was focusing on the role of the state and market forces in shaping academic employment.

Government lecturers in Nepal benefit from greater autonomy and academic freedom compared to their private-sector counterparts. These faculty members enjoy privileges such as access to research grants, opportunities for international fellowships, and the ability to participate in global academic collaborations. Many government universities have agreements with foreign institutions, allowing their lecturers to pursue higher studies, attend international conferences, and engage in cross-border research initiatives. With tenure and job security, government lecturers have the flexibility to explore innovative teaching methods without fear of institutional repercussions.

In contrast, lecturers in private institutions face significant limitations regarding academic freedom and professional growth. Most private universities operate under strict administrative control, often prioritizing institutional profitability over academic development. Faculty members are expected to adhere to rigid curricula with little room for intellectual exploration. Unlike their government counterparts, private lecturers have minimal access to international academic opportunities due to a lack of

institutional support and funding. Many express frustration over their constrained roles, as one faculty member noted in the findings: “In private academia, we teach what is prescribed, follow the system, and rarely get the chance to innovate or engage in global research.” It is ensuring that all educators can contribute meaningfully to Nepal’s higher education landscape. It is research based on compensation and benefits in academia vary widely depending on institution type, location, and rank, but they typically include salaries, research grants, sabbaticals, and retirement plans. Many universities also offer health insurance, tuition assistance, and professional development opportunities. While financial rewards may not always match those in industry, academia provides intellectual freedom, job security through tenure, and the ability to contribute to knowledge. As noted by Altbach et al. (2012), “*Academic work is not just a job; it is a vocation that comes with both intrinsic rewards and societal responsibilities.*”

A respondent serving in private sector stated that “*We don’t have any compensation, I got ill during and my job was not secured. I lost my hob and searched another private college*”. This is the testament of the academia working in the private sector.

## 4.2 Demographic Information

**Table: 1 Gender of respondents**

Category	Number of Respondents (n=60)	Percentage (%)
<b>Gender</b>		
Male	35	58
Female	25	42
Total	60	100

*Source: Field Survey 2081*

The gender distribution in academic employment, with 58% male and 42% female respondents, highlights ongoing disparities shaped by state policies and market forces. While government initiatives have improved female participation, the predominance of male employees suggests persistent structural barriers such as recruitment biases, work-life balance challenges, and limited leadership opportunities for women.

Market-driven education further exacerbates these issues, with privatization leading to contractual jobs, salary gaps, and performance-based pressures that disproportionately affect women. Job satisfaction also varies by gender, as men often benefit from stable employment and leadership roles, while women face challenges in career progression and workplace equity. To bridge this gap, stronger policy enforcement, gender-sensitive workplace reforms, and inclusive hiring practices are necessary to ensure equal opportunities and job satisfaction in the academic field. The demographic data reveals that the majority of respondents (58%) are male, while females make up 42%.

**Table: 2 Educational Attainments of the Respondents**

<b>Education level</b>	<b>Number of Respondents (n=60)</b>	<b>Percentage (%)</b>
Master's Degree	40	67
Ph.D	20	33
Total	60	100

*Source: Field Survey 2081*

A significant portion of the respondents (67%) hold a master's degree, showcasing a well-educated workforce with advanced academic qualifications. The remaining 33% have obtained a PhD, further emphasizing the highly qualified nature of the respondents. This distribution indicates a strong presence of individuals with deep expertise in their fields, contributing to a diverse pool of knowledge and experience. The combination of master's and doctoral qualifications highlights the potential for high-level academic and professional contributions, which is indicative of a highly competent and skilled workforce.

The gender balance in academic employment remains uneven, with female representation (42%) still lagging behind male counterparts (58%). This disparity becomes even more pronounced at higher education levels, where the proportion of women holding advanced degrees, particularly PhDs, is significantly lower. Such trends highlight persistent structural barriers, including limited access to higher education, societal expectations, and institutional biases that hinder women's academic progression. Despite government initiatives to promote gender inclusivity, the data suggests that women still face challenges in reaching leadership positions and securing higher academic qualifications. Addressing these gaps requires proactive

policies, mentorship programs, and systemic reforms to ensure equal opportunities for both genders in higher education and academic careers.

