CHAPTER I
INTRODUCTION

1.1 Background

Job satisfaction is important for employee well-being. It is a significant predictor of Sociological well-being and a widely acknowledged construct linked to work related well-being (Brough&O'Driscoll 2005). Murphy and Cooper (2000) find that the majority of employees spend between one and two thirds of their working time in the workplace. Thus, job satisfaction has a major impact on employee well-being in the workplace, as well as at home.

Job satisfaction represents the affective reactions of employees towards their jobs (Parasuraman& Simmers 2001) or employees' positive feeling towards their jobs. A comprehensive definition of job satisfaction given by Locke (1969) includes individuals' cognitive, affective and evaluative reactions towards their jobs. Locke (1969) defines job satisfaction as the pleasurable emotional state resulting from achieving one's job values, whereas job dissatisfaction is an unpleasant emotional state resulting from frustration in achieving one's job values. Herzberg (1959) defines job satisfaction and dissatisfaction in terms of motivator and hygiene factors. They conclude that growth, responsibility, recognition and achievement are among the factors contributing to employees' job satisfaction. Meanwhile, universities policy, salary, and relationships with employer and peers are leading factors to job dissatisfaction. In reviewing the definitions of job satisfaction, the most comprehensive definition, and the one that is most suited for the Nepalese context, is the definition proposed by Spector (1997).It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. As it is generally assessed, job satisfaction is an attitudinal variable. In the past, job satisfaction was approached by some researchers from the perspective of need fulfillment- that is, whether or not the job met the employee's physical and psychological needs for the things provided by work, such as pay. However, this approach has been de-emphasized because today most researchers tend to focus attention on cognitive rather on underlying needs (1997).

Under Herzberg's (1968) theory, employees who are satisfied with both motivation (i.e., nature of their jobs, achievement in the work, promotion opportunities, and chances for personal growth and recognition) and hygiene factors (i.e., company policies, supervision, salary, interpersonal relations and working conditions) are satisfied employees, while those who are dissatisfied with both factors would more likely to be poor performers. The study examines the level of job satisfaction among Malaysian school staff and furthermore, the study makes comparisons between the levels of Malaysian job satisfaction and those from previously reported samples from both the United States and

Singapore (Spector &Wimalasiri 1986). The study of Spector and Wimalasiri (1986) is selected because the Job Satisfaction Survey (JSS), which was originally developed in the US, was then administered in Singapore, a country which is in close geographic proximity to Malaysia and shares a similar history, ethnicity, religion, language and economic development.

Although the JSS was originally developed for application in human services in public and nonprofit organizations (Spector 1985), Spector (1997) finds the JSS is also suitable for general use and not restricted to some specificorganizations. Previous studies on job satisfaction employ instruments such as the Job Descriptive Index (JDI) (Smith, Kendall &Hulin 1969) when focusing on small and medium industries and tourism industry (Abdullah et al. 2007; Yew 2007); the Job Diagnostic Survey (Hackman & Oldham 1975) when examining nursing, private and public sectors (Pearson & Chong 1997, at all) and the Job Stress Questionnaire in relation to university staff (Ahsan, Abdullah, Fie &Alam 2009). Although the JDI and JSS are used globally for job satisfaction as well as individually dimensions, the JDI mainly concentrates on five facets (i.e., work, supervision, pay, co-workers and promotion) (Spector 2008) and some items may not apply to all employees (Cook et al. 1981). Unlike the JDI, the JSS examines five facets that focus on job designs and characteristics (i.e., skill variety, task identity, task significance, autonomy and feedback).

1.2 Statement of the Problem

Though the outside world is changed about women, still in many developing countries women are helpless. Nepal is not exception from it. Its social structure and belief are so narrow for women. Women are always inferior to men. The general perception in Nepalese society is women should remain in household core. They are given three roles of rearing, bearing and caring. When women are a little empowered and want to come out of their houses, they are found to be overburdened. Is it their compulsion to take up all the burdens when they choose the duel career?

According to the census report, women's participation in economic activities has been increasing. In the year 1981 economically active women (15 years +) were 45.7 percent whereas it slightly increased into 48.7 percent in 1991 and it increased into 60.4 percent in 2001 respectively (CBS, 2001). Labor participation rate; female (percent of female population ages 15+) in Nepal was last measured at 80.30 in 2010. The World Bank Labor force participation rate is the proportion of the population ages 15 and older that is economically active: all people who supply labor for the production of goods and services during a specified period (World Bank, 2010).

In the context of Nepal, it can be seen that while choosing the profession by women, they

get very little choices. They are not getting favorable options for their personality development. On the other hand, women have to manage with their family and social roles. Women might have faced several challenges in manipulating such roles at once

In order to empower the women, it is necessary to raise their participation so that their income will be generated and they can contribute more to their nation's economy. Their income, expenditure, decision making, etc. bring some change in their lives which has direct connection to nation's development.

Women are still lagged behind in Nepalese context. They are given minor opportunities for their personal development. They need to take permission for each and every activity. In such context, how could they do better performance in their professions?

The professional women are managing multiple roles which seem challenging in such situation they are managing multiple roles by working many hours. While doing so, are they stressed or not? What are the other lapses due to their professionalism? Are they able to perform enough in the teaching responsibilities? There are such queries about the professional women. Therefore, this study seeks to identify to examine whether female teachers are satisfied with their job or not and find out the causal factors in Nepal.

Especially femaleteachers have to play the important role in home as well as schools. They are facing heavy burden and causesof problem faced by women is stress from their job. Upon these regard our major focus will be draw empirically female teachers are satisfied with their job or not. This study will be guided from the following questions:

Whether female teachers are satisfied with their job or not?

What are the factors behind the job satisfaction?

What is the perception of women's towards their job?

What is the status of employed women empowerment in educational organization?

1.3 Objectives of the Study

The main objective of the study is to analyze the job satisfaction of female teacher in public schools. The specific objectives of this study are as follows: -

   i.   To examine whether female teachers are satisfied with their job or not.

   ii. To find out the causal factors behind the job satisfaction

1.4 Significance of the Study

Academic staff job satisfaction and motivation play an important role contributing to

positive outcomes to the quality of the institution. Little published research has been discovered that focuses on examining the levels of job satisfaction among the public schools' female teachers in Nepal. Moreover, very few researches have been found that compares the levels of job satisfaction among female teachers of public schools. The female teachers' importance has been recognized in the development of primary education but their level of satisfaction is not given attention. This study may help to divert the attention to that direction. The study will be significance to provide the valuable insights about the job satisfaction of female teachers of public school in Pokhara Lekhnath Metropolitan City

1.5 Limitation of the study

This study is limited because of the nature of selecting the population and the Job satisfaction factors due to the exclusion of leadership properties other than those defined in the JSS.

Another limitation is the utilization of the JSS which is not without problem. It is difficult to find out the instruments with perfect validity. The validity of instruments used this study is also not perfect but JSS was well tested and developed for 21st leadership characteristic. It is believed that the instrument proposed has merit. The concept of Job satisfaction is complex and it is difficult to include all aspects of the variables associated with the leadership.

As the study is entitled as Job Satisfaction among Female Teachers of Public Schools, it can only be generalized to the context of public schools and female teachers.

This study is focused only on primary level public schools of six wards in Pokhara Lekhnath Metropolitan City. Only female teachers will be surveyed to analyses their job satisfaction. Hence, its result may not be generalized and does not capture the reality of private schools and other areas.

1.6 Organization of the study

The study is organized in seven chapters. The first chapter provides an introductory part of the study. It includes the general background, conceptual framework, statement of the problem, objectives, hypothesis, and organization of the study and limitation of the study. Chapter two reviews the literature applicable to this study. Review of various literatures has been done in order to find out the scope and findings of previous studies and research works in this area. It includes conceptual review and review of related literature of major studies and research article. Research methodology is presented in the third chapters. The framework and the research methodology followed in this study in this chapter. It includes frame work and design, of the study, sources of data, sampling framework and

procedure, instruments of data collection, analytical framework and techniques used, the fourth, fifth and six chapter presents the analysis of the study. It contains presentation, analysis and interpretation of data which is the main body of the research, lastly, the seven chapter presents summary, major findings, conclusion and recommendation for future research.

1.7 Basic Assumptions for the Study

There are some basic assumptions made as pre-determinations before undergoing the study. The assumptions are made so as not go beyond the objectives of the study while collecting and analysis the data. The following assumptions are made for this study.

1. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs.

2. Job satisfaction is an attitudinal variable.

3. Job satisfaction is related to cognitive needs rather than others.

4. There is no doubt, many factors that can have effect on job satisfaction, however these nine factorsPay, Promotion, fringe benefits, contingent reward, supervision, co-workers, operating procedures, nature of the work, communication are more significant one for the job satisfaction.

5. Level of job satisfaction can be improved.

CHAPTER II

LITERATURE REVIEW

This chapter covers the rational of literature for the study. Different studies conducted in women job satisfaction in different aspects are referred as the literature for this study. This review ranged for national to international researchers and article published in different journals also have been taken as references. Many researchers have discussed, analyzed and conducted massive study in the field of women empowerment andJobSatisfaction. The literature review analysis the condition and importance job satisfaction of working women in Public school primary level female teachers.

2.1 Theoretical Overview

This study has origins in feminist theories because these theories also link various explanatory variables such as economic, social, educational of the study to the status of the women.

2.1.1Marxist Feminism

Engels in their book the "Origin of family, private property and state" tried to develop relation between material condition and power structure within family. Engel described that "in primitive society men owned and controlled the animals and used them as means of production. Men who got more production than their need, started to cumulate it." Before capitalism, inheritance was not a matter of great deal. However, capitalism, inheritance was not a matter of great deal. However, capitalism took the production to higher scale which made the division of labor. This gave more importance to men who began to control the means of production; on the other hand, consequently women adopted the role of housekeeping. Thus women's role as housekeeper and change in site of production from household to bit industrial unit and business for men became the real cause of their gradual subordination process. After cumulating wealth, man wanted to inherent it to his children. For his natural children he wanted a woman of his own. Such wises of man encouraged the development of family as an institution. Moreover, the change in heritance process from matrilineal to matrilineal, became the starting point for the women's exploitation (Vogel, 1983) and institution of family was considered as the place which developed a relation of subordinate and super ordinate between men and women. To Engels, if the property rights were taken from the men, women will attain freedom of social, political, economic and personal action. Marxist feminist also suggested wages for women work. They thought that women's work is not only productive but also creative.Women's income from household work would lead to reduce the inequality.

Marx's theory of alienation can be assigned to women's work (Tong, 1989). Author stated that women work, most of the time for others, creates alienation among them and their work. Men can get relief from their work through their relation with women. However, there is no relief for women that consequently creates oppression for them. Marxist feminism links the women oppression to the capitalism. However, this argument has less credibility due to two reasons. First, in contemporary world capitalism has not much influence on women's oppression. Second, the women living in socialist societies are still facing oppression. Therefore, abolition of capitalism does not guarantee women betterment (Tong, 1989).

2.1.2 Liberal Feminism

Most of the work of liberalism in the past is associated to John Locke, David Hume, Jeremy Benthan, and John /Stuart Mill. /these sociologists argued that human beings are guided by enlightened self-interest, rationality and free choice. They also stressed the intervention of the state in the lives of the individuals (Marshall, 2006).Liberals can be divided into two main categories: Classical and egalitarian, the classical liberals consider that protection of individuals' civil right is the priority of an ideal state; Whereas, the egalitarian liberals think that variation in capability of individuals determine their gain in resources and rights. Liberal feminist is in favor of state intervention for accommodating the weaker part of the society or the people with less ability. According to liberals such act will be helpful in creating a just society. As women are considered a weak segment of society therefore, for their welfare, Mill and Taylor (1970) advocated that women freedom or autonomy can be obtained by their work outside their home. They also indicated that educational facilities, equality in work load, its reward and their equal share in politics could improve their status.

To minimize gender inequalities,liberal feminist suggested a number of planned actions which include: mobilizing existing political and legal channels for change, developing equal economic opportunity, sharing responsibilities equally, monitoring the messages in the family, promoting education, and the mass media. These changes will socialize the people to give equitable and just environment for women and breakdown the rigidly compartmentalized sex role. For liberal feminists, the optimum level of gender arrangement is one that facilitates the individuals to adopt the life style that suits him or her and also accepted or respected (Ritzer, 2001) by the society at large. However, liberal feminists are not in favor of structural change to a great extent. Furthermore, some of liberal feminists thin that individual woman cannot make change; therefore, state intervention is prerequisite,

2.1.3 Patriarchy Theory

Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property (Mitche,2003). In the domain of the family, fathers or father-figures hold authority over women and children. Historically, patriarchy has manifested itself in the social, legal, political, and economic organization of a range of different cultures. The term patriarchy was used to refer to autocratic rule by the male head of a family. However, in modern times, it more generally refers to social systems in which power is primarily held by adult men. Various authors such as Mitchel (2003) and Welby (2006) defines that it allows for the variability and changes in women's roles and in the order of their priority under different patriarchal systems. It also recognizes that it is the institutionalized subordination and exploitation of women by men that is the crux of patriarchy; this can take many forms.It is even theoretically possible that patriarchy could express itself through a de-emphasis on motherhood in favor of women as wage earners or some other role Mitchel (2003).

Patriarchy is the prime obstacle to women's advancement and development. The nature of this control may differ. So it is necessary to understand the system, which keeps women dominated and subordinate, and to unravel its workings in order to work for women's development in a systematic way (Lerner, 1989). In the modern world where women go ahead by their merit patriarchy there creates obstacles for women to go forward in society. Because patriarchal institutions and social relations are responsible for the inferior of women. Patriarchal society gives absolute priority to men and to some extent limits women's human rights also (Lerner, 1989).

