

Job Satisfaction among Female Teachers of Public Schools

(A Sociological Study based on Pokhara Lekhnath Metropolitan City)

**A Dissertation Submitted to Tribhuvan University Department of
Sociology and Rural Development Prithivi Narayan Campus in the
Partial Fulfillment of the Requirement for the Degree
of Master's of Arts in Sociology**

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LETTER OF RECOMMENDATION

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LETTER OF APPROVAL

We hereby certify that the dissertation entitled "**Job Satisfaction among Female Teachers of Public Schools**" submitted by Mrs. Santosi Adhikari to the department of Sociology and Rural Development, Prithivi Narayan Campus, Pokhara Lekhnath, Tribhuvan University, in the Partial fulfillment of the requirement for the Master's Degree in Sociology has been found satisfactory in scope and quality. Therefore, the committee accept this dissertation as part of the mentioned degree.

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Abstract

“The job satisfaction Among the Primary Level Female Teachers of Public Schools” is a study on different dimensions of teaching women. The prime aim of this study is to find out the teachers’ perception on ‘Job Satisfaction’ and to identify the factors which affect job satisfaction. Out of 33 wards in Pokhara Lekhnath Metropolitan city six wards of eastern parts were selected purposively for this study. There are 49 public schools in this study area where total numbers of primary level female teachers are 118. Out of them 80 female teachers were surveyed and analyzed questionnaire was used and in depth interviews were conducted to collect primary data.

Almost all of them wanted some support from their family members for the betterment in their professional lives. Even they desired some sharing in their work with their family members. They do like multiple roles because it proves their capability. But they found it much more challenging when they are not able to manage their roles in hard times. The school environment attributes: positive teacher relationships and support from school management were positively associated with teacher job satisfaction, whereas stress and the factor that female teachers often experienced gender bias, stereotyping, underestimation and discrimination in the workplace. So it blocks women empowerment. If female teacher has Gender Responsive working Environment there exists democratic norms in performing school activities teachers would enjoy more freedom of work, and turn, her job satisfaction would be better in the present study.

The empirical study has found some factors which affect job satisfaction of female teachers. The Dependent variables are salary, academic qualification, reward, training, supervision, long holidays (Sick leave, annual leave, maternity leave, casual leave etc.), insurance, medical allowance, short working hours, working environment, motivation and culture etc. These factors affected the teachers depending on the different type of schools.

Directly or indirectly every respondents accepts that they are stuffed with more work loads and responsibilities. Problem faced by women is stress caused by role conflict or multiple roles. A coping resource that has been found to reduce stress is social support. There is close relationship between their income and expenditure. Their volume of expenditure generally shows their living standard and either they are enjoying the qualitative lives or not. The participation in decision making is found better because majority of them said that they participate in decision making at school. Most of the female teachers are not given the proper opportunities. Also they are facing the problem of underestimation towards them.

The living standard and their participation are found to be better. Their functional participation in decision making on family matters also shows that there is good influence of professionalism on them. Their good participation on social activities also enhances their mainstreaming

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ACRONYMS

JDI	Job Descriptive Index
JSS	Job Satisfaction Survey
LBDQ	Leader behavior description questionnaire
OCDQ	Organizational climate description questionnaire
OC	Organizational climate
HLBQ	Headmaster's leadership behavior questionnaire
NNEPC	Nepal National Education Planning Commission
DEOs	District Education Officers
MOES	Ministry of Education and Sports