CHAPTER ONE

INTRODUCTION

1.1 Background

It is evident that development of a country cannot be possible without the participation of women. It is therefore accepted that women's socio-economic status plays a vital role in the development activities of a nation. But unfortunately there is a large discrepancy in non-agriculture sector wage employment between females and males. Most of the females are deprived of wage employment in non-agriculture sector compared to males.

Among economically active population 89.3% female and 92.6% males are employed (census 2001). The population census of 2001 has highlighted and brought up some agenda related to household works as the economic activities of Nepalese female. They are as such "extended economic work", 'ownership on land", "Ownership on house", "Ownership on livestock" etc for the first time in the census history of Nepal.

The total numbers of Public and Private school has reached 28026 and at the primary level, Female teachers account for 30.6% with dalits 2.5% and Janajati 17.8% thought their representation in high school is still low (National planning commission, 2007).

Because of stereotyped society, female teachers have to face several mental and physical challenges and pressures from their bosses, colleagues and family. Though the female teachers' performance is highly appreciated. They are very conscious about their job, they do their household work, care to children, family and they do their job very sincerely in school too. Because of modernization and globalization many women are aware about their life style and their responsibility as well as dignity. Job satisfaction is one of the most widely discussed and enthusiastically studied issues in such related disciplines as sociology and anthropology, economics, industrial organizational psychology, organizational behavior, personal and human resource management. Locke (1976) defines job satisfaction as the resulting positive emotional feeling due to one's evaluation of their job or job experiences by comparing one's expectation from the job and what they actually gets. Job satisfaction depends upon the extent to which the job we hold meets the needs that we feel it should meet. When we

say that an individual has high job satisfaction we mean that the individual generally likes and values his/her job highly and feels positively towards it.

Job satisfaction is an indication of interest a person takes in his/her job or job satisfaction is how contented an individual is with his/her job. According to Lichtenstein (1984) job satisfaction can be taken or explained as differences between what a worker actually performs and what that worker was expecting or wanting from that particular job. By law of nature as we have more, we want more, hence the level of satisfaction remain less, job satisfaction is dynamic, as it can go as quickly as it comes, job satisfaction can be influenced by a variety of factors eg. the quality of one's relationship with their supervisor, the quality of physical environment in which they work degree of fulfillment in their work, etc (Gupta, 2012).

Job satisfaction positively affect on the ability effort and capability of the employees however if employees not satisfied with the job. Then it may cause turnover intention (Zeffane etal, 2008) Absence of work life balance, lack advancement opportunities, work environment lack of encouragement, lack of recognition may lead to stress which ultimately cause dissatisfaction, burnout and finally increased Turnover rate within organization (Ahmadi and Alirezo, 2007). Employees who have higher job satisfaction are usually less absent less likely to leave more likely to be satisfied with their lives (Lease, 1998).

Today's work environment is undergoing a major shift:- Factors such as globalization growing economies and improved technology are constantly presenting new challenges and creating new opportunities for people with these changes people's perceptions regarding their jobs are also changing, In this grow-or-die marketplace. The success of any organization relies on its workforce. Satisfied and committed employees are the most significant assets of any organization, including schools.

Education play very significant role for the development of a nation. It is key to human development. Indeed, history of human civilization is history of education. Education has been provisioned as the fundamental right in the interim constitution of Nepal 2063. Looking at the formal educational history of Nepal we can see that before 2007 Bs. Only the Royal and Rana family members and their close relatives have got the approach to the education. After the introduction of democracy in 2007 BS. Generalpublic got an easy approach to the education any after the abolishment of Rana

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Regime, women were seen engaging in the teaching career. The main reason for the involvement of female teachers is generating income is due to the societal, changing lifestyles that are going rapidly. As there are growing numbers of academic institution established in the different city. There is significant increment in participation of female teachers in education institutions in this present context. Their contributions have not only been limited to working in the schools but also the perception of the society about the status of female teachers. Female participation is encouraged,their rights are protected and they are given the reserved seats in some job areas. Female teachers are preferred in the Preprimary and primary levels, where it is thought that motherly females are more effective than the fatherly males. As their level of contribution is also high in the working environment, so the job satisfaction and dissatisfaction of these employees needed to be observed and addressed.

1.2 Statement of the Problem

The process of industrialization, urbanization and globalization has brought about socio-psychological change in the attitude and the values of the people especially among the urban population and this has brought a lot of change in the attitude of the educated women (Kapur, 1970:10). In modern society, economic scenario, opportunities of educations and employment being open more widely to women and with economic pressure. Women especially of urban areas have stated to work outside seeking their individual identity and economic power in the society breaking off the boundary erected by the traditional system. Opportunities of social interactions gave them. A new outlook towards the traditional hierarchal system.

At present, women are participating in different social and economic activities. The change from the status of a housewife and a mother to the status of an educated employed women and an earning member of the family have generated a situation where their traditional roles have been modified without being totally altered (Devi-1987). But however it does not imply their complete freedom from their traditional reproductive roles and responsibilities, like-childcare, cooking and other household work, "Developing countries in the process of modernization want to maintain their way of life and want to change while preserving the foundations of their traditional, cultural values."

Job satisfaction in the reaction of the employees against the role they play in their work (vroom-1967). Job satisfaction is equally important for both employees and the organization employees and organization has relationships of reciprocity. The organization provides the means of the employees to cover a series of needs and realize their personal aspirations employees provide the organization with resources so that it may reach its objective. Employee's performance is highly related with the outcomes and the achievement of the goals and objectives of the organization. The satisfied employees tend to be highly innovative creative, flexible and loyal than the dissatisfied employees. Satisfied employees tends to be motivated and work hard that leads to increase high performance but dissatisfied employees tend to be less creative, de-motivated towards work, increases absenteeism and turnover which ultimately tends to decreases the productivity.

Lack of job satisfaction could lead to strikes, work to rule, absenteeism, resignation, low performance and disciplinary problems. Intrinsic and extrinsic variables such as the structure and nature of jobs, supervision, participation in decision making pay scale, promotion, fringe benefits and working conditions affect the job satisfaction of an individual.

Due to globalization, urbanization and modernization the involvement of the female in teaching sector is increasing. Mostly women want to make their life style better. They want to be in-depended and make their family's life better. But the question is- Are they satisfied with the job they perform? Is the organization responsible for job satisfaction of employees?

Therefore the increasing involvement of female teachers is the reason behind the study for the job satisfaction in the educational institute.

The study mainly focuses on the following research questions:

1. Do female teacher enjoy social and economic freedom for their professional development?
2. Do the female teachers have optimum level of job satisfaction?
3. What could be the major factor for empowering female teachers?

1.3 Objectives of the Study

The main objectives of this study are to examine the level of job satisfaction among female teacher in public schools in Pokhara. The specific objectives are mention below.

- To identify the factor affecting 'job satisfaction'.
- To analyze the perception of female teacher regarding job.

1.4 Significance of the Study

The study has focus on the level of job satisfaction of the female teachers working in the public schools in Pokhara. The result of this study has help to make clear about the present situation of the female teachers and their satisfaction or dissatisfaction with their job. Also information from this study has help and guide management and organization to discover and reinforce what would satisfy female teachers and check factor that would lead to dissatisfaction and frustration in their jobs.

It has also helpto diagnosis potential problem related to job satisfaction of female teachers. Ithas help the school management to reexamine their policies and practices and gives the opportunity to grow for female by considering their satisfaction. It has help to provide useful feedback to the organization which helps to achieve higher level of motivation, commitment and loyalty towards the work.

