

## CHAPTER – ONE

### INTRODUCTION

#### **Background of the Study**

Job satisfaction can be simply defined as how content an individual is with his or her job. There have been lots of researches among academic researchers and human resources professionals regarding job satisfaction. They have provided distinction between affective job satisfaction and cognitive job satisfaction. Affective job satisfaction reflects the degree of pleasure or happiness about their jobs in overall whereas cognitive job satisfaction shows the particular facets of their jobs, such as pay, pension arrangements, working hours, etc.

Since satisfaction is an emotional response, job satisfaction may be defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Locke 1976).

Job satisfaction is an attitude which results from balance and summation of many specific likes and dislikes experienced in connection with the job. This attitude manifests itself in the evaluation of job and employing organization. This evaluation may rest largely upon one's success or failure in the achievement of personal objectives and upon the perceived contributions of the job and employing organization to these ends. Thus a worker may like certain aspects of his work yet thoroughly dislike others. According to Brayfield and Rothe (1951), job satisfaction refers to the individual's attitude (feeling) toward his work. Spector (1956) defined job satisfaction as "how people feel about their jobs and different aspects of their jobs". According to Feldman and Arnold (1983), job satisfaction will be defined as "the amount of overall positive affect (of feeling) that individuals have towards their jobs". Both employers and employees want a more favorable climate because of its benefits, such as better performance and job satisfaction. Employees feel that the climate is favorable when they are doing something useful that provides a sense of personal worth. They frequently want challenging work that is intrinsically satisfying. Many employees also want responsibility and the opportunity to succeed. They want to be listened to and treated and

valued as individuals. They want to feel that the organization really cares about their needs and problems (Newstrom and Davis 1986).

Needs, satisfaction and motivation to work are very essential in the lives of teachers because they form the fundamental reason for working in life. While almost every teacher works in order to satisfy his or her needs in life, he or she constantly agitates for need satisfaction. Job satisfaction in this context is the ability of the teaching job to meet teachers' needs and improve their job or teaching performance (Ololube 2006). In context of Nepal, there have only been little systematic, large-scale researches or small-scale researches which use an actual test to examine between ages, gender, education level, years of experiences, and psychological indicators. Though some researches and dissertation give information regarding job satisfaction among teachers, large numbers of researches have to be carried out to understand the job satisfaction among female teachers.

Education in Nepal is structured as school education and higher education. School education includes primary level of grades 1 to 5, lower secondary and secondary levels of grades 6 to 8 and 9 to 10 respectively. Pre-primary level of education is available in some areas. Legally, there are two types of school in the country: community and institutional. Community schools receive regular government grants whereas institutional schools are funded by school's own or other non-governmental sources. Institutional schools are organized either as a non-profit trust or as a company. However, in practical terms, schools are mainly of two types: public (community) and private (institutional).

The number of primary and secondary schools in Nepal has increased tremendously in the past few years; especially private schools are blooming in rapid rate. Due to the increasing number of schools in Nepal, school academic staff may face more problems in their job as the managements are facing competitive pressure from other schools and lack of facilities. Though Ministry of Education has made a policy to place at least one female teacher in each school, the trend has been declining from 1.2 in 2003 to 0.9 in 2007 (Kayastha and Kayastha 2012). Still to this period thousands of primary schools have no women teachers. There are lots of reasons behind why the number female teachers are less in schools. The main reason may be the job dissatisfaction. Female have to work at home as well as school which gives them work burden. There is less provision for maternity leave to women teacher, though

government has given 60 days leave. Women teachers often reported feeling lonely and isolated in schools. Many of them reported that they are often ignored or neglected at work, particularly in situations where men dominated the staff (Bista 2006).

In this research, the main focus will be to gain knowledge about the job satisfaction among teachers in Hemja VDC of Kaski district. Different problems faced by female teachers, their factors of job satisfaction, their triple roles (productive, reproductive and community role) as family socialization and teacher will be discussed and analyzed.

### **Statement of the Problem**

Job satisfaction plays an important role in increasing productivity and decreasing staff turnover which is good not only for employees but also for employers. In case of Nepal, the dropout of girls from school is of important concern. This scenario is mostly applicable in government and public schools of rural areas. Teaching profession both in lower and higher level education is traditionally accepted as a most respectable job for women. The female teachers are given preference in education to encourage girls to continue their education. But if the teachers are not satisfied with their profession, they cannot increase their performance and thus to contribute to female education.

Though the women's position is protected in the constitution, the gender inequality is so rooted that the traditional norms and behaviors restrict women's access to resources and services. The social attitude towards women has not been changed much yet though women are benefited to some extent in terms of education, health and political awareness recently. Family is still a primary agent of socialization. For women, marriage and motherhood are 'ultimate goal'. This concept has brought adverse effect in the education of girls as well as girls have to drop their courses because of marriage.

Population of Nepal as of the census day (June 22, 2011) is 26,494,504. Sex ratio (number of males per 100 females) at the national level is 94.2 which reports that there are 796,422 more females than males in the country (Central Bureau of Statistics 2012). In Nepal, more than half of the populations are women. It is well known fact that without ensuring women's development the national development cannot be achieved. Education is medium through which women's development can be achieved where the female teachers have significant role to play. The female teachers are also the active participants of improving quality of education

in schools. In Nepal, the girls in rural areas are mostly remaining aside from education. There are a number of reasons. Poverty, poor communication, lack of infrastructure, lack of knowledge containing advantages of female education etc. are notable to those reasons (Stash and Hannum 2001). For all these, the satisfaction of female teachers in their job plays vital role. 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.

The statement of the problem can be presented as follows;

- ) Are female teachers equally treated in comparison with male teachers?
- ) Do the female teachers like their job?
- ) Are female teachers kept aside from important responsibilities?
- ) What factors affect female teachers' level of job satisfaction and dissatisfaction?
- ) Can female teachers adjust triple responsibilities (productive, reproductive and community roles)?
- ) Are they able to uplift their living standard and satisfied with their triple roles?
- ) Are they able to get self-empowerment through their job?

### **Objective of the Study**

The general objective of the study is to explore into the relation between gender and job satisfaction.

The specific objectives of the study are as follow;

- ) To analyse the triple roles (productive, reproductive and community role) of female teachers of study area.
- ) To investigate female teachers' perception toward the teaching profession.
- ) To find out what factors cause female teachers to be satisfied or dissatisfied with their job.

## **Significance of the Study**

The researches on job satisfaction are especially done in management of industrial or business sector. There are less numbers of researches on teachers' job satisfaction and this study will help to contribute research to some extent. Since the female teachers also have contribution in promoting education in school level – especially for girls, their satisfaction or dissatisfaction need to be assessed. Hence, study on job satisfaction among female teachers is to be carried out (Tasnim 2006).

## **CHAPTER - TWO**

### **LITERATURE REVIEW**

#### **Introduction**

The purpose of this study was to investigate predictors of female teachers' job satisfaction including those that are job related. The purpose of this literature review was to look at literature on job satisfaction, job satisfaction theories, characteristics of job satisfaction, and previous studies of job satisfaction.

#### **Job Satisfaction**

Job satisfaction is one of the most widely researched topics in psychology. Over thousands of articles have been written on the subject. The factors affecting job satisfaction can be broadly categorized as environmental (the job itself or the working environment), psychological (personality, behavior attitude) or demographic (age, gender). Number of researchers have made numerous studies in the UK and elsewhere over a number of years (Rhodes 1983, Spector 1997, Oshagbemi 1998, Ma and MacMillan 1999, Halpin 2001, Scott and Dinham 2003).

Although no uniform definition of job satisfaction exists (Siegel & Lane, 1982); job satisfaction is generally considered to be the overall feeling that a worker has about a job. Young (1984) defined job satisfaction as "the affective reaction that employees have about their jobs". According to Young, job satisfaction has implications for the individual related to physical and mental health, for the organization related to the acceptance of and good performance on the job, and for society related to quantity and quality of life (Stemple Jr 2004).

According to Locke (1976) Job satisfaction can be defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job experience". Solly and Hohenshil (1986) stated "job satisfaction is defined as an attitude individuals hold about their work consisting of a general or global factor of satisfaction as well as a collection of specific factors related to sources of work reinforcement". According to Hoppock (1977), job

satisfaction can be defined as essentially any combination of psychological, physiological, and environmental circumstances that cause a person to say, “I am satisfied with my job”.

When someone is satisfied with his job, it is called job satisfaction. There are two approaches of job satisfaction. Job satisfaction is about liking your 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. Spector (1985) define job satisfaction as a cluster of evaluative feelings about the job. He identified 9 facets of job satisfaction.

1. Pay - amount and fairness or equity of salary.
2. Promotion - opportunities and fairness of promotion.
3. Supervision - fairness and competence at managerial tasks by ones supervisor
4. Benefits - insurance, vacation, and fringe benefits
5. Contingent procedures - sense of respect, recognition and appreciation.
6. Operating procedure - policies, procedures, rules, perceived red tape.
7. Coworkers - perceived competence and pleasantness of ones colleagues.
8. Nature of work - enjoyment of the actual tasks themselves.
9. Communication - sharing information within the organization (verbally or in writing)

### **Sociological Theories on Job Satisfaction**

Satisfaction is an interesting work-related phenomenon for the fulfillment or gratification of a desire, need, or appetite and so this word cannot be simply discarded. Regardless of the authors, generally it is agreed that job satisfaction involves the attitudes, emotions, and feelings about a job, and how these attitudes, emotions and feelings affect the job and the employee’s personal life.

There is no one definition that sums up job satisfaction but there are many theories on what contributes positively or negatively to those feelings. Stemple Jr (2004) notes that, “Today the classic theories of Maslow (1943), Herzberg (1968), and Vroom (1964) on job satisfaction are the basis for much of the modern day studies. These classic theories have served as a basis for the evolution of job satisfaction research and have served as a springboard for research inside and outside the field of education. Because these classic theories have transcended into the field of education, from a historical perspective, it is important to look at the classic theories of job satisfaction”.

Though numerous theories are attempting to explain job satisfaction, three theories seem to be more prominent in the literature. The first is content theory, which suggest that job satisfaction occurs when one's need for growth and self-actualization are met by the individual's job. The second is often referred to as a process theory which attempt to explain job satisfaction by looking at how well the job meets one's expectations and values. The third school of thought includes situational theories, which proposes that job satisfaction is a product of how well an individual's personal characteristics interact or mesh with the organizational characteristics. Each of the three theoretical frameworks have been explored and reviewed by countless scholars and researchers. The purpose of this chapter is not to provide an exhaustive review of job satisfaction theories but to provide clarity, relevance and direction to this study of job satisfaction.