**Table 3 Employmentstatus of The Respondents**

<b>Employment Status</b>	<b>Number of Respondents(n=60)</b>	<b>Percentage</b>
Full-time Employment	30	50
Part-time Employment	15	25
Contractual Employment	10	17
Other Employment	5	8
<b>Total</b>	<b>60</b>	<b>100</b>

*Source: Field Survey 2081*

The employment status distribution in academia shows that 50% of employees hold full-time positions, while 25% work part-time, 17% are on contractual terms, and 8% fall under other employment categories. This reflects the growing influence of market forces and state policies on job security and stability. While full-time employment offers stability and benefits, the significant presence of part-time and contractual positions suggests increasing job insecurity, particularly in privatized institutions. Contractual and part-time employees often face lower salaries, limited career growth, and job uncertainty, impacting overall job satisfaction. Strengthening labor laws and academic policies is crucial to ensuring fair employment conditions and long-term professional development in the sector.

**Table 4 Academic Service years of the Respondents**

<b>Years in Academia</b>	<b>Number of Respondents (n=60)</b>	<b>Percentage</b>
Less than 1 year	5	8
1-5 years	20	33
6-10 years	15	25
More than 10 years	20	34

*Source: Field Survey 2081*

The distribution of work experience among the respondents reveals valuable insights into the academic employment landscape. With 8% of employees having less than one year of experience, this category likely reflects new entrants into the academic field, possibly indicating a shift in the workforce with younger or less experienced individuals seeking opportunities. This could also suggest the impact of growing opportunities in education or an increasing turnover in the sector.

The 33% of respondents with 1-5 years of experience suggest that a significant proportion of academic employees are relatively early in their careers. This group may still be navigating the complexities of their profession, with challenges such as establishing job security, securing tenure, and finding a balance between teaching, research, and administrative duties. These employees might experience varying levels of job satisfaction depending on institutional support, career development opportunities, and the stability of their employment.

A quarter of respondents (25%) with 6-10 years of experience indicate a mid-career group that has likely developed more substantial career trajectories. Individuals in this group may have begun to secure more senior roles, such as departmental leadership or established research positions. However, they could also face stagnation in their careers if opportunities for advancement are limited, particularly in institutions where privatization has led to fewer tenured positions or greater reliance on part-time and contractual employment.

Finally, the 34% with more than 10 years of experience reflect a seasoned group of professionals who have likely experienced the evolution of the academic field and its various policy shifts, such as the impact of privatization, state educational reforms, and changes in labor laws. While these employees may hold more stable positions, their job satisfaction could be influenced by factors such as salary growth, workload demands, and institutional policies that may not adequately reward long-term service. Additionally, older employees might face challenges adapting to new technological tools or shifting academic priorities in an increasingly market-driven environment.

Overall, this distribution highlights a relatively balanced mix of early-career, mid-career, and experienced employees. However, it also underscores potential concerns related to job stability, career advancement opportunities, and satisfaction across different stages of academic employment. State policies and market forces

significantly impact these trajectories, and the alignment between employees' needs and institutional structures is crucial for improving long-term job satisfaction and professional development.

The work experience among the respondents offers valuable insights into the academic employment landscape. Contractual employment and part-time employee often faced and noted by *starting my academic career has been both exciting and overwhelming, with many learning opportunities but also uncertainty about long-term stability*. This suggests a shift in the workforce, with younger or less experienced individuals seeking opportunities, possibly due to an increase in educational institutions or a higher turnover rate in the sector.

A significant proportion—33%—of respondents have between one and five years of experience, indicating that a substantial portion of academic employees are in the early stages of their careers—*balancing institutional needs and faculty concerns research, teaching, and administrative duties has been a steep learning curve, and securing tenure feels like a distant goal*. This group may still be navigating professional challenges, including job security, institutional support, and career development opportunities. The variability in job satisfaction within this category is largely influenced by workplace policies, mentorship availability, and opportunities for professional growth.

The mid-career group, comprising 25% of respondents with six to ten years of experience, reflects individuals who have likely established more substantial career trajectories. *Finally, one respondent have secured a leadership position but the lack of tenure-track roles in academic institution limits further advancement*. While some in gender category may have moved into senior roles or gained recognition in their research fields, others may experience stagnation due to institutional constraints, such as the privatization of education leading to fewer tenured positions and an increased reliance on contractual employment.