1.5. Operational Definitions

Job satisfaction

It is a permanent impressing formed about the job. Job satisfaction can be defined as acceptance of goals, willingness to work hard and intention to stay with the organization. Employees interact with people and other resources while working with job. In the process, they experience positive or negative feelings about the job context and the content. Job satisfaction is how content an individual is with his or her job. Job satisfaction is the amount of overall positive affects or feelings that individuals have towards their jobs. Increased job satisfaction leads to decreased absenteeism and

turnover, which saves costs associated with hiring new employees or temporary workers.

After all study of above literature, this research defines job satisfaction is the employees' feeling towards one's job. Satisfied employees tend to be happy which leads to high motivation, less absenteeism, switching from the job etc. If people receive rewards they feel are equitable, they will be satisfying and this is likely to result in greater performance effort. If people are paid for sick days, extra work after school (overtime), they will get different types of fund and allowance there will be satisfaction in the job.

Working Environment

The environment in which employees work must be favorable so, that it can enhance the level of satisfaction. It consists of working hour, pay structure, healthy and safe working area, work life balance and facilities like transportation during late working hours, etc matter a lot for the contribution of job satisfaction. Employees spend so much time in their work environment each week, it's important for the companies to try to optimize working conditions.

This research defines that working environment plays the vital role in making the workplace comfort for doing the work. It can bring a lot of comforts level where employees can do the work effectively and efficiently. The better working environment helps to make the employees more satisfied and more dedicated towards their work. A good colleagues and their behaviors, students' response, attitude and behaviors of students also play a vital role in the job satisfaction of a teacher. In the public schools mostly the students came from the poor background families, they may be poor in study, their behavior, way of talking etc. can be little bit problematic in the job satisfaction of a teacher.

Social Relationship

This discusses the relationship of an employee with his or her subordinates in the workplace. It is very much important to create the friendly and flexible environment within the workplace so that it becomes easy for employees to work together with the information, ideas, time etc shared. The more the employees have good relationship

with their subordinates, colleagues, the more the employees tend to be happy. Employees have higher level of job satisfaction when they have positive and good relationship with their colleagues, when there exist cooperation, when they help and support at the need. Also employees seek to be treated with respect by those they work with. A hostile work environment with rude or unpleasant coworkers is one that usually has lower job satisfaction. The students and parents of students also give the job satisfaction and dissatisfaction, because the students came from different family background. So, teacher must have the knowledge to attract and teach the students according to their ability and as well as teacher must have the good and understanding with parents.

Job Security

It refers; the current job insures that employee is secured. It is secured in terms of permanency of job, good salary, and so on. When the job provides the full benefits then employees tend to be happy otherwise they tend to be dissatisfied with job.

Most of the companies are focused on layoffs rather than new recruits. So in such times having a secure job is of outmost importance. If an employee has job security during bad economic periods then they won't have to spend their day and nights worrying about how and where to get a job. Having a secure job will also bring about a certain stability in one's career. If they are doing a particular job for a long time in an organization then they become fully familiar with the procedures and work environment in the place. It helps them give out their best very time. But the biggest benefit of having a secure job is probably financial stability.

This research defines that job security is the facilities that the employee is enjoying at the present workplace. It is all about the facilities provided by the organization to make employee satisfied with the job. Secured job helps to motivate employees more towards their work.

Motivation

It is an important process in understanding behavior. All human behavior is in some way motivated to achieve goals. Motivation is the act of energizing people to put the effort into the activities they choose to perform. Employees may possess necessary

skills and abilities. But they may lack desire to use those skills and abilities. Motivation induces employees to use their skills and abilities effectively.

However, not everyone gets motivated by the identical factors. Someone may get motivated by or satisfied by achieving higher authority and responsibility whereas some other person merely needs flexibility in work schedule, or someone may be motivated by sense of accomplishment. Motivation is the essential factor for an employee. Different employees have different perception regarding it. Some may call motivation for good working condition; some may call for the reward system etc. If the employee doesn't receive what he or she deserve, if his or her skills and abilities doesn't match with his or her job, then it is not going to work properly, but it only de-motivate employees in doing his or her work. Therefore right people for the right jobs are needed and accordingly they must be treated in their work.

1.6 Limitations of the Study.

The study has done on only few chosen schools in Pokhara. It should also be consider that only few work dimensions will be taken into account for the study,

- The study has mainly based on the primary data.
- Only few public schools in Pokhara were chosen for the purpose of the study which does not cover overall public schools is Pokhara.
- The study has mainly focus on the level of job satisfaction of female teachers working in public schools in Pokhara.

1.7 Organization of the Study

This study has organize into seven chapters.
Chapter 1: It has cover the introduction which includes background, statements of the problem, objectives of the study, significance of the study, operational definition, limitation of the study and organization of the study.
Chapter 2: This include literature review and conceptual framework.
Chapter 3: Include research methodology, research design, rational of the selections of the study area, sources of data, sample design and major tools used for the data collection procedure is included.
Chapter 4: Include background of the respondents demographics

Chapter 5: include job satisfaction of female teachers. (Case study)

Chapter 6: Challenges of female teachers

Chapter 7: Includes the summary, major finding and discussion, conclusion and recommendation.

CHAPTER TWO

LITERATURE REVIEW

The chapter deals with the review of the literatures about Job satisfaction level of female teachers working in public schools. Some theories are review about the Job Satisfaction. This review ranged for national and international researches and article published in different journals also have been taken as references. Many researchers have analyzed and conducted massive study in the field of women empowerment and Job Satisfaction. The literature review analysis the condition and importance job satisfaction of working women in public schools female teachers.

2.1 Conceptual/ Theoretical Review

Job satisfaction has been associated with positive organizational outcomes such as increased employee productivity, higher innovation in considered to be a primary determinant to job satisfaction, yet little research has focused on the links between motivation, job satisfaction and the impact of culture in the workplace. This qualitative research uses Herzberg's theory of motivation to assess job satisfaction in the Brazilian hotel industry.

2.1.1   Job Satisfaction

Job satisfaction is an indication of positive or negative attitudes towards job. It is determined by how much outcomes meet expectation. It is the difference between the amount of rewards employees and the amount they expect they should receive. Job satisfaction focuses on all the feelings that an individual has about his/her job. It has been assumed by organizational behavior research that individuals who express high satisfaction in their jobs are likely to be more productive, have higher involvement and are less likely to resign than employees with less satisfaction.

There is a direct link between job satisfaction and performance of an employee. A satisfied worker makes extra efforts leading to better performance in his/her work. There is a positive result if employees are more satisfied. It leads to decrease in absenteeism and turnover if employees are more satisfied in their jobs. It also leads to

creativity among employees and better mental health and the life. Job satisfaction seen as an indicator of emotional well-being or psychological health. Job satisfaction can lead to behaviors that can have either a positive or negative effect on organizational functioning. For eg. In the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction with in that school. Job satisfaction is about liking yours job and finding fulfillment in what you do. It combines an individual's feelings and emotions about their and how their job affects their personal lives.

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 feelings 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).

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).

The term job satisfaction refers to the attitude and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction. Negative and unfavorable attitudes take towards the 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 job such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George et al., 2008).

Smith, Kendall and Hullin have suggested that there are five job dimensions that represent the most important characteristics of a job about which people have affect response.

They are;

1- The work itself.
2- Pay scale.
3- Promotion opportunities.
4- Supervision.
5- Coworkers.

Everyone define job satisfaction as their fulfillment of their expectation. It differs from person to person and organization to organization even in context of male and female. So job satisfaction is such phenomenon which comes from not only the job, but also from one's personal, social organizational, administrative and economical condition.

