

**A STUDY ON JOB SATISFACTION
OF THE TEACHERS OF
V.S NIKETAN HIGHER SECONDARY SCHOOL**

Submitted By:

Chandra KeshariGoja

Nepal Commerce Campus

Campus Roll No: 376/065

T.U. Registration Number: 5-2-37-663-2003

2nd year Symbol Number: 250095

Submitted to:

Office of the Dean

Faculty of Management

Tribhuvan University

**In Partial Fulfillment of the Requirements for the Degree of
Master of Business Studies (M.B.S)**

Kathmandu, Nepal

May, 2014

DECLARATION

I hereby declare that the work presented in the thesis entitled “A study of job satisfaction of teachers of V.S Niketan Higher Secondary School” submitted to office of the Dean, Faculty of Management, Tribhuvan University, is my original work done in the form of partial fulfillment of the requirement for the Degree of Master of Business Studies (MBS) under the supervision of Prof. **DrSushilBhaktaMathemaandMr. AnoopLalMahaju** of Nepal commerce campus.

.....

CHANDRA KESHARI GOJA

Nepal Commerce Campus

Campus Roll No: 376/065

T.U. Registration Number: 5-2-37-663-2003

2nd year Symbol Number: 250095

ACKNOWLEDGEMENT

This study report prepared as dissertation for fulfillment of the requirement the Master's Degree course of Business Study, analyzes "A study of Job Satisfaction of teachers of V.S Niketan Higher Secondary School". This couldn't have been completed without the cooperation and assistance of respected and helpful teachers.

First of all I acknowledge my deep sense of gratitude to my respectable thesis supervisors, **DrSushilBhaktaMathema&Mr.AnoopLalMahaju**, Faculty of management, Nepal Commerce Campus, Minbhawan for their valuable guidance, encouragement and proper supervision during my thesis period. Similarly, I would like to special thank to Prof. **DrSushilBhaktaMathema**, Head of Research Department, Nepal commerce Campus for his kind suggestion during report writing and helping me to choose this topic.

I would like to extend my heartfelt thanks to all respected authors whose writing has provided me the necessary guidance and invaluable material for enrichment of my research. I am indebted to the persons who helped me directly or indirectly during this thesis report preparation.

Chandra KeshariGoja
Nepal Commerce Campus

TABLE OF CONTENTS

Recommendation	I
Viva Voce Sheet	II
Declaration	III
Acknowledgment	IV
Table of Contents	V
List of Tables	VI
List of figure	VII

CHAPTER 1	INTRODUCTION	PAGE
1.1	General background of the study	1
1.2	Theoretical Framework	3
1.3	Conceptual Framework	4
1.4	Focus of the study	5
1.5	Statement of the problem	5
1.6	Objective of the study	6
1.7	Significance of the Study	6
1.8	Limitation the study	7
1.9	Organization of the study	7
CHAPTER 2	REVIEW OF LITERATURE	
2.1	Work Values	9
2.2	Job Satisfaction	11
2.3	Several approaches	17
	2.3.1 Need-based Approach or Content theory	17
	i) Abraham Maslow's Hierarchy of Needs	17

	ii) Herzberg et al.'s Two Factor theory	18
	2.3.2 Process Theories	20
2.4	Importance of Job Satisfaction	21
CHAPTER 3	RESEARCH METHODOLOGY	
3.1	Research Design	26
3.2	Population and sample	26
3.3	Nature and sources of data	27
3.4	Analysis of data	27
CHAPTER 4	DATA PRESENTATION AND ANALYSIS	
4.1	Measuring the Work Value of Teachers	28
4.2	Measuring the Job Satisfaction of Teachers	31
4.3	Major Finding	45
CHAPTER 5	SUMMARY CONCLUSIONS AND RECOMMENDATIONS	
5.1	Summary	46
5.2	Conclusions	47
5.3	Recommendations	48

BIBLIOGRAPHY

APPENDICES

LIST OF TABLES

PAGE

Table 3.1	Table Showing Sex and Level-wise Distribution of Respondents	27
Table 4.1	Table Showing Satisfaction towards their creativity	28
Table 4.2	Table showing teacher's response towards their working environment condition	29
Table 4.3	Table showing teacher's level of satisfaction towards relationship with associates	30
Table 4.4	Table showing teacher's job satisfaction at work	32
Table 4.5	Factor that influence teacher's motivation	33
Table 4.6	Table showing teacher's response to salary being offered by V.S Niketan School	34
Table 4.7	Table showing teacher's present position in V.S Niketan School	35
Table 4.8	Table showing teacher's satisfaction towards employment Conditions prevailing in V.S Niketan School	36
Table 4.9	Table showing teacher's response to opportunity for promotion and professional growth	38
Table 4.10	Table showing teacher's response towards job security	39
Table 4.11	Table showing attitude toward administration	40
Table 4.12	Table showing the comparative study of the mark and female teachers on job satisfaction	41
Table 4.13	Table showing rank of most significant factors of influencing job satisfaction	42
Table 4.14	Table showing the level of Job satisfaction among subject teacher's individually	43

LIST OF FIGURE	PAGE	
Figure 1.1	Paradigm of the Conceptual Framework	4
Figure 2.1	Summary of Herzberg et al.'s (1959) Research Findings	20
Figure 4.1	Figure Showing Satisfaction towards their creativity	29
Figure 4.2	Figure showing teacher's response towards their working environment condition	30
Figure 4.3	Figure showing teacher's level of satisfaction towards relationship with associates	31
Figure 4.4	Figure showing teacher's job satisfaction at work	32
Figure 4.5	Factor that influence teacher's motivation	34
Figure 4.6	Figure showing teacher's response to salary being offered by V.S Niketan School	35
Figure 4.7	Figure showing teacher's present position in V.S Niketan School	36
Figure 4.8	Figure showing teacher's satisfaction towards employment conditions prevailing in V.S Niketan School	37
Figure 4.9	Figure showing teacher's response to opportunity for promotion and professional growth	38
Figure 4.10	Figure showing teacher's response towards job security	39
Figure 4.11	Figure showing attitude toward administration	40
Figure 4.12	Figure showing the comparative study of the mark and female teachers on job satisfaction	41
Figure 4.13	Figure showing rank of most significant factors of influencing job satisfaction	43
Figure 4.14	Figure showing the level of Job satisfaction among subject teacher's individually	44

CHAPTER-1

INTRODUCTION

1.1 General background of the study

In the field of human endeavor, there could be no greater work than that of a teacher. The teacher plays an important role in the desired transformation and improvement of the people.

Teachers are the key agents through which educational plans are achieved. Their responsibility is as heavy as the entire educational goals and societies' ideals and aspirations. The teacher's role is so significant that many studies have been conducted exploring his/her behavior and motivation in his/her work.

It becomes an inspiration, therefore, to maintain a system of motivation to ensure the teacher's commitment to carry out with zealous devotion their responsibility of educating the youth. They are directly responsible for quality education, dissemination of knowledge and development of sound attitudes and values of school clientele.

The recent issues about teachers strike, protest and post turnovers are strong indicators that dissatisfaction had invaded the world of pedagogy - evidence that the teachers are human. They too, have to respond to the demand of their personal welfare which is at present undoubtedly jeopardized. It would be well to remember that the most people work predominantly, not in the pursuit of personal glory, but in order to live at least with some degree of responsibility and dignity. People have joined the teaching force because they believed that

aside from contributing to the realization of fundamental aims of education, they also have to satisfy their personal needs.

Teaching can be both rewarding and frustrating. Rewarding in the sense that the teachers have the greatest opportunity of touching the lives of the people; of engaging in a variety of activities, and of contributing to the well being of society. Frustrating- because on the top of the heavy work load in school, teachers are also expected to perform other duties which take most of their time which should be devoted for lesson planning and for the improvement of their instructional materials. Moreover, society expects teachers to live a life that is dignified and beyond reproach. But, in return society has done very little to promote the well being of teachers.

Researchers suggest that the quality of work of teachers in school is a product of the interaction of several factors such as values, attitudes, beliefs, and satisfaction of workers (*Rossmiller 1992*).

In all organizations, the employees are characterized by their work values. Their work values are the perception toward their work in general that is - the employees themselves, management practices, outside facets and even state of communication. It is concerned as an influential factor in job performance. It is the goal, vision which motivates man to action. The level of success of certain productivity and motivation technique, therefore, depends upon the work values of the individual.

Faculty members should be made to feel more satisfied in order to give more to their teaching function. They need involvement in their own professional development and this must be supplemented by a promotion policy and at the same time schools must create new opportunities. Teaching connotes that the

instructions can influence the values of their students, since values realization is an educative process involving people.

1.2 THEORETICAL FRAMEWORK

There are varied reasons why people work. They may work because they love to and they find fulfillment in doing it, or they may work because they are compelled to do it. Whatever their reasons for working are, these, to some extent, have to do with satisfying their needs (*Andres 1980*).

However, the reasons people do a particular kind of work may not necessarily be the same reasons for continuing to stay in the same area and in the same kind of work. Although, it is often and popularly believed that people who stay in an organization for a long time, doing the same kind of work are, to some extent satisfied.

In an effort to fully understand what causes work values and job satisfaction, a thorough study was made by the researcher based on the many theories about needs, work values, performance organizational rewards, motivation, and job satisfaction. Each aspect is carefully studied in the light of their relationship to work values and job satisfaction.

According to *Frederick Herzberg* theory “*pay provides satisfaction or dissatisfaction but does not motivate people to work*”. However, everybody agrees that pay affects employee satisfaction and that this can have behavioral implications.