### **Content Theories (Need - Based Theories)**

Content theories are concerned with the specific identity of what it is within an individual or his/her environment that energizes and sustains behavior. Maslow (1954) suggested that people are driven by unsatisfied needs that shape their behavior. Maslow's traditionalist views of job satisfaction are based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food and shelter are identified. The next level consists of physical and financial security, while the third tier included needs of social acceptance, belonging and love. The fourth tier incorporates self-esteem needs and recognition by one's peers and at the top of the pyramid is reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower needs must be satisfied before those at the higher levels. Then once the basic needs are fulfilled, they no longer serve as motivation for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs. The five levels of needs enumerated by Maslow include:

- ) Physiological needs - food, shelter and rest.
- ) Safety or security needs - job security and protection



- ) Social needs - sense of belonging and affiliation
- ) Esteem needs - recognition, appreciation, love and admiration
- ) Self-actualized needs - manifest in such things as competencies, abilities and feelings of worthiness

Building on the theories of Maslow, Herzberg (2003) suggested that the work itself would serve as a principal source of job satisfaction. His approach led to the aforementioned two-continuum model of job satisfaction where job satisfaction is placed on one continuum and job dissatisfaction is placed on a second. Herzberg's theory recognized that work characteristics generated by dissatisfaction are quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators" and "hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying, however, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their jobs, motivators are present but removing motivators does not automatically lead to dissatisfaction. Essentially, job satisfaction depends on the extrinsic characteristics of the job in relation to the job's ability to fulfill one's higher level needs of self-actualization. Hence, the two continuum of Herzberg's Motivator-Hygiene theory (Martins 2011).

From the conclusions of Maslow's theory of needs, it can be inferred that workers whose needs were higher than the potentials of their jobs got disillusioned and dissatisfied. To Maslow, adequate salary, job security, chances of self-actualization and challenging duties are related to job satisfaction.

### **Process Theories**

Process theories attempt to explain job satisfaction by looking at expectancies and values. This theory of job satisfaction suggests that workers select their behaviours in order to meet their needs.

The equity theory (Lawler, 1973) also suggests that it is not absolute reward that motivates but whether the recipient view the reward as fair or equitable. This theory stipulates the fairness of a reward in relation to effort expended as well as what other people are paid expending the same effort. Thus, the equity theory supports the fact that the reward structure should relate to the demands of the job and the effort of the individual. In conclusion, the equity theory on motivation implies that the reward structure should be based on the following:

- ) Determining the reward valued by the worker (teacher)
- ) Determining the target of the school
- ) Linking rewards to performance
- ) Making sure the reward is adequate
- ) Making performance level achievable

According to Vroom (1964) job satisfaction was similar in that it looked at the interaction between personal and workplace variables, however, he also incorporated the element of workers' expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. Discrepancies that occur between expected compensation and actual outcome lead to dissatisfaction. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur. Conversely, over compensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items also noted is the fact that it is also an indication of personal achievement, organizational status and recognition (Martins 2011).

### **Situational Theory**

The situational occurrences theory emerged in 1992. Quarstein, McAfee et al. (1992) stated that job satisfaction is determined by two factors – situational characteristics and situational occurrences. Situational characteristics are things such as pay, supervision, working conditions, promotional opportunities and company policies that typically are considered by

the employee before accepting the job. The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained coworker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

### **Factors Affecting Job Satisfaction**

The job satisfaction of teachers can be affected by a number of different *environmental* (the job itself or the working environment), *psychological* (personality, behaviour attitude) and *demographic* (age, gender) factors. There has been the focus of numerous studies around the world over a number of years on this topic.

The effect of environmental constraints on job satisfaction has received considerable attention. Physical constraints include inadequate equipment lighting, which may not be relevant to teachers. However, systemic constraints include the inability to obtain relevant information or advice from colleagues or superiors, complex or inappropriate company policies (Nicholson and Miljus, 1972), incomplete or incomprehensible job descriptions (Good et al., 1988) or varied and, possibly incompatible, work demands from different managers (Spector, 1997). The most significant positive environmental factors are those related to the working environment and the nature of the job (Corwin 2001, Scott and Dinham 2003). For example recognition, support and respect from colleagues and superiors can also cultivate a feeling of job satisfaction (Dinham and Scott 1998, Evans 1998).

The causes of low teacher job satisfaction around the world can be attributed to a number of environmental factors. These include the nature and pace of organizational change concerns over workload, increasing bureaucracy and poor discipline; style of leadership and management job related stress/illness; lower value placed on teaching as a profession; increasing class sizes; possible conflict between work and family life; behavioural difficulties exhibited by some pupils and the excessive media criticism of teachers working in 'failing' schools; as well as pay. Evans (1997) suggests two overarching satisfying factors, *job comfort*, or the extent to which an individual is satisfied with the conditions of the job, and *job fulfilment*, derived from the perceived personal achievement (Crossman and Harris 2006).

A number of studies have been conducted into the relationship between job satisfaction and an individual's personality, behaviour and work attitudes, one of these 'locus of control' has a significant correlation to job satisfaction (Spector 1997). The construct *locus of control* refers to the degree to which a person believes that personal action can influence outcomes of life. *Internals* believe that most of what happens to them is under their own control. *Externals* believe more in the role of luck, chance, or other influences outside themselves – that their destinies are in the hands of powerful others. This theory of individual differences refers to people's beliefs about whether the outcomes they experiences are contingent on their own behaviour. Persons with a strong belief in internal control are more confident are assertive, are active searchers for information that will help them to achieve their own objectives, and are attracted to situations that offer opportunities for achievement. Internals see themselves as effective actors, as agents responsible for their own success or failure. Externals, on the other hand, are reactors. They see themselves as pawns, possibly victims of circumstances beyond their control, and feel that success and failure in a job, for example, depend primarily on outside forces (Tseng 1970, Bush 1988). Studies into the relationship between locus of control and job satisfaction have produced evidence which suggests that 'internals' experience higher levels of job satisfaction than 'externals', with various explanations have been advanced, such as the possibility that 'internals' perform better than 'externals' and receive greater rewards and job satisfaction as a consequence (Spector 1982, Crossman and Harris 2006).

There have been many studies to investigate the relationship between job satisfaction and demographic variables such as age, gender and length of service (Oshagbemi 1999). While the majority of these studies concentrate on age and its effect on job satisfaction, the relationship between these remains uncertain (Spector 1997). Early studies have revealed a U-shaped or curvilinear relationship (Herzberg, Mausnes et al. 1957), implying that employees experience high levels of job satisfaction at the start of their careers, a mid-career decrease and an increase towards the end. Explanations are varied with some (Herzberg, Mausnes et al. 1957) attributing this to young employees being enthusiastic and enjoying the challenge of work whereas older workers have accepted their position in the organization and see limited career prospects; while others argue that that employees' expectations alter with age or that older workers are better able or have developed strategies to cope with work-

related issues (Oshagbemi 2000). Studies by Chaplain (1995) indicates that teachers between the ages of 35 and 45 are the least satisfied whereas the National Union of Teachers (2001) survey identifies higher dissatisfaction among those aged 25 to 29.

Similar contradictory evidence exists regarding the relationship between gender and job satisfaction. Some studies have suggested that men and women exhibit similar levels of satisfaction, while others indicate higher levels of satisfaction among women. This might indicate that women have lower expectations and are more easily satisfied at work (Witt and Nye 1992). Chaplain (1995) indicates that female teachers exhibit higher levels of job satisfaction than male teachers. This might be explained by the possibility that men attach more importance to career than women are disappointed by the low status of the teaching profession. However, these findings are somewhat contradicted by those of the National Union of (Teachers 2001) which revealed that 71 per cent of teachers planning to leave the profession are women, but this might be the interruption for family reasons.

There are fewer studies into the relationship between length of service and job satisfaction. The results of (Oshagbemi 1999) study suggest that length of service has a positive effect on job satisfaction and later results by (Oshagbemi 2000) indicates higher levels of satisfaction among workers with 10 years length of service and that this increases with each additional decade of service.

Many researchers have identified salary as a fundamental variable in the study of job satisfaction. Furthermore, the relationship between salary and job satisfaction has been addressed by virtually all job satisfaction studies in the last 80 years. In earlier researches Herzberg, Mausnes et al. (1957) and (Spector 1997) suggested that salary was not a significant predictor of job satisfaction but in later studies (Herzberg 1966) suggest that salary was a factor up to certain point in an employee's career . By the 1970's salary was being viewed as a more significant factor in job satisfaction. Other researchers of the 1970s also spoke of the significant relationship between salary and satisfaction but they argued that although low salary was a cause of dissatisfaction, high salary was not necessarily related to satisfaction. More recent studies have generally shown a positive relationship between pay and job satisfaction, but the relationship seems to be linked more to perception of equity and fairness than actual dollar amount. Social comparison appears to be a key factor when

looking at the relationship between satisfaction and salary, but employee expectations are also fundamental. It has also been reported that employees must feel that there is an equitable balance between the amount of work performed and the compensation received. In other words, if a worker feels that the compensation is either too large or too small for the amount of work performed, dissatisfaction may occur (Martins 2011) .

### **Influence of Reproductive and Community Role of Female Teachers**

The centrality of motherhood to woman's identity is characterized as a mandate that is built into our social institutions as well as our psyches. Motherhood is on a qualitatively different plane than other sex roles for women in our society. Put simply, the mandate of motherhood in its traditional form requires that a woman have at least two children (historically as many as possible, and preferably sons), and raise them "well." She can, however, become educated, work, and be active in public life, as long as she first fulfills this obligation. A "good" mother must be physically present to serve her infant's every need. As the child enters school, a mother may pursue other activities but only those permitting her. Later, the women's movement has brought tremendous changes in the social structure, in sex role relationships, and in woman's concept of self. The facets of the changing context of motherhood can be workforce participation of mothers and reproductive freedom (i.e., the ability to control one's reproduction without coercion (Russo 1979).

The female role in social organization and community group is increasing nowadays so that the informal network of relations binds society and also the leadership skills of women can be increased. Some of the studies explore the consequences of women in the typical size of the voluntary organizations or community groups they belong to. The studies also reveal about consequences of dramatic differences between men and women in the typical size of organizations or groups. These size differences are greatest in organizations that are most economically oriented. Furthermore, the differences are remarkably consistent across social categories; men tend to belong to larger organizations when compared with women in similar categories whether of work status, age education, or marital status. Men are located in core organizations which are large and related to economic institutions, while women are located in peripheral organizations which are smaller and more focused on domestic or community affairs (McPherson and Smith-Lovin 1982).

