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CONTRIBUTION OF SCHOOL RELATED ATTRIBUTES ON JOB SATISFACTION: A CROSS-SECTIONAL STUDY ON SCHOOL TEACHERS IN NEPAL

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ABSTRACT

Job satisfaction among school teachers is considered to be one of the crucial aspects in the arena of educational leadership and organizational behaviour. In addition, the question of if school associated attributes contribute to school settings has become a hot cake in the present context. Amidst this, the study aims to examine the job satisfaction of school teachers across their school related attributes. For achieving this purpose, a cross-sectional survey was employed embracing post-positivist paradigm among 345 school teachers from Dhading district, Nepal who were the respondents of this study. The data were collected through questionnaire, analysed with parametric test, and encompassed social exchange theory for discussing the findings of this study. From the study, it was revealed that job satisfaction of teachers is influenced by the school type, and service periods. In addition, the job nature and educational qualification was also found to be contributing to add pleasure in job considering pay and work environment respectively. Furthermore, the school related attributes were discovered to be assisted by social exchange relations and motivated the teachers towards job satisfaction. Finally, the study indicates that the teachers who are satisfied in their jobs demonstrate the high level of organizational citizenship behaviour, job performance, commitment, and retention in school. As a result, it ultimately benefits the school by increasing their work productivity and academic success.

Keywords: *job satisfaction, organizational behaviour, school type, educational qualifications, education, Nepal.*

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INTRODUCTION

In this era of competition, each organization is supposed to exhibit high level of performance and the school as an organization, is no exception to it. The performance of the school is associated with its employees, referred to as teachers who make higher level of performance when they feel happiness (Pawase, 2013) and possess emotionally positive attitude (Harthy, Jamaluddin, & Abedalaziz, 2013) while assessing their job experiences. This affirmative and pleasurable emotional state towards the job (Bauer & Silver, 2018; Benoliel & Barth, 2017; Locke, 1976; Robbins & Judge, 2011) is conceptually termed as the Job satisfaction. In the similar regard, Griffin (2013) sketches the job satisfaction as the attitudes of employees, which get visible when they are gratified in their work. It indicates that the job satisfaction is associated with the positive attitude towards the job which provides happiness among teachers when they accomplish their work.

The majority of the studies (e.g. Kayastha & Kayastha, 2012; Khadka, 2010; Thadathil, 2015) in Nepal are focused on assessing the status of job satisfaction among school teachers. These studies explored the high level of job satisfaction in work itself, co-workers, and work in general. However, the studies also found that there is low job satisfaction in relation to pay. The scholars Mondal, Shrestha, and Bhaila (2011) identified that the teachers from 25 to 35 years of service groups and those with post graduate qualification were less satisfied in their job at schools. In addition, Shrestha (2019) found the positive association between job satisfaction and attributes of college teachers like service years ($F = 5.47, p = 0.02$), service type ($t = 2.29, p = 0.02$), designation ($F = 5.49, p = 0.02$), and education ($F = 4.02, p = 0.02$). Nevertheless, there is no significant differences between job satisfaction and type of institutions ($t = 0.29, p = 0.59$) among teachers in Nepal. Taking these into the accounts, there is a strong relationship between job satisfaction and school associated variables in Nepali context. Furthermore, these variables intersect each other in various school settings.

The job satisfaction is a multifaceted experience (Azim, Haque, & Chowdhury, 2013) which includes pay, work itself, work environment, supervision, and promotion etc. So, it cannot be defined as a unitary perspective (Cranny, Smith, & Stone, 1992; Maghsoodi et al., 2019). Thus, as a construct, job satisfaction is a collective form of its multiple dimensions and Azim et al. (2013) refer it as the Job Descriptive Index (JDI). The JDI incorporates the several indicators like work itself, working environment, pay, promotion, colleagues, supervision, appreciation, and recognition etc (e.g. Azim et al., 2013; Barusman & Mihdar, 2014). Among them, the author has limited the facets of JDI as pay, recognition, work itself, work environment, and supervision.

Firstly, the pay refers to the form of monetary value which is provided to the employee for their performance (Hee, Yan, Rizal, Kowang, & Fei, 2018) in the organization and fairness in pay is believed to be linked up to dissatisfaction on job. Secondly, work itself is the outlook of the job which composites the features like job design, description, scope, autonomy, work load, charm, and creativity. Thirdly, the working environment incorporates the forms of physical facilities like classroom, laboratories, technology, and tools which makes the job comfortable and feasible (Parvin & Kabir, 2011) among employees. Fourthly, the supervision divulges the monitoring and directory roles of the manager of leaders in school to inspire and motivate employees for executing the work. Finally, recognition denotes to the praising of employees that enhances their self-esteem for performing their best work in the organization (Alsemeri, 2016; Lester, 1987). Overall, altogether these five constructs outline the job satisfaction among teachers in school settings.

Likewise, the job satisfaction among teachers is allied with their school related attributes like school type (e.g. Gupta & Gehlawat, 2013; Rao, 2015), job nature (e.g. Dawson, Veliziotis, & Hopkins, 2014), educational qualification (e.g. Murage & Kibera, 2014; Pan, Shen, Liu, Yang, & Wang, 2015), and service periods (e.g. Gupta & Gehlawat, 2013; Murage & Kibera, 2014; Rao, 2015). The school related attributes of teachers are associated with the school and their profession. So, they play the crucial role to develop professional competencies among teachers in relation to their job. The notable thing is that the professional competency increases the work



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performance (Xu & Ye, 2014) and productivity of teachers when they are satisfied in their job. Thus, the school related attributes are crucial in school setting particularly in the issues of the job satisfaction.

The job satisfaction and school related attributes are linked with the social exchange theory. The social exchange denotes the mutual relations (Cropanzano & Mitchell, 2005; Pa'wan & Omar, 2018) between school and teachers, and it is based on the cost reward (Redmond, 2015) approaches. For instance, the teacher accomplishes his/her jobs at a cost and the school provide remuneration as a form of reward for this. This relationship of exchange between school and teachers also depends on the school related attributes of teachers. More specifically, the school provides more salary and respect to the senior, permanent, high ranked, and qualified teachers than junior, temporary, low ranked and less qualified teachers. Considering the school related attributes, if the exchange relations that happen is reasonable, it can contribute to obtain job satisfaction among school teachers. Thus, the social exchange enhances the job satisfaction (Cole, Schaninger, & Harris, 2002) across school related attributes among teachers.

