

Job Satisfaction and Performance of Community Secondary School Teachers in Nepal: An Exploration and Analysis

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Abstract: *The main purpose of this study was to explore and analyze the job satisfaction and performance of teachers. The study adopts the case study design and qualitative approach. This qualitative study explores the job satisfaction and affect the job satisfaction on performance of community school teachers in Nepal. The respondents were selected by purposive sampling. The result revealed that most of the secondary school teachers were dissatisfied. Especially, relief teachers and internal sources teachers were dissatisfied than the permanent teachers. Salary, unhealthy competition between teachers, irregularity of head teachers, politically biases and the parent's negative attitude toward teachers were the main causes of job dissatisfaction. Permanent teacher's involvement in different activities in school was low than the other teachers. Permanent teacher's absenteeism in school as well as classroom was also low than the relief and internal source teachers. Relief and internal sources teachers have high dissatisfaction but they were presented and tried to complete their tasks in time.*

Key words: Job, satisfaction, performance, unsatisfied, community school, teachers

INTRODUCTION

Job satisfaction is the key element of the school development and it is the attitude of teachers in their job (Unziker, 2012). According to Glinow and Mcshane (2018) "...[j]ob satisfaction is the attitude of teacher in school behavior. It is the evaluation of perceived job characteristics, working condition, environment and emotional experience" (p.131). It is a pleasurable feeling (Hollenbeck and Wanger III, 2010) and positive attitude and values toward their job (Judge and Robbins, 2017). In this regards, Koirala and Shrestha highlight that "...[j]ob satisfaction is to satisfy to the different activities, rules and regulation, school structure, decision-making process, communication process, facilities and opportunities of their schools, where the teachers are involved in their working place" (p.275). It is a function of value that the teachers to obtain from their work (Hollenbeck and Wanger III, 2010). These above statements indicate that the teacher's job satisfaction is related to the different variables like as, school environment, attitude of teachers to their job, promotion policies and communicating process. In this regards Acharya states:

Job satisfaction is an integral component of school climate and important element in management-teacher

relationship. It is important from the managerial and teachers point of view because it has some relationship with mental and physical health of teachers. It spreads goodwill about the school and it helps to reduce absenteeism and turn over (pp.166-167)

The above statement focused that the teacher's job satisfaction is an important element of educational development and it helps to reduce negative behavior of teachers in the school. Similarly, Luthans (2011) opines:

Job satisfaction is a result of teacher's perception of how well their job provides those things that are viewed as important. It is generally recognized in the school behavior field that job satisfaction in the most important and frequently studied teacher's attitude. Job satisfaction is the emotional response to a job situation. Job satisfaction is often determined by how well outcomes meet or exceed expectations (p.141)

The above statement clarified that job satisfaction is to meet the expectations of teachers in the school. It is related to teacher's perception and output of their performing tasks. Likewise, "the teacher's job satisfaction is needed for obtaining the pre-determined goals and objectives of the school" (Newstroom, 2000) and "...[i]t is very important in the school for professional development, school effectiveness and professional

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improvement of teachers” (Koontz and Wehrich, 1999). These above views indicate that the school effectiveness, efficiency and quality depends on the teacher’s job satisfaction.

The major determinants of job satisfaction are teacher’s personality, values, the work situation, pay, social responsibility and social influences (George and Jonse, 2012; Msuya, 2016; Judge and Robbins, 2017; Ikolo, 2017), salary (Stromquist, 2018), promotion opportunities, fair remuneration, colleagues and friendships (Sahito and Vaisanen, 2019; Kinyua, 2014; Sule, 2013; Thadathil, 2017), low professional commitment, daily teacher’s absence, lack of enthusiasm for education reforms, better pay, enthusiastic (Gius, 2012), the preparedness of teachers, leadership, independency of teacher, time management (Green and Munoz, 2016), teacher participation in school decision making (Thekedam, 2010), teacher motivation, organizational commitment, work productivity and teacher turnover (Winter *et al.*, 2006), different types of reward, situational salary, human relationship and authority (Ivancerich *et al.*, 2014), recognition, supervision and relationship work itself (Raymond, 2018) and quality teacher education, professional development of teachers. Ensure the security of tenure, self-actualization and success of their students, work itself, interpersonal relationship, educational policy (Raymond, 2018; Toropova *et al.*, 2020) are the elements that make teacher satisfy in their profession. The above all statements state that teacher’s attitude, personality, supervision, school environment, existing educational policies, salary and mutual relationship are the related factors of teacher’s job satisfaction. It is also clarified that teacher’s job satisfaction determines through different job related factors.