The concept of patriarchy itself is not a contribution of feminist theories. Patriarchy refers to the male domination both in public and private spheres. Feminists mainly use the term 'patriarchy' to describe the power relationship between men and women. Many social scientists in the nineteenth century wrote about it as a more civilized or complex form of organization compared to the primitive matriarchies (Millett, 1977). Thus, patriarchy is more than just a term feminists use it like a concept, and like all other concepts it is a tool more than just a term feminists use it like a concept, and like all other concepts it is a tool to help us understand women's realities. The concept of patriarchy if demined by different thinkers in different ways. Mitchell, a feminist psychologist, uses the word patriarchy to refer to kinship systems in which men exchange women (Mitchell,2003).

Walby define "patriarchy as a system of social structures and practices in which men dominate, oppress and exploit women" (Walby 1990). She explains patriarchy as a system because this helps us to reject the notion of biological determinism. According to modern

psychology, women's biology determines their psychology and, therefore, their abilities and roles. Sigmund Freud, for example, stated that for women anatomy is destiny, in his view normal human was male (Freud, 1977). Hartmann (1981) argues that both house work and wage labor are important sites of women's exploitation by men. Within the field of paid work occupational segregation is used by organized men to keep access to the best paid jobs for themselves at the expense of womenHartmann (1981).

In a strongly patriarchal society, women leaders have served and are serving the nation being at the decision level successfullyon their visions and that has already established the capabilities of women leaders. Similarly, women's political, social, cultural and economic awareness level have been gradually developing which if truly a good sign for overall development of women. For the first time in the history of Nepal, women's 32.77% representation has been ensured in constituent assembly. However, there is still room to work for ensuring women's equal participation rights at all state mechanisms. There 197 women constitution assembly members are the representatives of all Nepalese, people especially the diverse group of women. Though the Government of Nepal has committed to reserve 33% of all positions in all bodies owned by the state for women, they occupy less than 1% of the high - level, decision –making positions (FWEAN, 2010). At present, almost all job vacancies mention 'women are strongly encouraged to apply. Also shows that women applicants represent a very small number as meeting the qualifications required is often difficult. Discrimination in pay – scale between men and women, both in agricultural and non- agricultural sectors also prevail (Volunteers Initiative Nepal, 2010).

2.2 Concept Review

2.2.1Definition and Importance of Job Satisfaction

Despite its vide usage in scientific research, as well as in everyday life, there is still no general agreement regarding what job satisfaction is. In fact, there is no final definition on what job represents. Therefore, before a definition on job satisfaction can be given, the nature and importance of work as a universal human activity must be considered.

Different authors have different approaches towards defining job satisfaction. Some of the most commonly cited definitions on job satisfaction are analyzed in the text that follows. Hoppock defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppock, 1935). According to this approach although job satisfaction is under the influence of many external factors, it remains something internal that has to do with the way how the employee feels. That is job satisfaction presents a set of factors that cause a feeling of satisfaction. Vroom in his definition on job satisfaction focuses on the role of the employee in the workplace. Thus he defines job satisfaction as affective orientations on the part of individuals toward work roles which they are presently occupying (Vroom, 1964).

One of the most often cited definitions on job satisfaction is the one given by Spector according to whom job satisfaction has to do with the way how people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That's why job satisfaction and job dissatisfaction can appear in any given work situation. Job satisfaction represents a combination of positive or negative feelings that workers have towards their work. Meanwhile, when a worker employed in a business organization, brings with it the needs, desires and experiences which determinates expectations that he has dismissed. Job satisfaction represents the extent to which expectations are and match the real awards. Job satisfaction is closely linked to that individual's behavior in the work place (Davis et al.,1985).

Job satisfaction is a worker's sense of achievement and success on the job. It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. Job satisfaction is the key ingredient that leads to recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment (Kaliski,2007).

Job satisfaction can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic

motivation(Statt, 2004).

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

Job satisfaction is the collection of feeling and beliefs that people have about their current job. People's levels of degrees of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole people also can have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George et al., 2008).

2.2.2 Factors of Job Satisfaction

Job satisfaction is under the influence of a series of factors such as:The nature of work, Salary, Advancement opportunities, Management, Work groups and Work conditions. A somewhat different approach regarding the factors of job satisfaction is provided by Rue and Byars (2003) are school principal concern for people, job design, compensation, working conditions, social relationships, perceived long range opportunities, perceived opportunities elsewhere and level of aspiration and need achievement. Job satisfaction caused the commitment to organization and dissatisfaction caused turnover,absenteeism, tardiness, accidents, strikes, grievances, sabotage etc. When talking about factors of job satisfaction the fact that they can alehouses job dissatisfaction must be kept in mind. Therefore, the issue weather job satisfaction and job dissatisfaction are two opposite and excludable phenomena? There is no consensus regarding this issue among authors.

Herzberg's (1976).Two Factor Theory is probably the most often cited point of view. In fact, the main idea is that employees in their work environment are under the influence of factors that cause job satisfaction and factors that cause job dissatisfaction. Therefore, all factors that have derived from a large empirical research and divided in factors that cause job satisfaction (motivators) and factors that cause job dissatisfaction (hygiene factors).

Table 1 - Job Satisfaction Factors (Herzberg, 1976)

Hygiene factors	Motivators
School policies	Achievement
Supervision	Recognition
Interpersonal relations	Work itself
Work conditions	Responsibility
Salary	Advancement
Status and Job security	Growth

2.2.3 Measuring Job Satisfaction

Usually job satisfaction is measured by using general scientific research methods such as the questionnaire. Some of the most commonly used techniques for measuring job satisfaction include:

- Minnesota satisfaction questionnaire
- Job description index and
- JSS

The Minnesota Satisfaction Questionnaire is a paper-pencil type of a questionnaire and can be implemented both individually and in group, but it does not take sex differences into consideration. This questionnaire has one short form and two long forms that date from 1967 and 1977. In fact, 20 work features in five levels are measured with this questionnaire. Responding to this questionnaire usually takes between 15-20 minutes.

The 1967 version of the Minessota Satisfaction Questionnaire uses the following response categories:

- Not satisfied,
- Somewhat satisfied,
- Satisfied,
- Very satisfied and
- Extremely satisfied.

The 1977 version of the Minessota Satisfaction Questionnaire uses the following response categories:

- Very satisfied,
- Satisfied,
- Neither satisfied nor dissatisfied,
- Dissatisfied and
- Very dissatisfied.

If compared it's obvious that in a way, the 1977 version of this questionnaire is more balanced compared to the1967 version. This questionnaire the following aspects of job:

- Co-workers
- Achievement
- Activity
- Advancement
- Authority
- School Policies

- Compensation
- Moral Values
- Creativity
- Independence
- Security
- Social Service
- Social Status
- Recognition
- Responsibility
- Supervision-HumanRelations
- Supervision-Technical
- Variety
- Working Conditions

The Job Satisfaction Survey (JSS; Spector, 1997) is a 36 item, nine-facet survey instrument designed to assess employee attitudes about aspects of their jobs. The questionnaire the following aspect of the job.

- Pay
- Promotion
- Fringe benefits
- Contingent reward
- Supervision
- Co-workers
- Operating procedures
- Nature of the work
- Operating procedures

2.2.4 Effects of Job Satisfaction

Job satisfaction causes a series of influences on various aspects of organizational life. Some of them such as the influence of job satisfaction on employee productivity, loyalty and absenteeism are analyzed as part of this text. The preponderance of research evidence indicates that there is no strong linkage between satisfaction and productivity. For example, a comprehensive meta-analysis of the research literature finds only a.17 best estimate correlation between job satisfaction and productivity. Satisfied workers will not necessarily be the highest producers. There are many possible moderating variables, the most important of which seems to be rewards. If people receive rewards they feel are equitable, they will be satisfying and this is likely to result in greater performance effort. Also, recent research evidence indicates that satisfaction may not necessarily lead to

individual performance improvement but does lead to departmental and organizational level improvements. Finally, there are still considerable debate weather satisfaction leads to performance or performance leads to satisfaction (Luthans, 1998).

Employee loyalty is one of the most significant factors that human resource managers in particular must have in mind. Employee loyalty unusually measured with the Loyalty Questionnaire and can cause serious negative consequences when not in a high level.

Usually three types of employee loyalty are considered: affective loyalty, normative loyalty and continuity loyalty. Affective loyalty has done with the cases when an employee feels an emotional connection to the company, normative loyalty is a sort of loyalty that appears in cases when the employee feels like he owns something to the company and continuity loyalty comes as a result of the fact that the employee does not have an opportunity to find a job somewhere else.

Research conducted by Vanderberg and Lance (1992) during which they surveyed 100 professionist in the information services for five months showed a strong relation between job satisfaction and employee loyalty. Their research proved that the higher the degree of job satisfaction the higher is the level of employee loyalty. Employee absenteeism causes serious additional costs for companies, therefore managers are in permanent pursue of ways how to decrease and reduce it to its minimum. Probably, the best way oreduvceam employee absenteeism would be through an increase in the level of employee satisfaction. The main idea behind this approach is that the higher the degree of job satisfaction is the lower employee absenteeism should be. Even though the effects are modest the fact that job satisfaction contributes to decreasing the level ofemployeeabsenteeism remains. So satisfaction is worth paying attention to, especially since it is potentially under your control - unlike some of the other causes of absenteeism (e.g. illness, accidents). As a manager you could be implicitly encouraging absenteeism by enforcing company policies. If people are paid for sick days, and if they must be "used or lost" this is pretty strong encouragement for employees to be absent. In other words, you've helped create a culture of absenteeism that can overcome the "satisfaction" effect. (Sweney and McFarlin, 2005)

2.2.5 Review of Previous Studies

This section of the report focuses on existing empirical studies that have dealt with job satisfaction and occupational stress among teachers.The term 'job satisfaction' was first utilized by Hoppock (1935), referring to a combination of sociological and environmental circumstances that make a person feel satisfied with their job.

According to Kyriacou (2001), 'teacher stress may be defined as the experience by a

teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher'. He lists the main sources of stress facing teachers are teaching pupils who lack motivation, maintaining discipline, time pressures and workload. He also observes that job satisfaction is a complex issue in that 'even in the context of feeling overloaded, taking on additional duties in a valued area of work need not create more stress, and may indeed enhance job satisfaction'.

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, and teachers of different ages and length of teaching experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and pupil behavior/ attitude.

In Canada, Ma and MacMillan (1999) surveyed over 2,000 elementary school teachers. The study found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts. The gender gap in professional satisfaction grew with increased teaching competence. The study also found that teachers who stayed in the profession longer were less satisfied with their professional role.

Perie and Baker (1997) identified the following school-level/working condition factors associated with teacher satisfaction: administrative support and leadership, student behavior and school atmosphere, relations with parents, and teacher autonomy (their sense of control over classroom procedures). The study noted that the more favorable the working conditions were, the higher the satisfaction scores were.

Skaalvik and Skaalvik (2009) examined relations between teachers' perception of the school context (supervisory support, time pressure, relations with parents, and autonomy), teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment), and teacher job satisfaction among Norwegian teachers in elementary and middle school. The authors found that teachers' job satisfaction was directly related to emotional exhaustion and reduced personal accomplishment. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents.

Borg, Riding and Falzon (1991) studied occupational stress and its determinants among Maltese primary school teachers. The authors discovered that environmental factors, such as pupil misbehavior, time/resource difficulties, professional recognition needs, poor relationships and ability group taught, had an impact on teacher stress. Their results also showed that teachers who reported greater stress were less satisfied with their job and less committed to choose a teaching career given a second chance.

Griffith, Steptoe and Cropley (1999) in the UK explored coping strategies and job stress among teachers and found that high job stress was associated with low social support at work and greater use of coping by disengagement and suppression of competing activities.

De Nobile and McCormick (2005) investigated the relationships between job satisfaction and occupational stress among Catholic primary schools in New South Wales, Australia. They found that four stress domains (information domain, personal domain, student domain, and school domain) were predictors of job satisfaction. Negative associations were found between job satisfaction and occupational stress. Sources of stress included lack of support from school administration, supervision, job variety, the staff-principal relationship and staff- student relationships.

In Nigeria, study done by Abioudun (2012) on job satisfaction status of 238 (Male 95 and Female 143) randomly selected teachers from 20 public and private primary schools in Ota indicated that greater percentage of teachers (52.9%) are very satisfied with their job. It was also evident that female teachers are very happy with their job than male teachers; and there exists a significant positive relation of job satisfaction with educational qualification and age groups while there is no significant difference between gender and job satisfaction.

Tanja (2005) done as study on "Keeping Teachers Happy: Job Satisfaction among Primary School Teachers in Rural Northwest China" to examine the factors leading to satisfaction among teachers serving poor rural communities. As sample 100 village leaders, 128 principals and 1003 teachers of Gansu, one of the China's interior northwestern provinces were selected. It was found that some factors: community factors, remuneration, school environment, school economic resources and working conditions, workload, opportunities for personal and professional advancement, collegial relationships and collaboration, training and certification are related to teacher job satisfaction.

Canadian study conducted on the basis of teachers" data (1999) at New Burnswick elementary schools to examine how teachers" professional satisfaction is related to workplace condition. It was found that workplace conditions measured through teaching competence, administration control and organizational climate positively affects teachers" job satisfaction.

Anju (2002) done a comparative study on leadership style of principals and job satisfaction of teachers and organizational climate of govt. and private senior secondary schools in 26 Delhi with a sample comprised of 28 govt. and 28 private senior secondary schools and 1120 respondents. Leader behavior description questionnaire (LBDQ) of

Halpin and Winner; school organizational climate description questionnaire (OCDQ) of Motial Sharma and job satisfaction scale developed by investigator were used to collect data. Mean, standard deviation, t-test was applied and co-efficient of correlation was calculated. It was found that in govt. schools 46.4% teachers are highly satisfied, 35.7% teachers are moderately satisfied and only 17.8% teachers are low satisfied. Further the leadership style of the principals and job satisfaction of teachers was found significant; no significant relation was noticed between job satisfaction of teachers and organizational climate in govt. schools.