The issues of job satisfaction on academia are the pertaining concern due to its positive association with the job performance (e.g. Robbins, Judge, & Vohra, 2013) and work productivity of school teachers. The job performance and work productivity of teachers, both are measured by the student's educational achievement. In the context of Nepal, several scholars (e.g. Kayastha & Kayastha, 2012; Khadka, 2010; Mondal et al., 2011; Thadathil, 2015) have explored that school teachers did not feel highly satisfied in their job. As a result, the teacher's performance has also appeared to be poor. This is evidently reflected in the student's Secondary Education Examination (SEE) results (Ministry of Education, Science and Technology [MOEST], 2019 as cited in Satyal, 2019). For instance, the majority of the students fail to secure above B grade score. Considering the failure, the secretary of MOEST (2019) states that the results appeared in the SEE exams is not satisfactory and particularly public schools have less educational achievement than institutional schools (as cited in Satyal, 2019). This scenario clearly portrays the low educational achievement in schools of Nepal. One of the prominent causes can be weak performances of teachers' due to lack of satisfaction in their job. Consequently, job satisfaction is a serious problem in the field of school education in relation to enhancing the quality of education. So, the researcher believes there is a need for a detailed study on school settings.

Though there are few studies accomplished in the arena of job satisfaction associating with the school related attributes of teachers (e.g. Gupta & Gehlawat, 2013; Murage & Kibera, 2014; Rao, 2015), there are less studies discussing its relation to the social exchange theory. In order to address these key issues, this paper sets the research objective as examining the contribution of school related attributes (school type, job nature, service periods, and educational qualification) on job satisfaction and its dimensions (pay, work itself, work environment, supervision, and recognition) in school settings. To address those issues, the following research questions were set:

1. Is the job satisfaction differed across teachers' school type?
2. What is the influence of the job nature on job satisfaction among teachers?
3. To what extent does the service period contribute to job satisfaction of school teachers?
4. Do the educational qualifications of teachers contribute to their job satisfaction on school settings?

THEORETICAL FOUNDATION

Job Satisfaction and School Type

Job satisfaction is bonded with the school type (Chandana, 2014; Gupta & Gehlawat, 2013; Rao, 2015) as the school related attributes among teachers. The school type here, refers to the category of school and it is classified into public and institutional (Ministry of Education [MOE], 2016) in the context of Nepal. The school type determines the organizational value, policies and practices, and leadership style of the schools. The organizational



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practices and leadership influence the social exchange between school and teachers. This exchange relationship determines the satisfaction (Birtch, Chiang, & Esch, 2015) level among teachers in the job regarding their school type. So, this study hypothesized as:

H₁: Job satisfaction differs via school type of teachers.

Job Satisfaction and Job Nature

The job nature is also associated with the job satisfaction of teachers (Dawson et al., 2014). The job nature determines that the teacher is either in permanent or temporary position in school. The permanent teachers get more job security (Rigotti, Cuyper, Witte, Korek, & Mohr, 2009), power, privileges, and prestige in the school (Anwar, Aslam, & Tariq, 2011) even in society than temporary teachers. This differs in level of social exchange between teachers in relation to their job nature influences their job satisfaction in academia. Thus, the hypothesis is set as:

H₂: Job nature contributes in job satisfaction among school teachers.

Job Satisfaction and Service Periods

The service periods refer to the job experience of teachers and also demarcate the senior and junior teachers. The senior teachers have more job experiences than junior teachers. The job experience is associated with the competencies of teachers (Jones, 2015). Many people believe that the experienced teachers perform the high work productivity (Melnick & Meister, 2008; Ndugu, 2014) in school than other teachers. In addition, the school and society also give high priority, respect, and more increment to the senior teachers. This variation in the exchange relations is due to service periods between teachers and school. Furthermore, service periods (e.g. Gupta & Gehlawat, 2013; Murage & Kibera, 2014; Rao, 2015) of teachers influence their job satisfaction. So, the hypothesis is formulated as:

H₃: Job satisfaction differs via service periods of school teachers.

Job Satisfaction and Educational Qualifications

The state makes the provision of minimum educational qualifications while recruiting teachers (e.g. Khanal, 2011) in the schools of Nepal. The educational qualification is related to the competencies and qualities of delivery of work among school teachers. It is believed that the high educational qualification holders perform the high work productivity (Faith, 2014; Ng & Feldman, 2009). It is considerable in school setting where the teacher's educational qualification enhances the educational achievements of students (Unanma et al., 2013 as cited in Maphoso & Mahlo, 2015). Thus, these highly qualified teachers are more respected, and they embrace high position to exercise the power relations in school. In addition to this, the school also provides more incentives and appreciation to these teachers instead of their intellectual abilities. Consequently, regarding the exchange relations, some scholars (e.g. Adeoye, Akoma, & Binuyo, 2014; Murage & Kibera, 2014; Pan et al., 2015) claim that the educational qualification of teachers makes a difference in job satisfaction. Thus, for confirmation purposes, the hypothesis is set as:

H₄: Educational qualifications of teachers vary their job satisfaction.

Theory of Job Satisfaction

The Herzberg's Motivation Hygiene Theory contributes to determine the job satisfaction by categorizing the determinant factors in two groups: motivating (intrinsic) factors and hygiene (extrinsic or situational) factors respectively (Talachi, Gorji, & Boerhannoeddin, 2014). The employee motivation is seen as the inner force and it is



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continually associated with the job satisfaction. On the other hand, deprivation of the hygienic factor (external force) leads the employees towards dissatisfaction. The intrinsic factors include work itself, appreciation, promotion opportunities and recognition, success in bearing responsibility and advancement possibilities (Hackman & Oldham, 1976; Khadka, 2010; Ranasinghe, 2016). The extrinsic factors, on the other hand, encompass the pay, incentives and benefits, job environment, supervisory practices and its condition (Hackman & Oldham, 1976; Ranasinghe, 2016; Talachi et al., 2014).