To date, studies of women's work have focused on the amount of female labor force participation and on comparisons of men's and women's income, motivation, and job satisfaction. This research indicates that although women receive fewer economic rewards than men for similar types of work, women's self-esteem, job satisfaction, and motivation to work are as high as or even higher than men's (Walshok & Walshok, 1978). Several studies suggest that, overall women seek different rewards from work than do men, which may account for differences in job satisfaction (O'Leary, 1981). "Men seem to value economic rewards, management of others, recognition, independence and prestige more" (Gold, 1971). In contrast, support from co-workers, job content, and socioemotional factors are most often cited as the important determinants of job satisfaction for women. The effects of women's traditional household responsibilities on satisfaction perceived from work outside the home. The findings indicate that women with greater home and child care demands have lower job satisfaction (Andrisani, 1978). Another explanation for the high levels of job satisfaction among women asserts that women workers are not as concerned with the traditional rewards of high pay and economic mobility because any paid labor represents an improvement over domestic /unpaid labor (Walshok & Walshok, 1978). These studies assume that women and men bring to the job values and dispositions that are generated primarily by sex-role expectations. Women, accordingly, prefer jobs that produce little conflict with their primary home-care concerns. They prefer jobs with flexibility in respect to home and child-care demands and are less concerned about economic rewards, autonomy, and prestige.

The review of some of the literatures above can reveal some findings regarding involvement of females in reproductive and community role and their job satisfaction. The females generally do not indicate monetary amount as job satisfaction. Their satisfaction means how they can in parallel match household works and job and these days their role on community groups have also given them satisfaction in job to some extent due to social status they are developing through belonging on such groups.

### **Status of Female Teachers in Primary and Secondary Education in Nepal**

Efforts for the development of education in general and girls' and women's education in particular found after the political changes of 1950s when Nepal achieved freedom from the autocratic Rana regime. After the 1950s, several commissions and committees were

constituted for the development of education in the country. Ganga Bai was the first woman teacher of Nepal who started the *Praramvik Sikchhya* (early education) for girls in 1923 in *Kanya Padasala* (Girl school) (Sharma 1986). However, systematic efforts in women education and conceptualizing the importance of women teachers were initiated after 1970s.

As early as 1956, the Nepal National Education Planning Commission (NNEPC) recognized the need for recruiting women in teaching profession. The report of the commission 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 considers planning 'definite procedures that will bring qualified men and women into teaching profession'.

The year 1971 which was the beginning of the expansion of girls' education in Nepal, the government launched the Equal Access of Women to Education Project (EAWEP) to increase girls in education by recruiting female teachers. The parents in rural area get inspiration to send their children to school through recruiting female teachers. The girls with SLC and Grade qualifications were trained with teacher training courses since there were not many qualified and educated women in rural communities. The girls were provided with stipend that covered their living and educational expenses. Later in 1983, this program was renamed as the Education for Girls and Women in Nepal (EGWN). By 1988, some 2,500 females were trained as primary teachers. A study reported that about 68 percent of the total female teachers trained under EGWN were employed as teachers (Bista 2006).

Between 1975 and 1990, various national development plans reaffirmed the need to produce and recruit female teachers at the primary level in order to achieve universalization of Primary Education (UPE). Different five year national development plans were launched to recruit and give emphasize to female teachers in order to increase girls in school. The Ninth Plan (1997-2002) saw 'education as a fundamental means for alleviating poverty'. Tenth Plan (2002-2007) has laid emphasis on gender mainstreaming and social inclusion. It seeks to ensure equal access to quality basic education irrespective of gender, caste or ethnicity. The government has launched the Education for All (EFA) 2004 -2009 Program as a successor of the Basic and Primary Education Program II. The EFA 2004-2009 Program has made provisions for improving the number and status of female teachers. The Program has adopted



the six Dakar goals: (a) introduction of appropriate affirmative action for the recruitment of female teachers, (b) adoption of gender sensitive policies in order to promote the role of women in the management of education, (c) integration of gender issues in teacher training packages and programs, (d) development of gender sensitive curriculum and text materials, (e) appointment of female teachers through localized and transparent teacher selection procedure, (f) provision of incentives for women to study the field of education to attract them into teaching, and (g) linking graduates of feeder hostels with teacher training programs with the provision of scholarship. From different researches and literatures, it is assumed that the problem of girls' poor enrollment, low retention and poor learning achievement can be tackled by putting more female teachers into schools and classrooms as well as in many reports by NGOs and INGOs, their problems and challenges were reported. Few studies have reported that enrollment rates do improve and dropout rates decline with the presence of female teachers (Bista 2006). Moreover, Core Document for EFA 2004-2009 made the provision of two women teachers in each primary school. It provisions the presence of women teachers in this ratio: at least one woman teacher in a school with three teachers; at least two women teachers in a school with four to five teachers; and at least three women teachers in a school with seven or more teachers (Bajracharya, Lamichhane et al. 2006).

The study shows that from the very beginning, the provision of women teachers has been linked to raise the girls' education and to provide love and take care for small children. The emphasis has been given to increase the quantitative number as following *Head Counting Approach (HAC)* of recruitment of women teachers. However, the perspective of equal employment opportunity and capacity building for women teachers are missing.

Similarly, Bista (2006) highlighted there may simply be no educated women to become teachers. But where pools of women with appropriate qualifications to become teachers exist, there are other barriers that create hindrances. For instance, husband and family members could be uncomfortable with women teaching in schools, guided by a belief that it is men who should teach and run schools, as well as women's family and household workloads/commitments. However, literate parents could be more supportive in their daughter's choice of teaching or paid employment outside the home than illiterate or uneducated parents. Employed husbands are more conducive to their wives' employment. Likewise, problems with the transfer of women teachers to home locality, maneuvering by

schools to favour men teachers over women in teacher transfer, and reluctance by the families of young women teachers to go to remote/risky areas are some of the gender concerns reported for teachers' deployment. In addition, the lack of transportation facility and incidents of insurgency adds immense risk for women teachers. The presence of women teachers was limited to district headquarters and urban schools (Bajracharya, Lamichhane, & Shrestha, 2006, p.10).

Similarly, Bista (2006) conducted a study on "Status of female teachers in Nepal". Bista highlighted that there is a serious under-representation of women teachers in so called hard subjects such as Science, Math and English. On the one hand, women teachers do not teach hard subjects and on the other hand, they are often expected to perform non-teaching tasks. Similarly, many women teachers were found to have temporary status and untrained despite several years of service. Being temporary would mean being insecure and excluded from getting financial and other benefits. Bista's study was very successful to describe the status of women teachers and problems faced by them. However, women teacher experiences on social inclusion and exclusion in their professional life and coping and resisting mechanisms with the problems and social exclusion were unanswered in this study.

## **CHAPTER - THREE**

### **RESEARCH METHODOLOGY**

The aim of this master thesis is to make a research on job satisfaction among female teacher. The case study was carried out in Hemja VDC of Kaski district. This chapter deals with methodology employed to obtain relevant quantitative and qualitative data. The study is an empirical research and different steps are outlined such as selection of study area, nature and source of data, data collection tools and techniques.

#### **Rationale of Site Selection**

To study the job satisfaction among female teachers, Hemja VDC of Kaski district was chosen as an area of research. Especially, the reason for choosing this area was due to my own place of residence. Since I grew up at this place, I am familiar and understand the situation and problems being faced by female teachers.

#### **Research Design**

The aim of the study is to gain knowledge about job satisfaction among female teachers in primary and secondary schools and data collected from different sources and techniques were used to explain clearly regarding subject matter. Since the study was about job satisfaction, the survey was considered the best research design for it. In addition, surveys do help the administrator with information on which to base sound decisions. The study was not meant to test sophisticated scientific hypotheses but it was purely an exploratory one.

Exploratory research is preliminary study for a problem that has not been clearly defined and this research provides a better understanding of a situation. Researcher has used exploratory research to provide insights and developed hypotheses about job satisfaction (that is, whether they are satisfied or dissatisfied with their job) among female teachers. This can provide the researcher with very rich, meaningful information or even definitive explanations for particular individuals.

### **Sample Size and Sampling Method**

The periphery of the study was Hemja VDC of Kaski district. There are altogether fourteen schools including government and private schools. In private sector, there are four schools. In government category, there are ten schools. Among all the teachers (comprising of males and females) of the study area there are altogether eighty four female teachers and the study has included all female teachers for the sample (Data collected from resource person/headteacher). This study has focused on the issues faced by female teachers in government and private sectors and their job satisfaction level.

### **Nature and Source of Data**

This study was based on both the primary as well as secondary data. The source of primary data was collected from the survey such as demographic data, pay, job satisfaction, work load, and environment of schools. Data collected was both qualitative as well as quantitative. The secondary data consisted of journals, research works, articles, published and unpublished books, etc. Support from NGOs, INGOs and experts from related field were also taken when relevant.

### **Techniques of Data Collection**

The primary data required for the analysis were collected using different data collection techniques.

### **Field Survey in Schools**

The semi-structured questionnaires were prepared to conduct the field survey. From the field survey, data was obtained like respondent's demographic data such as age, marital status, qualification, technical qualification, teaching experience and monthly income. Other information such as respondent's pay, job satisfaction, work load and environment of school were also obtained. The questionnaires were prepared according to the aim of the research. The survey was carried out by going to the field and filling the questions myself with respondents by face to face interaction. The questionnaire schedule for the research can be seen in Appendix.

### **In-depth Interview**

In-depth interviews were carried out to learn deeply about the choices and views of people. In this method, the researcher has asked the respondents to express their ideas in a free and an open manner. The interview schedule was used and informal discussions were done with the respondents. The researcher has guided the respondents to give more in-depth answers related to the research topic. Without deviating from the main stream of the topic, the researcher has gone deep into the topic along with the respondents. Finally, the researcher has brought in cases from an in-depth interview useful for qualitative study.

### **Data Analysis and Interpretation**

The data has been collected from different data collection techniques and has been arranged, structured and tabulated systematically. Qualitative data were thematically analysed and interpreted. On the other hand, the analysis of quantitative information was done using simple statistical tools, tabulation as well as graphic presentation when relevant.

### **Limitation of the Study**

Different study and researches have their own limitations. Not to make the study vague it is important to bind the study into a limit. For any research to be carried out, particular time duration, study area and objectives are allocated and fixed so that there will not be any confusion during the research. The limitations of the study are as follows;

- ) The general objective of the study is to explore into the relation between gender and job satisfaction. Since the job satisfaction among female teachers is focused on this research, male teachers are not taken as respondents during survey.
- ) This study may not be generalized to similar large study area or at national level.
- ) Since this research is based on detail study of job satisfaction among female teachers in Hemja VDC of Kaski district, the perspective of analysis may not be applicable in other areas.