According to Maslow’s theory, it is based on the following premises:

1. A person will have many needs.

2. These needs will vary in importance and therefore can be ranked in a hierarchy

1.3 CONCEPTUAL FRAMEWORK

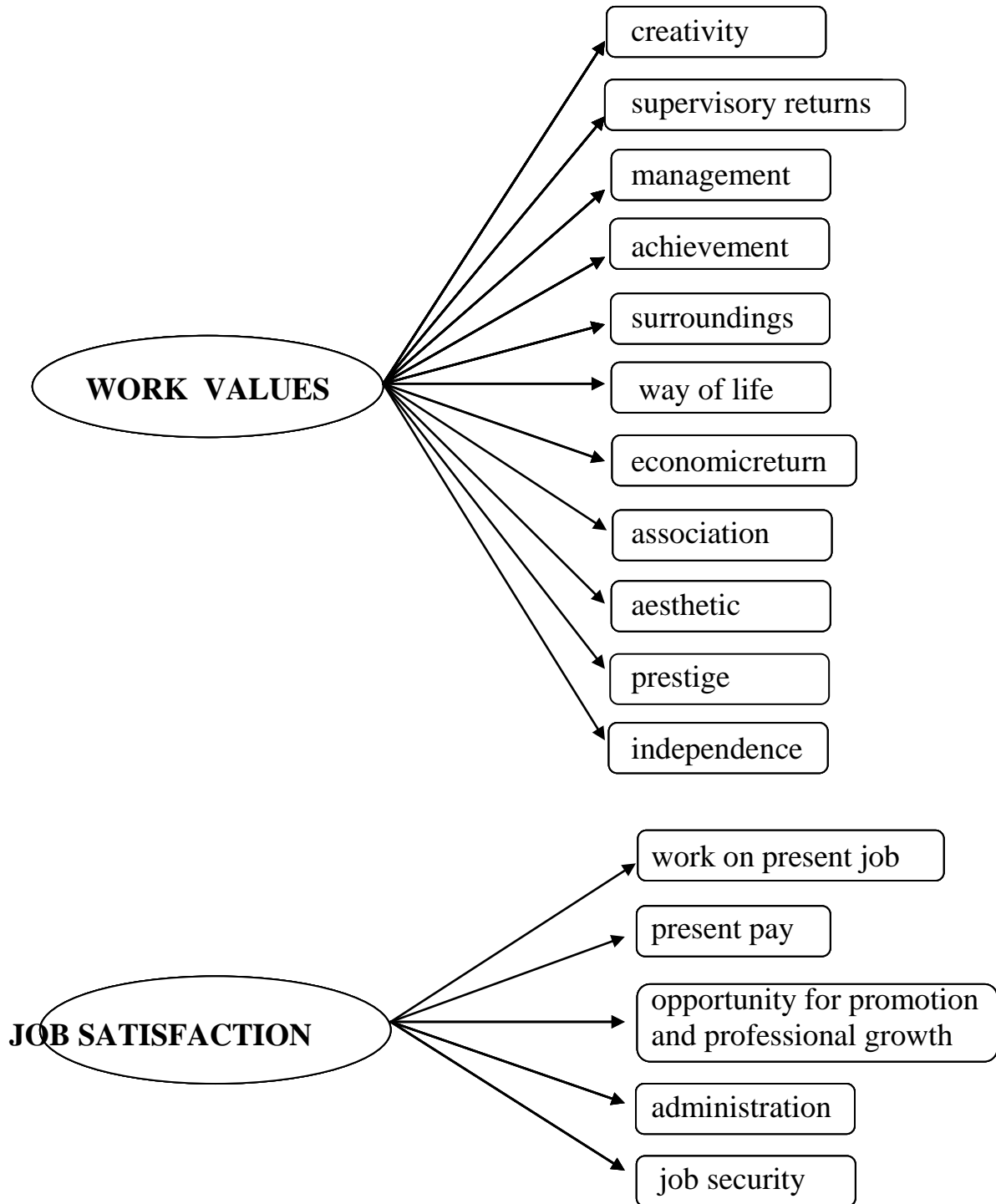


Fig. 1.1 Paradigm of the Conceptual framework

Figure 1 presents the work values which includes creativity, management, job achievement, physical surroundings, way of life, supervisory relation, security, relationship with associates, aesthetics, prestige, independence, economic return etc whereas in job satisfaction includes work on present job, present pay, opportunity for promotion and professional growth, people on present job, job security and administration of teachers of V.S Niketan Higher secondary School.

1.4 Focus of the study

Teachers are those people who explore their skill that influence the students. Thus the role of the teacher can be understood as a backbone of education which produced a good leader of the nation. Without using this statement, we could not justify this research. Hence this research is mainly focused on the teachers work value and job satisfaction of V.S Niketan Higher Secondary School.

1.5 Statement of the problem

It is said that satisfied employee is a productive employee. So every organization is giving higher priority to keep their employees satisfied by providing several facilities which can meet their basic needs.

If an employee is not satisfied with the job, there are chances of absenteeism, committing of mistake, discontinuity of the job, lower productivity, lower turnover etc. keeping this through in view every organization is trying to identify the areas where the level of satisfaction has to be improved to get out of dangers. In this connection, this study aims to determine the level of work values and job satisfaction of the faculty of V.S Niketan Higher Secondary School. The problem is expressed in the following research question.

- a. What are the work values of teachers at V.S Niketan Higher Secondary School?
- b. What is the level of job satisfactions between the male and female teachers?
- c. What is the job satisfaction level of the subject teachers?
- d. Which is the most significant factor of influencing job satisfaction?
- e. What are the main factors that influence teacher's motivation?

1.6 Objective of the study

The objectives of the study are listed below:

- a. To examine the work value and level of job satisfaction of teachers "With special reference of V.S Niketan Higher Secondary School.
- b. To identify the problems faced by teachers of V.S Niketan Higher Secondary School.
- c. To evaluate the job satisfaction of the subject teachers.

1.7 Significance of the study

There are various educational institutions in Nepal such as government, Private, INGO and NGO. Their main target is to provide entrepreneurship education to the student and produce skill manpower to the nation. Every country has their own educational objectives that can be achieve by satisfying the teachers. Hence this study targets to explore the teacher's satisfaction in their job or not. The study is conducted to provide some information about the present level of teacher's job condition in our country. It focuses on the impact of present existing job situation of teachers. This study will also helpful for educational entrepreneurship, educationalist, policymaker, academics and human resources

development curriculum designer and directly or indirectly researchers to the concern fieldsto some extent.

1.8 Limitations of the study

Any types of research work have certain limitation. So this research study hassome of the following limitation.

- a. This study is only on work value and job satisfaction of teachers.
- b. This study is based on the sampleof the teachersbased on V.S Niketan Higher Secondary School only.
- c. Some of the replies of the respondents may be biased. Due to the limitation of time the research couldn't be made detailed.

1.9 Organization of the study

This study has been organized into five chapters' in order to provide clean picture of Teacher's work value and job satisfaction.

Chapter-I: Introduction

It is the first chapter where subject Mather is introduced the problem is defined and objectives, limitations & organization of the study have been presented.

Chapter-II: Review of literature

It deals with conceptual frame work of the study. The related previous studies, books, journals and internet explorer have been reviewed that have provided supporting views and coherence with the present study.

Chapter-III: Research Methodology

It explains all the methods of collection and analysis of data. It comprises research design, population and sample, data collection procedure and methods of analysis and presentation.

Chapter-IV: Data presentation and Analysis

It is the main body of the study. This chapter deals with the data with appropriate tables with bar diagram, pie chart and percentage.

Chapter-V: Summary, Conclusion and Recommendation.

This is the last chapter that summarizes the main conclusion that follows from the study and offers suggestion and recommendation for further improvement and conclusion of the study.

CHAPTER-2

REVIEW OF LITERATURE

This part of the study presents a review of related literature that helped the writer in the conduct of the study. This is presented into two parts: work values and job satisfaction.

2.1 Work Values

Work is described as the noblest expression of man's self and is considered the bigger source of fulfillment. It provides one with a sense of identity. It tells others who and what one is. It contributes to a person's sense of self-esteem, affiliation and belonging.

For man to work is a birthright. It is a constitutional right, which is protected by various provisions of the constitution. But it is also a responsibility. Every man is duty bound to find a proper job and do it properly. Work is a duty or obligation of a man in the multiple sense of this word. Man should work both on account of the instructions of the creator or on account of his own humanity, whose preservation and development require work. Man should work not only for the sake of dear ones, especially for his family, but also for the society to which he belongs, for the nation for whose son or daughter he or she is, for the entire human family of which he is a member, being an heir of the work of generations and at the same time a co-creator of the future of those who will come after him in history. All of these makes up the broadly understood moral obligations of work.

It flows from this teaching that man works because of various reasons. He may work for economic security or social mobility; or man works because of his

concern for his family, relatives and friends; or he may work for his community, society and nation and on the spiritual dimension, man may work to participate in a greater work of creation. Whatever motivation man has for working, it remains a fact that work is essentially for man, and not man for work. As such man brings himself and all that he exhibits while working. This attitude towards work shows to a certain extent the importance he attaches to his work.

A person's attitude is determined by the values that he upholds both as a person and as a worker. Studies have shown that this attitude influences a worker's efficiency, and productivity in the organization (Andres, 1981). Hence, it is important that a worker should possess not only the necessary knowledge and work skills, but also the desirable attitudes and work values.

Like all beliefs, values have cognitive, effective, and behavioral components i.e., a person knows the correct way to behave, he feel for or against a mode of conduct and acts in a manner and direction that conforms with a particular value. Value system fluctuates within each person and no one person may be placed in any one system because as each person moves through life he will move through some or all of these systems based on how he cope with his perception of the reality of the world (Andres, 1987). Consequently, at specific periods in a person's life, some values may constitute the very core meaning in his life.

The evolution of a person's value system, therefore, is affected by such factors as a person's physical, psychological and social environment, his religious orientation, kinship group, his current personal situations and past societal and cultural experiences; and his institutional background .The values that are internalized as a result of these experiences determine virtually all kinds of social attitudes, ideologies, and behavior as a person.

2.2 Job Satisfaction

Satisfaction as defined by Thorndike and Barnhart (1979) is the “fulfillment of conditions or desire”. Therefore, one would expect a person is satisfied when his or her expectations or desires have been met. It is an employee’s general attitude toward job. It is determined by the discrepancy between what individuals expect to get out of their jobs and what the jobs actually offers.

It is a feeling, which has arisen into the worker as a response to the total job situation. In addition to being related to the present situation, this feeling is associated with perceived differences between what the worker expects for his or her services and what actually experience in relation to the alternatives available to him or her. It is very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well as strategies, in genuinely determining educational success and performances. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at educational success and performances.

The above factors are closely similar to efficacy, and, of course, it is well known that many teachers lose or fail to develop self-efficacy within educational settings. In addition, needs satisfaction to work are very essential in the lives of teachers because they form the fundamental reason for working in life. . While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers’ needs and improve their job performance.

Job satisfaction is a term used to describe how content an individual is with their job. The terms "job satisfaction" or "work satisfaction" have been given different connotations since their inception. Blum and Naylor (1968) are to the view that job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense they observe: these attitudes are related to the job are concerned with such specific factors as wages, supervision steadiness of employment, conditions of work advancement opportunities, recognition of ability, fair evaluation of work, social relations on the job, prompt settlement of grievances, fair treatment of employer, and other similar items.

Sinha (1972) opines: "job satisfaction covers both the satisfaction derived from being engaged in piece of work or in any pursuit of a higher order. It is essentially related to human need and their fulfillment through work. In fact, job satisfaction is generated by individual's perception of how well his job on the whole is satisfying his various needs".