The most experienced group, making up 34% of respondents with over ten years in academia, represents seasoned professionals who have witnessed shifts in educational policies and employment structures. One senior faculty member was expressed;

*"I've seen firsthand how state reforms and privatization have reshaped our profession—fewer permanent roles and more short-term contracts".*

While this group generally enjoys greater stability, job satisfaction varies depending on factors such as salary growth, workload expectations, and institutional support for long-term employees. Additionally, technological advancements and shifting academic priorities present challenges, particularly for those who have spent decades in traditional teaching models.

Overall, this distribution highlights a relatively balanced mix of early-career, mid-career, and experienced employees. However, concerns regarding job stability, career progression, and satisfaction persist. Institutional policies, state reforms, and market-driven forces significantly shape academic employment trajectories, making it imperative for universities and policymakers to ensure alignment between institutional structures and employee needs to foster long-term professional growth and satisfaction.

### 4.3 Awareness and Accessibility of Policies

Table: 5 Respondent's Awareness and Accessibility of Policies

<b>Awareness and Accessibility of Policies</b>	<b>Yes n, (%)</b>	<b>No n, (%)</b>
Number of labor laws related to academic employment	45 (75)	15 (25)
Supports of state policies adequately support academic employment.	15 (25)	45 (75)
Policies easily accessible with policies	30 (50)	30 (50)
Laws positively impacted of labor law on job security	30 (50)	30 (50)

*Source: Field Survey 2081*

The table 5 shows that 75% of respondents are aware of labor laws related to academic employment, suggesting a high level of legal awareness. However, only 25% believe that state policies adequately support academic employment, highlighting a gap between policy frameworks and practical implementation. Accessibility to these policies remains divided, with 50% stating that they can access them easily and 50% facing difficulties. Similarly, only half of the respondents (50%) feel that labor laws

have positively impacted their job security, indicating room for policy improvements in academic employment protection.

Many respondents expressed frustration regarding the lack of clarity and accessibility of labor laws related to academic employment. One professor stated that *while I know there are laws meant to protect us, accessing them is difficult. The policies are written in complex legal language, and institutions rarely take the initiative to inform us about our rights.* Several interviewees also highlighted a significant gap between policy and practice. Even those aware of labor protections felt that enforcement mechanisms were weak. A lecturer with over a decade of experience mentioned as there are rules about job security and benefits, but institutions do not follow them strictly.

Many faculty members are still hired on a contract basis with no long-term security. This is influence of state policies on academic employment, where 75% of respondents felt that state policies were inadequate in supporting academic employment. Government employees reported a higher level of job security due to labor laws and contractual stability; however, they expressed dissatisfaction with bureaucratic inefficiencies, delayed promotions, and the absence of merit-based career advancement. Limited funding for faculty development in government academic institutions further contributed to frustration among employees regarding professional growth opportunities. In contrast, private sector employees faced greater job insecurity, as their contracts were often temporary or performance-based, leading to frequent faculty turnover. Despite this, they experienced more flexible administrative processes compared to public institutions. Both government and private employees highlighted concerns over weak policy enforcement, particularly regarding fair wages, benefits, and grievance mechanisms, underscoring the need for systemic reforms to improve working conditions across academic sectors.

#### 4.4 Market Forces and Academic Work

Table: 6 Market Forces and Academic Work

Opinion of the Respondents	Yes n, (%)	No n, (%)
positive impact of privatization on academic employment	25 (42)	35 (58)
Important of Academic Quality by market competition	25 (42)	35 (58)
Enough career opportunities in academia	25 (42)	35 (58)
Market influence on increased workload	30 (50)	30 (50)

*Source: Field Survey 2081*

The data suggests that market-driven changes in academia are met with skepticism. Only 42% of respondents believe that privatization has positively impacted academic employment, while majorities (58%) disagree. Similarly, 58% do not think that market competition has improved academic quality, reflecting concerns over commercialization and its effects on academic standards. Additionally, 58% of respondents feel that career opportunities in academia are insufficient. However, market influence on workload is evenly split, with 50% stating that their workload has increased due to market pressures, showing that the impact varies depending on individual experiences.