2.1.2 Theories of Job Satisfaction

Job satisfaction theories have a strong overlap with theories explaining human motivation. The most common and prominent theories in this area include: Maslow's needs hierarchy theory; Herzberg's motivator-hygiene theory and the Job Characteristics Model. These theories are described and discussed below.

Hierarchy of needs

Although commonly known in the human motivation literature, Maslow's needs hierarchy theory was one of the first theories to examine the important contributors to job satisfaction. Maslow's needs hierarchy was developed to explain human motivation in general. However, its main tenants are applicable to the work setting, and have been used to explain job satisfaction. Within an organisation, financial compensation and healthcare are some of the benefits which help an employee meet their basic physiological needs. Safety needs can manifest itself through employees

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feeling physically safe in their work environment, as well as job security or having suitable company structures and policies. When this is satisfied, the employees can focus on feeling as though they belong to the workplace. This can come in the form of positive relationships with colleagues and supervisors in the workplace, and whether or not they feel they are a part of their team/ organisation. Once satisfied, the employee will seek to feel as though they are valued and appreciated by their colleagues and their organisation. The final step is where the employee seeks to self-actualise; where they need to grow and develop in order to become everything they are capable of becoming. Although it could be seen as separate, the progressions from one step to the next all contribute to the process of self-actualisation. Therefore, organisations looking to improve employee job satisfaction should attempt to meet the basic needs of employees before progressing to address higher-order needs.

Motivator-Hygiene Theory

Herzberg's motivator-hygiene theory suggests that job satisfaction and dissatisfaction are not two opposite ends of the same continuum, but instead are two separate and, at times, even unrelated concepts. 'Motivating' factors like pay and benefits, recognition and achievement need to be met in order for an employee to be satisfied with work. On the other hand, 'hygiene' factors (such as, working conditions, company policies and structure, job security, interaction with colleagues and quality of management) are associated with job dissatisfaction. Because both the hygiene and motivational factors are viewed as independent, it is possible that employees are neither satisfied nor dissatisfied. This theory postulates that when hygiene factors are low the employee is dissatisfied, but when these factors are high it means the employee is not dissatisfied (or neutral), but not necessarily satisfied. Whether or not an employee is satisfied is dependent on the motivator factors. Moreover, it is thought that when motivators are met the employee is thought to be satisfied. This separation may aid in accounting for the complexity of an employee's feelings, as they might feel both satisfied and dissatisfied at the same time; or neither satisfied nor dissatisfied.

Job Characteristics Model

The Job Characteristics Model (JCM)explains that job satisfaction occurs when the work environment encourages intrinsically motivating characteristics

Unlike the Maslow or Herzberg's theories, the JCM has received more empirical support. However, it has also drawn criticism as many studies utilising this model investigate the direct impact core job dimensions have on personal and work outcomes, completely disregarding the critical psychological states. Despite this, the JCM and its impact on job satisfaction has been the subject of three reviews which further lend support to the model. Further to this, Behson and colleagues' meta-analysis of 13 studies specifically focused on the role of critical psychological states, and found these psychological states to play a crucial practical and theoretical role within the JCM.

2.1.3 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. Satisfied workers will not necessarily be the highest producers. There are many possible moderating variables, the most important of which seemsto be rewards. If people receive rewards they feel are equitable, they will be satisfying and this is likely to result in greater performance effort.

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 professions 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. 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 of employee absenteeism remain. So satisfaction is worth paying attention to, especially since it is potentially under your control – unlike some of the other causes of absenteeism is like- illness, accidents etc. 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 have helped create a culture of absenteeism that can overcome the "satisfaction" effect. (Sweney and McFarlin, 2005).

2.1.4 Gender and Job Satisfaction

Gender is the range of physical, biological, mental and behavioral characteristics pertaining to, and differentiating between, masculinity and feminist. Depending on the context, the term may refer to biological sex (i.e. the state of being male, female or intersex), sex-based social structures (including gender roles and other social roles), or gender identity.

Sexologist John Money introduced the terminological distinction between biological sex and gender as a role in 1955. Before his work, it was uncommon to use the word gender to refer to anything but grammatical categories. However, Money's meaning of the word not become widespread until the 1970s, when feminist theory embraced the concept of a distinction between biological sex and the social construct of gender. Today, the distinction is strictly followed in some contexts, especially the social science and documents written by the World Health Organization (WHO). In many other contexts, however, even in some areas of social science, the meaning of gender has undergone a usage shift to include sex or even to replace the latter word. Although this gradual change in the meaning of gender can be traced to the 1980s, a small acceleration of the process in the scientific literature was observed in 1993, the Food and Drug Administration started to use gender instead of sex. Gender is now commonly used even to refer to the physiology of non-human animals, without any implication of social gender roles. In the English literature, the tracheotomy between

biological sex, psychological gender, and social sex role first appeared in a feminist paper on transsexualism in 1978. Some cultures have specific gender-related social roles that can be considered distinct from male and female.

The social sciences have a branch devoted to gender studies. Other sciences, such as sexology and neuroscience, are also interested in the subject. While the social science sometimes approach gender as a social construct, and gender studies particularly do research in the natural sciences investigates whether biological differences in males and females influence the development of gender in humans; both inform debate about how far biological differences influence the formation of gender identity.

Liberal Feminism:- To minimize gender inequalities, liberal feminist suggested a numbers for change, developing equal economic opportunity, sharing responsibilities equally, monitoring the massages 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 think that individual woman cannot make change; therefore, state intervention is prerequisite.

2.1.5 Modernization Theory

The integration of different element from this system with those of local societies happened slowly and gradually.

Firstly accepts the point of view that "Simmel is the first sociologist of modernity" (1992: 59). Simmel is seen as investigating modernity primarily in two major interrelate sites, the city and the money economy. The city is where modernity is concentrated or intensified, whereas the money economy involves the diffusion of modernity, its extension (Frisby, 1992:69).

Giddens (1991:32) Transformation in self-identity and globalization …..are the two poles of the dialectic of the local and the global in conditions of high modernity. Changes in intimate aspects of personal life . . . are, directly tied to the establishment

of social connections of very wide scope. . . . for the first time in human history, 'self' and 'society' are interrelated in a global milieu.

Urbanization refers to the growth of towns and cities, often at the expense of rural areas as people move to urban centers in search of jobs and what they hope will be a better life. In most countries the percentage of the total population living in urban areas is increasing.

Anthropologists tend not to approach modernity as a period of time, but more as either an ethos akin to something cultural, albeit a cultural formation making rather unique claims to a cultural universality universal applicability of its knowledge's, norms and truths and not simply as a result of a projection of anthropology.

Giddens picks up many of these Themes in the Transformation of Intimacy (1992). In this work Giddens focuses on ongoing transformation of intimacy that show movement toward another important concept in Giddens's thinking about the modern world- the pure relationship, or "a situation where a social relation is entered into for its own sake, for what can be derived by each person from a sustained association with another; and which is continued only so far as it is thought by both parties to deliver enough satisfactions for each individual to study within it"(Giddens,1992:58). The changing nature of intimate relations, in which women ("the emotional revolutionaries of modernity" [Giddens, 1992:130]) have taken the lead and men have been "laggards," has revolutionary implications for society as a whole.

In the modern world intimacy and sexuality have been sequestered. However, while this sequestration was liberating in various senses from intimacy in traditional societies, it is also a form of repression. The reflexive effort to create purer intimate relationships must be carried out in a context separated from larger moral and ethical issues. However, this modern arrangement comes under pressure as people, especially women attempt reflexive construction of themselves. Globalization has been a primary root of the rise of willful nostalgia more specifically, it was the takeoff period of rapidly accelerating globalization in the late nineteenth and early twentieth century's that witnessed the flowing of the urge to invent traditions. Willful nostalgia as a form of cultural politics- as well as the politics of culture- has been a major feature of globalization.