Teacher’s job satisfaction is connected with their job performance. In this context, Acharya claimed that “job performance is the behavior of the teachers and teacher’s performance and their behavior is interrelated” (p.174). From this point of view, it is highlighted that job performance is the actual behavior of teachers to their job and it is measured through their performing work in the school. Corresponding, Boldwin *et al.* illustrates that job performance of teacher is related to task performance and contextual performance. It means the teacher’s job performance is related to their different performing activities in school environment.

Similarly, it is related to their output or result of their delegated work which is improved through teaching practices, professional development, professional competition and motivation (Ghavifekr and Ibrahim, 2014; Chinomona and Sandada, 2014), personality traits of teachers (Rusbadol *et al.*, 2015), principal’s leadership role and school environment (Werang and Lena, 2014),

adequate supervision, compensation and in-service training programs (Oleforo *et al.*, 2015), principals instructional leadership roles (Enueme and Egwunyenga, 2008) and regular supervision of principals (Sule, 2013). The above all statements indicate that the job performance of teachers depends on the professional teacher training, healthy competition between their colleagues or other staff and incentive programs of school by which the teachers performed their delegated task with properly or poorly in their school. Teacher’s job performance affect through different job related factors which are related to school environment and school situation.

Likewise, it is related to the teacher’s regularity and discipline, active participation in teaching-learning activities in the classroom, responsibility and accountability of community secondary school. This statement focused that it is needed to the different teacher training programs for enhancing the job performance of teacher that is based on the supervisory style of head teachers. High job performance is enhanced through properly supervision by school supervisors (Ekpoh and Eze, 2015). It means the job performance of teacher is affected by supervision style of school supervisors. Job satisfaction of teacher had a negative effect on their performance. If the teachers feel the least satisfaction to their job the absenteeism, turnover and resignation rate will be increased in the school (Kyara, 2013). These statements state that teacher’s job performance determines through motivation, delegation of authority, division of work and distribution of available resources in the school.

Job performance and job satisfaction of teachers become a very vital role in educational development of the school and support to obtain pre-determined goals and objectives of the school. Teacher’s satisfaction with their job is also a productive and supportive for all-round development of the school. If the teachers concentrated with their job, they will develop and maintain high level of performance (Usop *et al.*, 2013). In this regards, Ikolo (2017) claimed that the teachers are not satisfied with their pay, working environment, promotion policy and opportunities which influences on the job performance of teachers. In this concerns, Chinomona and Sandada (2014) states that “school environment positively influences on teacher’s job satisfaction and their job performance” (p.208). It is clarified that the higher job satisfaction makes higher job performance. Supportive behavior of school, school management, well-equipped classroom and healthy environment of school determine the high satisfaction of employed teachers by which the performance is high.

Job satisfaction and job performance are both interrelated elements of school development. A teacher’s job satisfaction affects their performance (Marcus, 2017). School culture, school structure, leadership style, power

and negotiation, team process, communication and decision making process effect on the individual outcomes or job performance of the teachers (Colquitt *et al.*, 2011). All the above statements focused that motivating factors, teacher training, professional development process and self-esteem provide the high satisfaction to the teachers that helps to increase the high performance of teachers.

In this regards, Jain and Varma claimed that the job satisfaction causes a series of influence on various aspect of teacher's professional life and it is directly related to job performance. Lower satisfaction increase turnover and absenteeism and high job satisfaction increase job performance. Thus, there is a strong relationship between job satisfaction and job performance. Higher job performance increases higher satisfaction, by which satisfied teacher achieve more reward and recognition (Glinow and Mcshane, 2018). Teacher's higher job satisfaction performs better work and it increases the good performance of teachers in their schools (Adeyemi, 2008). These statements and different views indicate that the teacher's job satisfaction affects their job performance in school. Highly satisfied teacher performed their task effectively and efficiently but least satisfied teacher's performance can be noted poor in school.

Thus, the purpose of this study is to explore and analyze the job satisfaction and performance of community school teachers in Nepal. The research question of this study is "how does the job satisfaction affect the absenteeism, involvement and commitment of community secondary school teachers in Nepal?" This study has surfaced the job satisfaction and its affect in the performance of community secondary school teachers in Nepal.

Review of literature: This study provides a review of the literature on job satisfaction and the performance of community secondary school teachers that is particularly relevant to this study. Literature review is the most important part of the research which helps to determine whether the topic is worth studying and limit the scope of their inquiry (Creswell and Creswell, 2018; Creswell, 2002).