The result of the study was somewhat different from Singh(1992) study on organizational climate (OC) and leadership behavior with respect to job satisfaction of secondary school teachers in the State of MP, India found that job satisfaction was positively related with Initiating Structure and Consideration dimensions of principals" leadership behavior; teachers working in the Open climate were more satisfied than teachers working in the Autonomous, Controlled, Paternal and Closed climates. It was also revealed that female teachers had more job satisfaction than male teachers.

In Nepal too, almost similar findings were observed in the study of Singh (1984) did a study on the effect of the headmaster's leadership on teachers" job satisfaction and morale as perceived by the secondary teachers in Nepal. Singh selected a sample of 189 teachers randomly from 15 secondary and vocational secondary schools to apply headmaster's leadership behavior questionnaire (HLBQ) and teacher job satisfaction and morale (TJSM) instruments. Results show a significant positive relationship between headmaster's task and teachers" job satisfaction and morale; and headmaster's expressiveness and teachers" 27 jobsatisfactions. It is indicative from the studies leadership and organizational climate that JS is the product of these independent variables.

2.3 Role of Women in Development

Development might be defined as a process of social transformation (modernization, empowerment, etc.) that is brought about by specific programs, projects, and policies, such as maternal health, drinking water projects, or meeting basic needs. At least this is the institutional self-conception of development formulated from the perspective of international development agencies, policy-makers, and academics (Pigg, 1992). In Nepal, development has a different, more profoundly social meaning, a meaning that weaves bikas into the fabric of local life and patterns Nepalese national society. However, the meaning of bikas in Nepalese society and the meaning of development in the international institutions (like the World Bank, the Asian Development Bank, IMF, etc.) differ but are not separate.

To quote Korten, development must be all-encompassing leading to empowerment and understood as "a process by which the members of a society increase their personal and institutional capacities to mobilize and manage resources to produce sustainable and justly distributed improvements in their quality of life consistent with their own aspirations" (Korten, 1992). However, the female population in Nepal covers about half of the total population and women pay an important role in agriculture as they contribute between 50-80% of total agricultural labor depending upon geographical and socioeconomic variations and they are major producers of food in terms of value, volume and numbers of hours worked (Shrestha, 2001).

The interplay of such factors as the socioeconomic characteristics of a population, the nature and cause of attitudinal as well as behavioral changes toward women's role, structural changes providing women with a wider range of opportunities and options, and structural barriers to social and economic change are all areas that should be further investigated. Alger (1990) defines development as intrinsically the creation of conditions for the full flowering of individual human potential. Mazumdar (1979) states that it has been long assumed that development programs automatically benefit both men and women. However, experience has revealed that unless there is a special plan for women, they will not benefit. To achieve this, the NGOs / INGOs must create adequate and properly trained machinery and cadres in each of their program areas. They must adopt a well-defined policy for women's development, clearly stating their economic and social objectives so that they receive continuous attention and support (Muzumdar, 1979).

While ongoing social changes have all too often negatively affected the productivity of women and deprived them of options and opportunities, the literature on development has generally categorized women as passive recipients of social and economic change (Yehia, 1977). Mazumdar (1979) fairly concludes that women have not been equal beneficiaries of development. Due to the persistence of patriarchy, the effects of development may differ for women in different locations in the social structure. Single women may have fewer constraints compared to married women in relation to pursuing new opportunities that arise during the course of development (Evans and Saraiva, 1993).

2.4 The Problems Working Women Face

Research confirms that employment has a positive effect for women and families. Despite this conclusion, women still encounter a number of difficulties and misperceptions that affect their performance in the workplace. This paper tried to examine some of these difficulties and describe various methods employed by working women to resolve them. One such difficulty is the belief that men and women have different leadership styles. Leadership styles attributed to women are believed to reduce their effectiveness in the

workplace. Specifically, women are thought to be more people-oriented in their leadership style and men more task-oriented. The people-oriented leadership style of women is viewed as less likely to inspire productivity among workers. Gender stereotyping is a problem that working women must deal with. Barnett and Hyde (2001) conclude that the empirical studies they reviewed challenge gender differences predictions of earlier theories. The behavior of men and women in the workplace is similar.

Another problem faced by women is stress caused by role conflict or multiple roles. Research has suggested that the use and choice of coping strategies may be a factor in reducing such stress (Billings and Moos, 1981; Folman, Lazarus, Dunkel-Schetter, DeLongis, and Gruen, 1986; Pearlin and Schooler, 1978). A coping resource that has been found to reduce stress is social support (Eckenrode, 1991; Eckenrode and Gore, 1990; Emmons et al., 1990; Greenhaus, 1988; Riefman, Biernat and Lang 1991). The particular social support mechanisms most helpful to working women are emotional support and tangible support. Tangible support is defined as providing some sort of assistance for another person. There is a work/family conflict that particularly affects working women. It is extended work hours, (Piotrkowski et al 1987). There is research that suggests that a child's wellbeing suffers as a result of lack of time with parents (Piotrkowski et al 1987). Specifically, "the lack of sensitive, responsive, and consistent care from overworked parents or substitute providers can lead to decreased cognitive and social skills (Percel and Menaghan, 1994). And can promote attachment insecurity in children (Belsky, 1990). Research has determined that working women with rigid schedules report more family difficulties than working women with flexible schedules (Ralston, 1990). It has been determined that there is a relationship between the lack of job flexibility and depression (Googins, 1991). It has been reported that, "when family responsibilities expand, mothers are more likely than fathers to change jobs, to work part-time, or exit the labor force for a spell because families cannot afford to lose fathers' wages. The result is often a decrease in mothers' financial and occupational attainment (Felmlee, 1995; Corcoran et al., 1984).

Employed mothers work a great deal and hours of work each week can add to overload and stress (DeMeis and Perkins, 1996; Long Dilworth, 2004; Scharlach, 2001). A heavy workload is often associated with high levels of stress among working mothers (Reifman, Biernat and Lang, 1991). Often mothers feel that their hours are too rigid (Crouter, 1984) and demands from work and cause them to experience stress (Galinksy and Stein, 1990). Inflexible schedules also create overload for parents as they attempt to balance work and family in sometimes limited frames of time (Tingey and Kiger, 1996).

2.5 Social Structure in Gender

Women in Nepal as elsewhere, hold triple responsibility of reproduction, Production and community management. Women's access to property and modern avenues of education, skill development and knowledge is very rare. Nepalese women in general lag far behind men (Bhattarai, 2013). Women suffer from discriminatory practice in opportunities for education, personal mobility which is the very necessity for skill development. Independent decision-making is also highly restricted. Women in Nepal work for longer house than men but do not possess any opportunity in gainful employment and have extremely limited property right. Lack of control over property.

2.6 Women and Education

Various Literatures show by making a female literate we educate the whole family. Female literacy brings more awareness in the house. Literacy among females brings remarkable change and is mainly responsible for qualitative chances in Education bring about a change in an individual which in turn brings great changes in the whole society too. Education gives awareness to the women. Women with high academic qualification will influence the development of the country and the quality life itself (Bhusal, 2007)

2.7 JobSatisfaction

Job satisfaction can be generally defined as an employee's attitude towards his job (Brief, 1998). Research has been reporting job satisfaction as an important predictor of several critical negative and positive work outcomes. Job satisfaction has negative relationships with negative work outcomes such as turnover. The literature about the relationship between perception of equity and job satisfaction is rich. Equity in research has had more than one

from: pay equity, procedural and distributive justice, job security and complexity, pay administration equity, pay level equity, Promotion opportunities equity, evaluation criteria equity, tec. (Wagner, 2007)

Job satisfaction has been linked with enhanced job performance, positive work values, high levels of employee motivation, and lower rates of absenteeism, turnover and burnout (Ngo, (2009). Therefore, it is essential that managers be concerned with the level of satisfaction in their organization. Dissatisfied employees may cause undesirable job outcomes by stealing, moonlighting and demonstrating high rates of absenteeism. As a result, these employees may withdraw from the position psychologically, and display disruptive behaviors, such a s, not being punctual, attending meetings or wandering about trying to look busy, Dissatisfaction produces a series of withdrawal cognitions in which

employees examine the costs and benefits associated with leaving their jobs, hence this type of thinking causes them to slip on productivity,

According to Anonymous (2006), happy workers may not necessarily be productive workers. Because at the individual level, the evidence suggests the reverse to be more accurate, that productivity is likely to lead to satisfaction, if one moves from the individual level to that of the organization, there is renewed support for the original satisfaction performance relationship. When satisfaction and productivity data are gathered for the organizations with more satisfied employees tend to be more effective than organizations with fewer satisfied employees.

2.8 Review of Educational Policies and Programs

The Nepal National Education Planning Commission (NNEPC) recognized the need for recruiting women in teaching profession as early as 1956. The Commission in its report entitled Education in Nepal stated 'women are better adapted to working with children of primary school age than men'.The Commission recommended the government that it consider planning 'definite procedures that will bring qualified men and women into teaching profession'. It dreamt of making teaching a 'woman's profession' like in many western countries. However, no concrete programs were developed and implemented to put these policy intentions into actions. As such, a national system of education was yet to be developed. The phenomenon of schooling was new. There were only a handful of educational institutions in the country. No surprise those institutions were only for men coming from affluent families. Although the new political atmosphere that was created after the overthrow of the Rana regime gave impetus to educational development, there existed a number of socio-cultural, economic, political and institutional barriers for the promotion of education in general and the promotion of girls' education in particular. Evidently, girls were seen not worthy of being made literate and educated.

Whatever the impact of female teachers, educational administrators, parents, community members, and students themselves saw numerous benefits of having female teachers in schools (CERID, 1990; CERID, 2000). Parents seemed to feel that the presence of at least one teacher who is female makes both parents and girls feel secure and confident. Some argue that 'addressing the safety and comfort factor is essential, particularly in environments where sexual harassment and gross misconduct by male teachers in no uncommon' (Vanbelle-Prouty and Miske, 1997, Parents found it more comfortable to relate to female teachers rather than men. These women provide role models for girl students. These studies have also demonstrated that female teachers are better prepared to provide the care, love and affection that children need in their formative years. Studies have confirmed the above finding (Herz and Sperling, 2004). It is reported that female

teachers perform better in classrooms, especially in Grades 1 and 2 where building teacher-child relationship is more critical. The study noted that children are generally comfortable with female teachers, and this was true for both boys and girls. The children in the study frequently cited that female teachers were 'more sympathetic' and 'more affectionate' compared to the male teacher. Children mentioned that female teachers understand well and do not snub when they are asked questions.

A few studies have examined the implementation status of the government's policy on female teachers that states that there shall be at least one woman teacher in each primary school (MITRA, 2001; CERID, 2000). For the most part, the implementation of that policy was found to be ineffective due to inadequate teacher quotas, the lack of clear policy guidelines, the unavailability of female teachers in the local community, the lack of proper coordination among different local actors such as District Education Officers (DEOs), school principals and SMC members, poor implementation guidelines, preference for men teachers and the reluctance of women candidates to go and live in rural areas. The evidence tends to suggest that rural schools are finding it extremely difficult to recruit female teachers. This is evident in the rural-urban gap in the proportion of female teachers. The shortage of qualified women candidates from rural areas and the lack of motivation on the part of female teachers to work in rural or remote areas have been reported as major constraints. In some cases, despite the availability of qualified women, rural schools were still without female teachers due to the community or school principal's preference to male teachers, family reluctance to permit women to join the teaching profession, the lack of incentives for schools to hire women, and the absence of follow-up and monitoring. Another study (Koirala, Basnet and McCaffery, 2002) noted that the main constraint of female teachers was the low status and position of women in a patriarchal society. This study found that political interference and negative attitudes toward females were major constraints on appointing females as teachers.

While the government is preparing to implement its policy of recruiting a female teacher in each school, one study has demonstrated that having a single female teacher in school is tantamount to not having one because one single woman cannot make any impact in a male only school environment (Bhatia and Turin, 2004). Being alone in an all-male school environment is a difficult and painful experience for many women, especially if they come from a different community. In Nepal, it is sometimes not acceptable both socially and culturally for a young married or unmarried woman to go to a village and live by herself and work as a school teacher. Bhatia and Turin's study has recommended that the government should consider hiring a minimum of two female teachers per primary school. The study goes further to recommend that at least one of these female teachers should speak the local language.

A CERID study (1997) found 'no discrimination in the salary of teachers teaching at the same level on the basis of gender.This could be due to the fact that teachers' salary is centrally fixed by the government. But, the same study reported that chances for females for being appointed in lower levels are higher than for males. There were instances when female teachers were appointed as primary or lower secondary teachers although they had higher (Intermediate or Bachelor degree) qualifications. Female teachers' chances of getting promotion or being asked to teach so-called difficult subjects such as mathematics, science and English were found less as compared to that of male teachers.

The extent to which one can perform effectively or produce good results depends on the extent to which the physical conditions are conducive. One study reported that the physical conditions in schools were not very convenient for females (CERID, 1997). The study found that the school environment was not gender friendly. Schools generally lacked physical facilities such as classroom environment, drinking water, toilet facilities, and boundary walls. The schools did not allow for space for female teachers to prepare lessons or instructional materials. The absence of suitable physical facilities is thus reported to be one of the reasons for female teachers' low presence in rural primary schools. Another study has reported that the school environment is gender segregated and male dominated (Joshi and Anderson, 1994). Female teachers are excluded during lunchtime and breaks when the staffroom turns into a meeting place for male teachers. Their study reported that there were numerous occasions when female teachers could not take part in such discussions and had to go to a classroom or a shady tree in the playground. One study examined the extent to which female teachers had the opportunity to participate in teacher training and professional development activities (CERID, 1997). The study found a very low participation rate for female teachers in teacher training as a whole, most particularly in the PTTC or SEDU based residential teacher training courses. The study reported that teacher training centers did not provide for residential facilities, kitchen facilities, childcare, toilet facility, and security arrangements appropriate for female teachers. Consequently, women were generally found to be reluctant to participate in residential training programs. Family expectations and responsibilities, fewer teachers in schools, the lack of day care facilities at the training centers, insecurity and a male-dominated training environment were among the reasons cited for the inability of most women to participate (Bista, 2004).