## CHAPTER – FOUR

### DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

This chapter includes information about respondents and their demographic characteristics. Tabular presentations and charts were used to show characteristics of respondents. Questionnaire was used to collect the information from the respondents. To get the information about the number of schools and female teachers, I surveyed going to each schools. Information for this study was collected via questionnaire. The respondents were selected from both primary and secondary schools of the study area. Table 0.1 shows the name of the schools and number of respondents in each school. There are altogether fourteen schools (government and private) and eighty four respondents.

**Table 0.1 Distribution of female teachers by institution**

	Name of the school	Respondents	Respondents (%)
1	Gauri Shankar Higher Secondary School	2	2.38
2	Ambika Secondary School	3	3.57
3	Bishnupaduka Secondary School	3	3.57
4	Dhawalagiri Boarding School	20	23.81
5	Hemja Boarding School	15	17.86
6	Snowview Boarding School	9	10.71
7	Balkalyan Primary School	5	5.95
8	Dipendra Primary School	1	1.19
9	Seti Gandaki Primary School	3	3.57
10	Gram Prakash Primary School	4	4.76
11	Gauri Shankar Primary School	3	3.57
12	Dibyajyoti Primary School	4	4.76
13	Himalaya Primary School	3	3.57
14	Gyan Sarowar Boarding School	9	10.71
	<b>Total</b>	<b>84</b>	<b>100</b>

*Source: Field Survey, 2013*

#### 4.1 Distribution of Respondents by Age

Table 0.2 shows the distribution of respondents by age. The data might add some information as to whether age has an influence on job satisfaction.

**Table 0.2 Distribution of respondents by age**

Age (Years)	Respondents	Respondents (%)
< 30	43	51.19
30 – 39	30	35.71
40	11	13.09
<b>Total</b>	<b>84</b>	<b>100</b>

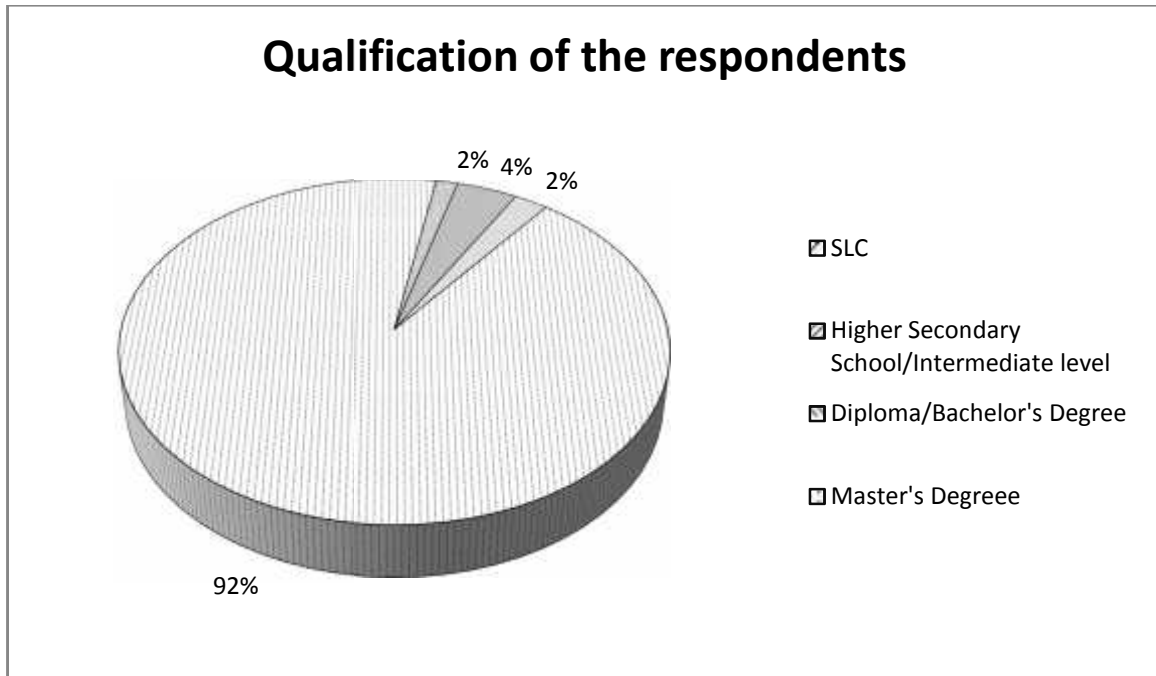
*Source: Field Survey, 2013*

The result presented in Table 0.2 shows that out of the 84 respondents, 51.19%, which constitute 43 respondents fall under the age group between 20-29 years. 35.71%, which constitutes 30 respondents fall under the age group between 30-39 years. 13.09%, which constitutes 11 respondents fall under the age group between 40-49 years. The large numbers of teachers fall under the age group 20-29, that is, 51.19% which is a very huge bulk of teachers. As informed by some of the key informants, the reasons for rise in the teachers aged “20-29” accounted to (a) schools willing to take young and energetic teachers these days (b) intake capacity of schools to take new teachers and (c) rise in the demand of teachers in schools.

#### 4.2 Distribution of Respondents by Qualification

Figure 0.1 shows the academic qualification of the respondents and also portrays whether it has any influence on their job satisfaction.

With regard to the qualification, 16.67% with 14 respondents have SLC level, and, 46.43% with 39 respondents have either Higher Secondary School or Intermediate level. 26.19% with 22 respondents have either Diploma or Bachelor’s degree and 10.71% with 9 respondents have master degree.



*Source: Field Survey, 2013*

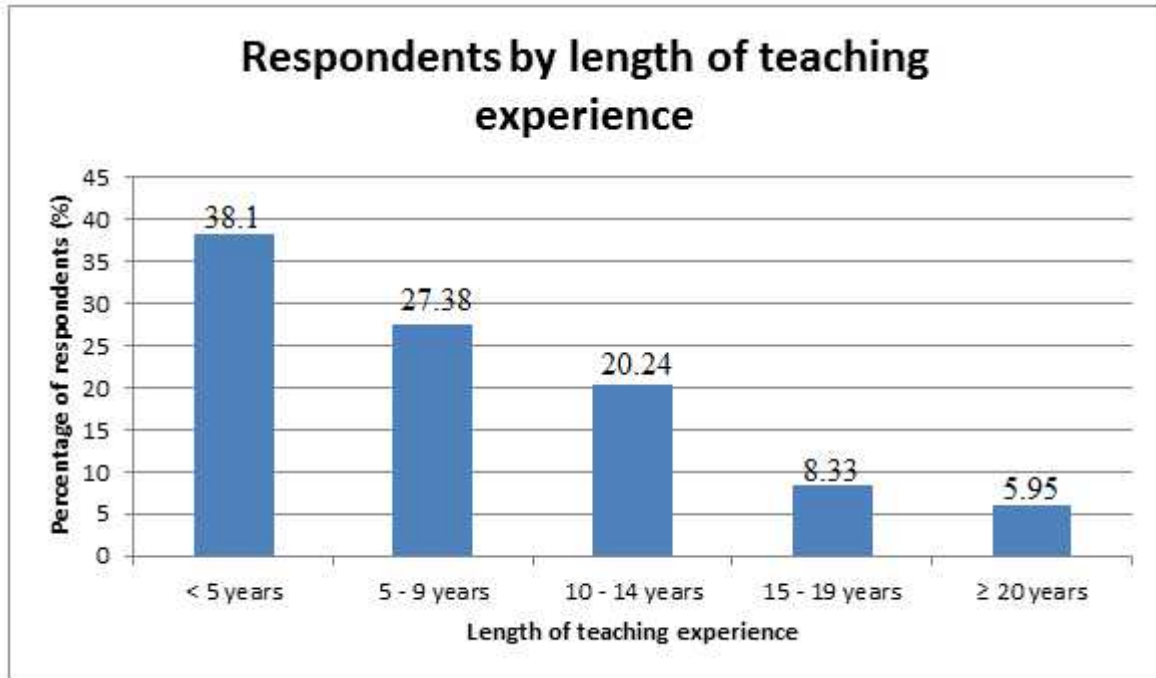
**Figure 0.1 Distribution of respondents by qualification**

The reason for lesser number of teachers with SLC was because of the emphasis of continuing education for higher qualification. The higher number of teachers having Higher Secondary School or Intermediate level and bachelor degree was because of the intake capacity of colleges of education and rise in demand of teachers. According to the respondents, one of the reasons for lesser number of teachers with master degree was that the teachers with higher qualification are mostly placed in higher secondary school and colleges.

### **4.3 Distribution of Respondents by Number of Years of Teaching Experience**

The issues of job satisfaction also vary with the time just like any natural phenomenon. Figure 0.2 shows the number of years of teaching experience and how this experience functions singularly or collectively with other factors to influence job satisfaction among female teachers of primary and secondary schools within the Hemja VDC.





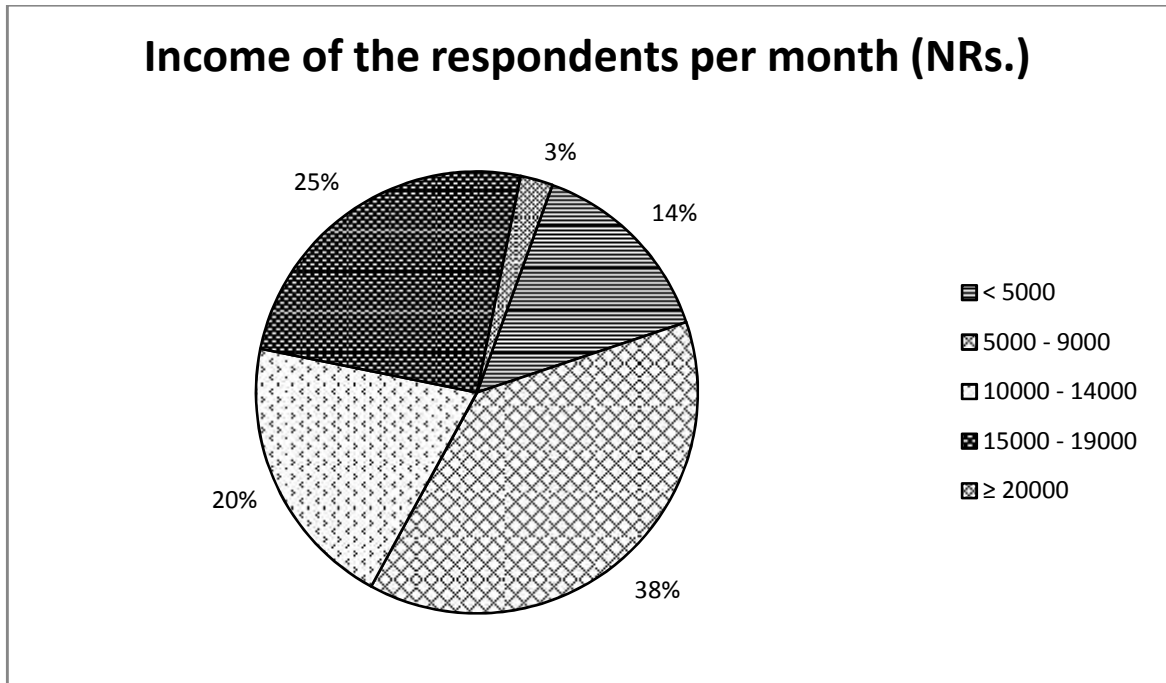
*Source: Field Survey, 2013*

**Figure 0.2** Distribution of respondents by length of teaching experience

The result indicated that teaching experience varied from less than 5 years to more than 20 years in the service. Most of the teachers have less than 5 years of teaching experience with 38.10% (32 respondents), 27.38% (23 respondents) with teaching experience between 5-9 years, 20.24% (17 respondents) with teaching experience between 10-14 years, 8.33% (7 respondents) with teaching experience between 15-19 years and 5.95% (5 respondents) with more than 20 years of teaching experience. From this it cannot be concluded that majority of the female teachers in the study area had less teaching experience. One of the reasons was that teachers move either for higher education or for opportunity to other area. In fact, young teachers are more academically sound and schooled with better pedagogy.