Social Exchange Theory

Social exchange theory provides a model to interpret the society as sequences of interactions between parties. The series of these interactions result in the obligations (Cropanzano & Mitchell, 2005) and creates the high relationship between parties. In the context of this study, the high relationship between parties refers to the job satisfaction. Furthermore, the social exchange theory views job satisfaction from the reciprocity and negotiated rules (Cropanzano & Mitchell, 2005). These assumptions collectively state that when one party receives positive behaviour from other party, it obligates them to grant favourable behaviour in return. Huang et al. (2016) mention, “when one party provides a benefit, the receiving party is obligated to respond in kind” (p. 249). This process brings satisfaction when parties get fair outcomes as a return of their investment and it is considerable to this study, too. Thus, the fair treatment of school contributes to the high job satisfaction (Ricketta, 2008) in the part of the teachers.

Conceptual Framework

The conceptual framework is designed based on the above-mentioned theoretical foundation. Herzberg’s motivation hygiene theory determines both extrinsic and intrinsic factors (Talachi et al., 2014) of the job satisfaction. Altogether, both extrinsic and intrinsic factors incorporate the five indicators (pay, the work itself, working environment, supervision, and recognition) respectively (Barusman & Mihdar, 2014) and they collectively determine job satisfaction. Nevertheless, the job satisfaction is also adopted to explain through social exchange related attributes among school teachers (Cropanzano & Mitchell, 2005) and conceptualized as a dependent variable which is enhanced by independent variables like school related attributes of teachers. Thus, the conceptual framework for this study is designed and presented in Figure 1.

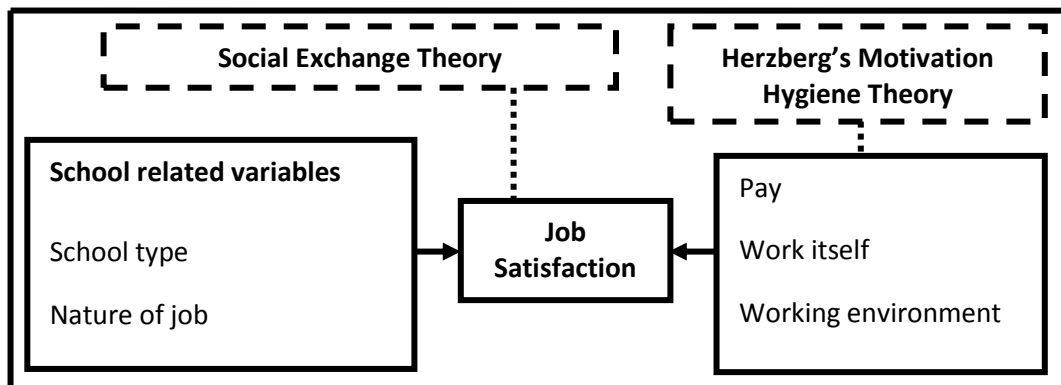


Figure 1. Conceptual Framework

(Source: Barusman & Mihdar, 2014; Cropanzano & Mitchell, 2005; Talachi et al., 2014)



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METHOD

Research Design

This research is based on post-positivist philosophy and its stance, the single reality (Creswell, 2009) of whether the school related attributes enhance the job satisfaction of school teachers or not. Meanwhile, the research design of this study was based on field survey and it was cross-sectional in nature. In line with Creswell (2012), the cross-sectional design was adopted to examine the job satisfaction across school related attributes of the school teachers under this research. This examination was conducted through assessment of the teachers' attitudes, opinions and practices in relation to their job satisfaction at one point in time. Moreover, "group comparisons" under the cross-sectional survey design has been considered for this research. The group comparison, on the other hand, was used to compare two or more groups in terms of school types (public and institutional), job nature (permanent and temporary), and service period (under 10-year, 10-20 year, over 20 year) of the school teachers under this study.

Population and Sampling

This study had declared the school teachers as the subject of the study and each teacher as unit of analysis. This study employed approaches by Yamane (1967) (e.g. Gwelo, 2019; Yusuf, Amzat, & Saidin, 2019) at 95 % confidence limit and derived 345 samples from 2487 school teachers (e.g. District Education Office [DEO], 2016) of Dhading District. So, this study adopted the cluster sampling due to the large number of teachers. In this process, the one Resource Centre (RC) was selected as a cluster from 20 RC of Dhading district (District Education Office [DEO], 2016) via lottery methods. After that, the teachers who belong to the selected RC were continuously picked one by one until the required numbers of sample was not obtains.

Instrumentation

This study has adopted the job satisfaction scale from Spector (1994) by taking scholar's consent for using this questionnaire. After having discussion with stakeholders such as educators and local teachers, the questionnaire was modified and contextualized. The modified questionnaire incorporated the 26 numbers of questions arranged in five indicators; pay (5), work itself (6), working environment (7), supervision (3), and recognition (5) respectively.

Reliability and Validity of the Instrument

This study has established both its reliability and validity. Firstly, in line with Bolarinwa (2015), this study established the reliability by performing the spilt half and coefficient of consistency method. For this purpose, this study employed the pilot testing where 35 teachers were taken as the piloting sample (e.g. Hertzog, 2008) and derived the Cronbach's alpha values in Table 1.