The impact of privatization and market-driven policies in academia received mixed reactions. Many respondents were concerned about the increasing commercialization of higher education. A young researcher noted:

*"Privatization has led to competition, but at what cost? Universities are now more concerned about profits than academic quality. Faculty members are overburdened with administrative tasks and student recruitment rather than research and teaching."*

Similarly, a senior professor shared concerns about job instability: "*Permanent positions are becoming rare. Universities prefer hiring faculty on short-term contracts to reduce costs. This insecurity affects our motivation and productivity.*"

These insights activities and beliefs of employee on impact of market force on academic work. Where 58% of respondents believed privatization negatively impacted academic employment and career opportunities in academia were insufficient.

Privatization in academic institutions introduced competitive salaries and improved infrastructure, which attracted skilled educators to the private sector. However, this came with high work pressure, performance-based assessments, and job instability, particularly as market competition among institutions intensified. Faculty members in private colleges often faced excessive teaching loads, as they were required to take on multiple roles, including administrative responsibilities, to meet institutional demands. On the other hand, public sector employees acknowledged their lower salaries but valued the long-term benefits, such as pension schemes, which were not available in the private sector. Smaller academic institutions, particularly in the private sector, struggled to retain faculty due to financial constraints, resulting in frequent staff turnover and inconsistent teaching quality.

#### **4.5 Job Satisfaction and Dissatisfaction**

Table. 7 Job Satisfactions (n=60)

<b>Job Satisfactions</b>	<b>Yes</b>	<b>No</b>
Satisfaction with your current academic job.	30	30
Support professional growth	25	35
Workload manageable	25	35
Satisfaction with work-life balance	25	35

*Source: Field Survey 2081*

Job satisfaction levels are evenly divided as satisfaction with current academic job. where 50% of respondents expressing satisfaction and the remaining 50% indicating dissatisfaction. However, employer support for professional growth is perceived as inadequate, with 58% stating that their employer does not support their career

development. A similar trend is seen in workload management and work-life balance, where 58% find their workload unmanageable and feel dissatisfied with their work-life balance. While some academic professionals are content, a significant proportion faces challenges that need institutional interventions to improve job satisfaction and well-being. Work-life balance was a major concern among interviewees. Many faculty members felt that growing administrative responsibilities were reducing their time for research and teaching.

The work environment in academia presents several challenges, including excessive administrative burdens, limited career progression opportunities, and gender disparities. Mid-career academics struggle with balancing teaching and institutional responsibilities, while faculty members express concerns over slow promotions and lack of professional development support. Female academics face additional hurdles, juggling professional and domestic responsibilities with minimal institutional backing for maternity leave and childcare. These concerns highlight the need for structural reforms to create a more supportive and equitable academic work environment. *"Teaching is my passion, but I hardly get time to prepare for my lectures. Most of my time goes into documentation, meetings, and handling institutional bureaucracy."* Another faculty member expressed dissatisfaction with career progression opportunities: for examples, the system does not reward merit. Promotions are slow, and there are no structured opportunities for professional development. I have to fund my own research and training to stay competitive. Additionally, female respondents highlighted gender disparities in academic employment. A female assistant professor shared:

*"Women in academia face unique challenges. We are expected to balance professional responsibilities with household duties, and there is little institutional support for maternity leave or childcare."*

These qualitative insights help explain why 58% of respondents in the survey felt unsupported in their professional growth and struggled with workload management.

Job satisfaction was notably higher among government employees due to the stability of their employment, but they expressed frustration with rigid bureaucratic structures, slow decision-making, and a lack of performance-based incentives. In contrast, private sector employees enjoyed greater flexibility in career progression and salary

negotiations, but they faced job insecurity and struggled with work-life imbalance. Small administrative staff in both sectors felt excluded from major institutional decisions and reported feeling overworked, with limited opportunities for career advancement. A common concern across all employee groups was the absence of structured mental health and well-being initiatives, which contributed to faculty members, are dissatisfaction among academic employee.

### **Dissatisfaction of Academic employees**

Dissatisfaction among employees can be attributed to several factors. One key reason is the limited career advancement opportunities, as many academic employees may feel that their qualifications and experience are not leading to sufficient professional growth or promotion opportunities. Additionally, inadequate compensation is another factor, with some employee feeling that their pay does not reflect their advanced education or the demands of their roles.