2.1.6 Cultural Anthropology

Cultural Anthropology is the study of the culture of contemporary people. The word contemporary in this instance covers both people who are living today and those who lived in the relatively recent past, about whom written or oral information exists.

Cultural anthropology study, describe and try to explain and understand the behavior of contemporary people: their customs, beliefs, values and social interactions; the physical products of their minds and hands; and the ways in which they communicate on with one another. Sometimes cultural anthropology focuses on the members of one group – how they get the basic things they need for survival. But cultural anthropology also takes a broader view, comparing cultures with one another in order to address wider questions of human existence – why cultures are so different from one another, why some people favor political equality while others prevent it; why some worship many gods and others only one

Culture refers to the total way of life of any society, not simply to those parts of this way which the society regards as higher or more desirable. Culture may be defined as the learned behaviors, beliefs, attitudes, values, and ideals generally shared by the members of a group. A defining feature of culture is that it is learned. Although other animals exhibit some cultural behavior, humans are unusual in the number and complexity of the learned patterns that they transmit to their young, And they have a unique way of transmitting their culture: through spoken, symbolic language.

Cultural anthropology is about human beings. Culture is compulsory, in that individuals who wise to get along successfully have no option but to take society's culture into account in their dealings with others. Culture is holistic in that the various elements of any culture are interrelated. Culture is dynamic because it is constantly changing. Culture is the crowning achievement of human evolution. To understand ourselves is to appreciate cultural diversity. Dependence on culture as our primary mechanism of survival sets humans apart from other members of the animal kingdom.

Culture is mental software of the mind. It is learned, not innate. It derives one' as social environment rather than ones genes. Culture should be distinguished from human nature on one side and from an individual's personality on the other. (hofstede-2005). There are two types of culture which effects on Organizational culture is the

relationship between superior and subordinate, decision making, delegation of authority, types of leadership, and bureaucratic power are part of organizational culture. Job satisfaction is related to these criteria. Like if decision making process is participative everyone should be satisfied on the other hand under undemocratic decision making process creates dissatisfaction.

Second one is social culture. Hofstede (2005) identified these two cultural dimensions in society. He defined "a society as masculine when emotional gender roles are clearly distinct. Men are supposed to be assertive, tough and focused on material success, whereas women are supposed to be more modest tender and concerned with the quality of life" and "a society is feminine when emotional gender role overlap: both men and women are supposed to be modest, tender and concerned with quality of life".

The schools culture is mostly male dominated because of masculine cultural background of the society. The male teachers do not feel comfortable working under female teacher's supervision. Thus culture affects on job satisfaction.

2.2 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), 'teachers stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, tension, frustration or depression, resulting from some aspect of their work as a teacher'. He list 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 difference between men and women, and teachers of different ages and time of teaching experience. Male teachers reported more stress than

their female counterparts in relation to professional tasks and pupil behavior and 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.

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 relationship 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 predictor 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 relationship.

Perie and Baker (1997) identified the school- level/ working condition factors associated with teacher satisfaction: administrative support and leadership, student behavior and school atmosphere, relation with parents, and teacher autonomy. 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 relationship and ability group taught, had an impact on teachers stress. Their result 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.

Canadian study conducted on the basis of teachers data (1999) at New Burnswick elementary schools to examine how teacher's 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.

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 o 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.

2.3 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 misperception 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; Eckerode and Gore, 1990; Emmons et al., 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 and 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 withparents, (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 changes 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 and demands from work and cause them to experience stress.

2.4   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. 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.

2.5   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 female 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.

2.6. Conceptual Framework

The review of the above literatures the job satisfaction among female teachers in public schools in Pokhara.
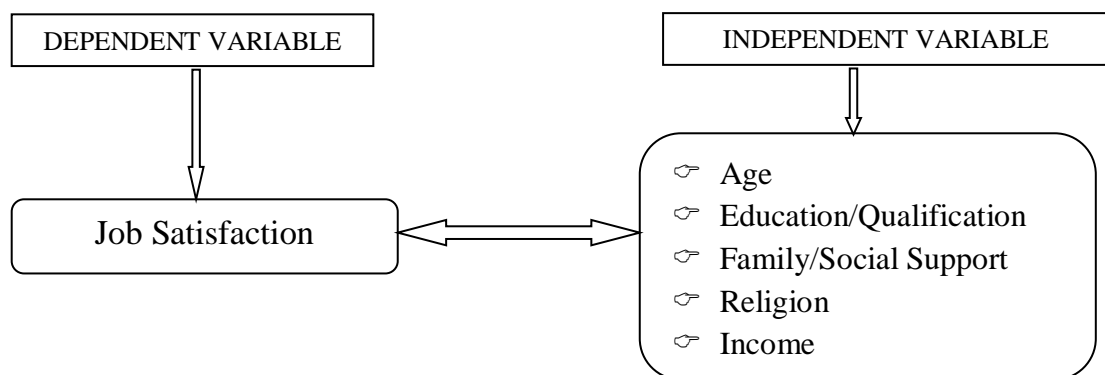

Fig 1.1. Conceptual framework of job satisfaction among female teachers in public schools.

CHAPTER THREE

RESEARCH METHODOLOGY

This study mainly focuses on finding the level of job satisfaction of female teachers working in public schools In Pokhara. This chapter describes various methodology used in this study. Different methodologies are like Rational of the selection of the study area Research design, Nature and Sources of data, universe of sampling, Data collection technique, questionnaire and data analysis and presentation.

3.1 Rational of the Selection of the Study Area

The site was selected for the study in Pokhara city of Kaski district. The research is conducted only in some randomly chosen institutional schools, because of the given reason:-

The schools I have chosen for the research from ward no. 5,7,8, and 17 are the good schools as well as popular for the good academic and the infrastructure of the schools. The numbers of female teachers are also high in these schools. So, I choose these schools for my research, where I can get more respondents for my research reliable data for job satisfaction among the female teachers in the process of questionnaire filling and interview.

The flash report 2069. Published by education department Nepal says that these are 87,978 female teachers Basic level education (Grade 1 to Grade 8) in all types of school (institutional and community).

3.2 Research Design

The research is based on descriptive and analytical research design. Study is carried out both qualitative and quantitative data. It is selected for the study to learn the profile of the respondent and to describe the level of job satisfaction of female teachers working in public schools in Pokhara.

3.3 Nature and Source of Data

As per the requirement of the study, primary data were collected. These primary data were both qualitative and quantitative. Priority was given more to quantitative by employing survey, structured questionnaire and interview.

3.4 Universe of sampling(public schools female teachers)

The research is based on the established pattern of social science, eg; descriptive and analytical to proceed and progress and arrives at the conclusion.

There are 33 wards in Pokhara, Metropolitan city. Among them study has been conducted in ward no. 5,7,8 and 17. I select these ward for my study because the school here are reputed for its good academic excellence. The number of female teachers also high in these schools.

Table 3.4: Classification According To Selected Public Schools

Schools name	Total no. of Female teachers
Chorepatan Sec. School	30
Pradi Sec. School	13
Janapriya Sec. School	25
Ram Basic School	9
Shree Krishna School	11
Barahi Sec. School	15
Dharmasthali Basic School	10
Total	**113**

Source: Field Survey, 2019

3.5 Data Collection Technique

The study is based on only the primary data. In order to collect the information for the research, self-administered questionnaire has been used and questionnaires were distributed directly among the female teachers working in public schools in Pokhara.