Table 1
Cronbach's alpha value of Job Satisfaction and its Indicators

Indicators	Number of Items	Cronbach's Alpha
Pay	5	.712
Work itself	7	.726
Working environment	3	.792
Supervision	6	.750
Recognition	5	.764
<i>Job Satisfaction</i>	26	.829

This study derived more than 0.7 Cronbach's alpha value of every indicator and overall scale. These obtained results ensured the internal consistency (Huong & Tung, 2019; Sai, Kenayathulla, & Saedah, 2019; Santos, 1999)



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and high reliability (Kenayathulla, Ling, Razak, & Darusalam, 2019; Omar, Zulazmi, & Ladin, 2019) of the scale. Secondly, this study established validity considering three validity strategies: content, construct, and criterion validity respectively. To contextualize the tool, consultation with educationalists and local teacher aids was considered of high value (Mohajan, 2017) and it has been incorporated in this study. In addition, it has also covered the entire dimension of job satisfaction as mentioned in the scale arranged by Spector (1994) which eventually contributed to establish the content validity. Similarly, the construct validity is assured maintaining the connection between instruments and theoretical construct (Babbie, 2011) in relation to the job satisfaction. Taking these into the account, the job satisfaction questionnaire is used as it aligned with the Herzberg Motivation Hygiene Theory and this theory guides to construct the instrument with the five indicators as the variable of job satisfaction. In addition, the employing of pilot testing and establishment of internal consistency between the questions also ensured the construct validity (Schutt, 2014) of the instrument. Moreover, the result of this study was compared and contrasted with other similar types of study (e.g. Gupta & Gehlawat, 2013; Murage & Kibera, 2014; Rao, 2015) done in other countries and reveals the analogous nature of results. So, it ensures the criterion related validity of this study. The ensuring of these three validity strategies altogether established the instrumental validity of this study.

After establishing the reliability and validity of this study, the self-administered questionnaire was finalized and with it, the data were gathered from the samples.

Data Collection Procedures

Before starting to collect data, this study arranged a meeting with the head-teacher and teachers in order to request their consent, introduce the purposes of this research, and request them to fill up the questionnaire. The questionnaire was then distributed among them and the instructions in order to respond to each item mentioned in the questionnaire was explained. The school teachers took 15 to 30 minutes (average 20 minute) to fill up the whole questionnaires and after the completion, the questionnaire was collected.

Data Analysis Process

The collected data were analysed with the descriptive and inferential statistics to examine the job satisfaction across school related attributes. Before employing the inferential statistics, researcher ensured the statistical assumption of parametric test to know whether it allows performing the *t* test and ANOVA in this study. Moreover, this study also employed Mann-Whitney U test and Kruskal Wallis test in case of those constructs which are not supported to allow performing parametric test due to rejecting null hypothesis in Levene's equal variance test. However, Mann-Whitney U and Kruskal Wallis test has only been used for comparing the results obtained from parametric test in this study.

RESULTS

School related Variables of School Teachers

The school related characteristics play the prominent roles in work place as well as in teaching profession. They also contribute to determine the job satisfaction among school teachers. This background variable includes types of school, the nature of their job, duration of job, and qualification of the teachers. This section adopted descriptive statistics like frequency and percentage to analyse these attributes in Table 2.



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Table 2
School Type by the Job Nature, Service period, and Qualifications of Teachers

Category of Differences		Type of School					
		Public		Institution		Total	
		N	%	N	%	N	%
School Type		265	76.81	80	23.19	345	100
Job Nature	<i>Permanent</i>	108	40.8	0	0.0	108	31.3
	<i>Temporary</i>	157	59.2	80	100	237	68.7
Service period	<i>Under 10 years</i>	145	54.7	75	93.7	220	63.8
	<i>11-20 year</i>	64	24.2	5	6.2	69	20.0
	<i>More than 20 years</i>	56	21.1	0	0.0	56	16.2
Qualifications	<i>10+2 and below</i>	92	34.8	17	21.2	109	31.5
	<i>Bachelor</i>	83	31.3	39	48.8	122	35.4
	<i>Master degree and above</i>	90	34.0	24	30.0	114	33.0

The school types are categorized into public and institutional group. Meanwhile, the job nature of teachers in categorized into two broad categories; namely, permanent and temporary respectively. This study incorporated service periods of teachers in five categories: less than 5 years, 5-10 years, 11-15 years, 16-20 years and more than 20 years respectively. Similarly, the qualification of the teachers is classified in three groups: 10+2 and below, Bachelor, and Master Degree and above.

Table 2 reveals that the three-fourth majority of respondents (N = 265, % = 76.81) belong to the public schools. This finding is similar to the national data archives from MOEST (2018) where public and institutional school teachers account 238,507 and 87,012 number respectively. This figure divulges that the number of public-school teachers is approximately three times more than the institutional schools in national scenario as well as in this study.

By the nature of their job, all the permanent teachers (40.8%, N = 108) belong to the public schools. Besides that, the entire institutional school consists of only temporary teachers (N = 80, % = 100) in this study. Overall, the majority of teachers (N = 189, % = 54.8) are temporary in nature whether they are associated with public schools or institutional schools.

The service period refers to the job experience of the teachers. The more experienced teachers are known as the senior teachers and less experience are recognized as junior teachers based on their service periods. Among these teachers, a majority of them (N = 220, % = 63.8) have served less than 10 years in schools, whereas in institutional schools most of the teachers (N = 75, % = 93.7) possessed the experience of less than 10 years in the comparison to public school teachers (N = 145, % = 54.7). This figure contributes to the assumption that most teachers are newly appointed teachers whose service period is less than 10 years. Besides this, there are very few teachers (N = 56, % = 16.2) whose service period is more than 20 years and all of them are from public school. This fact indicates that there is a miniature number institutional school teachers (N = 5, % = 6.2) whose service period is more than 10 years, and it clearly explains that there are stumpy rates of teacher stability in the institutional school in the comparison to the public schools. Khadka (2010) claims that only 4 percent teachers serve more than 16 years and 40 percent teachers have served less than 5 years in institutional schools of Nepal. These facts clearly indicate that teacher retention in institutional school is lower (Khadka, 2010) in comparison to the public schools, and its probable causes are the job insecurity, low payment, and also job dissatisfaction among the teachers.