The Roberts Dictionary of Industrial Relations defines job satisfaction in the following words: "Those outward or inner manifestations which give the individual a sense of enjoyment or accomplishment in the performance of his work. Job satisfaction may come from the product or item produced, from the speed with which it is accomplished, or from other feature relating to the job and its performance. Attitudes towards the job may be affected by such items as the pay scale the relationship of individual to the superior, the working conditions including safety and many other factors which are not easily dissemble on the surface.

In true sense; job satisfaction does not mean a perpetual smirk on the face of the employees. It does not mean turning work into hobby undertaken just for the pleasure of. However, satisfied the employees they cannot be expected to find

absolute and unalloyed pleasure in it. Job satisfaction essentially means economy of effort, getting rid of avoidable tension utilizing the energies of employees for better performance of work instead of allowing them to be dissipated needlessly. It has been one of the most widely investigated areas of research in individual psychology in India as well as abroad, yet the bulk of existing research fails to offer a satisfactory explanation to the fundamental questions: What is satisfaction? And how can it be adequately and reliably measured? Recent studies on job satisfaction generally assume two underlying types of job elements important to employee satisfaction: Those in the work process which allow for self actualization and environmental element in which the worker rewards and physical and monetary. A parallel assumption pertains to the two types of employees for whom each of these are important. Friedlander (1963) made an attempt to validate such constructs through factor analysis and indicated three underlying groups of job elements important to job satisfaction: social and technical environment, intrinsic work aspects and recognition through advancement.

Job satisfaction is thus derived from and is the result of many interrelated factors which cannot be completely isolated from one another for analytical purposes. However, they can by the use of statistical techniques, be sufficiently separated so as to give an indication of their relative importance to job satisfaction. Most important factors among these could be classified into "personal" factors and factors "inherent" in the job. Personal factors relate to sex, age, education, intelligence, personality exclusive of intelligence and time on job. Factors inherent in the job are type of work skill required, occupational status, job security, pay promotion opportunity, geography etc.

It is axiomatic to state that the people differ in regards to the extent to which they are satisfied with their jobs. Among the factors influencing job satisfaction,

the most widely examined are supervision, the work group, job content, wages, promotional opportunities and hours of work.

Job satisfaction is one of the best researched concepts in work and organizational psychology for at least two reasons. Job satisfaction is relevant for all those who are interested in the subjective evaluation of working conditions such as responsibility, task variety, or communication requirements (Hackman and Oldham, 1980) because job satisfaction is supposed to be strongly caused by such condition. Job satisfaction is also of major concern whenever outcome variables such as absenteeism, (Keller, 1983), sabotage (Chen and Specto, 1991) . There are various other studies showing the relationship between job satisfaction and demographic variables like age, pay sanity education intelligence, ethnic group etc. However there are no relying conclusions because they are variations from case to case (Locke 1969). But it has been proved by studies that job dissatisfaction leads to a lot of critical situations. Many studies have found consistent relationship between dissatisfaction and withdrawal, turnover absenteeism (Mobley et. At 1978). Job satisfaction is intermediary variables in most instances for the final outcomes of motivation, performance, efficiency and productivity. These variables are dealt with job satisfaction, and supposed to be a major cause of such problems. By integrating these two perspectives job satisfaction is placed as central concept in work and organizational psychology, which mediates the relation, between working conditions on the one hand and organizational and individual outcomes on the other hand.

Although intuitively convincing, working conditions as the major cause of job satisfaction have been challenged. One counterargument emphasizes the role of personality variables. Staw and colleagues (Staw et at, 1986: Staw and Ross 1985) suggested that job satisfaction might reflect stable underlying dispositions

which might be genetically determined. Obviously, this supposition challenges the use of job satisfaction for the assessment of work and organization.

Cranny Smith and Stone (1992) have suggested that there is clear consensus in the definition of job satisfaction. Their "consensus" definition is that job satisfaction is "an affective (that is, emotional) reaction to one's job. Resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and soon). This definition is essentially equivalent to the definition offered by Locke in his two classic and influential papers on job satisfaction. In this 1969 paper, what is job dissatisfaction is the unpleasurable emotional state resulting from the appraisal of one's job as frustrating or blocking the attainment of one's values" (Locke, 1969). In his *Handbook of Inductive Psychology*, Locke said that job satisfaction is "Pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Locke, 1979).

While Cranny et al. (1992) conclude that their definition of job satisfaction as affective or emotional response represents the consensus definition of job satisfaction, a definition of job satisfaction as the attitude one holds about one's job is also prevalent. So for example, Miner (1992) states that "It seems desirable ... to treat job satisfaction as an attitude toward one's job."

It seems clear from the literature that most organization researchers do not see these two definitions of "satisfaction as affect" and "satisfaction as attitude" as inconsistent. For example, in the classic book by Smith, Kendall, and Hulin (1969) in which the development of the job description index (JDI) is described, they define job satisfaction as feeling or affective responses to facets of the situation while earlier stating that the "problems associated with the

measurement of satisfaction are but specific examples of those encountered in the measurement of satisfaction are but specific examples of those encountered in the measurement of any attitude". Other examples of important pieces treating attitude and affective response as synonymous tripartite model of attitude structure, attitudes themselves are thought to be complex entities that, as part of attitude structure, attitudes construct, include affective responses, beliefs about the object and behaviors in relation to the object. Thus to say that job satisfaction is an attitude about our jobs and to say that it is an affective response to our jobs is for many among us, to say the same thing.

There is broad consensus among attitude researchers that the fundamental and essential property of attitude is evaluation. Petty and Fabrigar, (1997) say that attitudes are "summary evaluation of objects (oneself, other people issues, etc) along a dimension ranging from positive to negative and Crites, (Petty and Wegner, 1997) state consistent with most current views of the attitude concept, attitudes are assumed to be evaluate judgments that can be derived from qualitatively different types of information. These quotations of attitudes (Eagly and Johnnesen, 2001). Attitude operations are consistent with this definition. Basic attitude measures ask respondents to place the attitude object along a scale of evaluation. This evaluation is the attitude.

What then, is job satisfaction? In their classic review of job satisfaction performance research Brayfield and Crockett (1955) wrestled with the definition of job satisfaction. In the end they finessed the problem by arguing that any attempt to define job satisfaction should stick close to the operations. We have not attempted to define such terms as job satisfaction or morale. Instead we have found it necessary to assume that the measuring operations define the variables involved.

Motowidlo (1994) expresses the position when he points out that satisfaction is a evaluative judgment and while we may assess satisfaction through descriptive items like those found in the job description items, those items have been scored for their evaluative implications.

Thus job satisfaction is an attitude as attitude is defines by current attitude researchers. Define as an attitude, job satisfaction is "A positive (or negative) evaluative judgment one makes about ones job or job situation.

2.3 SEVERAL APPROACHES

2.3.1 Need-based Approach or Content theory

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two need-based theorists and their theories: Maslow's hierarchy of needs and Herzberg et al.'s two factor theory.

i) Abraham Maslow's Hierarchy of Needs

Abraham Maslow's (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy,

independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy. However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. Also, studies aimed at validating Maslow's theory failed to find substantiation in support of the needs hierarchy. Although many continue to find the hierarchy model very attractive.

ii) Herzberg et al.'s Two Factor Theory

Herzberg, Mausner and Snyderman's (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content.

Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in

their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals' need for advancement, growth, increased responsibility and work itself are said to be the motivating factors.

- Physiological Needs: The desire for basic necessities of life
- Security Needs: The desire for protection against threats and unsafe work conditions
- Esteem-Needs: The desire for status, recognition, achievement, confidence
- Self-Actualization Needs: Full potentials; self development and the pinnacle of one's calling
- Affiliation Needs: The desire for to be loved and wanted in group

Both hygiene factors and motivators are important but in different ways applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job.

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making,

positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993; Johnson, 1990; Rosenholtz, 1989). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje et al. (1992: 269) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers' job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals. Percentage of frequency of reported items associated with dissatisfaction with satisfaction.

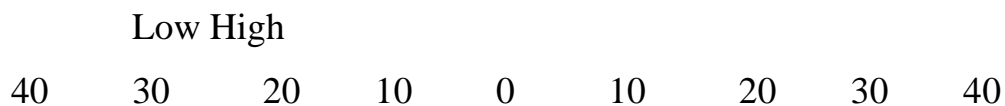


Figure 2:1 Summary of Herzberg et al.'s (1959) Research Findings.

2.3.2 Process Theories

What all process theories have in common is an emphasis on the cognitive processes in determining employee level of motivation and need satisfaction. Equity theory matches the notions of "a fair day's work for a fair day's pay". It really focuses on perceptions of inequality in the output ratio whose effect may be similar to the hygiene factors of Herzberg et al. (Naylor, 1999). Equity and

fairness in the workplace has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et al. 1995: 502). As such, equity theory assumes that one important cognitive process involves people looking around and observing what effort other people are putting into their work and what rewards follow that effort. These are

- Achievement
- Recognition
- Work itself
- Responsibility
- Advancement
- Company policy and Administration
- Technical Supervision
- Salary
- Interpersonal relationship with Supervisor
- Work condition
- Working Condition

2.4 Importance of Job Satisfaction

This part discusses why job satisfaction of their employees should be the concern of administrators of an organization. Are motivated workers more efficient in their job? Is a satisfied worker a productive worker? This question has been the concern of organizational researchers for several decades now. Reviewed on this portion are several theoretical propositions advanced by some researchers and scholars regarding the importance of job satisfaction among organizational employees.

Tortosa, (1980), in an article published in the *Philippine Journal of Education* entitled “*Teacher’s Job Satisfaction - Its relation to Effective Teaching*”,

attempted to present the factors that tend to create satisfaction or dissatisfaction in the work of public school teachers. Likewise, it was the paper's intention to correlate job satisfaction with effective teaching. The author listed four factors of job satisfaction that tend to create satisfaction or dissatisfaction in the work of the teachers as:

1. Salary
2. Working conditions
3. Fringe benefits
4. Psychic income

It is found that teachers derive satisfaction from fringe benefits granted to them, and from the psychic income which is inherent in their work. On the other hand, the factors that tend to cause dissatisfaction are inadequate salary and disagreeable working conditions. It is concluded by the author that effective teaching is greatly influenced by conditions prevailing in the surroundings where the teacher performs his work. In like manner, it was mentioned that a teacher's salary plays a significant role in his attitude toward the service.

Wemimont, (1986) found out in his research that both intrinsic and extrinsic job factors could be the source of job satisfaction and dissatisfaction, and that motivations and hygienic factors must be present in a work environment to enhance job satisfaction and performance.

Moreover, he also found out that the type of work groups; likewise moderate the positive or negative influence of motivations and hygienic factors. Low performances were motivated primarily by socialization factors and to some extent by recognition and advancement. On the other hand, high performers show that intrinsic factors were of greatest importance followed by recognition

and socialization as the least important. Likewise, motivators positively influenced the high satisfaction group while hygienic influenced them negatively or positively for the low satisfaction group.