#### **4.4 Distribution of Respondents by Income**

Salary is one of the fundamental variables in the study of job satisfaction. Figure 0.3 shows the income of the respondents and can obtain the significant relationship between salary and job satisfaction among female teachers of primary and secondary schools of Hemja VDC.



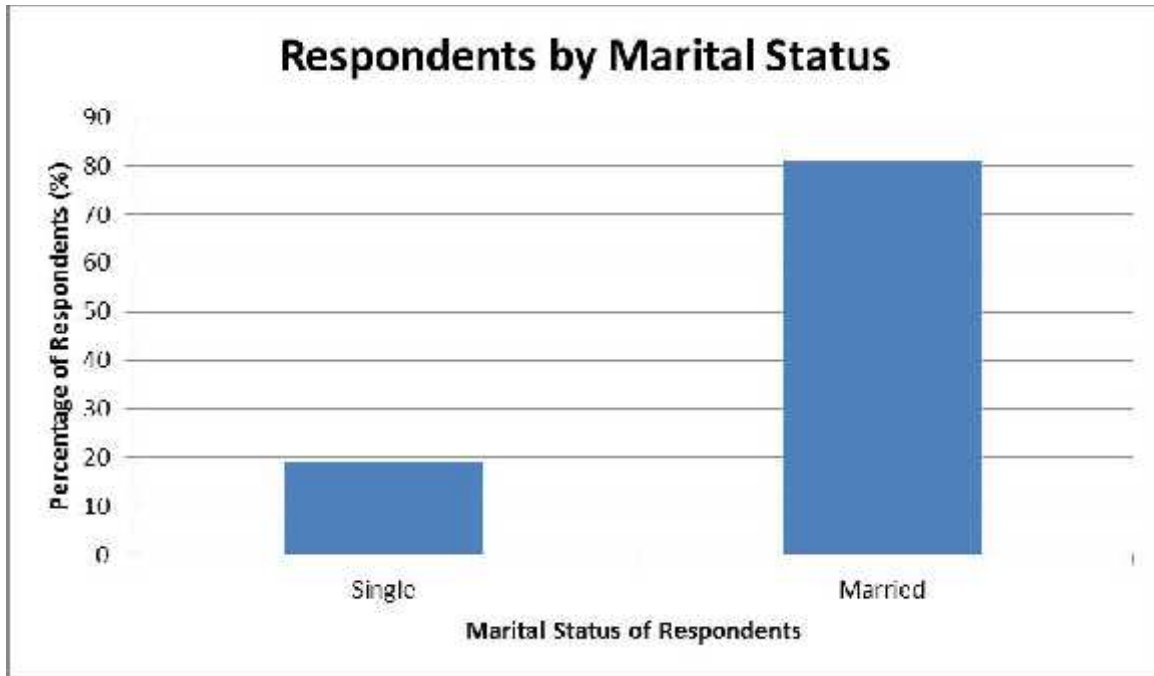
*Source: Field Survey, 2013*

**Figure 0.3 Distribution of respondents by income**

When it comes to the income, out of the 84 respondents, 14.29% with 12 respondents have monthly income less than 5000 NRs., 38.09% with 32 respondents have monthly income between 5000-9000 NRs., 20.24% with 17 respondents have monthly income between 10000-14000 NRs., 25% with 21 respondents have monthly income between 15000-19000 NRs., and 2.38% with 2 respondents have monthly income more than 20000 NRs. There were 44 (52.38%) respondents whose salary was less than 10,000 NRs. These results showed that it will be interesting to discuss the relationship between job satisfaction and salary because some of the researchers of 1970's have told that salary is a key factor for job satisfaction but later some others have linked more to perception of equity and fairness than a monetary amount.

#### **4.5 Distribution of Respondents by Marital Status**

Figure 4.4 shows the distribution of respondents by marital status. The result indicates that most of the respondents were married with 80.95% (68 respondents). The numbers of single respondents were 19.05% (16 respondents).



*Source: Field Survey, 2013*

**Figure 0.4** Distribution of respondents by marital status

## CHAPTER – FIVE

### TEACHERS' PERCEPTION OF JOB SATISFACTION

This chapter describes the opinions of the respondents about what job satisfaction is. Field survey was conducted to identify the perception of job satisfaction among female teachers in primary and secondary schools of Hemja VDC. During the field visit there was a diversified views among respondents about job satisfaction and dissatisfaction. In order to determine whether respondents have a clear idea about things that would enhance their 'job satisfaction' questionnaire were used. It was found that some of the respondents could very specifically articulate what “job satisfaction” meant to them but some had no idea whether they were actually satisfied or not satisfied with their jobs. They informed that they were satisfied with some aspects of their jobs but were not with the other. Moreover, for them, “job satisfaction” was contextual. Multifarious concepts of job satisfaction as conceptualized by the respondents have been subsumed into different categories as depicted in Table 5.1.

**Table 0.1 Categorization of Respondents vis-à-vis their Conceptualization of Job Satisfaction**

Things that enhance job satisfaction	Respondents (N=84)	Respondents (%)
Getting handsome salary is job satisfaction	78	92.86
Having dignity and social status renders job satisfaction	54	64.29
Getting a secured job (in terms of stability and permanency) is positively associated with job satisfaction	68	80.95
Having job that matches with academic qualification is job satisfaction	70	83.33
Job Satisfaction is having a favorable Physical / Social environment	65	77.38

*Source: Field Survey, 2013*

Based on the information provided by the respondents, teachers' perception or conceptualization of "job satisfaction" has been illustrated as follows:

### **Handsome Salary as a Determinant of Job Satisfaction**

The amount of money employees get from their job is one of the determining factors in job satisfaction. It is very natural that a handsome salary will bring job satisfaction. Based on the information provided by the respondents (teachers), it was found that majority of the teachers, that is, 78 (92.86%) felt that a good and a reasonable salary rendered them job satisfaction. According to them, lower the salary lower was their job satisfaction. When asked about what handsome or reasonable salary meant, respondents informed that a handsome or a reasonable salary is the amount of salary that is able to meet or fulfill respondents' present socio-economic requirements. As informed by the respondents, "Money" brings about increase in both feelings of emotional well-being and life satisfaction. According to the respondents, without having money to fulfill one's daily requirements, life becomes stressful and unmanageable. When anyone works as an employee, he/she expect to get a salary which can cover at least his/her basic needs. As informed by the respondents when their salary cannot meet up their basic needs, they have to look for other earning sources. This in turn results in lack of ownership and commitment onto one's existing job (here, teaching in school). Lack of commitment causes lack of accountability to their main job. Thus a salary plays a vital role in creating job satisfaction.

Herzberg (1965) identified two factors cluster which motivate the employees. During the study, the factors that were found as the causes of satisfaction or dissatisfaction were related either to motivator factors or the hygiene factors. But according to Herzberg, salary is in hygiene cluster which causes dissatisfaction. But this study finding stated these as motivating factors also. The reason accounted to socio-economic condition of Nepal which is quite opposite from western countries. That's why salary and some other factors are motivating to the teachers. The respondents revealed that their low salary is causing them dissatisfaction since their satisfaction rested in higher salary. Hence it is concluded from the opinion of respondents that getting a handsome salary leads to higher level of job satisfaction.

## **Having Dignity and Social Status as a Determinant of Job Satisfaction**

When an employee does a job, he/she also seeks for dignity and social status in job. Everyone has a right to feel that the work they do is worthwhile. Everyone should feel respected for the work they do. The concept of dignity in the workplace contains: “Dignity at work” and “Dignity of work”. Dignity at work refers mainly to the employment relationship and how people are treated and treat one another in the workplace. It refers also to a work as a place of social interaction in which all participants have a right to protect against unsociable behaviour such as discrimination, harassment and bullying. Dignity of work refers to the work process and emphasizes the intrinsic value of work and the benefit of having satisfying and rewarding work. This raises issue of job satisfaction, job and work design, and access to skill enhancement and career promotion/progression.

The teachers are contributing to create a solid pavement of young students that will give them benefit in future. The school teachers also feel satisfaction as they are contributing to eliminating illiteracy from the society. The data shows that 54 (64.29%) of the female teachers have considered “teaching” as a dignified job. On account of the dignity attached with teaching, they are satisfied with their job. Nevertheless, this number is less compared to other facets listed above. Some of the respondents informed that although teaching is a dignified job, not all teachers are dignified by the members of the school. The respondents informed that most of the times they were criticized by the head teachers in their job resulting in job dissatisfaction. They also shared that they always had to work under the head teacher’s pressure. On the other hand, the lack of rewards and incentives from school committee has also resulted in job dissatisfaction among these respondents. More than 50% of the respondents considered this facet as a determinant of job satisfaction.

Walshok & Walshok (1978) indicates that women’s self-esteem, job satisfaction, and motivation to work are as high as or even higher than men’s though they receive fewer economic rewards. Women are in general less money concerned than those of male. According to Gold (1971) men seem to value economic rewards, management of others, recognition, independence and prestige more. In contrast, support from co-workers, job content, and socio-emotional factors are important determinants of job satisfaction for women. From this study finding it is clear that honor and dignity is considered as an

important content of job satisfaction to the respondents which coincides to the theories by Walshok & Walshok and Gold.