Work-life imbalance is also a contributing factor, especially for those in full-time or contractual positions, as long working hours can lead to personal and professional life conflicts. For those in part-time or contractual roles, job insecurity is a significant source of dissatisfaction, as the lack of long-term stability and uncertain contract renewals create a sense of instability. Furthermore, a lack of recognition for their work and contributions, despite their qualifications can leave employees feeling undervalued and demotivated. The work environment and management style, including issues related to leadership and communication, can also contribute to dissatisfaction, as poor organizational culture and ineffective management can create a toxic work atmosphere.

Finally, academic employees may experience frustration if there are limited resources or support for their work, especially in academic settings, where a lack of research funding or professional development opportunities can hinder their progress. In some cases, a mismatch between employees' expectations and the realities of their roles or the job market can further exacerbate feelings of discontent. Addressing these concerns requires a comprehensive understanding of the underlying issues and adjustments to organizational practices, compensation, and career development.

Academic sectors displayed agency in navigating institutional challenges—government employees used professional networks to secure transfers and

promotions, while private sector employees sought alternative career options, including part-time teaching in multiple institutions. Despite the structural constraints imposed by state policies and market forces, faculty members in both sectors emphasized their commitment to academic excellence and student development, indicating intrinsic motivation beyond financial incentives.

#### **4.6 Case Stories: Voice from Academia**

Institutional analyses of policies are to provide the Sociological perspective on academic employment narratives of a university administrator; a female faculty member, a male lecturer, and an office assistant. The case stories presented by balancing institutional needs and faculty concerns influencing job satisfaction in academic institutions, including job security, gender dynamics, financial incentives, work-life balance. In this research, the following four case stories illustrate the experiences of individuals in different roles within higher education. These real-life accounts highlight the challenges and opportunities faced by faculty members, management, and support staff.

##### **Case Story: 1.**

Dr. Ramesh Acharya (Pseudo Name), 52 ages, Head of the Department. He has spent over 25 years in academia, transitioning from a professor to a high-level administrative role that is the impact of institutional structures on job security. As the Vice Chancellor of a well-established private university, he oversees faculty recruitment, curriculum development, and institutional policy-making.

*"One of my biggest challenges is balancing the financial sustainability of the institution with the welfare of our faculty. We need to keep tuition fees competitive while ensuring that faculty salaries remain attractive. However, we struggle with retaining talented teachers because many prefer government institutions due to job security. Our contractual hiring model creates uncertainty, and faculty members often express dissatisfaction. I want to support them, but institutional constraints limit our options."*

Dr. Acharya acknowledges the concerns of faculty members regarding workload and job security. He has been advocating for long-term contracts and performance-based incentives, but financial limitations make it difficult to implement such reforms

effectively. He believes that better government support and collaboration with policymakers could help address these issues.

**Case Story: 2.**

Mrs. Anjali Thapa is a 48 years age, who was faculty member of social Sciences. She is working position Associate professor. She is dedicated academic with a passion for research and teaching. However, as a female faculty member, she has faced multiple challenges throughout her career.

*"Being a woman in academia is tough. We are expected to manage both professional and personal responsibilities seamlessly. Even though I have published high-impact research papers, I often feel overlooked for leadership positions. Male colleagues get promoted faster, and there is an unspoken bias that women should focus more on teaching than research."*

Beyond career progression, work-life balance is another challenge. Prof. Thapa is a mother of two and struggles with long working hours. Maternity leave policies are inconsistent across institutions, and she had to resume work earlier than expected after childbirth. She believes that universities should have gender-sensitive policies that allow women to thrive in academia without compromising their personal lives.

Despite these challenges, Prof. Thapa remains passionate about her field and mentors young female scholars to help them navigate academic spaces with confidence.

**Case Story: 3.**

Mr. Suman Bhandari was Pseudo Name whose age was 31 yrs. He is also teaching at lecturer position. The researcher started his career as a contract-based lecturer in a private college after completing his Master's degree. Five years later, he is still in the same position, with no clear path to job permanency.