In the field of education, the desire to keep the experienced and efficient teachers in an endless challenge to school administrator. Assuming that those who enter the teaching job are well trained and competent, yet maintaining their efficiency and effectively largely depend on the type of motivation and satisfaction their experience while doing their job. And since, teachers work in an environment different from other type of job, researcher were made involving teachers themselves to find out what could possibly motivate and satisfy them in their job.

In a more recent study by *Yasay* , (1980) on the teachers in Ilocos Norte, he found out that the behavior of teachers on their work were affected by undemocratic administration and supervision, failure to maintain friendly and constructive leadership, sound employment situation including promotion, appointments, and adequate salaries.

Consequently, *Belgica*(1981) in her own research identified some factors that contribute to teacher's job satisfaction. These are the following:

1. ***Security and comfortable living*** - The freedom from worry and provision of food, clothing and shelter from the family.
2. ***Pleasant working conditions*** - meeting even just the minimum quality of attractiveness, cleanliness, up to date equipment, and adequate supply of materials, provisions for employees comfort, and moral support from the administrators.

3. *A sense of belonging* - the feeling of being accepted in the group; the importance of being recognized for what one has contributed.
4. *Fair Treatment* - teachers must be treated equally and fairly. Load proportion and merits should be based on achievements.
5. *The feeling of importance* - the need for recognition from superiors, fellow workers and community. Respect for teachers and praising them for a job well done.
6. *Participation in policy formation* - being able to express their opinion especially on policies that affect them.

The review on job satisfaction among different kinds of employees revealed that people's feelings about what they want from their job and what would make them happy and productive vary from one situation to another, and that these feelings are influenced by lots of related variables which may not have been considered in the researches reviewed in this study. Two employees who perform the same job under the same working conditions and receiving the same rewards may differ in their level of satisfaction since; one employee derives his satisfaction from an aspect which is different from the source of dissatisfaction to another employee because of the different expectations and degree of needs of different individuals.

However, despite of the differences in the employee's preference or source of job satisfaction it can be deduced from the many studies reviewed that there are common factors that in general influence the employee's job satisfaction. These are: the work itself, the opportunities of job offers, one's growth factors, leadership of administrators and managers, relation between co-employees, policies and supervision practices, security relation to community, compensation and working conditions. These hold true for the teachers. Thus, it is more likely that a job related factor or work reinforce is perceived as

satisfying or dissatisfying depending on whatever it meets the demand of an employee or not. As implied on the paradigm of the model used in this research, all the factors present in the work environment are supposed to be needsatisfying factors which simultaneously contribute to the satisfaction of an employee.

CHAPTER-3

RESEARCHMETHODOLOGY

This chapter presents and discusses the general method of research employed, the respondents, the instrument used in collecting the data. The data gathering procedure and the statistical treatment used in the data analysis and interpretation.

3.1 Research Design

Research design is the plan, structure and strategy of investigation concerned to obtain the answers to research question and to control variance. Research design is the conceptual structure within which research is conducted. It contributes the blueprint for the collection, measurement and qualities of data. It includes the overall scheme or program of the research.

The study made use of the descriptive correlation research design using survey and correlation procedure. It is descriptive, because it is concerned with the description, recording, analysis and interpretation of the status of the teachers in V.S Niketan Higher Secondary School in terms of their work values and job satisfaction. It is correlation in nature because the study attempted to estimate the extent to which the different variables are study, survey questionnaires were used to gather the information on the teacher's work values and their job satisfaction. Correlation procedures were used to determine the relationship between the identified work values and the dependent variable, job satisfaction.

3.2 Population and sample

The population for this research is all the teachers of V.S Niketan Higher Secondary School. Among them, fifty teachers are taken as sample. Similarly

for secondary data, different magazine internet explorer, articles which can be regarded as size of population for the study. It is not within the capacity of this study to include them all for analysis. Therefore certain update and current study have been selected for this study.

Table 3.1

Table Showing Sex and level-wise distribution of respondents

Responses	Male	Female	Total
Primary	0	15	15
LowerSecondary	2	13	15
Secondary	18	2	20
Total	20	30	50

3.3 Nature and Sources of data

The required data for the study are collected from both primary and secondary sources. Secondary data needed for the study are collected from different website of Google research and wave magazine. Primary data are collected by means of structured questionnaire and interview. Fifty teachers are asked to fill up the set of questionnaire. For the purpose questionnaire and interviews, the teachers are selected randomly.

3.4 Analysis of data

To achieve the desired objective of the study, simple analytical tools such as percentage, bar diagram, pie-chart, etc have been used. The data extracted from the structured questionnaire is presented in the quantitative manner.

CHAPTER- 4

DATA PRESENTATION AND ANALYSIS

This chapter presents the analysis and interpretation of data. The data are presented in two parts.

1. Work value of teacher
2. Job Satisfaction

4.1 Measuring the work value of the teachers

Here the work value of the teachers are measured in term of the factors like creativity, job achievement, physical surroundings, way of life, relationship with associate, aesthetics, prestige and independence of the concerned school. The data are presented in tables and analyses by using simple anatical tools using percentage, bar diagrams and pie diagrams.

TABLE –4.1

Table showing satisfaction towards their creativity

Responses	No of Respondent	% of Respondent
Highly Satisfied	24	48
Satisfied	26	52
Moderate	-	-
Dissatisfied	-	-
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt to know the satisfaction toward their creativity.

Analysis: From the above table, it is clear that 52% teachers are satisfied to try out to find new ideas and suggestions in the organization themselves.

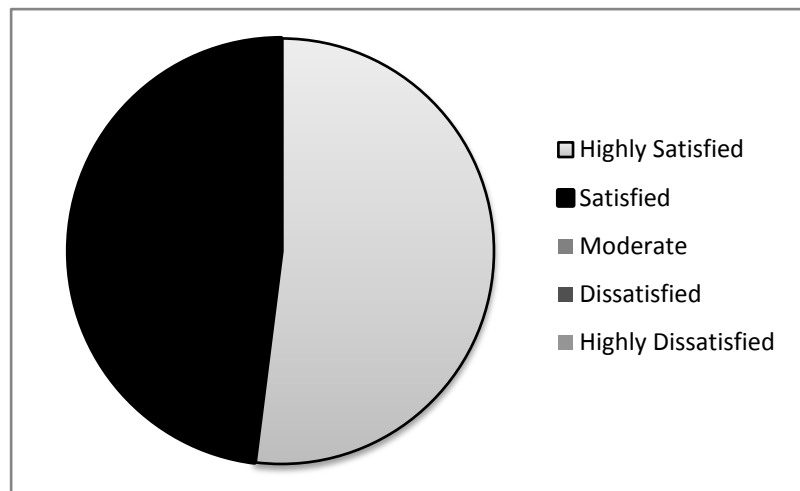


Fig.4.1 Teacher’s showing satisfaction toward their creativity

Interpretation: Maximum numbers of respondents are satisfied by using their own ideas and skills which create something news

TABLE – 4.2

Table showing teacher's response toward working Environment Conditions

Responses	No of Respondent	% of Respondent
Highly Satisfied	14	28
Satisfied	32	64
Moderate	-	-
Dissatisfied	4	8
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know their satisfaction towards working environment condition.

Analysis: From the above table, it is clear that 64% are satisfied with their working environment condition, 28% are Highly Satisfied and rest 8% are not satisfied.

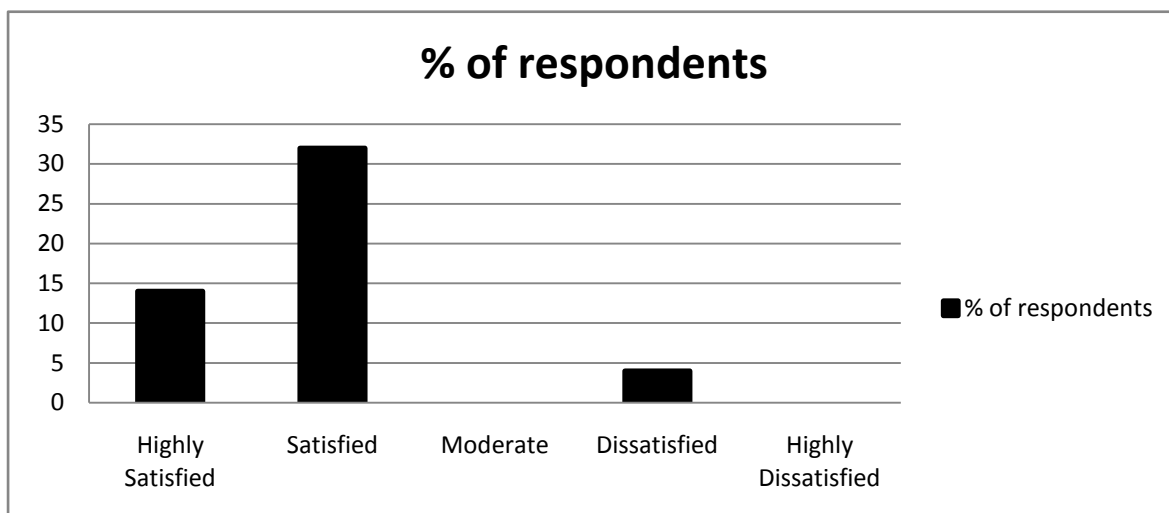


Fig.4.2 Teachers' response towards their working environment condition.

Interpretation: Maximum numbers of respondent are satisfied with their working environment condition. Only few members are not satisfied. So it clearly shows that teachers of V.S Niketan are satisfied with their working environment condition.

TABLE – 4.3

Table showing teacher's level of satisfaction towards relationship with associates.

Responses	No of Respondent	% of Respondent
Highly Satisfied	18	36
Satisfied	30	60
Moderate	-	-
Dissatisfied	2	4
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know the level of teacher's relation existing with their Associates.

Analysis: From the above table, it is clear that the relation existing b/w associates prevailing in the school from the respondent's i.e. 60% of the respondents are satisfied, 36% are highly satisfied, and 4% are not satisfied.