How do head teachers and male colleagues perceive their female colleagues? The study conducted by CERID (1997) attempted to examine the perceptions of male teachers and school heads toward female teachers. It was reported that female teachers were not serious about their teaching, were more likely to take leaves than males, and would be mostly engaged in knitting and talking together about their own household matters. Female teachers were portrayed as being lazy, irresponsible, disobedient, and talkative.

Many saw female teachers as being appropriate for teaching at primary level, not at the higher level. On the other hand, the same study also reported that there were positive remarks about female teachers as well. Some perceived them to be as competent as their male counterparts in terms of teaching ability and ability to organize extracurricular activities. Some head teacher's favored male teachers over females. It was pointed out that male teachers, compared to their femalecounterparts are highly likely to take part in politics, avoid class, arrive to school late and leave school early. Interestingly, female teachers did not have negative feelings about their male counterparts. They found their male colleagues to be supportive, helpful and cooperative CERID (1997).

One study of interest here could be the one conducted by Bista and Carney (2004). This study examined the women's representation in leadership positions within the education sector. The study showed that of the total head teachers in primary, lower secondary and secondary schools, females constituted 3.4 percent, 1.3 percent and 3.7 percent respectively.   In the Ministry of Education and Sports (MOES), the overwhelming majority of officials were male (95%). Women not only formed a small minority, but also were overwhelmingly concentrated in the lower levels of hierarchy. The study reported women's chances of obtaining leadership and decision-making roles were fewer. The study confirmed that men have markedly higher advancement rates than women. The average time taken to get promotion for men was 12 years as opposed to 17 years for women. The study has asserted that it is almost impossible for women to occupy leadership or managerial positions because male administrators see women as being 'too emotional,' 'too sensitive,' 'not bold enough to make tough decisions,' 'less dashing,' 'less willing to take on challenging roles and responsibilities,' 'less available to undertake additional assignments,' 'less decisive,' 'less assertive,' and 'less prepared to take risks' .The study concluded that 'there is no significant constituency within the MOES prepared to promote the view that women are as competent as male colleagues'. For the most part, women are seen lacking administrative qualities. So long these glass ceilings do exist; it can be difficult for women to climb up the administrative ladder. Glass ceiling is often defined as the invisible barriers, created by attitudinal and organizational prejudices, to block women from senior executive positions (Wirth, 2001).

One study attempted to examine how boys and girls relate to male and female teachers in classrooms and how teacher's gender relates to student performance (Sibbons, 1998). The study demonstrated that girls are excluded from participating in classroom activities because male teachers often favor boys rather than girls, direct questions to boys or those sitting at the front, do not encourage reluctant students (who are likely to be girls) to take part in classroom activities, or do not teach assertiveness skills that are often required to benefit from classroom teaching. The study concluded that this situation ultimately lowers girls' academic performance. In a study of classroom practices in secondary schools of

Nepal, Bista (2001) reported that the boys are more likely to benefit from classroom teaching than the girls because teachers interacted more often with boys than girls and the opportunity to learn in classrooms was more often available for boys than for girls. Boys were more likely to seek and obtain help from their teachers, be they male or female. Both the silence of girls and dominating behavior of boys are simply taken for granted and teachers reinforced these behaviors. Girls' reluctance to ask questions, seek help or answer promptly put them at a disadvantage. Very often teachers, both male and female, were unaware of the biased behaviors they exhibited through their verbal behaviors, eye contact, and body language Bista (2001).

2.9 Conceptual Framework

Firstly, there are many dependent variables that contribute to motivation and job satisfaction among employees and inspecial way teachers. Factors such as salary, promotion, supervision, fringe benefits,rewards, procedures, workmates and the nature of the job pay, supervision, operatingconditions, nature of work and communication do play a significant role in providingmotivation to the teacher. These are motives and they are the foundation of jobsatisfaction.

Secondly this study also concerns independent variables indifferent roles by female teachers. It is categorized into three fundamental roles i.e. family roles, social roles and teaching roles. Normally these areas can cover all the aspects of women while being professional.

Primarily, they have some obligations at home to fulfill. The roles of reproduction, taking care of children and elderly people and other domestic chores etc. such roles create conflict on them.Secondarily, their involvement in professions, the school obligation, strict time schedule, competition and career development are the major concerns at school.Thirdly, if they are able to fulfill the family roles and professional roles there is still space for them in the society. So there is connection among these roles for the female teacher.

In order to find out their satisfaction some socio-demographic information and economic aspects were carried out - age, caste/ethnicity, education, family size, marital status, etc.

Based on available literature this study has proposed the following conceptual framework.

Figure2.1: Conceptual Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research method of the study including study area, research design, nature and sources of data, universe and sampling procedure, data collection tools and technique andanalysis of data.

3.1 Rational of the Study Area Selection

The study area is Pokhara Lekhnath Metropolitan City of Kaski District. The district being the second developed district after Kathmandu district in Education Index, occupies more than 300 educational institutions, formal or informal. According to Western Regional Education Directorate, Pokhara (2072) the total number of female teachers working in Primary Level of public schools is 959.

Main Focus for the study is female teachers in ward no. 26, 27, 29, 30, 31and 32 in Pokhara Lekhnath Metropolitan City. These wards have highernumber of public schools as well as higher number of female teachers compared to other wards.

The study is significance in terms of understanding the job satisfaction level of female teachers. The job satisfaction is considered important in evoking the performance of teachers. Job satisfaction level is also responsible for the performance of teachers.

3.2Research Design

A research design is the plan, structure and strategy building so as to obtain the answer the research questions: a descriptive research design will be followed in this study.

3.3Nature and Source of Data

Both qualitative and quantitative data were collected for this study, hence primary and secondary data sources were used in the study. Primary data has been originally collected by the researcher through interviewschedulefocus group discussions, observationand case studies. Secondary data were collected through different publications, CBS report, NLSS report, journal articles and related books etc. Both qualitative and quantitative data were collected and analyzed during the study. Only female teachers of public school will be taken as respondent.

3.4Data Collection Tools and Techniques

To collect the information required for this study following tools and techniques will be used:

3.4.1Interview Schedule

The Questionnaire Survey will be used to collect information from selected female teachers of primary level schools in Pokhara Lekhnath Metropolitan City. A set of structured questionnaire will be prepared and administered to collect the general information and to understand their status and job satisfaction. The information will be collected from the public schools of purposively selected six wards. It will take in consideration for both quantitative and qualitative information.

3.4.2 Interview with Key Informants

The key persons to be interviewed will be the female teachers however as per the need of study the educational stakeholders, school proprietors, male teachers, school staff, officials at the Regional and District Education Offices, guardians etc. will also be duly interviewed.

3.4.3 Observation

This is a method is used to get firsthand information on the spot by observation and Information that is relates to objects, situations, appearance, perception but few to Mention. Therefore, during the research, the researcher was in position to observe Issues like working conditions, working facilities, social and physical infrastructure, Residential areas for teachers and their perception during the interview.

3.5 Universe and Sampling

The research will be based on the established pattern of social sciences, i.e, descriptive and analytical to proceed and progress and arrives at the conclusion.

There are 33 wards in Pokhara Lekhnath Metropolitan City, where 6 wards (26, 27, 29, 30, 31 and 32) will be selected purposively which lies in Eastern part of Pokhara Lekhnath Metropolitan City. These wards have higher number of public schools as well as higher number of female teachers compared to other wards.According to Western Regional Education Directorate, Pokhara (2072) there are 49 public schools lies inthis study area where total number of primary level female teachers are 118. Thus the total population is 118 and out of total 118 female teachers, 80 teachers were selected randomly as the sample. Thus the sample size of this study is around 68%. The sampling was simple random sampling.

3.6 The Study Area

The study area is Eastern part of Pokhara Lekhnath Metropolitan City of Kaski District. The district being the second developed district after Kathmandu district in Education Index, occupies more than 300 educational institutions, formal or informal. According to Western Regional Education Directorate, Pokhara (2072) the total number of female teachers working in Primary Level of public schools is 959.

Main focus for the study is female teachers in ward no. 26, 27, 29, 30, 31and 32 of Easternpart of Pokhara Lekhnath Metropolitan City. To meet the objectives of this research all 80 female teachers of primary level will be taken as the respondents. The job satisfaction is considered important in evoking the performance of teachers. Job satisfaction level is also responsible for the performance of teachers.

3.7 Processing and Data Analysis

For this study, both quantitative and qualitative methods of data analysis have been used. The quantitative data has been obtained from the structured questionnaires and the collected data has been edited, coded and processed using SPSS 16 software. The output of the analysis has been presented by using pie-chart, cross-tabulation, frequency table and bar-diagram. Finally, output data has been presented on charts and tables for convenience, understanding and elaboration.

CHAPTER IV

SOCIO-DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

This chapter is based on analyzing and interpretation of data collected during the study. Analysis and presentation of data are key factor to be considered in the course of research. They are like rough works that lie scattered in the pages of questionnaire and Observation schedules.

In this studyfine out their satisfaction some socio-demographic information and economic aspects were carried out - age, caste/ethnicity, education, family size and marital status of the respondents.

4.1 Socio-Demographic Characteristics

This study has defined age, marital status, family size and type of family as the concerning demographic factors for analysis and interpretation. Caste/ethnicity, religion and educational qualification were studied as the concerning social factors for analysis and interpretation in this study.

4.1.1 Age-wise Distribution of the Respondents

Profession is also considered as age selective. Thus, age is one of the concerning demographic factor for the analysis of this study. Age of the study population has been collected from the respondents directly.

Source: Field Survey, 2017

Figure 4.1: Age of the Respondent (N=80)

The respondents are grouped into three categories and all are found to be in active years of their lives. All the respondents are of active age i.e.16 to 60. In our research, more than one third of the respondents were above 45 years old age group. One third of them were of 35-44 years old and the least number of one fourth respondents were 25-34 years' age group.

4.1.2 Marital Status of the Respondents

Most of them are found to be much more matured and married.So the data says a great majority of them (95%) are married which is followed by a few (5 percent) unmarried. So the data says more chame for the married women to be employed in the government school.

Figure 4.2: Marital Status of the Respondents(N=80)

4.1.3Family Size of the Respondents

Majority of the respondents are found to be in small families.Majority of them (63.75Percent) is representing small family (less than or equalto 4)and More than one third belong to the large family (more than 4 members).So it is found that when people are in nuclear family they can contribute more in the outside dichotomies .People from the small families are representing more in the work force.

Figure 4.3: Family Size of the Respondents(N=80)

4.1.4 Family Type

The Nepalese society so far is considered as a joint family system. This study explored that joint family system of the Nepalese society has moving towards nuclear.

Figure 4.4: Family Type (N=80)

As a result, it is found that most of the respondents belonged to the nuclear families (70 percent) and nearly one third of them (30percent) were representing the joint families. This shows the clear picture that in urban centers people are much more concerned for their self-satisfaction. Nuclear family has been a recent trend in the urban centers. This can be felt in this research work as well. A great majority of them are representing (70 percent) the nuclear families in the work force.

4.1.5 Educational Qualification

Educational qualification is one important quality of people for the teaching.

Figure 4.5: Educational Qualification (N=80)

Majority of the respondents have finished their S.L.C Passed/Intermediate level (65 Percent) which is followed with Bachelor's degree with a few (25 percent) and the least number of the respondents (10 percent) have finished Masters Level.

4.1.6 Religion–wise Distribution of the Respondents

Religion is the philosophy that people follow in order to make their lives disciplined or systematic. As there is a dominating number of Hindus in Nepal, in this research also they are representing the majority of the respondents.

Table 4.1: Distribution of Respondents by Religion

Religion	Frequency	Percent
Hindus	75	93.8
Buddhist	1	1.2
Christian	1	1.2
Others	3	3.8
Total	**80**	**100.0**

Source: Field Survey, 2017

Most of them (93.8 percent) are Hindus which is followed by a few (3.8 percent) others cast the least number of the respondents (1.2 percent) are representing Buddhist and Christian respectively. Hindus are in majority in the country so is found in this study as well. As the population is bigger their representation is also higher in the formal works. They are mostly found to be in higher social status. Buddhists and Muslims are representing the minority numbers.

4.1.7 Caste/Ethnicity

Caste is also one of the socio-demographic characteristics of the respondents that were taken. As there is the dominance of Brahmins in the formal sectors of employment in the national data here also it is found that somehow similar.

Table 4.2 Caste/Ethnicity of the Respondents

Caste	Frequency	Percent
Brahmin	60	75.0
Chhetri	5	6.2
Dalit	1	1.2
Janajati	14	17.5
Total	**80**	**100.0**

Source: Field Survey, 2017

In our research the majority of the respondents (75 percent) were Brahmin which is followed by a few (17.5 percent) were Janajati. The least numbers of respondents (6.2

percent) Chhetri and only an individual found to be Dalit respectively. Brahmins enjoy the highest rank in the social hierarchy. This can be observed in this study as well. Exactly half of the total respondents are from this community which is followed by Janajati and Chhetri respectively. It seemed that Janajti are getting better opportunities due to the reservation quotas in the governmental sectors.

CHAPTER V

JOB SATISFACTION OF FEMALE TEACHERS

The main purpose of this study to look into the way the primary level Female teacher'sperception about their job satisfaction. For this purpose, the government kept primary school teachers' ideas as well as responses in this regard need to analyze.

Factors such as salary, promotion, supervision, fringe benefits, rewards, procedures, workmates and the nature of the job pay, supervision, operating conditions, nature of work and communication do play a significant role in providing motivation to the teacher. These are motives and they are the foundation of job satisfaction.

5.1Professional Roles

When women are involved in outside dichotomy they are less likely to take up their job roles only. It is because of their gender roles given to them in their society. In some underdeveloped countries, it is very difficult to join the work force. So, only some women can break the challenges and come out of their houses to become professional.