*"I love teaching, but the lack of job security is frustrating. I renew my contract every year, and there is always uncertainty about whether I will have a job next semester. The pay is just enough to sustain my family, but there are no benefits like pension or health insurance. I applied for a government job, but the competition is intense, and vacancies are limited."*

Bhandari also feels that faculty members are overloaded with responsibilities beyond teaching, including administrative duties and student counseling. He has been

applying for scholarships abroad, hoping to pursue a PhD, but financial constraints make it difficult." *"I sometimes wonder if I should switch careers. Many of my friends have left academia for corporate jobs because they offer better pay and stability."* Despite these struggles, Bhandari remains committed to his students, hoping for better policies that recognize and reward faculty contributions.

#### **Case Story: 4.**

Kamala Tamang has worked as an office assistant in a university for over a decade. Her duties range from maintaining records to assisting faculty members with administrative work. Despite her long service, her job is still categorized as 'temporary.'

*"We are the backbone of the university, but our work often goes unnoticed. Faculty and students rely on us for daily operations, but we don't get the same respect or benefits. Many of us work for years without job permanency, and our salaries are barely enough to support our families."*

Tamang has no pension, health insurance, or professional development opportunities. She often takes extra shifts to earn more money, but job security remains a distant dream.

*"Sometimes, I feel like leaving, but where will I go? Jobs are scarce, and at my age, it's difficult to start over. I just wish there was a system to recognize and support us better."*

Her story reflects the struggles of non-teaching staff, which play a crucial role in the academic system. All academic employees provide diverse perspective on the working condition in academia. The following conditions of case study are:

##### **a. Institutional Structures and Job Security**

One of the dominant themes emerging from the case stories is the impact of institutional structures on job security. Government institutions offer long-term employment stability, while private institutions operate on contract-based hiring, leading to uncertainty. Dr. Ramesh Acharya's experience as a university administrator illustrates the tension between financial sustainability and faculty retention. Similarly, Mr. Suman Bhandari's struggle with short-term contracts in a private institution reflects the broader issue of employment insecurity in

academia. Faculty members in private institutions often face difficulties in long-term career planning due to the lack of permanent positions.

b. Gender Dynamics and Career Progression

The case of Associate Professor Anjali Thapa sheds light on the gender disparities in academic career advancement. Despite her accomplishments in research, she perceives a bias that favors male faculty members for leadership roles. Gender-sensitive policies and equitable promotion systems are necessary to address these disparities. Additionally, maternity leave policies and support for work-life balance play a crucial role in ensuring that female academics do not face professional stagnation due to family responsibilities.

c. Financial Incentives and Compensation

Salary structures and financial incentives significantly affect job satisfaction. Private institutions often provide competitive salaries but lack long-term benefits such as pensions and health insurance. On the other hand, government institutions offer financial stability but may have slower promotion pathways and bureaucratic hurdles. The frustration expressed by both faculty members and support staff regarding limited financial rewards and career advancement opportunities underscores the need for policy reforms.

d. Work-Life Balance and Professional Growth

Workload distribution is another critical factor affecting job satisfaction. Faculty members are expected to engage in teaching, research, and administrative duties, often leading to burnout. Associate Professor Thapa's challenges in maintaining a balance between professional responsibilities and personal life highlight the need for flexible policies that support academic staff. Similarly, Mr. Bhandari's aspirations for a PhD but financial constraints demonstrate the importance of scholarship opportunities and professional development programs.

e. The Role of Non-Teaching Staff

The Case of Mrs. Kamala Tamang is the unsung backbone of academia. She was emphasized the often-overlooked role of non-teaching staff in academia. While faculty members receive some level of recognition, support staff frequently work under temporary contracts with minimal benefits. Institutional policies should

ensure fair treatment, job security, and career progression opportunities for all employees within academic institutions.

Finally, the study of state policies and market forces jointly influence the job satisfaction and working conditions of academic employees. While government institutions provide stability, they suffer from bureaucratic inefficiencies, whereas private institutions offer better salaries but lack job security. Both sectors require policy improvements to ensure fair wages, career development, and sustainable working conditions for academic professionals.

## **CHAPTER V**

### **SUMMARY AND CONCLUSION**

This chapter presents the key findings of the study, focusing on how state policies and market forces influence academic employment structures and job satisfaction in Kathmandu Valley. The study consulted 60 academic employees, from government institutions and from private institutions, along with support staff members to understand their perspectives on work conditions, employment security, and job satisfaction.