### **Getting a Secured Job (in Terms of Stability and Permanency) Positively Associated with Job Satisfaction**

Every individual looks for the security of job, that is, in terms of stability and permanency. Insecurity in job brings dissatisfaction to the employees. The table shows that most of female teachers, that is, 68 (80.95%) describe job satisfaction as security or permanency of the job. Security of the job ensures that the payment is regular, there are no irrational grounds to be fired and financial benefit after retirement is guaranteed. Permanency of any job is directly linked with job satisfaction. Permanency reduces tension and thus guarantees devotion to the job. In a government school the female teachers whose job is permanent have secure and stable job as well as have financial guarantee after retirement from the job as there is provision of pension. This is the reason that they are satisfied with their job. But the temporary teachers as well as teachers from private schools do not have security and stability in the job. Same issue was discussed in Bista (2006) that many women teachers were found to have temporary status and untrained despite several years of service. Being temporary would mean being insecure and excluded from getting financial and other benefits. Most of the respondents hence perceive job satisfaction from job permanency and stability point of view. Though Herzberg identified the security of the job as hygiene factors, this study found it as motivating factor. According to Maslow (1954) in his five levels of needs, job security and protection is one of them.

### **Having Job that Matches with Academic Qualification as a Determinant Job Satisfaction**

Job that befits with one's academic background can also be noted as job satisfaction by both male and female teachers. Employees consider it as their achievement and recognition of their academic qualification. Figure 0.1 gives academic backgrounds of respondents. 14 (16.67%) of respondents are of SLC level, 39 (46.43%) had qualification of either Higher Secondary School or Intermediate level, 22 (26.19%) had either Diploma or Bachelor's degree and 9 (10.71%) had master's degree. Most of the teachers are satisfied enough because they have found job that matches their qualification. The female teachers are mostly

satisfied with their job in respect to the qualification in their study area because female teachers do not only look after monetary amount. Regarding qualification as a determinant of job satisfaction, it was found that some of the respondents having higher degrees than the required qualifications were dissatisfied with their job but the teachers having minimum qualifications were found satisfied with their job.

### **Favorable Physical / Social Environment as a Determinant of Job Dissatisfaction**

Physical environment means infrastructure of the school building, class rooms, furniture and other facilities like teachers' room, toilets; specially, female teachers toilets, playground of the students, computer facilities, telephone, fax, communication and location of the schools etc. These all are linked with working environment. The table shows that about 78% of female teachers perceive the term job satisfaction is having a favorable physical/social environment.

The private schools are comparatively better than the government schools. Most of private schools have enough classrooms, teacher's rooms and telephone facility. Only few schools have no separate toilet facility for female teachers. On the other hand the infrastructure of government school is not well developed. Some of the schools have no enough classrooms and teachers room. Some teachers were found that it takes them more than an hour to reach school because it was quite far from their home. Such type of unfavorable situation influences their mind to think job satisfaction as needed of favorable physical working condition. Let's see the case of Sochana in this regard.

#### Case 1

Sochana, 28, is a female teacher of Lower-Secondary level in Dhawalagiri Boarding School which is a private school. She has been teaching for 7 years. She married just a couple of years before. She has Bachelor degree and her monthly income is NRs. 12,000. She works 6 hours per day with 30 minutes of leisure time.

Sochana indicates that physical environment is satisfactory because the school has got enough classrooms and also a good teacher's rooms where she gets a



comfortable environment during her leisure time. According to her the toilet for female teachers is also separate. But she tells that she is having problem with the location of the school. She has to travel more than an hour to reach school. She lives in Pokhara sub-metropolitan city which is about 8 kilometers far from the school. She informs that she usually feels tired and also bored sometime due to long distance travel from her home to school and vice-versa. She is also not able to give more time to her family and take care of them too. According to her, such type of unfavourable situation for her brings dissatisfaction in job though all other physical conditions are good in school.

The respondents opined that both the favorable physical and social environment of the school is important job satisfaction. The social environment means family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers’ relationship, and teachers’ - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites.

Though there are sharing hands at home, women are more involved in household works. The study area is somewhat like semi-urban and females are concerned towards their family also. They are caring their children at home at the same time they are teaching in school. They teach the children with motherly affection. They are also concerned about quality of life. Even they expect harmonious relation among their colleague. As most of female teachers are concerned about such relation, they consider favorable social environment as one of the key factors of job satisfaction.

## CHAPTER - SIX

### FACTORS AFFECTING JOB SATISFACTION

This chapter deals with the factors that cause the female teachers' job satisfaction and dissatisfaction. The job satisfaction of teachers can be affected by different factors such as salary, academic qualification, environmental (the job itself or the working environment), age, gender), psychological (personality and behaviour attitude) and demographic (age and gender). There have been a lot of studies on this topic but the researcher has discussed with few of them in this chapter which has been carried out from the field survey of study area. The findings of this chapter are linked with the preceding chapter five.

There are all together eighty four respondents presented from primary and secondary schools for the research. The results of survey responses of all respondents were analysed to identify factors responsible for their job satisfaction or dissatisfaction. Some of the factors extracted from the study in survey area are listed and discussed as follows:

#### 6.1 Salary

Salary is one of the fundamental factors which play vital role regarding employees' satisfaction and dissatisfaction of job. During the survey the respondents were asked with a question; *Are you satisfied with your salary amount?* Table 0.1 shows salary as a factor of job satisfaction.

**Table 0.1 Salary as a factor of job satisfaction**

Satisfied	Average	Dissatisfied	Total
3 (3.57%)	20 (23.81%)	61 (72.62%)	84

*Source: Field Survey, 2013*

From the response of the respondents, it is found that most of the dissatisfaction percentage is higher, that is, about 73%. The findings reveal that school teachers are not satisfied with their income. Job satisfaction is found directly linked with financial aspect. The higher the income of an employee, the higher he/she is satisfied with that job. As shown in Table 0.1 3 (3.57%)

of the respondents are satisfied with their salary though about 20 (23.81%) of them are satisfied to some extent. It can be said that job satisfaction is to get a handsome salary which means an attractive salary. They say that they must need salary so that they do not have to depend on others for basic needs.

Although Herzberg, Mausnes et al. (1957) and Spector (1997) had argued that salary is not a significant factor in their earlier works, but later Herzberg (1966) acknowledged that amount of salary to some extent determines job satisfaction or dissatisfaction for an employee. According to Herzberg’s two factor theory, salary is a hygiene factor which causes job satisfaction or dissatisfaction. Most of the studies have linked job satisfaction to perception of equity and fairness but in the developing countries like ours if salary is lower, the employees become dissatisfied with their jobs. Thus, it is very apparent from the findings that the low or poor salary structure causes dissatisfaction among large number of female teachers in the study area.

## 6.2. Academic Qualification

When an employee gets the job on the basis of his academic qualification, he/she is happy with his/her the job. In the same way academic fitness is also very important in teaching profession. The respondents in the survey were asked, “*Are you satisfied to work as a school teacher with your academic qualification?*” Table 6.2 provides categorization of respondents based on the information vis-à-vis level of job satisfaction in relation to academic qualification.

**Table 0.2 Level of job satisfaction in relation to academic qualification**

Satisfied	Average	Dissatisfied	Total
42 (50%)	18 (21.43%)	24 (28.57%)	84

*Source: Field Survey, 2013*

Most of the teachers think that teaching as a job is the resultant effect of their academic qualification. So they feel satisfied to utilize their learning in teaching. But the highly educated teachers are found frustrated in with their current job.

The respondent’s academic backgrounds are recorded in Figure 0.1 of section 4.2 and Table 0.2 presents level of satisfaction in relation to academic qualification. It can be seen that 42

(50%) of the respondents are satisfied and 24 (28.57%) are dissatisfied with the job. High percentage of respondents is satisfied with the job though they are recruited to the position having less qualification. The reason behind this is that for the female teachers having dignity and social status is job satisfaction than compared to monetary amount. This factor has influenced female teacher to be satisfied compare to male teachers who go for monetary amount in the researchers' study area. It is also seen that about 29% of the female teachers are not satisfied. This is the reason because the females have to work in school near to their home regardless of type of qualification she has. The restriction from home and society to go far for job has bound her to teach in primary school though she has got qualification to teach in secondary school and finally she is dissatisfied with her job. Bista (2006) has also indicated that there is serious under-representation of women teachers in so called hard subjects such as Science, Math and English and also they are often expected to perform non-teaching tasks. This might also be a reason to get dissatisfied as school teachers with their academic qualifications.

### 6.3. Social Environment

Social environment covers family support to the teachers (specially the female teachers), teacher – student relationship, interpersonal relationship among the colleagues, head teacher – assistant teachers' relationship, and teachers' - guardian relationship attitudes of the school managing committee (SMC) as well as the local elites.

To discuss about social environmental factors in the study area, questionnaire were surveyed among the respondents.

**Table 0.3 Relation in workplace between respondents and their colleagues**

Very good	Good	Bad	Total
33 (39.29%)	51 (60.71%)	00	84

*Source: Field Survey, 2013*

**Table 0.4 Relation in the workplace between management and employees**

Very good	Good	Bad	Total
14 (16.67%)	52 (61.90%)	18 (21.43%)	84

*Source: Field Survey, 2013*

Several questions regarding social aspects were discussed with the respondents but the first two questions were specifically focused in this research and asked among respondents during field visit. Satisfaction or dissatisfaction is also drawn from the relationship in workplace among colleagues. A sound relation among the colleagues can produce satisfaction. The results are presented in Table 0.3 to show relation in workplace between respondents and their colleagues where 33 (39.29%) informed that their relation with their colleagues was very good and 51 (60.71%) informed that their relation with their colleagues was mere good. From the result it was seen that there is no any bad relation among colleagues. Though some of the respondents informed that they hardly understand the male teachers' logic and reasoning, almost all of the respondents have good interpersonal relationship. The female teachers acknowledged that they are happy with the relationship among colleagues and finally satisfied with the job.

Table 0.4 shows relation in the workplace between management and employees, where 14 (16.67%), 52 (61.90%) and 18 (21.43%) respondents informed that the relation was very good, good and bad respectively. Large numbers of respondents have good relationship between management committee and employee. This causes the respondents to be satisfied with their job. But some of the respondents informed that management committee points their fingers to the female teachers though they have been contributing in a large scale to boost up the education. They are also stressed with their workload. These reasons have proven that about 21% of respondents have bad relationship with management. And finally this has rendered female teachers to get dissatisfied. The respondents informed that they are satisfied to handle the students than male teachers who are rude and arrogant. They (female teachers) are kind to the students and provide motherly affection to the students and try to find their kids' reflection in the students. The female teachers can deal the students with modesty and politely. Dinham and Scott (1998) in his theory have also indicated that recognition, support and respect from colleagues and superiors can cultivate a feeling of job satisfaction. Let's see the case of Saraswati in this regard.