3.5.1 Interview

The questions is asked to the respondents where the respondents have to answer the questions as well as they were give some questionnaire to tick mark the option that best suits them. I had taken some interview as for the purpose of preparing case studies.

3.5.2 Case Study

Three case studies have been prepared from different respondents of different schools and different levels. A checklist was prepared and later it was used to collect needed information from the case selected for developing case studies.

3.6 Data Analysis and Presentation

The data is analysis which have been collected are presented including Table and Pie-chart by different statistical tools and techniques. The descriptive statistics such as frequency, percentage is used. The result is interpreted by dividing the main topics into sub-heading according to the nature of the data and according to the findings. The outcome is presented in different tables and pie-chart to clear the scenario of study and to conclude finding.

CHAPTER FOUR

SOCIO DEMOGRAPHIC FEATURES OF THE INFORMANTS

The presentation of the result is based on primary data that were collected from the questionnaires in order to find out the conclusion. An attempt has been made to measure the level of job satisfaction of female teachers. The presentation and analysis of primary data collected through questionnaires are given below in detail.

4.1 Demographic Description

The analysis of the various data obtained from the research has been shown by using various charts like bar diagram, pie-chart. This is followed by a description of the most important sample characteristics by means of percentages. The given graphic presentation is the result obtained from the total sample of 113**.**

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

4.1.1 Age group of Respondents

Profession is also considered as age selective. Thus, age is one of the concerning demographic factor for the analysis of this study. The summary of age group of the respondents in the survey is given in Table 4.1.

Table 4.1: Classified According To Age Groups.

Age Group	Frequency	Percentage
20-25	5	4.4
25-30	10	8.8
30-35	55	48.6
Above 35	43	38.0
Total	**113**	**100.0**

Source: Field Survey, 2019

The Table No. 4.1 shows that majority of the respondents are from age group 30-35 years which is 48.6% and similarly above 35 years old respondents were 38% which shows that mostly teachers are experienced and conform about their job. As well as the number of female teachers in age group 20-25 years is only 4.4% and 25-30 years is only 8.8%.

4.1.2: Marital Status

Table 4.2: Classification According To Marital Status

Status	Frequency	Percentage
Married	110	97.34
Widow/single (divorced)	3	2.65
Total	**113**	**100.0**

Source: Field Survey, 2019

All the respondents were found married. So, the data says that majority of them with 97.34% are married. The summary of marital status of the respondents in the survey is highlighted in the Table. Table No. 2 shows that there were 2.65% of women were either widowed or single divorced).

4.1.3: Caste/Ethnicity

Caste is also one of the socio- demographic characteristics of the respondents that were taken.The summary of the caste/ethnicity of the respondents in the survey is highlighted in Table 4.3.

Table 4.3: Respondents on the basis of Caste/Ethnicity

Caste/ethnicity	Frequency	Percentage
Brahmin	60	53.09
Chettri	35	30.97
Janajati	15	13.27
Dalit	03	2.65
Total	**113**	**100.0**

Source: Field Survey, 2019

Table No. 4.3 displays that teaching is mostly an attractive job for Brahmin women with the percentage of 53.09%. Chettri women also attractive with the teaching job with the percentage of 30.97%. In my study I found that Dalit women were very less in number

4.1.4 Family Type

The Nepalese society so far is considered as a joint family system. Due to modernization and urbanization many of them are moving from their birth place for earning and getting more comfortable life. So, this study explored that joint family system of the Nepalese society has moving towards nuclear.
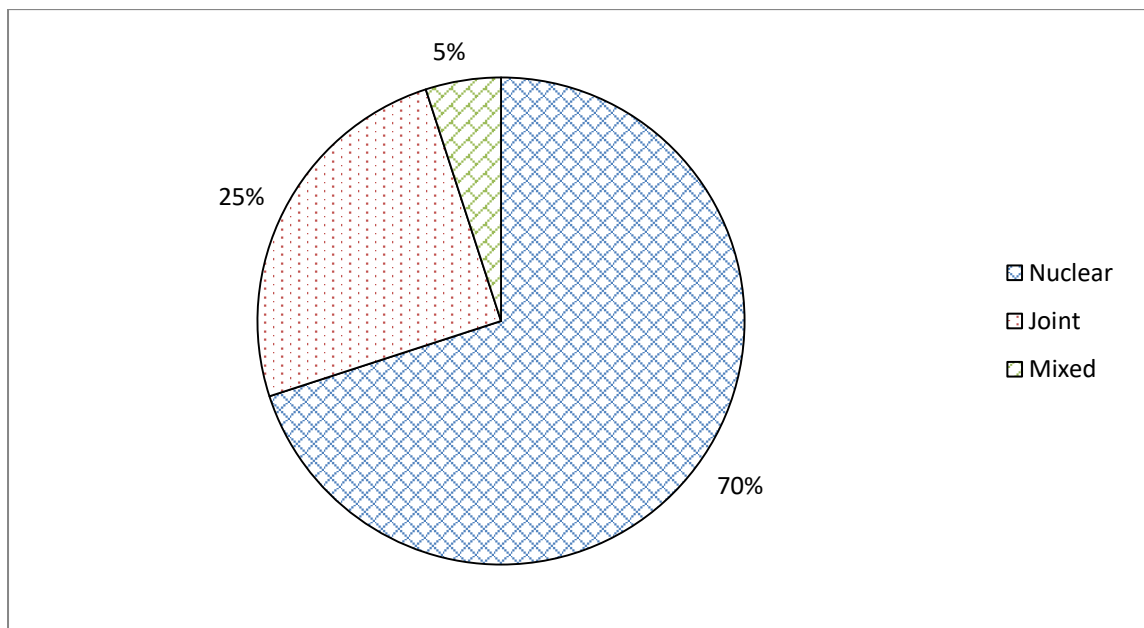

Figure 4.1 Family Type

Source: Field Survey, 2019

As a result, it is found that most of the respondents belonged to the nuclear families with 70% and 25% were representing the joint families and only 5% families live in mixed family. This shows the clear picture that in urban centers people are much more concerned for their self-satisfaction.

4.1.5 Educational Qualification

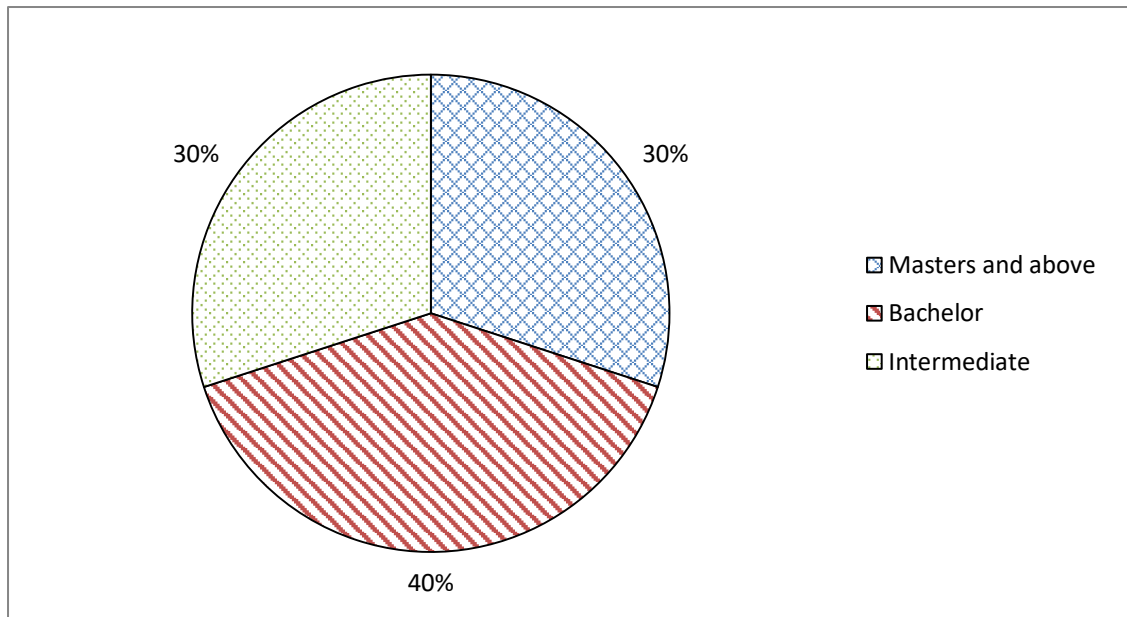Educational qualification is one important quality of people for the teaching.