#### **5.1 Summary**

The research topic was institutional structures and satisfaction among employment in academia with the objective to explore factors of state and market that shaping the employee in academia and to find out job satisfaction and assess state policies. There were 60 respondents. The findings of this study underscore the urgent need for policy reforms in higher education employment structures. Job insecurity, excessive workload, and gender disparities are key challenges that require immediate attention. Management must work towards developing long-term contracts, performance-based incentives, and inclusive policies that ensure equal opportunities for all employees.

The study highlights key findings on academic employment structures in Kathmandu Valley, revealing significant job insecurity, excessive workloads, and gender disparities. Quantitative data indicates that 34% of respondents acknowledge market competition's role in improving academic quality, but 58% believe privatization has negatively impacted employment conditions. Additionally, 50% of respondents reported job satisfaction, yet 58% felt unsupported in professional growth and workload management. Employment distribution shows that 50% hold full-time jobs, 25% part-time, and 17% contractual positions, indicating growing job instability. Case studies illustrate faculty members' struggles with career stagnation, gender biases, and administrative burdens. The findings call for policy reforms, performance-based incentives, and improved employment conditions to foster a more equitable and sustainable academic environment

Additionally, the experiences of support staff must be acknowledged, and institutional frameworks should be revised to provide them with adequate compensation and benefits. Addressing these issues will lead to a more motivated and productive academic workforce, ultimately enhancing the quality of education.

This study explored the impact of state policies and market forces on academic employment structures and job satisfaction in Kathmandu Valley. The findings highlight a complex interplay between government regulations, privatization, and individual experiences in academia. The quantitative data revealed that a significant proportion of academic employees perceive government policies as inadequate and inaccessible, contributing to job insecurity and dissatisfaction. The role of privatization was seen as a double-edged sword, bringing both opportunities for career advancement and increased work pressure. The 34% respondents indicated that market competition has improved academic quality but also created instability, especially for contractual and part-time employees; however, 25 percent respondent responded that they were in their early carrier.

The qualitative analysis, based on in-depth interviews, further emphasized the disparity in job satisfaction across different employment types. Faculty members in management roles expressed concerns about bureaucratic inefficiencies and funding constraints, while female employees faced additional challenges such as gender biases and work-life balance issues. Male faculty members reported concerns about career stagnation due to limited promotions and research opportunities, whereas support staff emphasized job insecurity and inadequate benefits.

Overall, the study underscores the need for more inclusive and accessible state policies that align with the realities of academic employment. Policy reforms should address gaps in labor laws, improve funding mechanisms, and create more stable employment conditions. Additionally, balancing market-driven initiatives with equitable employment policies can help foster a more sustainable and satisfying academic work environment. Future research could further investigate the long-term effects of privatization and policy shifts on academic job satisfaction.

## **5.2 Conclusion**

This study highlights the structural challenges faced by academic employees and support staff in Kathmandu Valley. While government institutions provide job

security, they suffer from bureaucratic inefficiencies, whereas private institutions offer better financial incentives but create job insecurity. Support staff across both sectors remains underpaid and overworked. Addressing these issues requires stronger policy enforcement, equitable labor practices, and institutional reforms to create a sustainable and motivating work.

### **5.3 Theory Application**

The study applies structuration theory (Giddens, 1984) to analyze how academic employees navigate the interplay between state policies and market dynamics. Structuration theory highlights the duality of structure, where institutional policies (state regulations, labor laws) shape employees' work conditions while employees, as agents, actively engage in and modify these structures. For example, government employees leverage bureaucratic stability for career security, while private sector employees adapt to market-driven job uncertainties by pursuing multiple employment opportunities. Additionally, Marxist theory is relevant in understanding the labor divide within academia, where private institutions exploit faculty through contractual employment, reinforcing class-based disparities. Weberian bureaucracy explains inefficiencies in government institutions, where rigid administrative structures hinder career progression. Meanwhile, neoliberalism underscores how privatization has increased competition but also intensified job insecurities and performance pressures. These theoretical perspectives collectively illustrate how academic employees' job satisfaction, career stability, and agency are shaped by institutional structures and market influences.