Case 2

Saraswati, 40 years old, teaches in Gauri Shankar Higher Secondary School which is a government school. She has been teaching for 14 years and has been employed at her present school for 10 years. In the starting phase she taught in Dhawalgiri Boarding School for 4 years in Lower Secondary level. She is married and has seven members in her family with one son and two daughters. She has completed master degree and her monthly income is NRs. 23,000. She works for 6 hours per day with one and half hours of leisure time.

She shares that there are 40 students in her class and she has a good teacher-student relationship. She also gets satisfied when her student understands what she teaches as well as when they improve their study. She is always loyal and not strict to them. She always understands their problems and try to solve them either it is concerned with study or other.

She informs that she has got good interpersonal relationship with her colleagues. Her colleagues help her in school and also she helps them in teaching as well as takes her friends' classes when her friend gets sick. She further informs that she has got good relationship with school committee. But some time she complains against school committee when she does not get proper teaching materials and proper leave when she is in need of it especially during sickness of her children or some personal work of her own. According to her, she is satisfied with her job because of her relation with her students, colleagues and school committee.

#### **6.4. Physical Environment**

Physical environment covers 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. The physical environment and infrastructure also plays a vital role for the teachers to be satisfied or dissatisfied. During the survey, the current teaching methodologies and materials were discussed among respondents. When the respondents were asked whether they are comfortable with the current teaching methodologies, 36 of them told 'Yes' and 48 of them told 'No'. And also they were asked whether they are satisfied with the current teaching

materials, 30 of them told ‘Yes’ and 54 of them told ‘No’. From the result, it is seen that more than 50% of the respondents are not satisfied with the current teaching methodologies and teaching materials. There is difference between government and private schools though. The female teachers sometimes do not feel comfort with male teachers when there are no sufficient teachers’ rooms and have to share a room which is small. They say that it would be better if they have either own cabin or table. It was found that the female teachers were not comfortable with toilet and communications mostly in government schools. The teachers are not provided with projectors and computers/laptops so that they have to use the old methods to teach which is inconvenient to them in this IT era. They say that the school should be equipped with modern technologies so that student can get access to computer and internet to broaden their knowledge. These all reasons provided gives female teacher dissatisfaction in their job. It was found that must of the teachers who told ‘Yes’ were commonly from private schools who can afford good teaching materials and infrastructure. Corwin (2001) and Scott and Dinham (2003) argue that the most significant positive environmental factors are those related to the working environment and the nature of the job. As said by Evans (1997), two principal satisfying factors are job *comfort* and *job fulfillment*.

### 6.5. Psychological (Attitudes and Personalities)

Job satisfaction has got relationship with individual’s personality, behaviour and work attitudes. Psychological variables should also be taken into account to study the view of job satisfaction. Some psychological factors such as self-efficacy, job involvement, job satisfaction and locus of control are considered for the job satisfaction of teachers. In this study researcher has come across some psychological factors to determine if these factors play role in job satisfaction.

**Table 0.5 Types of changes that have occurred as a female teacher**

	Types of changes that have occurred	Respondents	Respondents (%)
a)	Increase in the life standard and dignity in the society	38	45.24
b)	Improved skill	69	82.14
c)	Increase in confidence and self-reliance	54	64.29

d)	More responsible towards home and organization	33	39.29
e)	Respect from friends, relatives, co-workers and family members	28	33.33
f)	Able to decide various domestic matters yourself	41	48.81
g)	Qualified to be promoted for more responsibility and higher post	27	32.14

*Source: Field Survey, 2013*

**Table 0.6 Teaching profession in comparison to other profession for female in context to culture**

Best	Better	Good	Bad	Worst
6 (7.14%)	47 (55.95%)	31 (36.91%)	00	00

*Source: Field Survey, 2013*

The respondents were asked with above mentioned questions to find the psychological factors affecting their job satisfaction. For all the respondents, there was influence of job in their status of life and confidence and also this job plays important role for women to improve life status. 82.14% of the respondents informed that they have improved their skills from teaching and 62.29% of them have felt confident and self-reliant. Only 32.14% of the respondents were qualified to be promoted for more responsibility and higher post. From this it can be noted that less number of female teachers get promotion and higher post. The respondents were also asked to rate this profession in comparison to other profession for female in context to our culture. Large number of respondents, that is, about 56% rated 'Better' and no one of them rated either 'Bad' or 'Worst'. As stated by them, the reasons behind this were they could manage household work and profession since most of them were married, the school being near to their home; and they have been self-dependent and helping their family.

### **6.6. Demographic (Age, Gender and Length of Service)**

The demographic variables such as age, gender and length of service have been investigated to determine job satisfaction of teachers.



**Table 0.7 Level of job satisfaction according to age group**

Satisfied		Average		Dissatisfied	
22 (26.19%)		39 (46.43%)		23 (27.38%)	
Age	Respondents	Age	Respondents	Age	Respondents
20 – 29	7	20 – 29	22	20 – 29	14
30 – 39	10	30 – 39	11	30 – 39	9
40 – 49	5	40 – 49	6	40 – 49	00

*Source: Field Survey, 2013*

Based on the survey some of the questionnaires were discussed among respondents to describe the demographic factor that cause satisfaction or dissatisfaction in the study area. Table 0.2 in section 4.1 shows distribution of respondents by age and Table 0.7 present level of job satisfaction according to age group. It can be seen that 26.19% were satisfied whereas 27.38% were dissatisfied and 46.43% had rated as average. Out of 11 female teachers who were in age group 40 – 49, all of them were satisfied. The dissatisfaction can be clearly seen in the age group 20 – 29 where out of 23 dissatisfied respondents, 14 of them fall in this age group and satisfaction level rises as age increases. Herzberg, Mausnes et al. (1957) argue that employees experience high levels of job satisfaction at the start of their careers, a mid-career decrease and an increase towards the end. Oshagbemi (2000) argued that employees' expectations alter with age or that older workers are better able or have developed strategies to cope with work-related issues.

**Table 0.8 Duration of teaching of respondents in the current institution**

Duration in the current institution (Years)	Respondents	Respondents (%)
< 5	49	58.33
5 – 9	23	27.38
10 – 14	9	10.71
15 – 19	3	3.57

20	00	00
<b>Total</b>	<b>84</b>	<b>100</b>

*Source: Field Survey, 2013*

The respondents were asked whether they were dominated from male and 10 of them replied 'Yes' whereas 74 of them replied 'No'. This indicates that they are happy with male colleagues and also there were not discrimination among genders. But some of them indicated about discrimination and male domination. The reasons were that even having same qualification as male colleagues they have to teach at lower level. In many cases the male teachers used to think that it's the female teachers' duty to look after the primary level students. Let's see the case of Laxmi in this regard.

### Case 3

Laxmi, 44 years old, is a female teacher of Primary level in Bishnu Paduka Secondary School which is a government school and has been teaching for 20 years. She will be retiring after 10 years. Before starting this job she worked as a volunteer for about 6 months in Gauri Shankar Primary School and for the next 6 months in Divyajoyti Primary School. She is married and has four members in her family with two sons. She has completed Intermediate level and her monthly income is NRs. 18,000. She works for 6 hours per day with 30 minutes of leisure time.

Laxmi informed that she was overburdened with classes because of being a female teacher and she also gets lots of responsibility as primary teacher. She told that it is sometime difficult to manage both the household and the professional work. She felt that being a primary female teacher, she has to do more work especially in handling and caring the primary level students as compared to her male colleagues. She has also felt that female teachers are not given equal respect and opportunity as male teachers. She further informed that she is disappointed with this condition in school. Though she is satisfied

with other factors, this particular situation sometimes brings dissatisfaction towards her job.

Figure 0.2 in section 4.3 shows distribution of respondents by number of years of teaching experience and Based on the survey some of the questionnaires were discussed among respondents to describe the demographic factor that cause satisfaction or dissatisfaction in the study area. Table 0.2 in section 4.1 shows distribution of respondents by age and Table 0.7 present level of job satisfaction according to age group. It can be seen that 26.19% were satisfied whereas 27.38% were dissatisfied and 46.43% had rated as average. Out of 11 female teachers who were in age group 40 – 49, all of them were satisfied. The dissatisfaction can be clearly seen in the age group 20 – 29 where out of 23 dissatisfied respondents, 14 of them fall in this age group and satisfaction level rises as age increases. Herzberg, Mausnes et al. (1957) argue that employees experience high levels of job satisfaction at the start of their careers, a mid-career decrease and an increase towards the end. Oshagbemi (2000) argued that employees' expectations alter with age or that older workers are better able or have developed strategies to cope with work-related issues.

Table 0.8 indicates the duration of the female teachers teaching in the current institution. 58.33% of the respondents told that they were in the same institution for less than 5 years. The respondents said that they have changed the institution. It can be proved from Figure 0.2 that 38.10% have only less than 5 years of experience. The comparison of above mentioned tables indicate on job satisfaction regarding length of service. Most of the respondents get chance to teach in higher level and some do not get reward and incentives. These were the reasons to change the institution among respondents having less years of experience. But the female teachers having long years of experience, that is, 10 or more than 10 do not change the institution. This was same as Oshagbemi (2000) indicated that higher levels of satisfaction among workers with 10 years length of service and that this increases with each additional decade of service.

## CHAPTER - SEVEN

### INFLUENCE OF REPRODUCTIVE AND COMMUNITY ROLE OF FEMALE TEACHERS

This chapter deals with reproductive and community role of female teachers and influence of these roles in their job and job satisfaction. The respondents were asked with some of the questions to get their views on reproductive and community roles. The total numbers of respondents were eighty four.

#### 7.1 Reproductive Role

Regarding reproductive role the pattern of questionnaire were analysed and discussed among respondents.

The objective was to get the general views and opinions of the respondents about their reproductive role and influence of this role on their job satisfaction level. 78 of the respondents have informed that they get help from family members in their domestic work. Some of the respondents mentioned that they live in a nuclear family and their husbands were abroad. In these cases they have had to do their work themselves. Let's see the case of Sumitra in this regard.

#### Case 4

Sumitra, 32 years old, is a female teacher of Primary level in Gram Prakash Primary School. She has been teaching for 10 years. She has academic qualification of intermediate level and her monthly income is NRs. 8,000. She works 6 hours per day with 30 minutes of leisure time. She lives in a nuclear family and has a son and a daughter. Her husband is abroad for last 5 years.