Robbins and Judge (2017, 2018) defined that "job satisfaction is a positive feeling about a job. A person with high job satisfaction holds positive feelings about the job, while a person with low satisfaction holds negative feelings to his/her job" (p.52; p.119). Similarly, Colquitt *et al.* (2011) mentioned that "job satisfaction is a pleasurable emotional state toward their job. Teachers with high job satisfaction experience positive feelings when they think about their job and teachers with low job satisfaction experience negative feelings when they think about their job" (p.94; p.98). Meanwhile, Robbins and

Judge (2018) defined that "individuals with higher job satisfaction perform better and organizations with more satisfied employees tend to be more effective than those with fewer" (p.55). Likewise, Colquitt *et al.* (2011) defined that "job performance is the value of the set of teacher's behaviors that contribute, either positively or negatively, to achieve the goal of school (p.31, p.32). Correspondingly, Colquitt *et al.* (2011) highlighted that job satisfaction has a moderate positive effect on job performance. Teachers who experience higher levels of job satisfaction tend to have higher levels of job performance.

Likewise, Colquitt *et al.* (2011) found that "job satisfaction positively effect on commitment. Teachers who experience higher levels of job satisfaction tend to feel higher levels of affective commitment and higher levels of normative commitment" (p.111). Whereas, Anari (2012) found that there is a positive significant relationship between job satisfaction of teachers and organizational commitment. In the same way, Anderman (1991) noted that organizational commitment and teachers job satisfaction are not completely similar entities and while teachers who are satisfied they tend to be committed to their job in schools. It means commitment is affected by job satisfaction. These above different evidences show that job satisfaction and commitment both are interrelated. Highly satisfied teachers have a higher commitment to their school and their delegated tasks.

Likewise, Colquitt *et al.* (2011) focused that teachers who are committed will be less likely to engage in work withdrawal even if they are dissatisfied. If teachers are not well-pleased with their job, they will ready to make sacrifices for the institutions. Equally, Robbins and Judge (2018) focused that the "teacher's engagement is an individual's involvement with, satisfaction with and enthusiasm for the job he or she does. Teacher's involvement is related to job engagement levels determine many measurable outcomes of school" (p.53). These different statements state that job dissatisfaction determines the low level of job commitment in the work place. It also decreases the participation and job involvement in the school.

In the similar way, Rotenberry and Moberg (2007) carried out that higher levels of job involvement are associated with increased performance of teachers in school and it also increased the citizenship behavior of employed teachers. Job satisfaction of teachers play the vital role for job involvement in different activities of schools. However, Khan and Nemati (2011) pointed that job involvement has a positive relationship with the level of job satisfaction. The study highlighted that higher level of job involvement is reducing the negative outcomes or impact, normally it is associated with job dissatisfaction

like absenteeism, turn over and it increased job satisfaction. These findings indicate that job satisfaction of teachers help to increase the job commitment, responsibility and accountability.

Likewise, Wang *et al.* (2017) argued that teacher’s job satisfaction had a significantly positive effect on job involvement. It is found that with the increase in job satisfaction, the increase of job involvement of teachers. Whereas, Com (2010) highlighted that there is a positive relationship between overall job satisfaction and job involvement of the teachers. Job involvement and job satisfaction of the teachers determined by three sets of variables namely organizational environment, demographic situation and career related opportunities. The above arguments clarify that teacher’s job involvement and commitment determine through their job satisfaction level.

In contrast, a great deal of proof suggested that teacher’s absenteeism is a factor in reducing the positive educational experience of the student. Eventually, Miller (2012) founded that 33% of high school teachers lost more than 10 days of school compared to 36% of middle grades teachers and 38% of elementary teachers. Just as, the absent teacher is related with higher achievement gaps, higher financial cost and a negative correlation with school culture, school environment and climate. Similarly, Bridges (1980) noted that there is no relationship between job satisfaction and teacher absenteeism and it is negatively related to absenteeism. The relationship between job satisfaction and absenteeism among school teachers is questionable which is influenced by the design of the job, interdependent work situations, high interdependent work settings, satisfaction with co-workers, salary, supervision and work itself. Ejere (2010) concluded that there is a strong positive relationship between absenteeism and job satisfaction of teachers in Nigeria. The study argued that high level of job satisfaction makes low rate of absenteeism and low level of job satisfaction increases the level of absenteeism. Teachers absenteeism is affected by job satisfactions, meaningfulness of work and job stress.

MATERIALS AND METHODS

This study adopted a qualitative approach, with in-depth, semi-structured interviews as the main method of researching the phenomenon of experiences, feeling

and perception of community secondary school teachers. The study used a case study design. The study was involved in exploring and analyzing the job satisfaction and performance of community secondary school teachers in Nepal, therefore, qualitative method was considered. The study used community secondary school teachers in Dailekh District. Five community secondary schools were selected by purposive sampling. Ten teachers were selected by purposive sampling from a list of teachers obtained from head teachers (**Table 1**).