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## Appendix

### A. Background information

Name -----

Age ----- Place of birth ----- Present Address -----

Marital status ----- Occupation: -----

Ethnicity -----

## SURVEY QUESTIONNAIRE

### A: Demographic Information

1. Name:
2. Age:
3. Gender: Male ( ) Female ( )
4. Ethnicity/Caste:
5. Marital Status:
6. Level of Education:

Master's degree ( )

Phd Degree ( )

7. Monthly Household Income:
8. Languages :
9. Age

- a. Under 25
- b. 25–34
- c. 35–44
- d. 45–54
- e. 55 and above

#### 10. What is your employment status?

- a. Full-time
- b. Part-time
- c. Contractual
- d. Other (Please specify)

#### 11. How many years have you been working in the academic field?

- a. Less than 1 year
- b. 1–5 years
- c. 6–10 years
- d. More than 10 years

### B: State Policies and Academic Employment

#### 12. Are you aware of the labor laws and policies governing your employment?

- Yes

- No

**13. How would you rate the adequacy of government policies in supporting your work in the academic field?**

- Very adequate
- Adequate
- Neutral
- Inadequate
- Very inadequate

**14. How accessible are government programs and policies for academic employees?**

- Very accessible
- Somewhat accessible
- Neutral
- Somewhat inaccessible
- Very inaccessible

**15. In your opinion, how do labor laws impact your job security?**

- Very positively
- Somewhat positively
- Neutral
- Somewhat negatively
- Very negatively

**16. What improvements would you suggest in state policies to better support academic employees?**

*(Open-ended)*

### **C: Market Forces and Academic Work**

**17. How does privatization impact your work in the academic field?**

- Very positively
- Somewhat positively
- Neutral
- Somewhat negatively
- Very negatively

**18. Do you feel that market competition has improved the quality of academic employment?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**19. How would you describe the availability of opportunities for career advancement in the academic sector?**

- Very good
- Good
- Neutral
- Poor
- Very poor

**20. To what extent do market trends influence the workload in your job?**

- Very high
- High
- Moderate
- Low
- Very low

**21. What are the key challenges you face due to market pressures in your field?**  
(Open-ended)

#### **D: Job Satisfaction**

**22. How satisfied are you with your current job?**

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

**23. How would you rate the support provided by your employer for professional growth?**

- Excellent
- Good

- Neutral
- Poor
- Very poor

**24. Do you feel that your workload is manageable?**

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

**25. How satisfied are you with your work-life balance?**

- Very satisfied
- Somewhat satisfied
- Neutral
- Somewhat dissatisfied
- Very dissatisfied

**26. What aspects of your job bring you the most satisfaction?**

*(Open-ended)*

**27. What are the main areas where improvements could enhance your job satisfaction?**

*(Open-ended)*

Thank you for your valuable time and response!

## **IN-DEPTH INTERVIEW**

### **Objective 1: To explore factors of state and market shaping the employee in the academic field**

1. What factors do you believe have the most significant influence on your career progression in the academic field?
2. How have state policies or regulations affected your academic work environment or opportunities?
3. In your opinion, how does the job market in academia influence the demand for specific skills or expertise?
4. Have you faced any challenges or opportunities in academia due to state interventions (e.g., funding, employment policies)? Please elaborate.
5. What role do you think private sector initiatives play in shaping employment in the academic field?

### **Objective 2: To find the job satisfaction perceived by employees working in the academic field**

6. What aspects of your job bring you the most satisfaction in your academic role?
7. Are there any specific challenges in your workplace that negatively impact your job satisfaction? If yes, could you elaborate?
8. How do the workload and expectations in academia align with your personal and professional goals?
9. How do you perceive the support from your institution in terms of professional development opportunities (e.g., training, research grants)?
10. To what extent does job security in the academic field contribute to your overall satisfaction?

### **Objective 3: To assess state's policies and market opportunities for employees in the academic field**

11. How well do you think the government policies align with the needs of academic professionals?
12. What improvements or changes in state policies do you think would benefit employees in academia?

13. How accessible are market opportunities (e.g., collaborative projects, consulting roles, or research funding) for academic professionals?
14. What is your perception of the balance between state support and market-driven opportunities in the academic sector?
15. Can you suggest specific interventions (by the state or market) that would improve the academic work environment and enhance employee satisfaction?