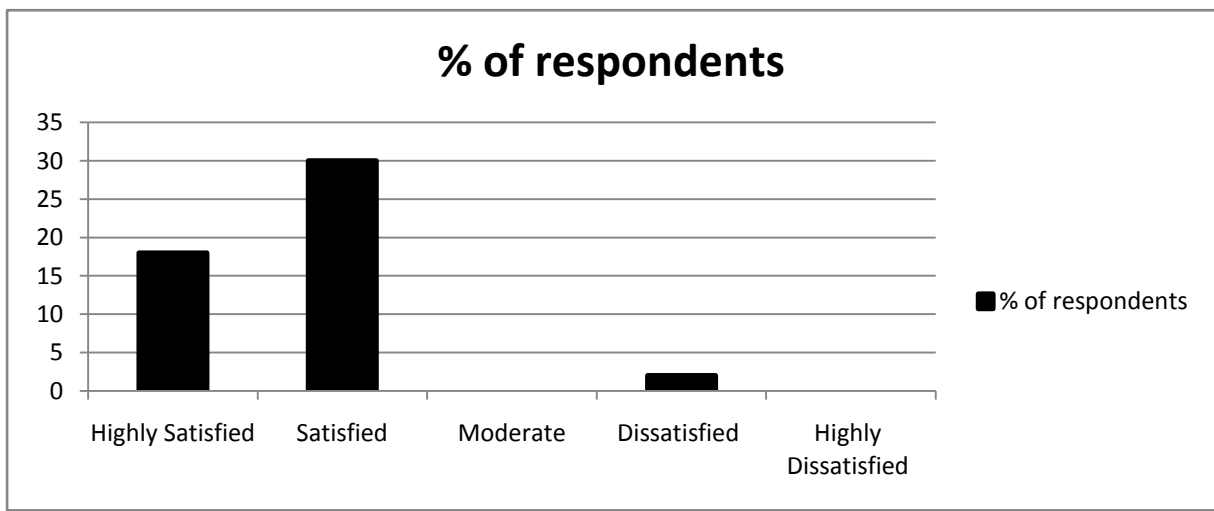


Fig.4.3 Teacher's showing level of satisfaction towards relationship with associates.

Interpretation: Maximum numbers of respondent with Relation existing b/w associates are satisfied. This shows that in V.S Niketan, there exist good relationship between the associates.

4.2 Measuring the job satisfaction of the teachers

Here the job satisfaction of the teachers are measured in term of the factors like work on present job, present pay, opportunity for promotion and professional growth, administration, people on present job and job security.

Table - 4.4

Table showing teacher's job satisfaction at work

Responses	No of Respondent	% of Respondent
Highly Satisfied	14	28
Satisfied	33	66
Moderate	-	-
Dissatisfied	3	6
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know their job satisfaction towards at work.

Analysis: From the above table, it is clear that 66 % are satisfied with their work, 28% are Highly Satisfied and rest 6% are not satisfied.

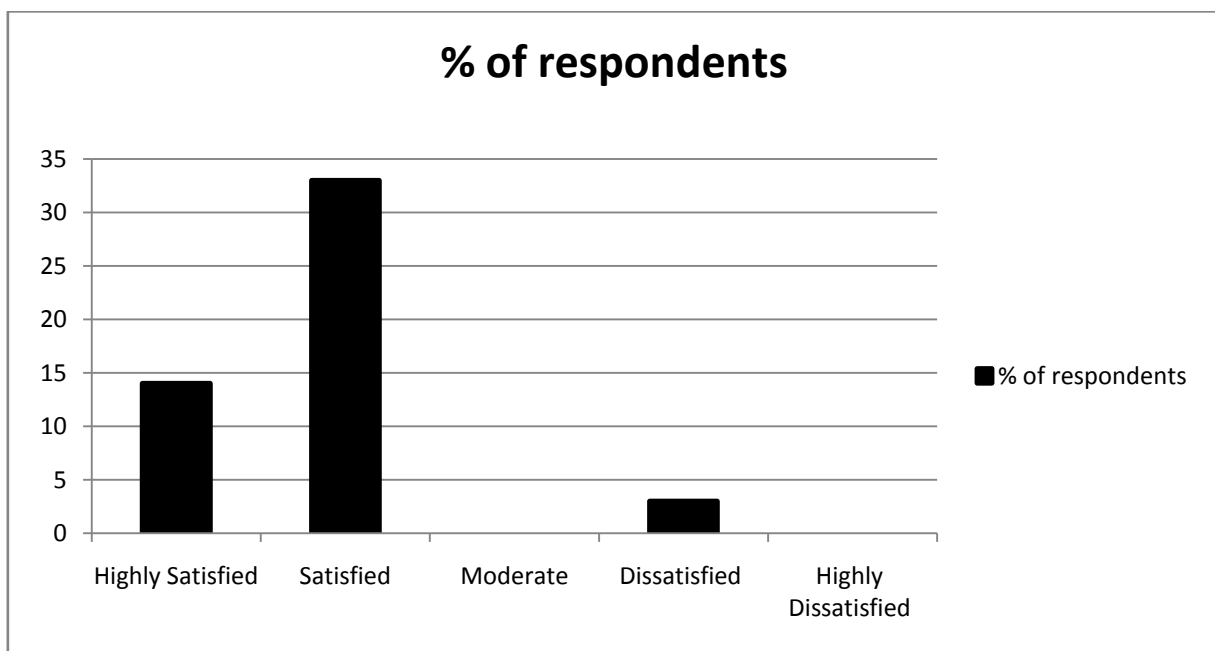


Fig.4.4 Teacher's job satisfaction at work

Interpretation: Maximum numbers of respondent are satisfied with their work.

Only few members are not satisfied. So it clearly shows that teacher of V.S Niketan are satisfied with their present job.

TABLE – 4.5

Factors that influence teacher's motivation

Responses	Respondents Satisfied	% of respondents
Present Pay	18	36
Promotion	16	32
Good Environment	14	28
Prestige	2	4
Total	50	100

Concept: An attempt is made to know factors that influence teacher's motivation.

Analysis: From the above table, it is clear that 36 % are satisfied in present pay, 32% in promotion, 28% in good environment and 4% in prestige.

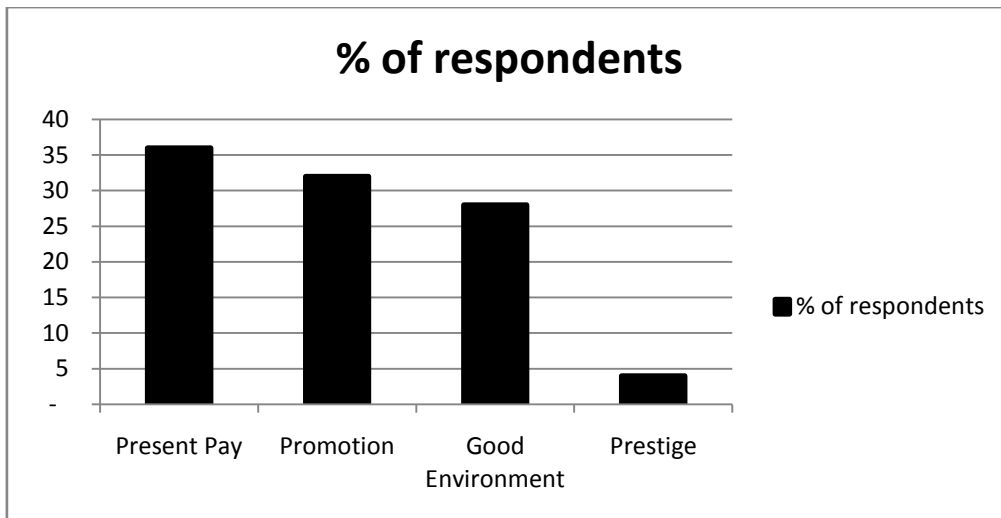


Fig.4.5 Factors that influence teacher's motivation.

Interpretation: Maximum numbers of respondent have given priorities to pay. So it is clearly shows that the teachers of V.S Niketan are highly motivated by good pay for their job.

TABLE – 4.6

Table showing teacher's response to salary being offered by V.S Niketanschool.

Responses	No of Respondent	% of Respondent
Highly Satisfied	-	-
Satisfied	34	68
Moderate	-	-
Dissatisfied	16	32
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know their satisfaction towards salary offering.

Analysis: From the above table, it is clear that teachers are satisfied with their salary offered by V.S Niketan School. With maximum of 68% are satisfied with their salary, 32% are not satisfied.

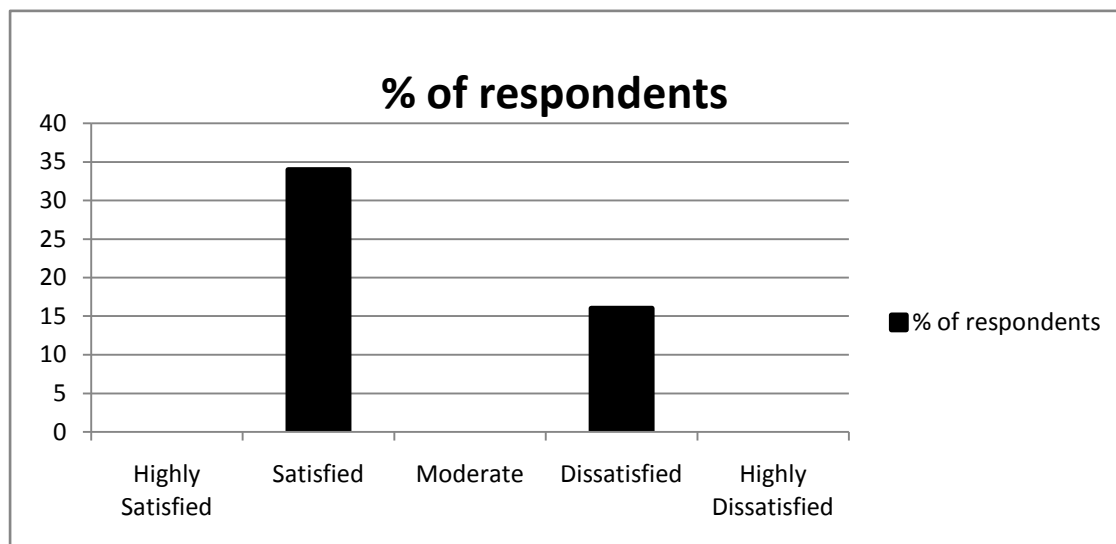


Fig.4.6 Teacher's response to salary being offered by V.S Niketan School.

Interpretation: Maximum numbers of respondent are satisfied with their salary but no one saying highly satisfied.

TABLE – 4.7

Table showing teachers present position in V.S Niketan school.

Responses	No of Respondent	% of Respondent
Highly Satisfied	26	48
Satisfied	24	52
Moderate	-	-
Dissatisfied	-	-
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know teachers present position in V.S Niketan school.

Analysis: From the above table, it is clear that 48% are satisfied only but 52% are Highly Satisfied .