Figure 4.2. Educational Qualification

Source: Field Survey, 2019

According to the study respondents have finished their education as 30% Master Level 40% Bachelor and 30% Intermediate.

CHAPTER FIVE

JOB SATISFACTION OF FEMALE TEACHERS

The main purpose of this study to look into the way the primary level Female teachers' perception 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, work experience, supervision and communication do play a significant role in providing motivation to the teachers. These are motives and they are the foundation of job satisfaction.

5.1. Professional 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: Work Experience

Work experience is frequently associated with the lengthof service. The summary of the work experience of the respondents are highlighted in Table 5.1.

Table 5.1: Classification According To Teaching Years inthe Current School

Tenure	Frequency	Percentage
Between 3-4 years	80	70.79
Above 5 years	33	29.20
Total	**113**	**100.0**

Source: Field Survey, 2019

Table No. 5.1 displays that majority of the employees have higher experience of the working in their respective schools. Mostly teachers have the experience of teaching more than 4-5 years though they did not teaches in the same school.

5.1.2 Monthly Income

The summary of monthly income of the respondents in the survey is highlighted in the Table 5.2

Table 5.2: Classified According To Monthly Income.

Monthly Income	Frequency	Percentage
15,000 to 20,000	10	8.84
20,000 to 25,000	55	48.67
Above 25,000	48	42.47
Total	**113**	**100.0**

Source: Field Survey, 2019

Table No.5.2 shows that the majority of the respondents have the level of income in between NRS 20,000 to 25,000 with 48.67%. They were satisfied with the income. The respondents who get above 25,000 were 42.47%, they teach in the basic level secondary level and higher secondary level.

5.1.3. Normal Day Working Hours in the School

Table 5.3: Normal Day Working Hours in School

Working Hours in School	Frequency	Percentage
6 hours	98	86.72
7 hours	9	7. 96
8 hours	6	5.30
Total	**113**	**100.0**

Source: Field Survey, 2019

Normally 6 hours is the working hours in the governmental school. So, the majority of the respondents 86.72% of the respondents spend 6 hours daily in their school except Saturday. And 7.96% spend 7 hours and 5.30% spend 8 hours daily in their schools. The above mention 7 and 8 hours is for according to the time and work of the school not regularly, for this the teachers will get extra payment.

5.1.4 Attitude of co-worker

The environment in the school is a determining factor for the best performance of the co-worker. Helpful and supportive staff makes teachers cheerful, energized, motivated and happy with their job.
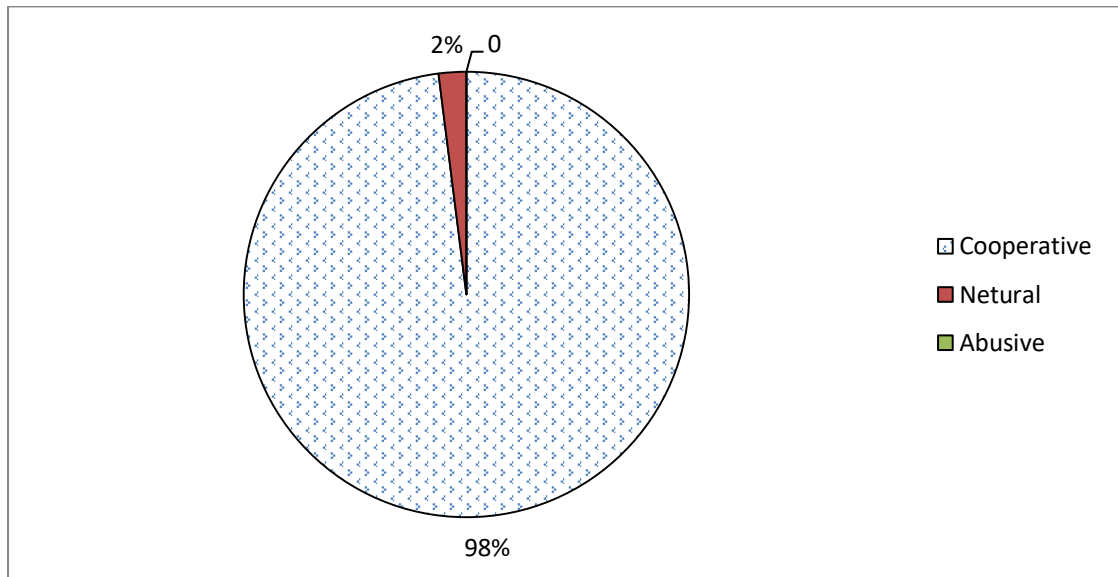

Figure 5.1. Attitude of co-worker

Source: Field Survey, 2019

In the case of this research among the respondents 98 percentages are said that attitude of their co-workers is cooperative and nearly only 2 percentages of them represent neutral behavior of co-worker towards them. 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.

CASE STUDY 'JOB SATISFACTION'

Case 1

Respondent from Higher Secondary Level.

My name is Manisha Khatri. I am a married woman aged above 38 years old from a well to do Chhetri family. Iteach computer science in Higher Secondary Level as well as in Secondary Level and Lower Secondary Level. In the morning, I have to take 2 periods at Grade 11 and Grade 12 respectively; while in day time I am engaged at schools where Itake 27 periods a week that ranges from Grade 7 to Grade 10. I take hostel classes also at the evening.

"Level for a teacher is just a designation. Teaching in Higher Secondary Level can provide me only 2 periods a day. That can't give a work-load and fulfill my aspiration".

The Respondent has been teaching for 20 years, although not at the same school. She started teaching before her marriage. She says "I am simply satisfied what I am earning from the work". She has a child and lives in a nuclear family. She shares her household work with her husband.

This woman thinks that her job has made her 'independent' with a sense of 'freedom'.

"Money is not only thing that gives satisfaction for a woman; culturally a woman is not to think about running a family. A prestigious job like teaching gives woman an outer arena where she can put her opinion" she says. She thinks that "if a teacher is creative and supportive, her importance is always welcome in a school. To her, satisfaction lies not in the outer environment but is hidden inside the individual. We create environment at school, it's not that the environment creates us.

Case 2

Respondent from Basic Level.

This respondent   for case 2 is from Bhrahmin family, she is 28 years old married woman. She has 2 children a son and a daughter. Her husband is also a teacher. She teaches English in Basic Level, total 28 periods in a week.

The respondent has been teaching for 15 years,although not at the same school. She started teaching before her marriage. She gets NRS 22,000 as monthly salaryand she says that she is satisfied with her earnings. She has very friendly nature with everybody.

She says that "the teacher must be focused in the interaction programs with the parents and students. An environment must be created to fill the gap between the teachers and parents".