5.1.1 Teaching Experience

Work experience is frequently associated with the length of service.Experienced teachers tend to have a status at work, more recognition, more say in decision making and more support from school management.

Table 5.1 Teaching Experience

Years of Teaching	Frequency	Percent
Up to 10	24	30.0
10-20	24	30.0
20-30	30	37.5
More then 30	2	2.5
Total	**80**	**100.0**

Source: Field Survey, 2017

The Majority more than one third of the respondents (37.5 percent) were 20-30 years teaching experience. Which are followed by one third respondents(30 percent) have up to 10 and 10-20 years teaching experience respectively and The least number of respondents (2.5 percent) were more than 30 years working experienced in school.

5.1.2Better Facilities than other School

In the current study, school facilities are considered in terms of school house/ building, furniture, safe water and availability of teaching aids and their quality, it was expected that all these elements of school would play a significant role in determining teachers‟ job satisfaction. Table 4.11 provides the impact of school facilities and environment on the teachers‟ job satisfaction:

Table 5.2Better Facilities than other School

Better Facilities available at School	Frequency	Percent
Strongly Agree	8	10.0
Agree	65	81.2
Disagree	6	7.5
Strongly Disagree	1	1.2
Total	80	100.0

Source: Field Survey, 2017

More than two third (81.2 percent) of the respondents agree that better facilities than other school and a few(10 percent) respondents are represents strongly agree. The least number (7.5 percent) of respondents said that disagree and an individual found to be strongly disagree.

5.1.3Participation on Decision Making

A school is an organization. Female teacher also can play important roles for school management. It is assumed that if there exist 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,opportunities of teacher's individual leadership team work and involvement in decision making have been studied to understand teachers job satisfaction given below shows the result.

Figure 5.1: Participation on Decision Making (N=80)

Two third(75percent) of them agree that opportunity of involve in decision making process. A few (18.75 percent) respondents are representsstrongly agree to opportunity of involve in decision making process and the least number of respondents are said that disagree.

5.1.4 Attending Training Programs

It is important for the teachers to be given training. Teachers are expected to update their knowledge onparticular subject matter. A gain, teachersshould be acquainted with, trained and being oriented to the new changes.This will be helpful to teacher as they will be able to design new teaching methodologies and approaches. Seminars,discussions and special training that offer new knowledge.

Table 5.3 Attending Training Programs

Happy to Attending Training Program	Frequency	Percent
strongly Agree	34	42.5
Agree	45	56.2
Disagree	1	1.2
Total	**80**	**100.0**

In case of this research, more than two fifth (56.2 percent) of the respondents said that

agree happy to attending training program in their school which is followed by strongly agree with more than one third (42.5 percent) and an individual found to be disagree.

5.1.5 Job as Academic Qualification

There are the data shows that given below chart about having match Academic Qualification and job.

Figure 5.2: Job as Academic Qualification (N=80)

A great majority of the respondents (85% percent) were said that yes about academic qualification and job match which is followed by few (15% percent) of respondents have not match Academic Qualification and Job.

5.1.6 Working Environment

Physical environment means infrastructure of the school building, class rooms, furniture and other interior, teachers' room, toilets; specially, female teachers toilets, playground of the students, computer facilities, telephone, fax, communication and location of the schools etc. It is linked with working environment.

Table 5.4 Working Environment

Working Environment	Frequency	Percent
Class Room	59	73.8
Office room	8	10.0
Personal room	2	2.5
Computer facilities	1	1.2
Location of the school	10	12.5
Total	**80**	**100.0**

The table shows that the great majority two third (73 percent) of the respondents were favors of environment in class room.Which is followed by a few (12 percent) of them were favor of environment location of school with a few (10 percent) of them in office room and the least number of respondents were in personal room and only an individual of them in computer facilities.Only which bring their mind to perceive the term job satisfaction as needed of favorable physical environment.

5.1.7Comfortable towardsResponsibility

In case of this research the majorityone third of them (67 percent) said that they are comfortable present level of responsibility whereas another nearly one third(28 percent) of the respondents said that they are strongly agree. Least of them(3.8 percent) represents disagree about comfortable present level of responsibility.

Table 5.5 Comfortable towards Responsibility

Comfortable towards responsibility	Frequency	Percent
Strongly Agree	23	28.8
Agree	54	67.5
Disagree	3	3.8
Total	**80**	**100.0**

Source: Field Survey, 2017

5.1.8Comfortable with Future Fringe Benefits

Good salary, promotion opportunities, good supervision, access to fringe benefits, adequate organizational procedures good relationship workmates, the nature of the job. Good operating conditions and good communication network. Soresearch findings that understanding teacher job satisfaction and motivating are important tasks for effective school administrations, good academic performance and retention of teachers

Table 5.6 Comfortable with Future Fringe Benefits

Comfortable With Future Fringe Benefits	Frequency	Percent
Strongly Agree	7	8.8
Agree	57	71.2
Disagree	16	20.0
Total	**80**	**100.0**

Source: Field Survey, 2017

In our research table No. 4.8 shows that must of they are found to be much more satisfaction. The great majority two third (71.2 percent) of the respondents said that they are agree comfortable future fringe benefits in her and nearly one third (28.8 percent)of them are represents strongly agree.The least number of respondents (8.8 percent) said that they are disagree.

5.1.9Getting Rewards

It is important for the female teachers in primary education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, the rewards or punishment system, in-group relationship, the culture of the organization and society etc. contribute to affecting their satisfaction.

Table 5.7Getting Rewards

Getting Rewards	Frequency	Percent
Strongly Agree	13	16.2
Agree	59	73.8
Disagree	8	10.0
Total	80	100.0

Source: Field Survey, 2017

The great majority one third (73.8 percent) of them are agree about getting rewards doing good job in school,whereas another a few(16.2 percent) of them are strongly agree and list number of respondents are disagree.

5.1.10Promotion Opportunities

Pay promotions that are the rewards for performance which are just informative and in line with the individual's personal aspiration.

Table 5.8Promotion Opportunities

Promotion Opportunities	Frequency	Percent
Strongly Agree	20	25.0
Agree	46	57.5
Disagree	14	17.5
Total	80	100.0

Source: Field Survey, 2017

In our research more than two fifth(57 percent) of the respondents were represents agree about promotion opportunities available comfortable which is followed by nearly one third of them (25 percent) strongly agree with and a few (17.5 percent) are representing disagreerespectively.

5.1.11Satisfied with the Support Given by office Administration

Helpful and supportive staff give teachers are positive in their job conscientious and cheerful and happy with their job.

Table 5.9 Satisfied with the Support given by office Administration

Satisfied with the Support given by Office Administration	Frequency	Percent
Strongly Agree	8	10.0
Agree	63	78.8
Disagree	8	10.0
Strongly Disagree	1	1.2
Total	**80**	**100.0**

Source: Field Survey, 2017

More than two third of them(78 percent) agree that there satisfied with the support given by office administration in the work place. A few (10 percent) strongly agree and disagreed that there is such situation and an individual respondent are about that strongly disagree.

5.1.12Awareness of Parents Production of their Children

Students have good family background and high parental support help teachers can conduct lessons more smoothly and effectively.Well behavior of students more relaxed and cheerful classroom environment.

Table 5.10 Awareness of Parents Production of their Children

Awareness of Parents Production of their Children	Frequency	Percent
Strongly Agree	36	45.0
Agree	39	48.8
Disagree	5	6.2
Total	**80**	**100.0**

Source: Field Survey, 2017

A great majority nearly half of the respondents(48 percent) were agreeabout that awareness of parent's education of their children which is followed more than one third (45 percent) of the respondents strongly agree.A few (6.2 percent) of respondents are accept disagree.

5.1.13Encouragementstudents' participation in the Classroom Discussion

The school aims must to provide an environment and learning opportunities so that each student will to the best of her ability, acquire and develop the knowledge skill, attitudes and values. It is an important factor for the teacher satisfaction.

Table 5.11Encouragement Students Participation in the Classroom Discussion

Encouragement Students Participation in the Classroom Discussion	Frequency	Percent
Strongly Agree	54	67.5
Agree	23	28.8
Disagree	3	3.8
Total	**80**	**100.0**

Source: Field Survey, 2017

In case of this research the great majority nearly two third (67.5 percent) of the respondents are strongly agree about encourage students participate in the classroom discussion which is followed by agree with nearly one third (28.8 percent) and only a few (3.8 percent) of them disagree about that.

5.1.14Participation in Decision Making

Teachers have satisfaction in their job when their opinions are valued so that female teachers were also involved in the development of the school and directions. It gives teacher encourage and support bring along job satisfaction.

Figure 5.3: Participation in Decision Making(N=80)

Among the respondents two third (73.75 percent) of the respondents are said that yes about take part decision making of the school which is followed by a few (26.25 percent) of them are do not take part decision making of the school.

5.1.15Supervision Difference from Male and Female Head Teacher

Table 5.12 Supervision Difference from Male and Female Head Teacher

Supervision Difference from Male and Female Head Teacher	Frequency	Percent
No	58	72.5
Yes	22	27.5
Total	**80**	**100.0**

Must of the respondents(72.5 percent) said that they are not accept about supervision differ from male and female head teacher whereas nearly one third (27.5) of the respondents are accept about that.

5.1.16Normal Day Working Hours in School

Normally 6 hours is the working hour in the governmental school

Table 5.13 Normal Day Working Hours in School

Normal Day Working Hours in School	Frequency	Percent
6 hour	78	97.5
7 hour	1	1.2
8 hour	1	1.2
Total	**80**	**100.0**

Source: Field Survey, 2017

So, the majority   of the respondents 97.5 percent of the respondents spend 6 hours daily in their school except Saturdays. Only an individual's spent 7 hoursin her school and similarly anotherrespondentsan individual's spent time in school 8 hours every day.

5.1.17Attitude of Head Teacher

The attitude of their head of the institute towards them also affects their work. If they get positive support they are more likely to work in the high spirit. A great majority (73.8percent) of them said that their heads are cooperativewhich is followed with neutral with nearly one third (20 percent) of them and no one reported the abusive behavior of their heads towards them.

5.14 Attitude of Head Teacher

Attitude of Head Teacher	Frequency	Percent
Cooperative	59	73.8
Neutral	21	26.2
Total	**80**	**100.0**

Source: Field Survey, 2017

Heads of the institutes normally are found to be co-operative. Cooperation is needed to do the work effectively. Some heads are found to be neutral. This also determines the working spirit of the workers in the school.

Even the heads in the offices are not respected due to their gender. Women are found less ready for the field, trainings and transfer. So the social attitude towards women is still found to be biased.

5.1.18Attitude of co–workers

The environment in the school is a determining factor for the best performance of the co-

workers. Helpful and supportive staffmake teachers cheerful and happy with their job.

Figure 5.4: Attitude of co –workers(N=80)

In case of this research among the respondents one third (71.20 percent) are said that attitude of co –workers is cooperative and nearly one third of them represents natural behavior toward them. Only an individual of the respondents represents attitude of co-workers is abusive. We can say that women are getting good respect in the school. They are being accepted and honored for their work as well. Most of the respondents said that they get proper respect from their colleagues.

Time limitation is more crucial for professional women. They should have to manage triple roles. They are blamed as they cannot participate in all occasions. Legal provision is also not favorable. If the inheritance of property can be practiced efficiently, they will be able to get the good access to education and economic empowerment so that they will be able more empowered.

5.2 Economic Status of the Respondents

Good economic level of an individual generally refers to their access to the resources. If women get economic freedom, they will be able to solve many problems in the poor countries where many of them are deprived to use their own income for their self-satisfaction and betterment of themselves. So, some of the economic variables are discussed here.

5.2.1Getting Salary from School Satisfactory

One of the most important purposes to do a job is getting salary. If one gets a handsome salary by which one can afford the living may cause job satisfaction. But if the salary cannot bear ones expenditure one should not be satisfied with the salary. This pay

structure may make them unhappy as well as dissatisfied. Thus salary directly impacts on job satisfaction.

Table 5.15 Getting Salary from School Satisfactory

Getting Salary from School Satisfactory	Frequency	Percent
Strongly Agree	8	10.0
Agree	54	67.5
Disagree	13	16.2
Strongly Disagree	5	6.2
Total	**80**	**100.0**

Source: Field Survey, 2017

The majority nearly one third of the respondents (67.5 percent) said that they are agree to getting salary from school satisfactory where, as a few of the respondents (16.2) are disagree. The least of the respondents (10 percent) are said that they are strongly agree getting salary from school satisfactory and the least of them are (6.2 percent) strongly disagree about salary.

5.2.2Monthly Income

Source: Field Survey, 2017

Figure 5.5: Monthly Income of the Respondent (N=80)

Among them a great majority more than one third of the respondents (77.50 percent) said that their income is 20-24 thousand per month. The least of them (13.75 percent) reported

their income to be 15-19 thousand per month with a few (8.75 percent)of them are their income 25-29 thousand per month.

5.2.3MonthlyExpenditure

Expenditure is one aspect in order to get the good living standard for the quality of life. People generally try to create balance between their income and expenditure.

Table 5.16 Monthly Expenditure

Monthly Expenditure	Frequency	Percent
Up to 10000	14	17.5
10000-20000	38	47.5
More then 20000	28	35.0
Total	80	100.0

Source: Field Survey, 2017

Here, two fifth of the respondents (47.5 percent) said that they spend more than Rs 10000-20000 per month as their individual expenditure and nearly more than (35 percent) one third of the respondents said that they spend more than 20000 per month and only a few (17.5 percent) reported that their expenditure is less than Rs. Up to 10000 every month.