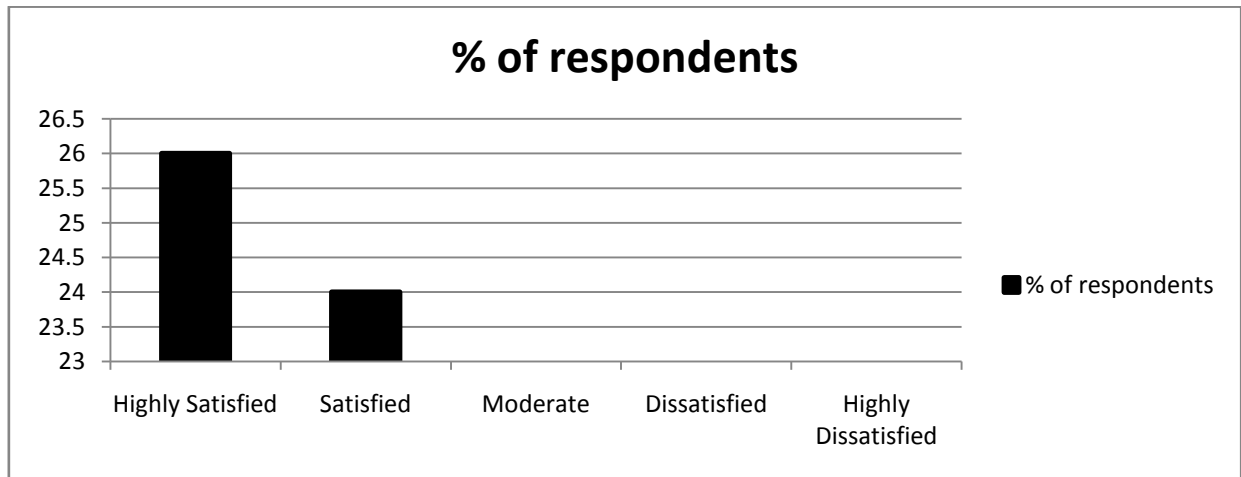


Fig.4.7 Teachers present position in V.S Niketan school.

Interpretation: Maximum numbers of respondent are highly satisfied in their present position.

TABLE – 4.8

Table showing teacher’s satisfaction towards employment conditions prevailing in V.S Niketan School.

Responses	No of Respondent	% of Respondent
Highly Satisfied	11	22
Satisfied	36	72
Moderate	-	-
Dissatisfied	3	6
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know the level of employment conditions prevailing in V.S Niketan.

Analysis: From the above table, it is clear that employment conditions prevailing in V.S Niketan School from the respondent's i.e. 72% are satisfied with the employment conditions, 6% are not satisfied.

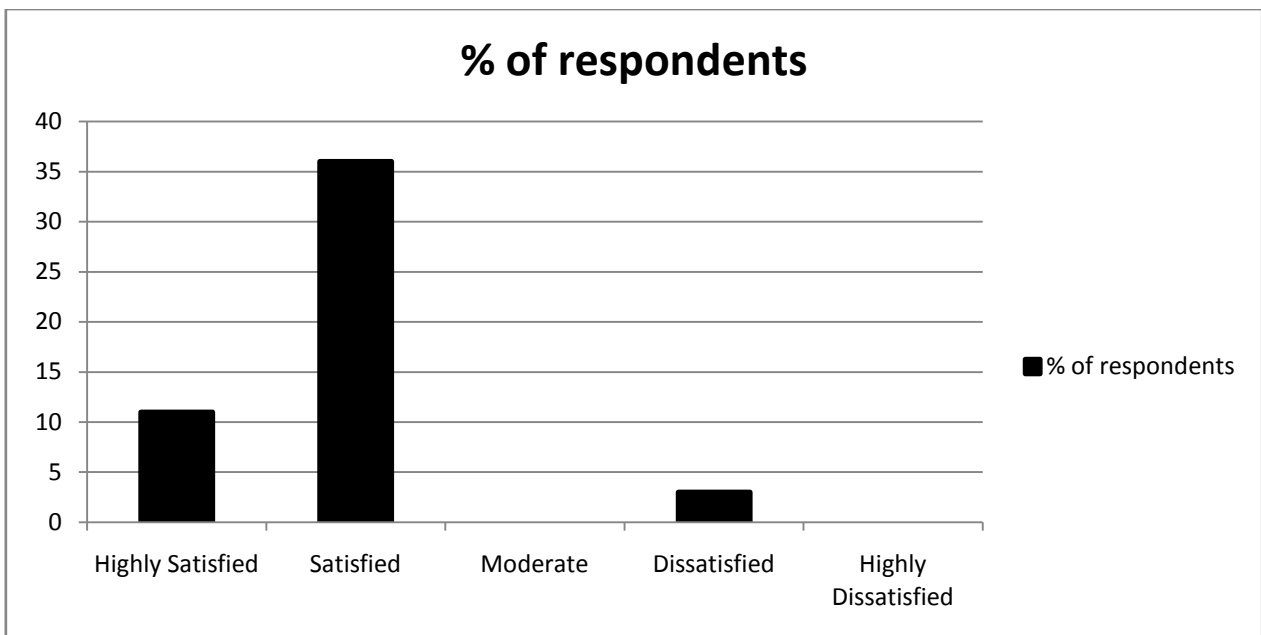


Fig.4.8 Teacher's satisfaction towards employment conditions prevailing in V.S Niketan School.

Interpretation: Maximum numbers of respondent are satisfied with their employment conditions. This suggests that V.S Niketan has good infrastructure which motivates teachers to work better.

TABLE – 4.9

Table showing teachers response to opportunity for promotion and professional growth.

Responses	No of Respondent	% of Respondent
Highly Satisfied	-	-
Satisfied	33	66
Moderate	-	-
Dissatisfied	17	34
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to study an opportunity for promotion and professional growth.

Analysis: From the above table, it is clear that 66 % are satisfied with their professional growth, 34% are not satisfied.

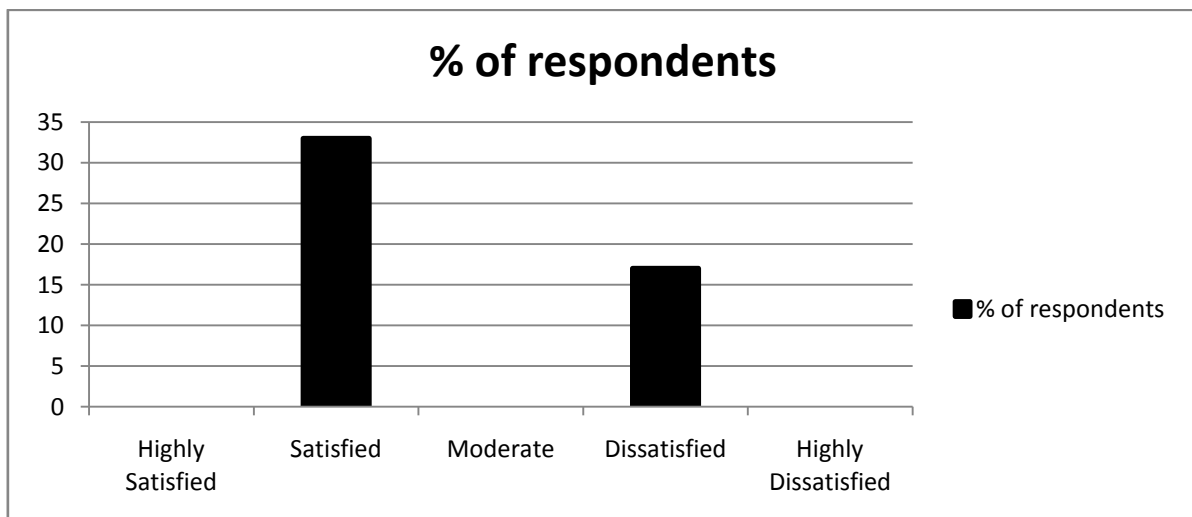


Fig.4.9 Teachers response to opportunity for promotion and professional growth.

Interpretation: Maximum numbers of respondent are satisfied with their professional growth. So it clearly shows that teacher of V.S Niketan are satisfied with their opportunity for promotion and professional growth.

TABLE – 4.10

Table showing teacher’s response towards job security

Responses	No of Respondent	% of Respondent
Highly Satisfied	9	18
Satisfied	34	68
Moderate	-	-
Dissatisfied	7	14
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt is made to know the satisfaction towards job security.

Analysis: From the above table, it is clear that 68% of the respondents in the organization are satisfied in their job security 18% are highly satisfied and rest 14% are not satisfied.

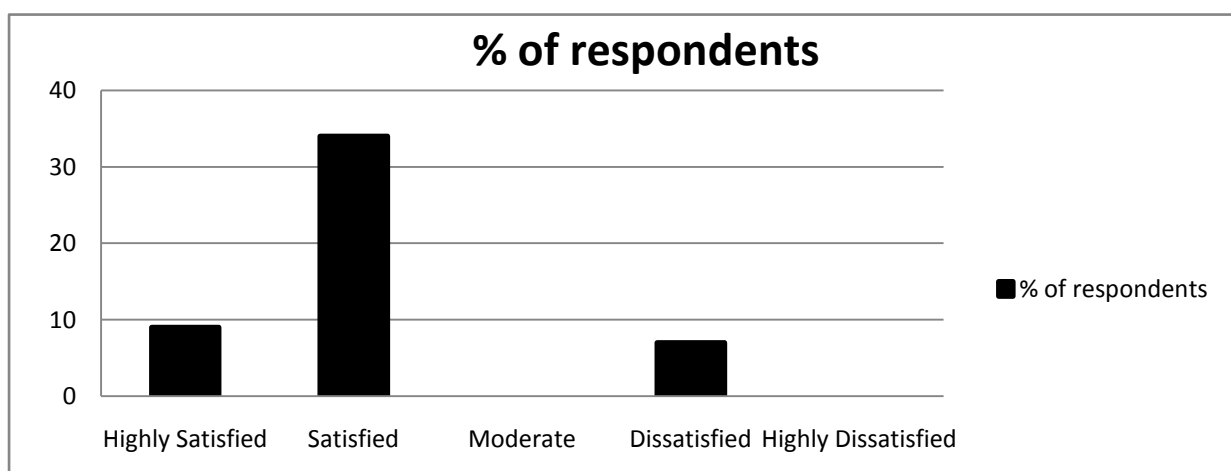


Fig.4.10 Teacher’s response towards job security.

Interpretation: Maximum numbers of respondent are satisfied in their job security and 14% are not satisfied.

TABLE – 4.11

Table showing attitude toward administration

Responses	No of Respondent	% of Respondent
Highly Satisfied	11	22
Satisfied	37	74
Moderate	-	-
Dissatisfied	2	4
Highly Dissatisfied	-	-
Total	50	100

Concept: An attempt to know the attitude toward the administration

Analysis: From the above table, it is clear that 74% teachers have positive toward administration.