Case 3

Respondent from Primary Level

My name is Amrita Chettri. I am 35 years old. I complete my Bachelor Level study. I have a daughter and I am a single mother (divorce). I teach in primary level for 8 years in this school, Though I am teaching before my marriage. Totally its   14 years of teaching experience. I like to spend time with little kids as well as I like to teach them new things which make them happy and learn new things with the play way methods.

My house is near by the school, so I mostly stay in school for 7/8 hours and make some new and creative teaching materials for the students. I love to do new things.

I thinks that job make me 'independent' with a sense of 'freedom'. As I like to do creative and new things, so the time of school anniversary and other program I teach students dance and make the decision of decoration and other things.

I am very much satisfied with my job and school administration. As well as I found my colleagues are very helpful and friendly.

CHAPTER SIX

CHALLENGES OF FEMALE TEACHERS

In this chapter the study has examine the female causal factors behind the job satisfaction. Female teachers have some obligation at home to fulfill. The role of reproduction, taking care of children, elderly people and other domestic works. Such

roles create conflict on them. If they are able to fulfill the family roles and professional roles still there is space for them in the social work for society.

I also found that the female teachers have difficulties to manage teaching and family work. They seek more support from their family members for the betterment in their professional lives. 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.

Working women contributed the equal hours in the office as the male co-worker and are stuffed with the burden of household activities which is not any part of the male counterparts. It shows that job holding women still contribute more to run of their families which covers a great investment of time of the women and is not counted as income.

Women are found willing to take these responsibilities even if they should take more work load. It is because they want some recognition outside the domestic spheres, but they seek more support from their family members.

Mostly they are living in nuclear family so they have to do their household work by themselves. Some of them kept the helper for household work, but mostly they have to manage the work by themselves, some time with the sharing of family members.

6.1. Decision to Work as Teacher

The respondents decided to choose the given profession for the things as shown below according to the survey in the chosen schools.
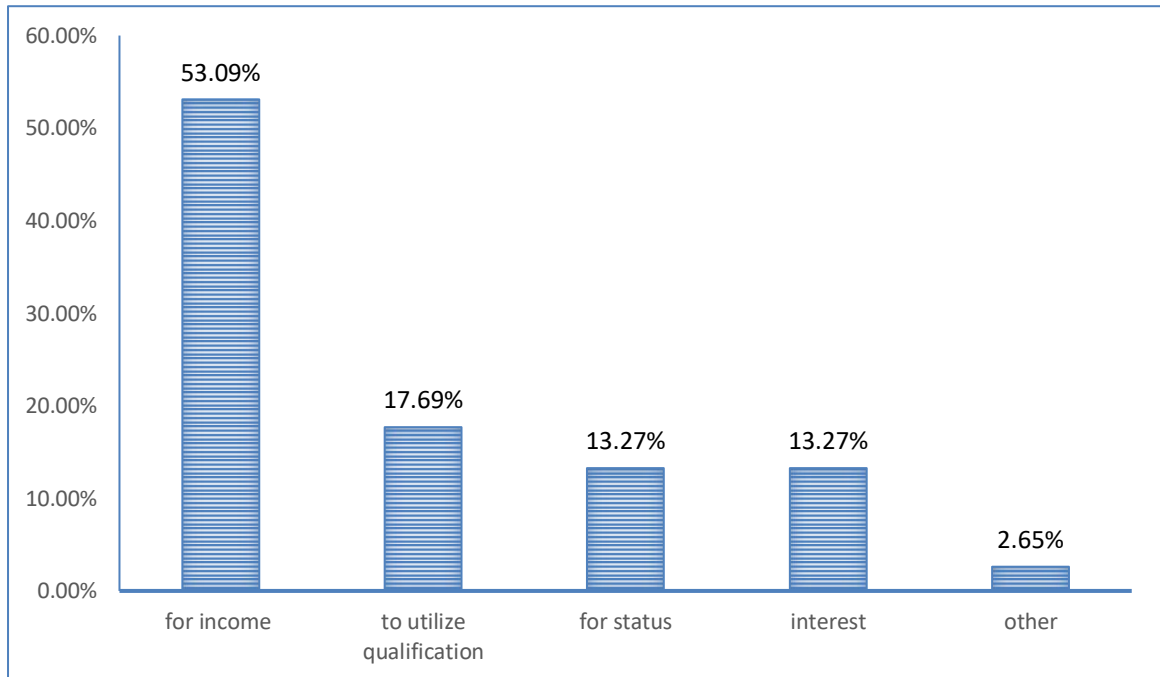

Figure 6.1. Decision to Work as Teacher

Source: Field Survey, 2019

53.09% of respondents chose the teaching profession for income they agree. As well 17.69% of respondents are in teaching profession for utilize their qualification and 13.27% of respondent are foe status and interest. Only 2.65% of respondents are here for other reason, they are not sure to make the teaching as their profession.

6.2. Manage to Household Work

Women are mostly taking up almost all the household work in their own.

Table no 6.1. Manage to Household Work

Manage to household work	Frequency	Percentage
House worker	10	8.84
Self	50	44.24
Sharing with family	31	27.43
Husband and children	15	13.27
Other	7	6.19
Total	**113**	**100.0**

Source: Field Survey, 2019

Nearly half of the respondents 44.24% said they do their household work by themselves. About 27.43% respondents share their household chores with family members. As well 13.27% women teachers get help from their husband and children. Only 8.84% family teachers have house worker, it's because of their health. And only 6.19% respondents have managed their household work from other ways.

6.3 Change in Status of Life

From this survey I found that from the study areas most of the female teachers think that the job or the profession brings much more changes in their life status and as well as they developed their self confidents to do the external works as well. Most of the respondents are happy and satisfied with the teaching job.
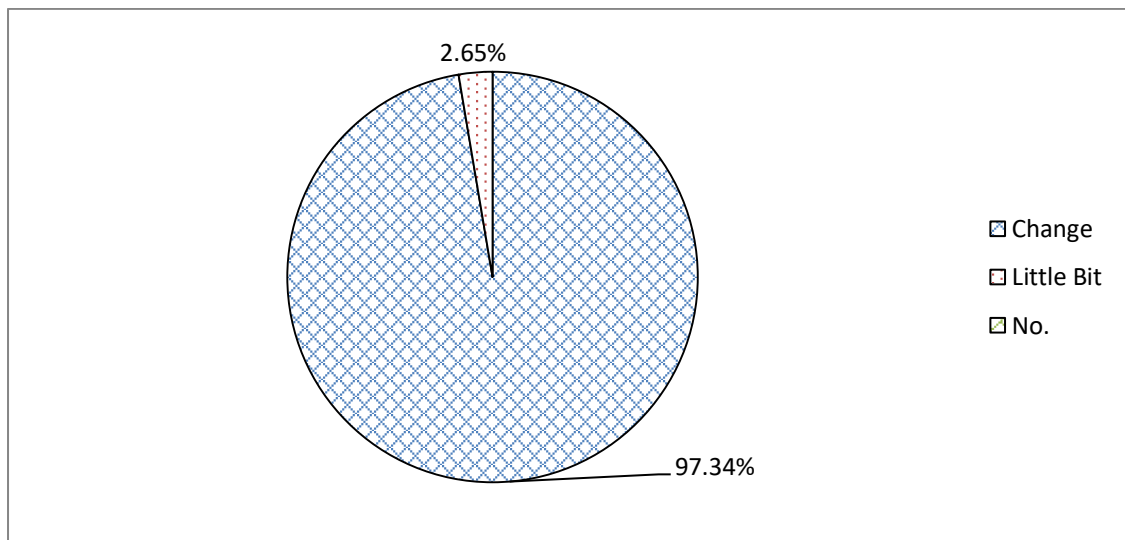

Figure 6.2: Change in Status of Life

Source: Field Survey, 2019

Majority of the respondents with 97.34 % think that due to this profession their life status has changed much more and they are satisfied. Only 2.65% respondents think that they have to face worked load not every time but some time.