Sumitra informs that she has to do her household works herself because of small children and absence of her husband. Her husband comes home in

vacation from abroad for some period of time and only at that time she gets some relief from loads of work. She shares that she has to cook and feed children, take care of them and make them ready to go school, clean house, clean all stuffs and cloths. After all these works completed, she goes to school to teach which sometimes makes her tired. She further shares that her tiredness makes her lazy to teach. She has also told that if there her husband was there to help in her work at home, she would give more time and concern towards her teaching. According to her, all these conditions have brought about dissatisfaction in her job to some extent.

Andrisani (1978) indicates that women with greater home and child care demands have lower job satisfaction. From this theory, it can be concluded that respondents are satisfied with the job because most of the respondents get help from family members. Walshok & Walshok (1978) have also argued that they prefer jobs with flexibility in respect to home and child-care demands and are less concerned about economic rewards, autonomy, and prestige.

The question regarding participation in decision making in family was also asked among respondents. 74 of them rated 'Yes' and 10 of them rated 'No'. The married respondents indicated that they also participate in decision making role but most of the unmarried respondents were not involved in decision making. To know the view of the respondents about decision in conceiving children, maternity leave, they were asked with some questions. 48 of the respondents told that there is mutual understanding between husband and wife to conceive children. The married respondents were 68. 35 of the respondents informed that they got the maternity leave. Among 33 remaining respondents, 15 of them have not given birth to child yet and 18 of them have joined this profession after birth of their children. The respondents also indicated that the government schools have provided 2 months paid maternity leave and the boarding school have provided maternity leave but without payment. They said that this reason has provided negative impact on their job satisfaction. The respondents have mentioned that decision making in family members, the participation in reproduction freedom, that is, motherhood are rights of women. Russo (1979) has explained in his literature to some extent that the women's movement has brought tremendous changes in the social structure, in sex role relationships, and in woman's concept of self. The facets of

the changing context of motherhood can be workforce participation of mothers and reproductive freedom (i.e., the ability to control one’s reproduction without compulsion).

## 7.2 Community Role

To get the opinions of respondents about community role they belong to, some of the questions were surveyed and discussed to get the respondents’ views and opinions.

**Table 0.1 Types of social organizations joined by respondents**

Types of Social Organizations	Respondents
Mother group	14
Community forest	2
Youth club	3
Micro credit	6
Health volunteer	1
Drinking water	1
<b>Total</b>	<b>27</b>

*Source: Field Survey, 2013*

**Table 0.2 Time of joining social organization or local community group by respondents**

Time of joining social organizations	Respondents
Before 1 year	4
Before 2 – 3 years	6
Before 4 – 5 years	6
Before 8 – 10 years	11
<b>Total</b>	<b>27</b>

*Source: Field Survey, 2013*

Most of the respondents informed that though they are not directly involved in social organizations or local community groups but they like to participate in social gathering

frequently. Out of 84 respondents, 52 of the respondents told that they participate in social gathering frequently. 27 of the respondents indicated that they were involved in social organizations or local community groups and 57 of them did not. Out of those, 14 of them were involved in mother group which is large in number in comparison to other type of social organizations. There were 11 respondents who were involved for 8 – 10 years in social organizations or local community group. Most of the respondents indicated that involvement in such organizations or local community group has helped indirectly in their job. They have increased their skills in leadership, management, more responsible towards work and organization as well as in interaction between different groups have increased their confidence level. These reasons have brought positive impact towards female teachers in job satisfaction.

## **CHAPTER – EIGHT**

### **CONCLUSION AND SUMMARY**

Lot of research on job satisfaction among the employees and officers working in industries or business organization are being conducted and they have analyzed the term job satisfaction from social psychological point. There are very less number of researches being conducted regarding female teachers job satisfaction and this study can be termed as a fruitful in this regard.

Job satisfaction is the fulfillment of one's expectation from job. It is a pleasurable or positive emotional state resulting from the appraisal of one's job experience. But expectation of people may not be homogeneous. It may differ from person to person, place to place, job to job, context to context, organization to organization. So, job satisfaction cannot be generalized. From organizational perspective, policy and administration of organization, culture of that organization, working environment, and supervisory style affect the job satisfaction.

The study has tried to explore into the relation between gender and job satisfaction as well as to discover the perception of job satisfaction by female teachers of government and private schools in Hemja VDC of Kaski district. The researcher has also tried to analyse the triple roles (productive, reproductive and community role) of female teachers of study area, to investigate female teachers' attitudes toward the teaching profession, and to identify the factors those cause satisfaction and dissatisfaction to the teachers.

Perception of job satisfaction differs from teachers' perspectives. Most of the female teachers willingly enter into this profession. On the other hand, very few males come to this profession willingly. According to the female teachers' view, job satisfaction is linked with handsome salary to a large extent and also linked with good working environment. To them, having a good physical environment as well as getting a harmonious interpersonal relation among colleagues is job satisfaction. They also expressed that getting a job that matches their



academic qualification is job satisfaction. Most of the teachers perceived job satisfaction as having a secured job and as well as getting the social status and prestige.

The respondents have raised a series of causes of dissatisfaction. Low salaries paid to teachers appeared to be a major cause of dissatisfaction among female teachers because most of the teachers are neither paid according to qualification nor according to experience. Another major cause of dissatisfaction among the teachers was their perceived exclusion from decision-making. The work overload of class is also another issue with teachers. Either promotion or permanency is very lengthy process, that is, they do not get that opportunity even after long year of service. The factors affecting the female job satisfaction is working environment and interpersonal relation. When they do not get the job matching their academic qualification, the dissatisfaction level rises. For married teachers their dual responsibilities also caused dissatisfaction. Some of the respondents felt male domination and also they are given more priority which made them dissatisfied. The teachers are also dissatisfied with teaching methods and materials.

The findings of the study suggest that a higher level remuneration, involvement in decision-making, having social status and dignity, favourable physical and social environment and job security would enhance female teachers' job satisfaction. According to Herzberg salary, security, interpersonal relation, working environment and supervision are only hygiene factors. But this study finding stated these as motivating factors. After 1970's some of the researchers found that equity and fairness come before monetary amount as a factor of job satisfaction but socio-economic situation of our country is quite different from those western societies and thus salary and some other factors are motivating to the teachers.

This study has also tried to consider the reproductive and community role of female teachers and their job satisfaction level due to these roles. From the findings it was found that those roles contribute in their job satisfaction instead of dissatisfaction. The findings showed that the influence of community role among female teachers increase their leadership style, mass communication ability and confidence level. The involvement in social organizations teaches how to make interpersonal relation better, to organize the work suitably and lots of social context can be earned.

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 energize the teachers and their effort will be in full swing to build up the nation. This study contributes to a great extent to explore the female teachers' job satisfaction from views of triple roles (productive, reproductive and community role). From this study the conclusion can be established that it is the responsibility of the society, nation and government to afford happiness and satisfaction to female teachers so that motivation of females to teach increases and female education could be improved throughout the nation.

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## APPENDIX - QUESTIONNAIRE

Date of interview:

Respondent's ID no.:

Name of school:

Ward no.:

### 1. Personal information

- a) Name of the respondent:
- b) Age:
- c) Religion:
- d) Case/ethnicity(Brahmin/Chhetri/Janajati/Dalit/others):
- e) Marital status( married/unmarried/divorced):
- f) Number of family members:
- g) Number of children(son/daughter):
- h) Pattern of family(nuclear/joint/extended):
- i) Monthly income:
- j) Academic records(below SLC/SLC/Intermediate/Bachelor/Master):

### 2. Details of workplace

- a) Designation in your organization: .....
- b) Types of Job: i) Probationary period      ii) Contract period      iii) Permanent
- c) Your working hours in school per day: ..... hrs.
- d) Do you think that you are overburdened with classes because of female teacher?
- e) How much leisure hours do you get in the school?
- f) For how long were you in this institution? .....
- g) Did you get any promotion in this institution?    Yes     No
- h) Total no. of years of working in this profession. : .....
- i) Altogether how many trainings you have attended till now? .....

3. Are you satisfied your job? Yes  No

4. If yes, to what extent you are satisfied?

Satisfied	Average	Dissatisfied
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5. Are you teaching because of your personal interest? Yes  No

6. Are you satisfied with your salary structure?

Satisfied	Average	Dissatisfied
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7. Are you satisfied to work as a school teacher with you academic qualification?

Satisfied	Average	Dissatisfied
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8. Among following which do you prefer as job satisfaction?

- a) Getting handsome salary is job satisfaction
- b) Having dignity and social status renders job satisfaction
- c) Getting a secured job (in terms of stability and permanency) is positively associated with job satisfaction
- d) Having job that matches with academic qualification is job satisfaction
- e) Job Satisfaction is having a favorable Physical / Social environment

9. Mention some factors those cause your satisfaction in your job.

10. Mention some factors those cause your dissatisfaction in your job.

11. In general, how would you describe your relations in your workplace between you and your colleagues?

Very good	Good	Bad
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12. In general, how would you describe your relations in the workplace between management and employees?



Very good	Good	Bad
-----------	------	-----

13. Are you comfortable with current teaching methodologies? Yes  No

14. Are you satisfied with current teaching materials? Yes  No

15. Have you been given equal respect and opportunity as compare to male colleagues?

Yes  No

16. Do you think this job has brought some changes in your status of life and confidence?

Yes  No

17. If yes, what types of changes have occurred?

a) Increase in the life standard and dignity in the society

b) Improved skill

c) Increase in confidence and self-reliance

d) More responsible towards home and organization

e) Respect from friends, relatives, co-workers and family members

f) Able to decide various domestic matters yourself

g) Qualified to be promoted for more responsibility and higher post

18. Do you think job is essential for women to improve their life status?

Yes  No

19. Rate this profession in comparison to other profession for female in context to our culture

Best	Better	Good	Bad	Worst
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20. Do you think that this profession is male dominated? Yes  No

21. If yes, does it affect your satisfaction or dissatisfaction? Yes  No

22. Are you looking forward to finding jobs other than teaching?

Yes  No

### **Reproductive Role**

23. Do any of your family members help in your domestic work?

Yes  No

24. Do you participate in decision making in your family member?

Yes  No

25. Who decide to conceive children? Yourself ..... Husband/mutually .....

26. Did you get paid maternity leave for 2 months? Yes  No

27. Did you get paid maternity leave when you conceive more than 2 children?

Yes  No

28. If no, how did you manage during maternity period?

### **Community Role**

29. Do you participate in social gathering frequently? Yes  No

30. Are you involved in any social organizations or local community group?

Yes  No

31. If yes, in which social organization or local community group are you involved in?

32. When did you join this social organization or local community group?

33. Has this participation helped you in your job? Yes  No