Teaching profession is itself the highly noblest (Rao, 2015) and intellectual work, and it needs some certain educational qualifications. In relation to it, the Teacher Service Commission (TSC) of Nepal, determines 10+2 as the minimum educational qualification for doing teaching job in school (MOE, 2015) but this study explores that few teachers (N = 15, % = 4.3) still consist of School Leaving Certificate (SLC) now SEE as their educational qualification,



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and they all belong to public schools. The most notable thing is that the SLC is lesser qualification than higher secondary school education (*10 plus 2*) in context of Nepal. However, most of the teachers have acquired Bachelor degree (N = 236, % = 68.4) as their minimum educational qualification. Among them, the institutional school (N =175, % =78.8) accounts larger portion of their teachers in comparison to public schools (N = 56, % = 65.3). Besides, the public schools consisting more undergraduate qualification holder teachers (34.8 %) than institutional schools (21.2 %). This figure portrays that the institutional schools give preferences to recruiting qualified as well as highly qualified teachers in their schools than in public schools.

Assumptions of Parametric Test

This research performed the assumptions of parametric test for allowing the *t*-test and one-way ANOVA in this study. For this purpose, the randomization of sampling, scale form of tool, normal distribution of data, and homogeneity of equal variances among indicators were ensured. This study employed cluster as the probability sampling and constructed the 5 response Likert scale which ensured the first and second assumptions of parametric test (e.g. Cohen, 1969). Likewise, to ensure the third assumption, this study derived the kurtosis (-.54 to 0.35) and skewness (-.04 to -.98) of job satisfaction and its dimensions in between +1 to -1 respectively which confirms that the data is normally distributed (e.g. Garson, 2012). Furthermore, this study employed the Levene's equal variance test between job satisfaction and its components with the school related attributes as school types, job nature, service periods, and qualifications of teachers. The results are as follows in Table 3.

Table 3
Levene's Equal Variance Test Result of Job Satisfaction across School Associated Attributes

Dimensions of Job Satisfaction	Attributes	Levene's Equal Variance Test			
		Statistics	DF ₁	Df ₂	Sig.
Job satisfaction	<i>School type</i>	.04	1	343	.83
	<i>Job nature</i>	.01	1	343	.93
	<i>Service period</i>	.87	2	342	.41
	<i>Qualification</i>	2.57	2	342	.07
Pay	<i>School type</i>	.02	1	343	.88
	<i>Job nature</i>	3.47	1	343	.06
	<i>Service period</i>	4.96	2	342	.01
	<i>Qualification</i>	.18	2	342	.83
Work itself	<i>School type</i>	.50	1	343	.47
	<i>Job nature</i>	2.23	1	343	.13
	<i>Service period</i>	2.69	2	342	.06
	<i>Qualification</i>	2.22	2	342	.11
Work environment	<i>School type</i>	.42	1	343	.51
	<i>Job nature</i>	.38	1	343	.53
	<i>Service period</i>	1.19	2	342	.30
	<i>Qualification</i>	.07	2	342	.93
Supervision	<i>School type</i>	7.10	1	343	.01
	<i>Job nature</i>	.44	1	343	.50
	<i>Service period</i>	2.14	2	342	.11
	<i>Qualification</i>	1.21	2	342	.29
Recognition	<i>School type</i>	3.51	1	343	.06
	<i>Job nature</i>	.67	1	343	.41
	<i>Service period</i>	2.56	2	342	.07
	<i>Qualification</i>	.03	2	342	.96



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Table 3 presents the result of statistical test obtained from operating Levene's test of equal variance which reveals that the null hypothesis is retained, and they pose the p value > 0.05 respectively. Out of the 20 tests among the dimensions of job satisfaction, 2 rejected the null hypothesis of equal variances and pose the p value < 0.05 respectively. Altogether 22 constructs of job satisfaction and its dimensions indicate the assumption of equal variances. So, it allows the researcher to perform t -test and ANOVA test (Garson, 2012) in this study.

These entire statistical tests demonstrate that the assumption of equal variance is generally satisfied. However, the constructs such as pay across service period and supervision in case of school type is not satisfied. For these cases, the criteria are robust via moderately violating the equality of variances according to Ehiwario, Osemeke, and Nnaemeka (2013) which cannot seriously affect the parametric test. In this context, this study also performed the non-parametric test (e.g. Mann-Whitney U test and Kruskal Wallis test) for comparing its derived results with findings obtained from parametric test. For instance, if the results from parametric test ($p < 0.1$) are varied from non-parametric tests, it is determined as insignificant.

In a nutshell, the ensuring of these four assumptions allows this study to perform the parametric test (Hecke, 2010) as t -test and ANOVA for testing the hypothesis of this study in the following sections.

Job Satisfaction of Teachers According to School Type

This section tested the first hypothesis by examining the significant relationship between job satisfactions across school types (public and institutional) of the respondents. The difference in job satisfaction (pay, work itself, working environment, supervision and recognition) has been attained through computing independent samples t -test. This test obtains the mean, standard deviation, t value and ' p ' value (2-tailed) respectively. The output of t -test is shown in Table 4.

Table 4
Job Satisfaction among School Teachers' across their School types

Job Satisfaction across School type	School types	N	Mean	SD	t value	'p' value Sig. (2-tailed)
Pay	Public	265	3.21	.83	-.90	.36
	Institutional	80	3.31	.82		
Work itself	Public	265	4.03	.63	-1.82	.07
	Institutional	80	4.18	.64		
Work environment	Public	265	3.89	.67	-.99	.32
	Institutional	80	3.97	.70		
Supervision	Public	265	3.89	1.04	-2.90	.00
	Institutional	80	4.26	.84		
Recognition	Public	265	3.01	.83	-4.30	.00
	Institutional	80	3.42	.71		
Job satisfaction	Public	265	3.61	.58	-3.07	.00
	Institutional	80	3.83	.56		

Table 4 indicates the differences between public and institutional schools' teachers in terms of their job satisfaction. These differences in job satisfaction are derived from operating the Levene's Test for equality of variances and it gives t and p values respectively. Among the job satisfaction, some components retain the significance differences in job satisfaction but remaining other rejects it. Pay ($p = .36$), work environment ($p = .07$) and the work itself ($p = .32$) consist of the higher p values than the expected alpha value (0.05) in two tail tests. These statistical derivations reveal that the school types do not make any influences or changes in job satisfaction among the school teachers.