5.2.4Income Sufficiency

Source: Field Survey, 2017

Figure 5.6: Income Sufficiencyof the Respondents(N=80)

The great majority of the respondents nearly two third of them (68.75 percent) are said

that they are not Sufficient income for whole year and one third (31.25 percent)of the respondents reported that they are sufficient income for whole year

5.2.5Right over Income of the Respondents

The majority of more than half of them (55 percent) said that they have complete right over their income and nearly half of them (45 percent) said that they didn't get the right over her income. This can be a major turning point for the women empowerment. If they get the knowledge and become self-dependent, they can utilize their income for their betterment

Table 5.17 Right over Income of the Respondents

Right over Income of the Respondents	Frequency	Percent
No	36	45.0
Yes	44	55.0
Total	**80**	**100.0**

Source: Field Survey, 2017

This may be a stunning fact that women in Nepal are able to take the decisions on economic matters gradually. They are getting job opportunities in the open competitive so that they are having better income than before. It can obviously help them to be in the mainstreaming of the development.

5.2.6Distance to School

Table 5.18 Distances to School

Distance to School	Frequency	Percent
Up to 15 Minute	29	36.2
15-30 Minute	16	20.0
30-45 Minute	5	6.2
More than 45 Minute	30	37.5
Total	**80**	**100.0**

Source: Field Survey, 2017

More than one third of the respondents (37.5 percent) are to take time more than 45 minutes take time to reach their school which is followed by 36.2 percent of the respondents said that take time to reach up to 15 minute. A few of them (20 percent) are said that to reach the school take time 15-30 minute and the rest of the respondents (6.2

percent) to reach their school 30-45 minute.

5.2.7 Difficultyof Travelling to Work

Normally, people feel stressed due to long travelling for the completion of their work. The public bus services are not reliable in the city. They should have to travel uncomfortably every day. More than half of them (55 percent) said that they are not troubled due to travel because they are nearly quarter and home. But nearly half of them (45 percent) of them said that they are stressed because of travel

Table 5.19 Difficultyof Travelling to Work

Difficult manage the time to work cause travel	Frequency	Percent
No	44	55.0
Yes	36	45.0
Total	**80**	**100.0**

Source: Field Survey, 2017

People are having their own personal vehicles so that they can reach their school in time. Majority of the respondents (55 percent) said that they do not feel difficulty due to travel.

5.2.8 Problem Faced by Working Women in the Workplace

Professional women are facing the challenges to manage both of the responsibilities. In completion of such roles and responsibilities they go through the different phases. Some problems in women due to multiple responsibilities and their feelings

A complaint is heard that the women are not given the proper opportunities to strengthen their existence in the school. More one third (37.50 percent) of the respondents said that there is underestimation towards them which is followed by one third (32.50 percent) of them are said that due to the multiple roles and responsibilities, professional women are working in a mental pressure. Nearly one third (28 percent) of them agree gender discrimination in work place and an individual of respondents represents that depression. It can be said that there is some depression because of being job holder.

Figure 5.7Problem Faced by Working Women in the Workplace(N=80)

In order to bring some positive changes, they must be given proper opportunities and women should not be underestimated. Regarding underestimation on professional life, one of the respondents of the study stated as:

Underestimation is one factor that affects the performance of an individual. Generally, males underestimate the working capacity of females. In some cases, even females are also found to underestimate the females. They rarely accept women in key posts. General thought is that the males are righteous to be in the key posts whereas women are not suitable for such posts. So it blocks women empowerment.

CHAPTER VI

CAUSAL FACTORS BEHIND THE JOB SATISFACTION

In this chapter the study has examine the female causal factors behind the job satisfaction.Female teachers have some obligations at home to fulfill. The roles of reproduction, taking care of children and elderly people and other domestic chores etc. such roles create conflict on them. If they are able to fulfill the family roles and professional roles there is still space for them in the society. So there is connection among these roles for the female teacher.

It also found that the female teacher has difficulties to manage teaching and family work. They seek more support from their family membersfor the betterment in their professional lives.

6.1 Family Roles of the Respondents

Women are mostly found to take up the multiple responsibilities at once. If they are engaged in professions, they should take up more burdens to manage their familial and professional lives as well. This study has tried to analyze some of the variables that may interfere their job satisfaction.

6.1.1Main Occupationof the Family

The respondent's families are involved in different professions.

Table 6.1 Main Occupation of the Family

Main occupation of your family	Frequency	Percent
Agriculture	37	46.2
Business	9	11.2
Profession	34	42.5
Total	**80**	**100.0**

Source: Field Survey, 2017

The majority nearly half of (46.2 percent) the responds were main occupation of family is agriculture and more than one third of(42.5 percent) them are said that their occupation is profession. A few of the respondents (11.2 percent) reported that main occupation of their family is to business.

6.1.2 Average Monthly Family Income

So many families belonged to the different professions, they have better income.

Table 6.2 Average Monthly Family Income

Average Monthly Family Income of the Respondents	Frequency	Percent
Up to 30 thousand	15	18.8
30-60 thousand	49	61.2
60-90 thousand	7	8.8
More than 90 thousand	9	11.2
Total	**80**	**100.0**

Source: Field Survey, 2017

Among them a great majority of the respondents (61.2 percent) said that their family income is 30-60 thousand per month. Which is followed be 18.8 percent of them reported their income to be up to 30 thousand per month with a few of them 11.2 percent reported their income to be more than 90 thousand and the least of them 8.8 percent said that their monthly income is to be 60-90 thousand respectively.

6.1.3 Monthly Expenditure of the Family

There is close relationship between their income and expenditure. Their volume of expenditure generally shows their living standard either they are enjoying the qualitative lives or not.

Table 6.3 Monthly Expenditure of the Family

Monthly Expenditure of the Family	Frequency	Percent
20-29 thousand	19	23.8
30-39 thousand	18	22.5
40-49 thousand	22	27.5
50-59 thousand	7	8.8
Above 60 thousand	14	17.5
Total	**80**	**100.0**

Source: Field Survey, 2017

Nearly one third of the respondents (27.5 percent) generally spend 40-49 thousand as their familial expenditure every month which is followed by 20-29 thousand with 23.8

percent of the respondents. A few 22.5 percent of them said to have the expenditure 30-39 thousand and 17.5 percent of them said to have the expenditure above 60 thousand each month.The least number of respondents 8.8 percent of them said to have expenditure 50-59 thousand per month.

6.1.4Working Hours at Home

Women are mostly taking up almost all the household chores in their own. Nearly half of the respondents (43 percent) said that they spend above six hours a day in household chores. more than one third of them(37.5 percent) said that they spend four to 4 hours and a few (18.8 percent) of them spend only up to five hours a day for household activities

Table 6.4Working Hours at Home

Working Hours at Home	Frequency	Percent
4 hour	30	37.5
5 hour	15	18.8
6 hour	35	43.8
Total	**80**	**100.0**

Source: Field Survey, 2017

Working women contribute the equal hours in the offices as the male co-workers and are stuffed with the burden of household activities which is not any part and parcel of the male counterparts. So it can be said that they are taking up heavy burden to manage their multiple roles. It shows that job holding women still contribute more to run their families which covers a great investment of time of the women and is not counted as income.

This case shows that women are getting very few choices in comparison to males. Because of marital migration their promotion and other benefits are blocked.

6.1.5Difficult to Manage Household and Family Life

Working women should have to choose either household responsibility or the job responsibility due to the limitation of the time. Women are found willing to take these responsibilities even if they should take more work loads. It is because they want some recognition outside the domestic spheres. But they seek more support from their family members.

Table 6.5Difficult to Manage Household and Family Life

Difficult to Manage Household and Family Life	Frequency	Percent
No	39	48.8
Yes	41	51.2
Total	**80**	**100.0**

So that the respondents in majority half of them are (51.2 percent) said that they have troubles to manage the time due to teaching and household responsibilities. Nearly half(48.8 percent) of the respondents said that they have no troubles to manage the teaching and household responsibilities. Because they are supported by other members of the family. It is found that whenever their family members are supportive towards them they do not feel it as a great burden.

6.1.6Domestic Help in Family

Help is a most for the women to get success in both of the places i.e. home and office.

Table 6.6Domestic Help in Family

Domestic help in Family	Frequency	Percent
No	33	41.2
Yes	47	58.8
Total	**80**	**100.0**

Most of the women more than half (58 percent) get help by their family members. And more than one third of them (30 percent) said that they do not get any support in the household chores by their family members. This is because of the patriarchal society where people think that household works should be done by women only that should not be shared by male members of the family

6.1.7Family Support

Among the respondents nearly half of them (30 percent) get help by their spouse. And 21.2 percent of the respondents reported that get help by Father/mother. A few of them are helped by their Son /Daughter, workers, in laws respectively

Table 6.7Family Support

Family Support	Frequency	Percent
Spouse	39	48.8
In laws	8	10.0
Father/Mother	17	21.2
Worker	2	2.5
Son/Daughter	14	17.5
Total	**80**	**100.0**

Source: Field Survey, 2017

Some professional women are helped by their spouse, in laws, father, mother, son and daughter. A few percent reported that they have the domestic helper at home. Who helps them is not a great thing but they need some help at any cost. Otherwise they will not be able to manage both of the responsibilities.

6.2 Social Roles of the Respondents

While doing research on professional women, this study tried to analyze their social roles as a variable. Their empowerment is connected with their social aspirations and their ability to perform on desired actions. One part they have familial roles and other part official roles and even some social obligations to fulfill. When they are professionals they are found to be heard in the society.

6.2.1Involvement in Social Works

Most of the women who are involved in their professional obligations said that they directly or indirectly involve in the social works.

Table 6.8 Involvement in Social Works

Involvement in Social Work	Frequency	Percent
No	10	12.5
yes	70	87.5
Total	80	100.0

Source: Field Survey, 2017

A great majority of them (70 percent) said that they are directly involved in social works whereas a few of the respondents said that they directly do not involve in such specific activities in fixed responsibilities but informally they do.

6.2.2 Type of Social Work

Many of the professionals (28 percent) are being involved in the sector of women and education. Another is followed by few (18 percent). Least number of the respondents are found to be involved in development, environment respectively.

Table 6.9 Type of Social Work

Type of Social Work	Frequency	Percent
Children	15	18.8
Women	23	28.8
Education	23	28.8
Environment	7	8.8
Development	12	15.0
Total	**80**	**100.0**

Source: Field Survey, 2017

6.2.3 Contribution in Social Works

Majority of the professional women are involved in some type of social works. Only less than one third of them do not contribute the time for social work formally. The reason is they have the limitation of time. So, they contribute informally without taking specific responsibility.

Table 6.10 Contribution in Social Works

Contribution in Social Works	Frequency	Percent
Up to 2 days	31	38.8
2-4 days	30	37.5
4-6 days	17	21.2
More than 6 days	2	2.5
Total	**80**	**100.0**

Source: Field Survey, 2017

Among them more than one third (38.8 percent) of them contributed the time up to 2days per month and more than one third (37.5 percent) of them contributed the time 2-4 days per month. A few (21.2 percent) of them contributed the time 4-6 days per month and rest of the respondents (2 percent) contribute time more than 6 days per month.

6.2.4 Strength due to Financial Independency

To enjoy the human rights completely, people need financial independency. Financial independency automatically brings some change in the living standard and awareness among the people. Almost all the respondents (81 percent) said that financial independency gives them the proper strength which is one of the indicators of women satisfaction. Only a few (18.8percent) said that it does not help directly.

Table 6.11 Strength due to Financial Independency

Strength due to Financial Independency	Frequency	Percent
No	15	18.8
Yes	65	81.2
Total	**80**	**100.0**

Source: Field Survey, 2017

For the betterment of women, they must be given financial independency. In some cases, women can earn only but cannot decide their expenditure. They need to handover all their income to the superior person in the family normally to her husband or her father. Until and unless they exercise the economic power they will not be fully empowered.

6.2.5 Profession's Supportive for Decision Making

Due to the professionalism they find it easy for the decision making. Professional women are more likely to take part in decision making because they are more aware, reliable and responsible for taking the decisions.

Table 6.12 Profession Supportive for Decision Making

Profession's Support for Decision Making	Frequency	Percent
No	6	7.5
Yes	74	92.5
Total	**80**	**100.0**

Source: Field Survey, 2017

Majority of the respondents (92.5percent) of them said that profession supportive for decision making them in social work. So social work and decision making are directly related to one another. Only A list of the respondents(7.5 percent) said that not to help them decision making.

6.2.6 Profession's Supportive for the Social Life

The study about their support for their family life and social life due to their professionalism shows that they are highly accepted and found much more supportive in all spheres of lives. Being professional women, they feel much more supported and honored in the social life as well as in the family life.Involvement in social work has got the positive effect in the decision making at home as well as in social sphere.

Table 6.13 Profession's Supportive for the Social Life

Profession'sSupportive for the Social Life	Frequency	Percent
No	4	5.0
Yes	76	95.0
Total	**80**	**100.0**

Source: Field Survey, 2017

Almost all them (95 percent) said that professional life and family life supportive for social life. Only the list of the respondents (4 percent) said that they are not agree.

6.2.7 Cultural Support

The satisfaction can make female teacher devoted and committed to their responsibilities. But such satisfaction is hindered by some organizational as well as cultural phenomena. The financial benefits, social support,the rewards or punishment system, in-group relationship, the culture of the organization and society etc. contribute to affecting their satisfaction.

Table 6.14 Cultural Support

Cultural support	Frequency	Percent
No	6	7.5
Yes	74	92.5
Total	**80**	**100.0**

Source: Field Survey, 2017

Almost all of them 92.5 percent of the respondents are said that their culture favorable for personal development and a few 6 percent of the respondents don't agree about culture favorable for personal development.

CHAPTER VII
SUMARRY, MAJOR FINDINGS, CONCLUSION AND RECOMMENDATIONS

7.1 Summary

In this chapter summary and conclusion from the study has been included. It also offers some recommendation for further study in the area of professional women and their multiple responsibilities.After the introduction of democracy in Nepal in 2046 B.S., women are being politically more aware as a result they are increasingly participating in the work force.

This study on "Job Satisfaction among Female Teachers of Public Schools" is accomplished in partial fulfillment of the requirements of the Masters, Degree in Sociology. The outcomes of the research are presented and analyzed in appropriate heading and sub-headings. This study analyzed causal factors behind the job satisfaction of primary level female teachers in public school. Different influencing factors such as economic empowerment, involvement in decision making and social works, teaching environment at Workplace, promotional opportunities, support from family etc. have been studied directly through questionnaire and by the observation.