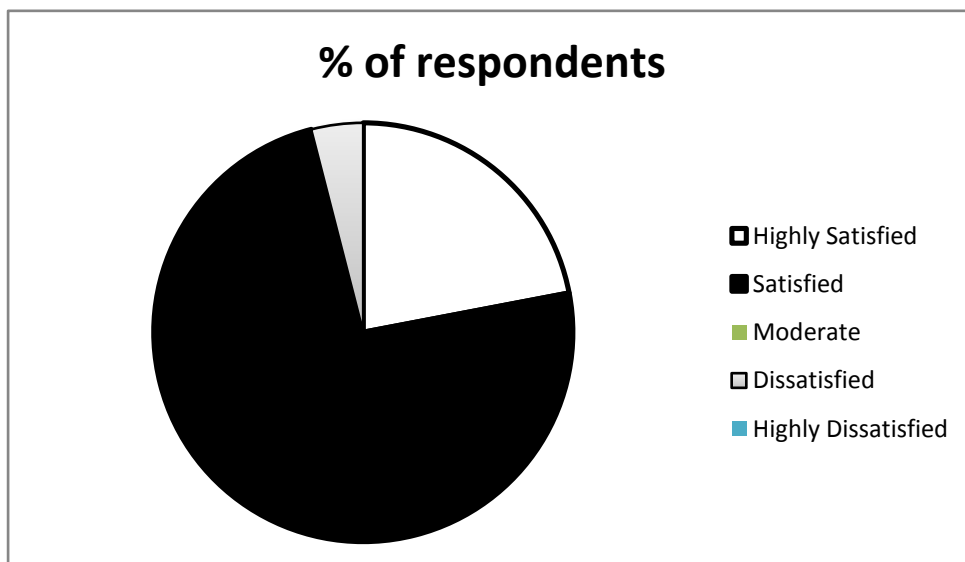


Fig.4.11 Teacher's showing attitude toward administration

Interpretation: Maximum numbers of respondents have positive responds towards the administration

TABLE –4.12

Table showing the comparative study of the male and female teacher's on Job satisfaction

Responses	No of Respondent		% of Respondent	
	Male	Female	Male	Female
Highly Satisfied	1	6	2	12
Satisfied	17	20	34	40
Moderate	2	4	4	8
Dissatisfied	-	-	-	-
Highly Dissatisfied	-	-	-	-
Total	20	30	40	60

Concept: An attempt to knowthe comparative study of the male and female teacher's on Job satisfaction

Analysis: From the above table, it is clear that 48% of female teachers whereas 38% of male teachers are satisfied in job satisfaction.

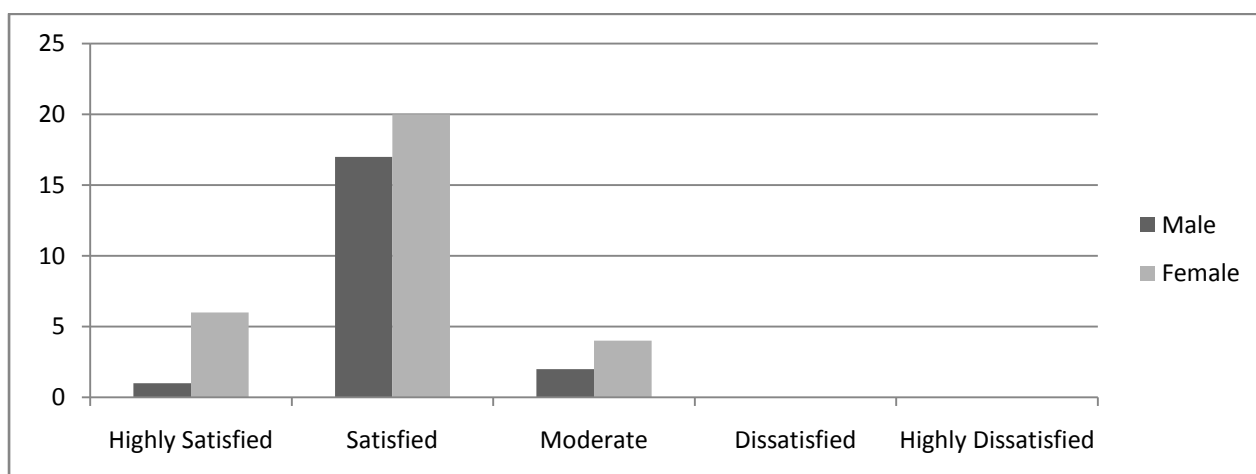


Fig.4.12 Comparative study of the male and female teacher's on Job satisfaction

Interpretation: Maximum numbers of female teachers are more satisfied than male teachers in job satisfaction.

TABLE –4.13

Table showing rank of most significant factors of influencing job satisfaction

Factors	Total Score	Ranking
1. Job security	125	1 st
2. Pay and Promotional Potential	124	2 nd
3. Future Opportunity for career development	116	3 rd
4. Physical working condition	101	4 th
5. Relationship with associates	86.2	5 th
6. Use of skills and abilities in current position	83.2	6 th

Concept: An attempt to know the most significant factors that influence job satisfaction.

Analysis: From the above table, job security, pay and promotional potential, future opportunity for career development are found as top most preferred attribute of job satisfaction. Likewise Physical work condition, Relationship with associates and use of skills and abilities in current position were ranked in 4th, 5th and 6th preferred attributes respectively.

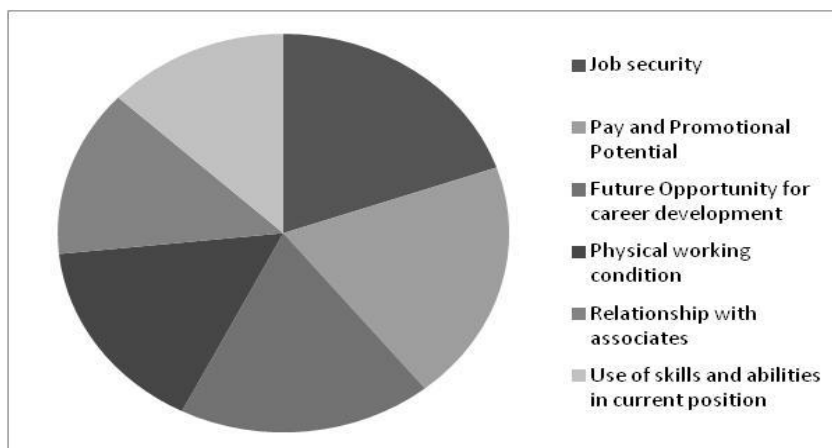


Fig.4.13 Rank of most significant factors of influencing job satisfaction

Interpretation: Maximum numbers of respondents focus on job security and good pay for their job.

TABLE –4.14

Table showing the level of Job satisfaction among subject teacher's individually.

Subject	No. of Respondents	Satisfied	Dissatisfied	%
Science	7	5	2	71
Math	10	3	7	30
English	8	6	2	75
Nepali	5	4	1	80
Social Studies	5	2	3	40
40Other	15	10	5	66
Total	50	30	20	

Concept: An attempt to know the level of Job satisfaction among subject teachers

Analysis: From the above table, the respondent are saying satisfied i.e. science 71% in science,30% in math,75% in English,80% in Nepali,40% in S.std and 66% in other and so on.

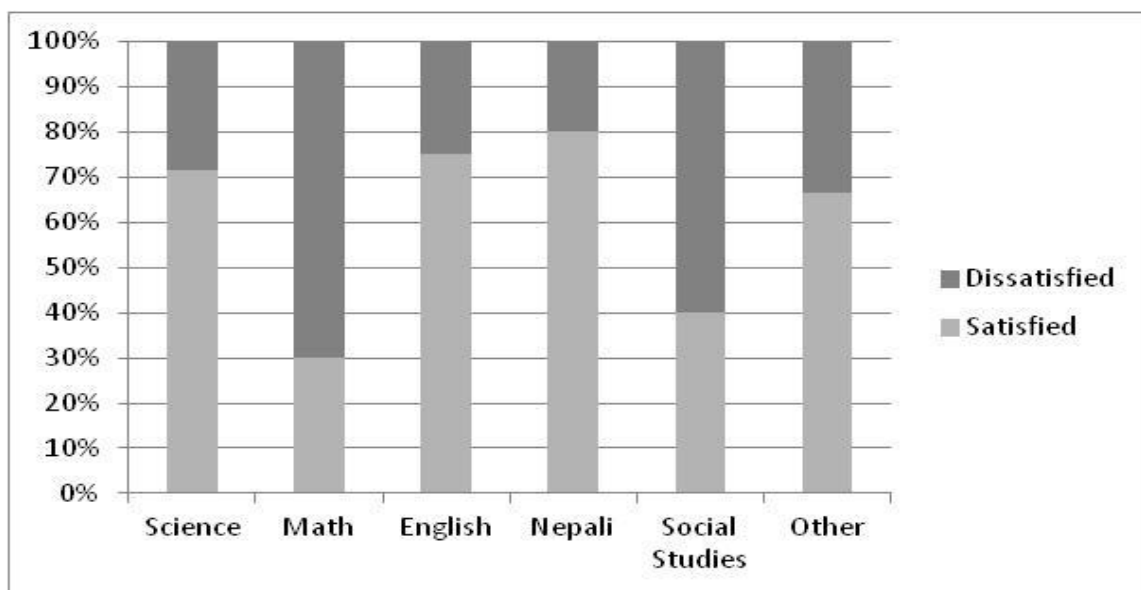


Fig.4.14 Level of Job satisfaction among subject teacher

Interpretation: Maximum numbers of science teachers, English teachers and Nepali teacher are more satisfied than other.

4.3 MAJOR FINDINGS

- 52% are satisfied in creativity whereas 48% are Highly Satisfied.
- 64% are satisfied with their working environment condition, 28% are Highly Satisfied and rest 8% is not satisfied.
- 60% of the respondents are satisfied with associates, 36% are highly satisfied, and 4% are not satisfied.
- 66 % are satisfied at work, 28% are Highly Satisfied and rest 6% are not satisfied in job satisfaction.
- 36 % are satisfied in present pay, 32% in promotion,28% in good environment and 4% in prestige.
- 68% are satisfied with their salary, 32% are not satisfied.
- 74% teachers have positive attitude toward administration.
- 72% are satisfied with the employment conditions, 6% are not satisfied.
- 66 % are satisfied with their professional growth whereas 34% are not satisfied.
- 68% of the respondents in the organization are satisfied in their job security, 18% are highly satisfied and rest 14% is not satisfied.
- Job security, pay and promotional potential, future opportunity for career development are found as top most preferred attribute of job satisfaction. Likewise Physical work condition, Relationship with associates and use of skills and abilities in current position were ranked in 4th, 5th and 6th preferred attributes respectively.
- So far as the level of job satisfactions among the subject teacher is concerned, 71% in science,30% in math,75% in English,80% in Nepali,40% in S.std and 66% in other and so on individually.