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The remaining components of job satisfaction represent the lower p value than the alpha value (0.05) which are supervision ($t = -2.90, p = .00$) and recognition ($t = -4.30, p = .00$) respectively. In the meantime, the researcher also performed the Mann-Whitney U test in case of supervision across school types and found $Z (-2.83)$ and $p (.01)$ respectively. These low p values indicate that the null hypothesis is rejected, which means there are significant differences in supervision as well as recognition in terms of job satisfaction across the school types. In other words, it makes sense that the supervision and recognition have been affected by the school types of the respondents. Among the school types, the institutional school teachers consist of higher level of satisfaction than the public-school teachers in relation to the supervision and recognition process.

Likewise, there is significant difference ($t = -3.07, p = .00$) in job satisfaction across the types of school among teachers. The obtained p value shows that the null hypothesis is rejected which indicates that the school types significantly affect the level of job satisfaction among school teachers. In addition to this, the job satisfaction consists of mean and standard deviation according to the public (Mean = 3.61, SD = .58) and institutional schools (Mean = 3.83, SD = .56) respectively. The mean and standard deviation score indicate that the public school influences the job satisfaction level more among school teachers. These all statistics reveal the fact that there is a significant difference in job satisfaction due to their school types.

Job Satisfaction and Nature of Job of School Teachers

This section examines the second hypothesis as assessing the significant differences between the job satisfaction and nature of the job (Permanent and Temporary) in relation to school teachers. The significant differences were obtained through overall job satisfaction (Pay, work itself, working environment, supervision and recognition) by computing the independent sample t -test. This test provides with the 't' score and 'p' value (2-tailed) in Table 5.

Table 5
Job Satisfaction among School Teachers' across their Job nature

Job Satisfaction	Nature of job	N	Mean	SD	t	Sig. (2-tailed)
Pay	Permanent	108	3.52	.71	4.36	.00
	Temporary	237	3.10	.85		
Work itself	Permanent	108	4.15	.57	1.66	.09
	Temporary	237	4.03	.66		
Work environment	Permanent	108	3.93	.71	.48	.62
	Temporary	237	3.89	.67		
Supervision	Permanent	108	4.00	1.05	.37	.71
	Temporary	237	3.96	.99		
Recognition	Permanent	108	3.10	.84	-.09	.92
	Temporary	237	3.11	.81		
Job satisfaction	Permanent	108	3.74	.58	1.79	.07
	Temporary	237	3.62	.58		

Table 5 presents the statistical results based on the data. It computed the 't' and 'p' values through operating independent sample t -test. The derived p value contributes to declaring the significant differences based on comparing the alpha (0.05) value. This table reveals that among the components of job satisfaction, the first component Pay consists of the significant differences ($t = 4.36, p = .00$) across the job nature of the teachers. Furthermore, the derived statistics also reveal the degree of differences in pay between these permanent (Mean = 3.52, SD = .71) and temporary teachers (Mean = 3.10, SD = .85). This statistic reflects the fact that the permanent teachers are more satisfied towards their jobs in relation to the pay.



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In case of other remaining component of job satisfaction (work itself, working environment, supervision and recognition) the test result reflects the entire derived ' p ' values that are higher than the alpha value (0.05). These p values show that there is no significant difference in the components of job satisfaction (except pay) across the job nature of the teachers. This section also deals with the p value (.07) which indicates the hypothesis is rejected and reveals that there is no significant difference in job satisfaction in relation to the nature of the respondents' job. These statistical inferences claim the nature of the teachers' job which did not make any changes in the entire job satisfaction and its overall dimensions except pay.

Job Satisfaction and Service Periods of Teachers

This section draws the results through adoption of one-way ANOVA test as well as Post Hoc test. These tests tested the third hypothesis and obtained the F and p values which contribute to determine the significant differences in job satisfaction (pay, work itself, working environment, supervision and recognition) across the service periods (less than 10 years, 11-20 year and more than 20 years) among school teachers. The statistical information is presented in Table 6.

Table 6
Job Satisfaction among School Teachers' across their Service periods

Job Satisfaction	Age group	N	Mean	SD	F	Sig.
Pay	Under 10 years	220	3.18	.79	5.42	.01
	10-20 year	69	3.12	.97		
	Over 20 years	56	3.56	.73		
Work itself	Under 10 years	220	4.03	.62	1.92	.14
	10-20 year	69	4.05	.72		
	Over 20 years	56	4.22	.53		
Work environment	Under 10 years	220	3.89	.65	2.16	.11
	10-20 year	69	3.82	.76		
	Over 20 years	56	4.07	.66		
Supervision	Under 10 years	220	4.00	.96	3.09	.04
	10-20 year	69	3.73	1.19		
	Over 20 years	56	4.16	.92		
Recognition	Under 10 years	220	3.17	.76	2.95	.05
	10-20 year	69	2.89	.88		
	Over 20 years	56	3.13	.95		
Job satisfaction	Under 10 years	220	3.66	.55	4.24	.01
	10-20 year	69	3.52	.68		
	Over 20 years	56	3.83	.55		

The one-way ANOVA test was operated to derive the p value of pay, supervision and recognition. It consists of the p value which is less than alpha value (0.05) in relation to the components of job satisfaction across the service periods of teachers in Table 6. This derived ' p ' value reveals that the null hypothesis is rejected. It also shows that there are significant differences in pay ($F = 5.42$, $p = .01$), supervision ($F = 3.09$ and $p = .04$) and recognition ($F = 2.95$ and $p = .05$) as components of job satisfaction across service periods of the school teachers. This F score and p values indicate that service period makes significant difference in the job satisfaction particularly in relation to pay, supervision and recognition among the school teachers. Furthermore, the researcher also employed the Kruskal Wallis test to examine the PIB via service period due to not supporting the equal variances and derived significant differences ($\chi^2 = 15.06$, $p = .01$). This statistic is analogous to the findings from parametric test. So, the result derived from the parametric test is accepted for proceeding analysis in this study.