Main Focus for the study is female teachers in ward no. 26, 27, 29, 30, 31and 32 in Pokhara Lekhnath Metropolitan City. These wards have higher number of public schools as well as higher number of female teachers compared to other wards.

The participation of women in the work force is really good for women empowerment. This helps the people to get the good fruit of development. But there are some advantages and disadvantageof everything. Practically to say whenever they participate in the outside dichotomy, they are stuffed with more burden than ever before in the history of development. Managing the household chores, taking care of every member in the family, getting pregnant, giving birth, etc. cause a lot of health hazards and stress to them. Thesemonotonous jobs never get any value in the society. But these reasons are sufficient to cause any type of trouble to death to them. Still women are interested to join the work force. So, what are the myths and realities? It is very urgent to know in the recent time for the women empowerment.

The study has found that; there was no single answer for the factors that determinethe female teacher's job satisfaction within a place of work. However, there wasa variation within the respondents regarding those factors.This study has tried to discover the perception of job satisfaction by female teachers of Government Primary Schools in

Pokhara Lekhnath Metropolitan city and tried to identify the factors those cause satisfaction and dissatisfaction to the teachers.

Primarily, this study concerns on different roles by female teachers. It is categorized into three fundamental roles i.e. family roles, social roles and professional roles.

Firstly, the roles of reproduction, taking care of children and elderly people and other domestic chores etc. such roles create conflict on them.Secondly, their involvement in professions, the school obligation, strict time schedule, competition and career development are the major concerns at school. Thirdly, if they are able to fulfill the family roles and professional roles there is still space for them in the society. As a member of society they have to participate in different activities.

In order to find out their satisfaction some socio-demographic information and economic aspects were carried out. Age, caste/ethnicity, education, family size, marital status, etc. were taken under socio-demographic data. Income, expenditure, right over income, etc. were taken under economic status.

Most of the informants from the primary level of public schools were satisfied and motivated. Major satisfying factors are opportunity of involvement in decision making process, opportunity of attending training program,comfortable with future fringe benefits, getting rewards doing good job in School,promotion opportunities, support given by office administration,attitude of head teacher,attitude of co–workers, and getting salary from school etc. These factors have positive impact on teachers' motivation and job Satisfaction.

One the other hand The factors affecting the female teachers' dissatisfaction areunderestimation, mental pressureand gender discrimination in work place.Research shows that a complaint is heard that the women are not given the proper opportunities to strengthen their existence in the school.

Most of the respondents (37.50 percent) said that there is underestimation towards them, one third (32.50 percent) of them are said that due to the multiple roles and responsibilities,professional women are working in a mental pressure and nearly one third (28 percent) of them agree gender discrimination in work place.It can be said that there is some depression because of being job holder. Underestimation is one factor that affects the performance of an individual. Generally, males underestimate the working capacity of females. In some cases, even females are also found to underestimate the females. They rarely accept women in key posts. General thought is that the males are dutiful to be in the key posts whereas women are not suitable for such posts. So it blocks women empowerment.

It also found that the female teacher has difficulties to manage teaching and family work. Working women should have to choose either household responsibility or the job responsibility due to the limitation of the time. Women are found willing to take these responsibilities even if they should take more work loads. It is because they want some recognition outside the domestic spheres. But they seek more support from their family members. So that majority of the respondents (51.2 percent) said that they have troubles to manage the time due to teaching and household responsibilities. It is found that whenever their family members are supportive towards them they do not feel it as a great burden.The female teachers are not feeling that they are taking up more responsibilities but they are found to be seeking the support for the betterment of the teaching and family lives.

7.2 Major Findings and Discussion

The respondents are grouped into three categories and all are found to be in active years of their lives. All the respondents are of active age i.e.16 to 60. In this research, more than one third of the respondents were above 45 years old age group. One third of them were of 35-44 years old and the least number of one fourth respondents were 25-34 years' age group.

Majority of them (63.75Percent) is representing small family (less than or equal to 4) and More than one third belong to the large family (more than 4 members).So it is found that when people are in nuclear family they can contribute more in the outside dichotomies. People from the small families are representing more in the work force.

The Nepalese society so far is considered as a joint family system. This study explored that joint family system of the Nepalese society has moving towards nuclear.As a result, it is found that most of the respondents belonged to the nuclear families (70 percent) and nearly one third of them (30percent) were representing the joint families.

Educational qualification is one important quality of people for the teaching.Majority of the respondents have finished their S.L.C Passed/Intermediate level (65 Percent) which is followed with Bachelor's degree with a few (25 percent) and the least number of the respondents (10 percent) have finished Masters Level.

Religion is the philosophy that people follow in order to make their lives disciplined or systematic. In this research most of them (93.8 percent) are Hindus which is followed by a few (3.8 percent) others cast and the least number of the respondents (1.2 percent) are representing Buddhist and Christian respectively.

Caste is also one of the socio-demographic characteristics of the respondents that were taken. As there is the dominance of Brahmins in the formal sectors of employment in the

national data here also it is found that somehow similar.In our research the majority of the respondents (75 percent) were Brahmin which is followed by a few (17.5 percent) were Janajati. The least numbers of respondents (6.2 percent) Chhetri and only an individual found to be Dalit respectively. Brahmins enjoy the highest rank in the social hierarchy.

When women are involved in outside dichotomy they are less likely to take up their job roles only.Work experience is frequently associated with the length of service. Experienced teachers tend to have a status at work, more recognition, more say in decision making and more support from school management.The Majority more than one third of the respondents (37.5 percent) were 20-30 years teaching experience. Which are followed by one third respondents (30 percent) have up to 10 and 10-20 years teaching experience respectively and The least number of respondents (2.5 percent) were more than 30 years working experienced in school.

In the current study, school facilities are considered in terms of school house/ building, furniture, safe water and availability of teaching aids and their quality, it was expected that all these elements of school would play a significant role in determining teachers" job satisfaction.More than two third (81.2 percent) of the respondents agree that better facilities than other school and a few (10 percent) respondents are represents strongly agree. The least number (7.5 percent) of respondents said that disagree and an individual found to be strongly disagree.

A school is an organization. Female teacher also can play important roles for school management. It is assumed that if there exist 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,opportunities of teacher's individual leadership team work and involvement in decision making have been studied to understand teachers job satisfaction. Given below shows the result.Two third (75 percent) of them agree that opportunity of involve in decision making process. A few (18.75 percent) respondents are represents strongly agree to opportunity of involve in decision making process and the least number of respondents are said that disagree.

It is important for the teachers to be given training. Teachers are expected to update their knowledge on particular subject matter. A gain, teachers should be acquainted with, trained and being oriented to the new changes. In case of this research, more than two fifth (56.2 percent) of the respondents said that agree happy to attending training program in their school which is followed by strongly agree with more than one third (42.5 percent) and an individual found to be disagree.

There are the data shows that about having match Academic Qualification and job.A great majority of the respondents more (85% percent) were said that yes about academic

qualification and job match which is followed by few (15% percent) of respondents have not match Academic Qualification and Job.

Physical environment means infrastructure of the school building, class rooms, furniture and other interior, teachers' room, toilets; specially, female teachers toilets, playground of the students, computer facilities, telephone, fax, communication and location of the schools etc. It is linked with working environment.The great majority two third (73 percent) of the respondents were favors of environment in class room.Which is followed by a few (12 percent) of them were favor of environment location of school with a few (10 percent) of them in office room and the least number of respondents were in personal room and only an individual of them in computer facilities.

In case of this research the majority one third of them (67 percent) said that they are comfortable present level of responsibility whereas another nearly one third (28 percent) of the respondents said that they are strongly agree. The lest of the respondents (3.8 percent) represents disagree about comfortable present level of responsibility

Good salary, promotion opportunities, good supervision, access to fringe benefits, adequate organizational procedures good relationship workmates, the nature of the job. Good operating conditions and good communication network. Must of they are found to be much more satisfaction. The great majority two third (71.2 percent) of the respondents said that they are agree comfortable future fringe benefits in her and nearly one third (28.8 percent)of them are represents strongly agree.The least number of respondents (8.8 percent) said that they are disagree.

It is important for the female teachers in primary education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities. The great majority one third (73.8 percent) of them are agree about getting rewards doing good job in school, whereas another a few (16.2 percent) of them are strongly agree and list number of respondents are disagreeing.

Pay and promotions that is the rewards for performance which are just informative and in line with the individual's personal aspiration.In our research more than two fifth (57 percent) of the respondents were represents agree about promotion opportunities available comfortable which is followed by nearly one third of them (25 percent) strongly agree with and a few (17.5 percent) are representing disagree respectively.

Helpful and supportive staff give teachers are positive in their job conscientious and cheerful and happy with their job.More than two third of them (78 percent) agree that there satisfied with the support given by office administration in the work place. A few

(10 percent) strongly agree and disagreed that there is such situation and an individual respondent are about that strongly disagree.

Students have good family background and high parental support help teachers can conduct lessons more smoothly and effectively. Well behavior of students more relaxed and cheerful classroom environment.A great majority nearly half of the respondents (48 percent) were agree about that awareness of parent's education of their children which is followed more than one third (45 percent) ofthe respondents strongly agree. A few (6.2 percent) of respondents are accept disagree.

The school aims must to provide an environment and learning opportunities so that each student will to the best of her ability, acquire and develop the knowledge skill, attitudes and values. It is an important factor for the teacher satisfaction.In case of this research the great majority nearly two third (67.5 percent) of the respondents are strongly agree about encourage students participate in the classroom discussion which is followed by agree with nearly one third (28.8 percent) and only a few (3.8 percent) of them disagree about that.

Teachers have satisfaction in their job when their opinions are valued so that female teachers were also involved in the development of the school and directions. Among the respondents two third (73.75 percent) of the respondents are said that yes about take part decision making of the school which is followed by a few (26.25 percent) of them are do not take part decision making of the school.

Most of the respondents (72.5 percent) said that they are not accept about supervision differ from male and female head teacher whereas nearly one third (27.5) of the respondents are accept about that.

Normally 6 hours is the working hour in the governmental school.So, the majority of the respondents 97.5 percent of the respondents spend 6 hours daily in their school except Saturdays. Only an individual's spent 7 hours in her school and similarly anotherrespondent anindividual's spent time in school 8 hours every day.

The attitude of their head of the institute towards them also affects their work. If they get positive support they are more likely to work in the high spirit. A great majority (73.8percent) of them said that their heads are cooperativewhich is followed with neutral with nearly one third (20 percent) of them and no one reported the abusive behavior of their heads towards them.Heads of the institutes normally are found to be co-operative. Cooperation is needed to do the work effectively. Some heads are found to be neutral. This also determines the working spirit of the workers in the school.

The environment in the school is a determining factor for the best performance of the co-workers. Helpful andsupportive staffs make teachers cheerful and happy with their job.In case of this research among the respondents one third (71.20 percent) are said that attitude of co –workers is cooperative and nearly one third of them represents neutral behavior toward them. Only an individual of the respondents represents attitude of co-workers is abusive.

Good economic level of an individual generally refers to their access to the resources. If women get economic freedom, they will be able to solve many problems in the poor countries where many of them are deprived to use their own income for their self-satisfaction and betterment of themselves. So, some of the economic variables are discussed here.

One of the most important purposes to do a job is getting salary. If one gets a handsome salary by which one can afford the living may cause job satisfaction. But if the salary cannot bear ones expenditure one should not be satisfied with the salary.The majority nearly one third of the respondents (67.5 percent) said that they are agree to getting salary from school satisfactory whereas a few of the respondents (16.2) are disagree. The least of the respondents (10 percent) are said that they are strongly agree getting salary from school satisfactory and the rest of them are (6.2 percent) strongly disagree about salary.

Among them a great majority more than one third of the respondents (77.50 percent) said that their income is 20-24 thousand per month. The least of them(13.75 percent) reported their income to be 15-19 thousand per month with a few (8.75 percent)of them are their income 25-29 thousand per month.

Expenditure is one aspect in order to get the good living standard for the quality of life. People generally try to create balance between their income and expenditure.Here, two fifth of the respondents (47.5 percent) said that they spend more than Rs. 10000-20000 per month as their individual expenditure and nearly more than (35 percent) one third of the respondents said that they spend more than 20000 per month and only a few (17.5 percent) reported that their expenditure is less than Rs. Up to 10000 every month.

The great majority of the respondents nearly two third of them (68.75 percent) are said that they are not Sufficient income for whole year and one third (31.25 percent) of the respondents reported that they are sufficient income for whole year

The majority of more than half of them (55 percent) said that they have complete right over their income and nearly half of them (45 percent) said that they didn't get the right over her income. This can be a major turning point for the women empowerment. If they get the knowledge and become self-dependent, they can utilize their income for their

betterment.This may be a stunning fact that women in Nepal are able to take the decisions on economic matters gradually.

More than one third of the respondents (37.5 percent) are to take time more than 45 minutes take time to reach their school which is followed by 36.2 percent of the respondents said that take time to reach up to 15 minute. A few of them (20 percent) are said that to reach the school take time 15-30 minute and the rest of the respondents (6.2 percent) to reach their school 30-45 minute.

Normally, people feel stressed due to long travelling for the completion of their work. The public bus services are not reliable in the city. They should have to travel uncomfortably every day. More than half of them (55 percent) said that they are not troubled due to travel because they are nearly quarter and home. But nearly half of them (45 percent) of them said that they are stressed because of travel.People are having their own personal vehicles so that they can reach their school in time. Majority of the respondents (55 percent) said that they do not feel difficulty due to travel.

Professional women are facing the challenges to manage both of the responsibilities. Some problems are in women due to multiple responsibilities and their feelings.A complaint is heard that the women are not given the proper opportunities to strengthen their existence in the school. More one third (37.50 percent) of the respondents said that there is underestimation towards them which is followed by one third (32.50 percent) of them are said that due to the multiple roles and responsibilities, professional women are working in a mental pressure. Nearly one third (28 percent) of them agree gender discrimination in work place and an individual of respondents represents that depression.