CHAPTER SEVEN

SUMMARY, MAJOR FINDINGS AND CONCLUSION

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., the 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 School" is accomplished in partial fulfillment of the requirements of the Master Degree in Anthropology. Job satisfaction is very important factor that is needed to be addressed for the effective performance by the teacher.

The outcomes of the research are presented and analyzed in appropriate heading and sub headings. This study analyzed different influencing factors such as economic empowerment, involvement in decision making and social works, teaching environment at workplace, support from family etc., have been studied directly through Interview, Questionnaire and by the Observation. This study mainly focused on the job satisfaction of female teachers working in the public schools in Pokhara (ward no-5,7,8,17).

The participation of women in the work force is really good for women empowerment. But whenever women participate in the outside dichotomy, they are stuffed with more burden than ever before in the history of development. Women have to managing the household chores, taking care of every family member. These monotonous jobs never get any value in the society. But 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 determine the female teacher's job satisfaction with in a place of work. However, there was a

variation within the respondents regarding those factors. This study has tried to discover the perception of job satisfaction by female teachers of public schools in Pokhara 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, like- Age, Caste/ethnicity, Family size, marital status etc., were taken under socio- demographic data.

Most of the respondents were satisfied with their job and income and motivated too. Major satisfying factors are opportunity of involvement in decision making process, attending training program, support given by administration, attitude of head teachers, co-workers, school environment etc. These factors have positive impact on teachers motivation and job satisfaction.

7.2 Major Findings

- The respondents are grouped into four categories and all are found to be in active years of their lives. All the respondents are of active age I.e. 20 to 60. In this research, most of the respondents were above 30 years old age group.
- Majority of them with 83 percent is representing small family (less than or equal to 4 members) and 25 percent belong to the large joint family (more than 4 members). Only 5percent respondents belong to mixed family (more than 8 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.

- Educational qualification is one important quality of people for the teaching. Majority of the respondents have finished their Intermediate level with (30%) which is followed with Bachelor's degree with (45%) and the number (38%) of the respondents have finished their Masters Level.

- 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 my research the majority of the respondents (53%) were Brahmin which is followed by (30.97%) respondents were Chettri and the respondents from Janajati are (13.27%) and only (2.65%) are followed by Dalit. 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 70% respondents were 10-20 years teaching experience.

- Helpful and supportive staff give teachers are positive in their job conscientious and cheerful and happy with their job. More than 98 percent respondents were agreeing that they are satisfied with the support given by office administration in the work place.

- Normally 6 hours is the working hours in the governmental school. So, the majority of the respondents with 86.72 percent of the respondents spend 6 hours daily in their school except Saturdays. Only minimum numbers of respondents spend 7 or 8 hours in the school, but not regularly.

- 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 job is getting salary. If one gets a good 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 of the respondents were satisfied with the salary they get in the study area.

- Most of them get the salary above 20,000 per month. Only some of them get monthly salary above 15,000. Expenditure is one of the aspects in order to get the good living standard for the quality of life.

- Professional women are facing the challenges to manage both of the responsibilities. Some problems are in women due to multiple responsibilities and their feelings. 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.

- Women are mostly taking up almost all the household chores in their own. 44.24% of the respondents do their household work by themselves. Only 27.43% of the respondents share their household chores with family members.

- Mostly our respondents are married. In case of the married women, the positive attitude of the husband and family members matters a lot to continue the job as well as for the other benefits. Help is a must for the women to get success in both of the places i. e. house and office. To enjoy the human rights completely, people need financial independency.

- From the discussion of Marxism, the patriarchies in literature review part women are limited to their household, family and social responsibilities. Now days, result from qualitative study showed that working women have strong will and determination power where they can do everything like man. The position and the 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 their sensitivity towards problems in the society. The conditions of

the women are changing in the present day and in near future it is going to be a era for employed women to be educated and employed.

7.3   Conclusion

The 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.

From the findings of the study the conclusion are given below;

Female teachers teaching in the public schools were satisfied with their job and income. Somewhere, sometime they have to face problems and burden about work load from family side, professional side, or physically, but mostly they used to manage all the work because they want some recognition outside the domestic spheres.

During our interviews and focus group discussions it is found that the female teachers generally tries to manage balance between their income and expenditure as well as household work and professional work. Mostly all the female teachers are satisfied with this job because of permanency of the government secure job. 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. Female teachers joined the teaching profession for various reasons, like-financial, to improve self confidence to use skill and desire to work with children were frequently mentioned by female teachers. In this study, job satisfaction and the factors influencing job satisfaction are examined. Job satisfaction is important from the perspective of an employee which thus helps to achieve the organizational goals as well. The results of the study show that the level of job satisfaction of female teachers working in public school is positive.

 More over they were asked various questions related to job satisfaction subjectively. An example of report from such interview is presented in the 'case studies'. From the qualitative research it has been found that most of the female employees want improvement in flexible working hours, training and development as per need.

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Annex

Job Satisfaction Among Female
Teacher in Public Schools in Pokhara
Questionnaire

Demographic Information

Please tick (√) for the appropriate answer.

1. Age

a) Below 20

b) 20 - 25

c) 25-30

d) 30-35

e) 35 above

2. Designation

_____

3. Monthly Income

a) Below 10,000

b) 10,000 to 15,000

c) 15,000 to 20,000

d) 20,000 to 25,000

e) Above 25,000

4. Qualification

_____

5. Marital status

a) Married ☐

b) Unmarried ☐

e) widowed/single ☐

6. Castenicity

a) Brahmin ☐

b) Chettri ☐

c) Janajati ☐

d) Dalit ☐

7. Family type

a) Neuclear ☐

b) Joint ☐

c) Mixed ☐

8. In which of the following type of school/level do you work at?

a) Pre-primary ☐

b) Primary ☐

c) Lower Secondary ☐

d) Secondary ☐

e) Higher Secondary ☐

9. How many hours do you work in office par day?

_____

10. For how long were you in this school/institution?

a) Less than a year ☐

b) 1 to 2 years ☐

c) 3 to 4 years ☐

d) Above 5 years ☐

11. How many years are you involved in this profession?

_____

12. What is the total no of teachers working in your school?

_____

13. What is the total numbers of female teachers in your school?

_____

14. Why did you decide to work?

a) For income

b) To utilize qualification/skill ☐

c) For status and recognition ☐

d) Due to interest ☐

e) Any other _____

15. Are you satisfied with your job?

Yes ☐   No ☐

16. Do you think some changes have occurred in your status of life and your

confidence?

Yes ☐   No ☐

17. If yes what type of changes has occurred?

a) Improved skill.   [ ]

b) Increases in confidence and self-reliance   [ ]

c) Increased in the life standard and dignity in the society.   [ ]

18) Do you think job in essential for women to improve their life status?

Yes   [ ]   No   [ ]

19. Are you a member of any executive body (committee) or social organization?

Yes   [ ]   No   [ ]

20. How do you manage your household work?

a) By house worker   [ ]

b) Doing all household work by yourself.   [ ]

c. Sharing household work with family.   [ ]

d. Partial sharing of difficult works with husband and other family member.   [ ]

e) Other ….   [ ]

21) Are your family members fully positive and co-operative to your job?

Yes [ ]   No [ ]