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This section operated the Post Hoc test to identify which groups of service duration are prominent for the significant differences in pay, supervision and recognition respectively. In PIB the Post Hoc Test identifies the differences between under 10 years and over 20 years ($p = 0.01$, MD = .43), 11-20 years and over 20 years ($p = .02$, MD = .43) service groups who were significantly different from each other. This statistical result reveals that the significant differences in pay across service periods of school teachers are particularly due to dissimilarity between 'fewer than 10' and 'more than 20 years' as well as '11-20' and 'more than 20 years' among school teachers. By supervision, the Post Hoc Test demonstrates significant differences ($p = 0.04$) between '10-20' and 'over 20 years' service groups (MD = .43). In addition, the Post Hoc test shows significantly different between 'under 10' and '10-20' years ($p = .04$, MD = .27) among recognition as the factor of job satisfaction.

The other components (work itself and working environment) of job satisfaction consist of a higher p value than alpha value (0.05). This high p value indicates that there are no significant differences in work itself and working environment across the service periods of the teachers. This means that the service periods of teachers have not made any changes in their work itself and working environment as components of job satisfaction.

Overall, there is significant difference in entire job satisfaction ($F = 4.24$, $p = .01$) in relation to the service periods of the school teachers and it reveals the hypothesis is accepted. In addition, the Post Hoc test was operated to find out particular groups of service periods which play significant roles in obtaining the significant differences in job satisfaction considering job duration. The Post Hoc test reveals that the differences between '11-20 years' and 'more than 20 years' groups are significantly (0.01) different (MD = .30, SE = .10) from each other. These statistical inferences indicate the significant differences in job satisfaction across the service periods among teachers was particularly due to the differences between '11-20' and 'more than 20 years' service period of the teachers.

Job Satisfaction and Qualification of School Teachers

This section aims towards testing the fourth hypothesis for examining the significant differences in job satisfaction (pay, work itself, working environment, supervision and recognition) across the qualifications (10+2 and below, Bachelor and Master Degree and above) of the school teachers. For this purpose, one-way ANOVA test was used to derive the 'F' and 'p' values to determine whether there is significant difference in job satisfaction (Table 7).



Table 7
Job Satisfaction among School Teachers' across their Qualification

Job Satisfaction and Qualification		N	Mean	SD	F	Sig.
Pay	<i>10+2 and below</i>	109	3.33	.80	2.9	.06
	<i>Bachelor</i>	122	3.30	.82		
	<i>Master degree and above</i>	114	3.08	.85		
Work itself	<i>10+2 and below</i>	109	4.12	.64	.57	.56
	<i>Bachelor</i>	122	4.04	.68		
	<i>Master degree and above</i>	114	4.03	.58		
Work environment	<i>10+2 and below</i>	109	4.00	.65	3.56	.03
	<i>Bachelor</i>	122	3.95	.69		
	<i>Master degree and above</i>	114	3.77	.68		
Supervision	<i>10+2 and below</i>	109	4.03	.95	.26	.77
	<i>Bachelor</i>	122	3.96	1.08		
	<i>Master degree and above</i>	114	3.93	.99		
Recognition	<i>10+2 and below</i>	109	3.22	.82	2.01	.13
	<i>Bachelor</i>	122	3.10	.79		
	<i>Master degree and above</i>	114	3.00	.84		
Job satisfaction	<i>10+2 and below</i>	109	3.74	.53	2.57	.08
	<i>Bachelor</i>	122	3.67	.62		
	<i>Master degree and above</i>	114	3.56	.58		

Table 7 depicts the congregated data from the respondents. It explored that there is no relationship between job satisfaction and qualification of the school teachers. For this purpose, a one way ANOVA test was performed to derive F and p values in relation to each component of job satisfaction: pay ($F = 2.9, p = .06$), work itself ($F = .57, p = .56$), supervision ($F = .26, p = .77$) and recognition ($F = 2.57, p = .08$). However, the working environment ($F = 3.56, p = .03$) is significantly differing by educational qualifications of teachers. Likewise, the Post Hoc test portrayed that these differences in working environment are the result of dissimilarity between “10+2 and below” and “Master degree and above” educational qualifications group. Among them, teachers with higher educational qualifications (Master degree and above) are comparatively more dissatisfied regarding their working environment.

Overall, the value of job satisfaction ($F = 2.56, p = .08$) was fixed through the statistical procedures. The p scores in relation to job satisfaction appeared to be greater than alpha (0.05) value. The high p values indicate that the null hypothesis has been retained and it further shows that the qualification of teachers has no influence on the levels of job satisfaction as well as its entire components except working environment. Murage and Kibera (2014) claim that there are significant differences ($t = -2.55, p = 0.02$) in job satisfaction in relation to the academic qualifications of teachers. These dissimilarities in outcomes might be due to the different contexts and locale of these two studies. In context of Nepal, schools provide the similar pay and benefits to the same designated teachers irrespective to their qualification. Thus, the school leadership did not prioritize the high qualification of teachers. They perform the similar types of duties although they have different levels (higher or lower) of qualification. Thus, the qualification of teachers did not make any significant effect in determining the levels of overall job satisfaction among the respondents.

DISCUSSIONS

The school related variables (school type and experience) influences teachers' job satisfaction but the nature of job and educational qualification did not make contributions to job satisfaction. However, as the dimensions of job satisfaction, the pay and work environment varies by nature of the job and educational qualification respectively



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among teachers. In first-hand, the nature of their job (permanent or temporary) is given more priority to determine their salary and facilities instead of class facilitation as the part of their jobs. However, school teachers do not have the same equal salaries, payment and benefits (Fazackerley, 2013) but their efforts in school seems to be equal. This discrimination among teachers is the nature of their job which made differences in pay as the dimensions of job satisfaction.

The social exchange theory mentions that the continuous exchange between employees and organization creates a positive feeling towards each other (Ahmed, Ismail, Amin, & Ramzan, 2012). When this theoretical premise linked with this research context, it gives the meaning that the school pays good salary, benefits and incentives to the teachers to create some obligations among the teachers towards it. However, it did not happen in this research site. The schools have paid comparatively low salaries or benefits to their temporary teachers than permanent teachers (Khanal, 2011; Vaux, Smith, & Subba, 2006). So, these temporary teachers found themselves less obliged and felt more dissatisfied towards their job. On contrary to this, the permanent teachers are found to be more satisfied in their job concerning pay as components of job satisfaction.