Women are mostly found to take up the multiple responsibilities at once. If they are engaged in professions, they should take up more burdens to manage their familial and professional lives as well. This study has tried to analyze some of the variables that may interfere their job satisfaction

The majority nearly half of (46.2 percent) the responds were main occupation of family is agriculture and more than one third of(42.5 percent) them are said that their occupation is profession. A few of the respondents (11.2 percent) reported that main occupation of their family is to business.

So many families belonged to the different professions, they have better income.Among them a great majority of the respondents (61.2 percent) said that their family income is 30-60 thousand per month. Which is followed be 18.8 percent of them reported their income to be up to 30 thousand per month with a few of them 11.2 percent reported their income to be more than 90 thousand and the least of them 8.8 percent said that their

monthly income is to be 60-90 thousand respectively.

There is close relationship between their income and expenditure. Their volume of expenditure generally shows their living standard either they are enjoying the qualitative lives or not.Nearly one third of the respondents (27.5 percent) generally spend 40-49 thousand as their familial expenditure every month which is followed by 20-29 thousand with 23.8 percent of the respondents. A few 22.5 percent of them said to have the expenditure 30-39 thousand and 17.5 percent of them said to have the expenditure above 60 thousand each month.The least number of respondents 8.8 percent of them said to have expenditure 50-59 thousand per month.

Women are mostly taking up almost all the household chores in their own. Nearly half of the respondents (43 percent) said that they spend above six hours a day in household chores. more than one third of them (37.5 percent) said that they spend four to 4 hours and a few (18.8 percent) of them spend only up to five hours a day for household activities.

Working women should have to choose either household responsibility or the job responsibility due to the limitation of the time. Women are found willing to take these responsibilities even if they should take more work loads. It is because they want some recognition outside the domestic spheres. But they seek more support from their family members.So that the respondents in majority half of them are (51.2 percent) said that they have troubles to manage the time due to teaching and household responsibilities. Nearly half (48.8 percent) of the respondents said that they have no troubles to manage the teaching and household responsibilitiesbecause they are supported by other members of the family. It is found that whenever their family members are supportive towards them they do not feel it as a great burden.

Mostly our respondents are married. In case of married women, the positive attitude of their husband matters a lot to continue the job as well as for the other benefits. Most of the respondents (76.2 percent) said that they get help from their husbands which is followed by with a few (23 percent) of them are said that they are no help.

Help is a most for the women to get success in both of the places i.e. home and office.Most of the women more than half (58 percent) get help by their family members and more than one third of them (30 percent) said that they do not get any support in the household chores by their family members.

Among the respondents nearly half of them (30 percent) get help by their spouse and 21.2 percent of the respondents reported that get help by Father/mother. A few of them are helped by their Son/Daughter, workers, in laws respectively.Some professional women

are helped by their spouse, in laws, father, mother, son and daughter. A few percent reported that they have the domestic helper at home.

Most of the women who are involved in their professional obligations said that they directly or indirectly involve in the social works.A great majority of them (70 percent) said that they are directly involved in social works whereas a few of the respondents said that they directly do not involve in such specific activities in fixed responsibilities but informally they do.

Many of the professionals (28 percent) are being involved in the sector of women and education. Another is followed by few (18 percent). Least number of the respondents are found to be involved in development, environment respectively.

Majority of the professional women are involved in some type of social works. Only less than one third of them do not contribute the time for social work formally. The reason is they have the limitation of time. So, they contribute informally without taking specific responsibility.Among them more than one third (38.8 percent) of them contributed the time up to 2days per month and more than one third (37.5 percent) of them contributed the time 2-4 days per month. A few (21.2 percent) of them contributed the time 4-6 days per month and rest of the respondents (2 percent) contribute time more than 6 days per month.

To enjoy the human rights completely, people need financial independency. Almost all the respondents (81 percent) said that financial independency gives them the proper strength which is one of the indicators of women satisfaction. Only a few (18.8percent) said that it does not help directly.

Due to the professionalism they find it easy for the decision making.Majority of the respondents (92.5 percent) of them said that profession supportive for decision making them in social work. So social work and decision making are directly related to one another. Only A list of the respondents (7.5 percent) said that not to help them decision making.

Involvement in social work has got the positive effect in the decision making at home as well as in social sphere.Almost all them (95 percent) said that professional life and family life supportive for social life. Only the list of the respondents (4 percent) said that they are not agree.

Almost all those 92.5 percent of the respondents are said that their culture favorable for personal development and a few 6 percent of the respondents don't agree about culture favorable for personal development.

From the discussion of Marxism, the patriarchies in literature review part women are limited to their household, family and social responsibilities.Nowadays, result from qualitative study showed that working women have strong will and determination power where they can do everything like man. The position and role of the women are gradually changing because of globalization. Globalization has helped to women to acquire knowledge, skills and techniques which help to women in their personal growth as well as promote in them sensitivity towards problems in the society. The conditions of women are changing in the present day and in near future it is going to be a new era for employed women to be educated and employed.

7.3 Conclusions

As Sylvia Welbey stated in patriarchy theory that women are dominated by the male in the society not to let the women to have opportunity to participate in the organization, family and society. But this theory does not match with this study. It became clear that although there are some problems for the employed women to manage house hold and teaching work as well as participate in social activities simultaneously, but now, they are able to manage job household work effectively. It also found that there is equal opportunity, equal participation and decision making power for both male and female teachers.

This study showed that as Marxism and Patriarchy theory told the condition of the women in the society in the context of Nepal is not fully true because the situation of the employed women is changing due to the process of different aspects like, education, communication, earning power and social exchanges, which are the key elements of increment of women authorization.

This study has been carried out to discover, evaluate and analyze the factors behind the job satisfaction of female teachers in public schools. From the findings of the study the conclusions are as follows;

Many female teachers are teaching in primary level of public schools and contributing the educational sector of the country. Female teachers should have to choose either household responsibility or the job responsibility due to the limitation of the time. They are found willing to take these responsibilities even if they should take more work loads. It is because they want some recognition outside the domestic spheres. But they seek more support from their family members. As they have started their active participation in the work force remarkably, they are more concerned about their personal development and their familial development as well. They have more responsibilities than the male counterparts. They should have to manage their homes, offices and reproductive responsibilities. Unknowingly they are balancing all the roles at once.

To them having a good physical environment as well as getting a harmonious interpersonal relation among colleagues supports for their performance. They also expressed that working under a democratic and participatory head teacher increase motivation towards job. It is assumed that if 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,Gender Responsive working Environment,opportunities of teachers individual leadership team work and involvement in decision making have been studied to understand teachers job satisfaction.

Female teachers often experienced gender bias, stereotyping, underestimation and discrimination in the workplace. These affect the performance of an individual. General thought is that the males are dutiful to be in the key posts whereas women are not suitable for such posts. So it blocks women empowerment.

Thesituation of the female teacher is changing due to the process of different aspects like, education communication, earning power and social exchanges which are the key elements of increment of women empowerment. It became clear that although there are some problems for the female teacher to manage house hold and job work as well as participate in social activities simultaneously, but now they are able to manage job and household work effectively.

During our interviews and focus group discussions it is found that female teacher generally tries to create balance between their income and expenditure.A big number of female teachers are satisfied with this job because of permanency of the government securejob. The teachers told that this job is secure and stable during their tenure of services and also have financial guarantee after retirement from the job as there is provision of pension. Permanency of any job is directly linked with job satisfaction. Permanency reduces tension and thus guaranteed devotion to the job.

The Education Act entitles teachers to a number of financial benefits and facilities to those who are permanently employed.Female teacher joined the teaching profession for various reasons. Obviously the financial motive appears to be strongest for joining teaching. Similarly, long holidays (Sick leave, annual leave, maternity leave, casual leave etc.), insurance medical allowance, short working hours and desire to work with children were frequently mentioned by female teachers.

7.4 Recommendations

From this study, the researcher has found that the Female teacher is satisfactory empowered but still the remaining part also need to be empowered through various provisions.Based on the findings, some of the recommendations of the researcher are as

follows:

- 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. So, we need to be concerned about our teachers' condition. We have to take the best step to make them satisfied with their job. It will energizethe female teachers and their effort will be in full swing to build up the nation.

- Prepare the male members through education that they will be able to accept the women's roles in outside spheres and they will get good help and respect from the male members.

- It is hoped that the barrier to the female teachers' job satisfaction are found in this research can contribute to a great extent to improve the level of primary school teachers as well as primary education in Nepal. It is the desire of the society that the primary schools' teachers are to give such input those can make them happy as well as satisfied. This satisfaction will then be infused to the children and next to the nation

- Integrate gender into all school policies and practices. Serious efforts must be made to change school policies, programs and practices to make schools gender friendly and gender inclusive. Therefore, it is imperative to integrate gender into all aspects of school life. To this end, issues of gender should form an integral part of school life.

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Annexes

Interview Schedule for the study of Job Satisfaction among Female Teachers of Public Schools.

Namaskar! I am SantosiAdhikari a student of The Faculty of Sociology and Anthropology, Prithvi Narayan Campus, Pokhara. I am conducting a research study on "Job Satisfaction Among Female Teachers of Public Schools". The purpose of this study is to find out how job satisfaction contribute the quality of the schools. The questionnaire attached in the inventory is designed to achieve the purpose of the study. I hope, you will agree that a study of this kind can't be successfully completed without your help and active cooperation. I shall appreciate if you could kindly fill up this inventory carefully.

Respondent's Name:

Respondent's No: **Date:**

Level: Primary **Name of the School:**

S.N.	Questions and Filters	Categories
A. Socio-demographic Status		
S.N.	Questions and Filters	Categories
1	Designation	
2	Age	
3	Marital Status	1. Married 2. Unmarried 3. Divorced
4	Family Size	1. Small(less than or equal to 4) 2. Large(more than 4)
5	Family Type	1. Nuclear 2. Joint
6	Educational Qualification	1. S.L.C. passed/ Intermediate 2. Bachelor 3. Master's and above
7	Religion	1. Hindu 2. Buddhist 3. Christian 4. Others

8	Caste	1. Brahmin
		2. Chhetri
		3. Dalit
		4. Janajati
B. Professional Roles		
9	Since how many years have you been serving as a school teacher?	....
10	My school provides physical facilities better than any other primary school know to me.	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
11	In my school female teachers have opportunity of involve decision making Process.	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
12	Do you feel happy to attending training program?	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
13	Having match with academic qualification and job satisfaction?	1. Yes
		2. No
14	Which environment is favor of you?	1. Class room
		2. Office room
		3. Personal room
		4. Computer facilities
		5. Location of the school
15	Do you feel comfortable with your present level of responsibility in yourjob?	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
16	Are you comfortable with your future fringe benefits?	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
17	Do you feel comfortable with rewards getting for doing a good job in the school?	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
18	Are you comfortable with the promotion opportunities available to me as a teacher?	1. Strongly Agree
		2. Agree

		3. Disagree
		4. Strongly Disagree
19	Are you satisfied with the support given by office Administration?	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
20	It is essential to build awareness of parents education of their children.	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
21	I feel encourage if the students participate in the classroom discussion.	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
22	Do you take part in decision making of the school?	1. Yes
		2. No
23	Does supervision differ from male and female head teacher?	1. Yes
		2. No
24	How many hours do you work in the school in a normal day?	…………hrs.
25	How is the attitude of your head of the school?	1. Cooperative
		2. Neutral
		3. Abusive
26	How is the attitude of your co-workers?	1. Cooperative
		2. Neutral
		3. Abusive
C. Economic Status		
27	The Salary I get from teaching in the school is satisfactory.	1. Strongly Agree
		2. Agree
		3. Disagree
		4. Strongly Disagree
28	How much do you earn every month?	1. 15-19 thousand
		2. 20-24 thousand
		3. 25-29 thousand
		4. More than 30 thousand
29	What is your average personal expenditure every month?	Rs…………………
30	How much amount can you save monthly?	Rs………………

31	Is your income sufficient for you for whole year?	1. Yes 2. No
32	If not, how do you manage?	……………….
33	Do you have complete right over your income?	1. Yes 2. No
34	How much time do you take generally to reach to your school?	………min/hours
35	Does travel to work make you difficult to manage the time?	1.Yes 2.No
36	Which problems do you think is the most important problem faced by working women in the workplace?	1.Depression 2.Mental Pressure 3.Gender discrimination 4.Sexual Harassment 5.Underestimation
D. Family Roles		
37	What is the main occupation of your family?	1. Agriculture 2. Business 3. Wage/Labour 4. Profession
38	What is the average monthly income of your family?	Rs………………
39	What is the monthly expenditure of the family?	1. 20-29 thousand 2. 30-39 thousand 3. 40-49 thousand 4. 50-59 thousand 5. Above 60 thousand
40	How many hours do you work at home in a normal day?	…….hrs.
41	Is there any difficulty for you to manage teaching and family work?	1. Yes 2. No
42	If you are married, does your husband help you for your professional development?	1. Yes 2. No
43	Do you have any helper to help you in your daily household activities?	Yes No Can't Say
44	If you have helper who is it?	Spouse In laws Father/mother Worker Son/daughter

E. Social Roles		
45	Are you involved in any social work?	1. Yes
		2. No
46	If yes, what type of social work?(which sector)	1. Children
		2. women
		3. Education
		4. Environment
		5. Ageing people
		6. Development
47	If yes, how much time do you contribute every month in average?	……….days
48	Do you think financial independency strengthen you in the society?	1. Yes
		2. No
49	Is your profession favorable for you to make the decisions in your social life?	1. Yes
		2. No
50	Is your professional life and family life supportive for social life?	1. Yes
		2. No
51	Is your culture favorable for your professional development?	1. Yes
		2. No

Would you have any recommendation about salary, academic qualification, supervision, working environment, organizational and social culture to increase your job satisfaction.

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