CHAPTER 5

SUMMARY CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

This is the research done on job satisfaction among the teachers of V.S Niketan Higher Secondary School. It can be termed as a unique one as this is the only study ever found regarding different level of teachers' job satisfaction. Here the term job satisfaction is analyzed from organizational perspective.

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But the expectation of people may not be homogenous. It may differ from person to person. So job satisfaction can't be generalized. From organizational perspective, policy and administration of organization, working environment. Supervisory relationship affects the job satisfaction. Hierarchy is the part of organization which is linked with job satisfaction or dissatisfaction. Finding in this study that male teachers are not more satisfied than female teachers in terms of job. This study has tried to find which factors that influence teacher's motivation. It also tried to find the most significant factors that influence job satisfaction.

This study also found that those teachers are not so satisfied who are getting unequal salary according to their level. It also found that there is no good provision for all the teachers for promotion and professional growth even working for many year. There is no job security like government school.

The main objectives behind the research study are to examine the work value and level of job satisfaction of teachers of V.S Niketan Higher Secondary School. It also identifies to find the problems faced by teachers in this school and evaluate the job satisfaction of the subject teachers. The primary data are collected for analyzing the practices of job satisfaction. For this, structured questionnaire distributions were made and tabulated them.

The study has been organized in five main chapters consisting of introduction, review of literature, research methodology, data presentation & analysis and summary, conclusion and recommendation. Beside this bibliography and appendix has also been included in this research study.

Education is the backbone of a nation. If the instructor of that backbone is unhappy and dissatisfied with their jobs what would be the future of that nation. Until and unless teachers are not satisfied we can't produce the leading stars of the nation. So we need to be concerned about the teachers' condition. We have to take the best step to make them satisfied with their job. It will energize the teachers and effort will be in full swing to build up the nation.

It is hope that the barrier to the teachers' job satisfaction is found in this research can contribute to a great extent to improve the level of their work. It is the desire of all teachers to get such input which makes them happy as well as satisfied. This satisfaction will be infused to the children and next to the nation.

5.2 CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

- The school teachers in V.S Niketan Higher Secondary School, possessed high work values.

- Female teachers had a higher level of work values than the male teachers.
- Teacher mainly focuses on their job security, present pay, good environment and prestige. Then only they can contribute good education to the nation.
- The teacher respondents revealed that science, English and Nepali teacher are more satisfied than other.
- Maximum numbers of respondents are satisfied by using their own ideas and skills which create something news

5.3 RECOMMENDATIONS

Based on the above findings the following recommendations are being proposed.

- The teachers were uncertain on work values in term of job security. The school administration should give the provision of permanency to those teachers who have been working for more years.
- Transparency in official transaction especially in terms of promotion should be maintained.
- School administrators should encourage teachers to pursue graduate studies to have better opportunities for promotion and better pay.
- Intensive in service training for teachers and administrators on management and interpersonal values.
- Administration should examine closely those work values and job satisfaction of hard working teachers.

BIBLIOGRAPHY

A. Books:

Babbie,E (1990). Survey Research Methods .California: Wadsworth Publishing Company.

Andres, Tomas, D. 1980. Understanding Values, Quezon City: New Day Publisher,

Gonzales, Espiranza, 1989. Value Education And The Learner: A Source Book For Filipino Teachers. Quezon City.

Hall, Brian, 1980. Value Classification Of Learning Process. New York, Paulist Press,

Engel, J.F And Blackwell, R (1990). Consumer Behavior. New Delhi: The Dryden Press Inc

Gupta, Sp (1984). Statistical Methods. New Delhi: Suttan Chand And Sons.

Goode, W.J,&Hatt, P.K (1952). Methods In Social Research. New York: McGraw-Hill.

Kerlinger, F.N. (1986). Foundation Of Behavioral Research (3rd Ed).New York: Holt, Rime Hart And Winston.

Wolff, H.K. (1973). An Evaluation Of Communal Organization. Unpublished Ph.D. Dissertation, School Of Public Administration, University Of Southern California.

Pant, P.R. & Wolff, H.K. (2005). Social Science Research.(4th Ed). Kathmandu: Buddha Academy Enterprises.

Sekaran, U. (1992). Research Methods For Business, A Skill Building Approach (2nd). New York: John. Wiley & Sons.

Kothari, C.R. (2009). Research Methodology, Methods And Techniques. New Delhi: New Age. International Publishers.

Pravaha (2012). A Journal Of Management. Vol.18 No.18

B. Magazine:

Magturo, Salvador,
“The Right To Employment: Some New Dimensions”, Manpower Digest, Vol.
5, No. 4, 1985.

Unpublished Master’s Thesis And Dissertations:

Dahal, H.P (2066). A Report Study On Performance Evaluation Of Chaudhary Group For Customer Satisfaction In Instant Noodle. (Nepal Commerce Campus)

Pokhrel, A. (2010). Performance Evaluation And Customer Satisfaction Of Nabil Bank Limited, A Case Study Of Lalitpur Branch (ShankerDev Campus)

Shrestha, S. (2012). A Thesis On Customer Satisfaction Of Nepal Investment Bank Limited. (ShankerDev Campus)

Appendix Questionnaire

Schedule of structural questionnaires

Dear Respondent,

I have been conducting a research on "A study on job satisfaction of V.S Niketan Higher Secondary School". The questionnaire has been developed and presented as a part of this study. The issues raised in this questionnaire are the key problems identified by researcher related to the topic during the course of the study.

I humbly request you to fill it up at the best as your kind cooperation in this regard will be of immense value for me.

I shall be highly obliged for your prompt mark as far as possible.
Thank you!

Chandra keshariGoja
(Researcher)
Nepal Commerce Campus

QUESTIONNAIRE FOR TEACHERS PERSONAL DATA SHEET

I. Personal Circumstances

Name: _____

School: _____

Address: _____

Age: _____

Sex: _____

Civil status: _____

Single ()

Married ()

Educational Attainment :

Length of service : _____

Employment status as a teacher at this school

- () Permanent employment
- () Fixed term contract for a period of more than 1 year
- () Fixed term contract for a period of 1 year or less

II. Work Values Inventory

Directions:

These instruments represent values which people considered important in their work. This is satisfaction which people often used in their jobs as a result of their jobs. They are not at all considered equally satisfied, some are dissatisfied important to some people but of little importance to others.

Weigh its value according to its importance to you. Place a check mark in the appropriate column responding to it as they appear in the right hand column of this questionnaire:

- | | |
|----------------------------|------------|
| Highly Satisfied | - 1 |
| Satisfied | - 2 |
| Moderate | - 3 |
| Dissatisfied | - 4 |
| Highly Dissatisfied | - 5 |

WORKVALUES

1 2 3 4 5

1. Creativity

1.1 Work in which you contribute ideas

1.2 Work in which you try out new ideas and suggestions

1.3 Work in which you create something new.

2. Job Achievement

2.1 Work in which you get feeling of having done a good day work

2.2 Work in which you know by the result when you've done a good job.

2.3 Work in which you see the results of your effort

3. Physical Surroundings

3.1 Work in which you like the setting in which your job is done.

3.2 Work in which you have adequate toilet and other facilities.

3.3 Work in which you have a good place to work

4. Way of life

4.1 Work in which you can be the kind of person you would like to be.

5. Relationship with Associate

5.1 Work in which you have a good contact with fellow workers.

5.2 Work in which you are one of the group.

5.3 Work in which you have warm friendly relationship with your fellow employees.

6. Aesthetics

6.1 Work in which you need to have an artistic ability.

6.2 Work in which you add beauty to the world.

6.3 Work in which you make attractive products.

7. Prestige

7.1 Work in which you gain prestige in your field.

7.2 Work in which you know that others consider your work important.

7.3 Work in which you are looked up by others.

8. Independence

8.1 Work in which you have a freedom on your own areas.

8.2 Work in which you make your own decisions.

8.3 Work in which you are the boss.

III JOB DESCRIPTIVE INDEX SCALE

Please read statements carefully. Indicate the extents to which you agree or disagree with each statement by putting a checkmark on the appropriate blank. Your responses will indicate whether you are satisfied or dissatisfied with the items under consideration. Please assist checking on opinion unless necessary.

Legend

- Highly Satisfied - 1**
- Satisfied - 2**
- Moderate - 3**
- Dissatisfied - 4**
- Highly Dissatisfied - 5**

A. WORK ON PRESENT JOB

	1	2	3	4	5
1. My present job is challenging and inspires me to do my very best.	—	—	—	—	—
2. The general atmosphere in this school is conducive to effective teaching.	—	—	—	—	—
3. I feel so well in this school that it would be hard to leave.	—	—	—	—	—
4. The school has adequate classroom facilities, such as whiteboards, desk, chairs etc.	—	—	—	—	—
5. School library facility is adequate	—	—	—	—	—

B. PRESENT PAY

1. Present income is adequate for normal expenses.	—	—	—	—	—
2. My current salary provides for luxuries.	—	—	—	—	—
3. I feel that my salary is just right amount for the work that I do.	—	—	—	—	—
4. I am pleased with the policies in fringe benefits such as vacation, sick and earned leaves, medicare.	—	—	—	—	—
5. The policies in this school on advance salary loan are flexible enough to meet emergencies.	—	—	—	—	—

C. OPPORTUNITY FOR PROMOTION AND PROFESSIONAL GROWTH

1. The promotion policy in this school is inadequate.	—	—	—	—	—
2. Faculty members have fairly good chances of promotion	—	—	—	—	—
3. Faculty members promotion opportunity is somewhat limited.	—	—	—	—	—
4. Regular in service training programs are conducted by the school to promote faculty development.	—	—	—	—	—
5. There are sufficient journals and Reading materials for faculty members	—	—	—	—	—

D. ADMINISTRATION

- 1. The administration gives due recognition to dedicated and competent teachers. _____
- 2. The administration encouraged the faculty members to be creative. _____
- 3. The administration is ready to constructive change. _____
- 4. The administration consult the faculty members before acting on important Issues and decisions in the school. _____
- 5. The administration shows confidence in its faculty members to do a good job. _____

E. PEOPLE ON PRESENT JOB

- 1. My co-teachers are not only my Professional colleagues but my friends as well. _____
- 2. Faculty members are active, responsible, loyal to school. _____
- 3. Students in the school are generally intelligent and are eager to learn. _____
- 4. The faculty members in this school are well motivated and enthusiastic. _____
- 5. The academic community (administration, faculty, students, and staff) get along well together. _____
- 6. There is a general lack of involvement of the faculty in the affair of the school. _____

F. JOB SECURITY

- 1. Work in which you know your job will last. _____
- 2. Work in which you are sure of always having a job _____