Considering the working environment across educational qualification, the highly qualified school teachers have more ideas and experiences (Abayasekara & Arunatilake, 2017) to use the educational technology in a classroom for making their teaching more effective. These teachers also want comfort in their work for better performance than less qualified teachers. To achieve better comfort in work, they need sufficient teaching materials and availability of devices. However, this hardware of educational technology is not sufficiently available in developing countries. This scarcity is due to severe constraints of budget in education (e.g. Gongera & Okoth, 2013) and most of the developing countries spends it in the teacher salaries and remaining few is spending in textbooks and materials, infrastructure development and maintenance, teacher training and school meals (Burnett & Bermingham, 2010). Consequently, there is only fringe amount of funds available to manage the required facilities like teaching materials and digital devices. Due to these reasons, the schools provide the same working environment for all teachers. It means that the social exchange between school teachers seems similar in terms of their working environment. These equal types of exchange relations are not sufficient for the qualified teachers to perform an excellent job as according to their self-aspirations. In this situation, the qualified teachers are supposed to feel the lack of facilities and make them discomforts while delivering quality education. This circumstance drives them towards dissatisfaction in the job in relation to the working environment. This scene is similar to the context of Nepal and it becomes the major hindrance part among academically qualified teachers to achieve job satisfaction in schools and providing quality education.

On the other hand, there is a significant difference in job satisfaction, particularly in terms of supervision and recognition across the types of school among teachers and it is similar to several literatures (e.g. Gupta & Gehlawat, 2013; Rao, 2015). These significant differences between public school and institutional schools are due to the differences between its organizational structure, motives and operational process. Basically, the teachers in public school receive their salary from the government and their job is more secured (MOE, 2016). But the teachers in institutional school are dependent upon their employers (school owner) for their salary. In the institutional school, an owner expects more achievement from the teachers. They supervise their teachers rigorously, promote and appreciate their work performance and even encourage awarding incentives. However, such supervision and appreciation seem to be minimally executed in public schools. This variation of ensuring work performance and motivation for the work in the institutional schools cultivate a good exchange relation among the teachers. As a result, the teachers working in institutional school tend to have better job satisfaction than public school.

It is also found that the teaching experiences of teachers' influences the level of job satisfaction among school teachers (Murage & Kibera, 2014; Gupta & Gehlawat, 2013). For instance, the schools pay more salary, places higher trust, and provide more appreciation (recognition) to the experienced teachers than less experienced ones. These practices of receiving attractive salary, high respect in the school, and achieving high social positioning are



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the good examples of social exchanges among school teachers based on their experiences. This favourable environment in schools contributes the high experienced teachers to be more satisfied towards their job.

In addition, job satisfaction is found to be related to the social exchange theory (Ayers, 2010). This theory explains that the desire for getting rewards maximizes the positive attitudes among employees towards the organization. Considering this, every teacher possesses of distinct social exchanges according to their service periods and school types in their society. These variations in social exchanges made differences in the overall job satisfaction as well as in supervision and recognition. Thus, the types of their school (public and institutional) and also their service period formed the distinct attitudes towards their job. These variables contributed to determine the differences in job satisfaction as well as in its dimensions, particularly recognition and supervision.

The high social exchange relationships motivate and transform employees to developing the positive attitudes towards the organization (Ayers, 2010). These positive attitudes (job satisfaction) are determined through the motives, exchange relations, organizational structures, experiences, prestige, and mutual acquaintances of the teachers. Thus, the school related variables determine job satisfaction of school teachers' due to result of their different exchange relationship. The job satisfaction increases the high motivation (Fasasi, Etejere, & Oyeniran, 2016), performance (Shokrkon & Naami, 2009), work productivity, job commitment (Yan-Li & Hassan, 2018), organizational citizenship behaviour (Belwalkar, Vohra, & Pandey, 2018), and stability (Iqbal, Aziz, Farooqi, & Ali, 2016) of teachers. As a result, it ultimately benefits the school in terms of achieving success in the form of high academic achievement among students.

IMPLICATIONS

Job satisfaction among school teachers is the most popular construct in the field of organizational behaviour. This subject highly determines the organizational achievement and effectiveness. The low level of job satisfaction among teachers affects the entire educational output in schools. Thus, the result of this study contributes to make the school leadership effective and improve the school system as a whole while theoretical and practical implications of the study are identified. As a theoretical implication, this study tests the theory rather than constructing a new one. The results of this study confirm that the job satisfactions among teachers were determined by their school associated attributes even in the context of Nepalese school settings. On the other hand, as a practical implication, this research explores the influences of school related attributes on job satisfaction among school teachers. However, there are still many more sundry things to explore in the arena of the job satisfaction across school type and service of teachers. In general, the school teachers demonstrate the analogous features but they also possess distinctive characteristics based on their social capital. As a consequence, this research can be the milestone for other imminent scholar to investigate job satisfaction regarding school associated attributes of the teachers. Moreover, this research exists as the pioneer study in the subject of job satisfaction via school related attributes of the school teachers. Therefore, it raises the following concerns at its ending.

- a) School type and job satisfaction: Why does it bring differences?
- b) Job satisfaction: How service periods of teachers bring differences in it?

CONCLUSION

The highly experienced and institutional teachers get a good exchange relation in school, so they are ensured with high job satisfaction. However, there would often occur dissatisfaction in the job due to the presence of the disparity in payment between the permanent and temporary teachers, and while providing equal exchange relations among highly and lesser qualified teachers. It creates discomfort among temporary and qualified teachers and further differs in job satisfaction. Moreover, the school related attributes influence the job satisfaction in relation to the basis of getting satisfactory social positioning, reasonable payments, and high esteem in the job. These possessions are associated with the job nature, experiences, and comfort in work on school



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settings. Overall, these all circumstances motivate teachers to shape the affirmative attitudes and felt happiness towards the jobs in the school. Furthermore, satisfaction in the job boosts high job productivity, performances, commitments, and retain the academicians in schools. That's why job satisfaction is needed in order to achieve organizational success as the form of high educational achievement among students.

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