The criteria for selecting the respondents were permanents and temporary (Relief teachers and internal sources teachers) teachers, length of teaching experiences. Semi-structured interview was used as data collection method which was used with teachers for data collection. The data of the study was collected by researcher’s own effort. Data was collected by telephone contact with sampled respondents. The researcher couldn’t meet the selected respondents with physically because the world is affected by COVID-19 as well as Nepal is also affected. So, data were collected through telephone, mobile contact as well as messenger and Viber call. Efforts were made to seek permission, co-operation and willingness of the target population to provide required data. The teachers were given enough time to make their responses. Collected qualitative data was summarized, analyzed and interpreted by researcher. Collected data from this study was organized in qualitative data and results were discussed with comparatively.

The study applied the Herzberg’s Motivation-Hygiene Theory. Herzberg decided two sets of factors in defining employees working attitudes and level of performance, named Motivation and Hygiene Factors (Robbins, 2009). According to Herzberg’s Motivation Hygiene Theory there are two sets of factors. One is relating to the intrinsic factors, which involved the actual doing of the job. The other set is concerning to the extrinsic factors, which involved the environment of the job. The intrinsic factors were achievement, advancement, possibility of growth, recognition, responsibility and the work itself. Herzberg included those factors as organizational policy, interpersonal relations with job security, personal life, salary, supervision and working environment (Herzberg *et al.*, 1959). This theory helps to determine the job satisfaction and dissatisfaction of teachers.

Table 1: Demographics of schools and teachers

Schools	Number of selected teachers	Working experiences	Types of teachers	Age of teachers (years)	Pseudonym
School one	2	27 and 14	Permanent-1 and Temporary (Relief)-1	48 and 35	Benjan and Harijon
School two	2	28 and 15	Permanent-1 and relief-1	51 and 38	Suilal and Rangit
School three	2	15 and 13	Permanent-1 and Internal source -1	39 and 36	Bindoj and Mendal
School four	2	30 and 10	Permanent- 1 and internal source -1	54 and 37	Panajali and Barma
School Five	2	32 and 15	Permanent-1 and relief-1	54 and 42	Benlami and Onjamin



RESULTS

In this study, researcher presents the findings of the in-depth interviews. All interviewees shared experiences and perceptions about their job satisfaction and affect the job satisfaction on their performance. Researcher has organized the findings with the aim of maximizing insights focused on the job satisfaction and its affect in the performance of the community secondary school teachers. The research question of this study is “how does the job satisfaction affect the performance of community secondary school teachers in Nepal?” So, the findings of the research covered the absenteeism, commitment and involvement of teachers in schools. Accordingly, researcher shared the findings as per the job satisfaction and its affect in the performance of the teachers.

Job satisfaction of teachers: The researcher conducted the semi-structured in-depth interview to explore the job satisfaction of teachers. Teachers were asked “how do you feel about your existing job? Are you satisfied or dissatisfied about your job? They shared their experience and perception relating with their job satisfaction. They spoke about their job satisfaction and dissatisfaction regarding with factors which made them satisfied or dissatisfied. Benjan shared own past experience and existing perception and explained that:

I was highly satisfied, while I started secondary level teacher before 15 years ago. At that time, I was unemployed and my economic condition was very poor. I could not solve my daily needs and problem easily because there weren't other alternative sources of income in my family. So, I was highly satisfied with my own job. But, later, I felt highly dissatisfied because the teaching learning environment, co-operation between colleagues and salary payment system of the school was not favorable to me. I was ideologically dominated by the chairperson of school management committee. I was working as a temporary internal sources teacher before 10 years ago and I have a fear to fire the job by local governance

In community secondary school, teachers were more satisfied in their initial phase of job. But later, they felt dissatisfied. In this case Harijon clearly articulated that:

I felt satisfied while being appointed as a temporary teacher in my school. After 2 years I felt dissatisfied. There was discrimination between permanent and temporary teachers. Permanent teachers had a high opportunity for promotion, academic qualification and training opportunity than me. So, I felt dissatisfied. Now, I feel dissatisfaction toward my job at present as well. I

couldn't solve the needs and homely problem through my basic pay scale. There is not any after job pension facility by government after my retirement

The interviews conformed the previous research that permanent teachers were satisfied than the temporary teachers. In this condition three teachers (Suilal, Rangit and Bindoj) shared their common experiences and perceptions and they said that they were teaching since 10 years ago in secondary schools. They were satisfied about their job. They were providing knowledge and experiences to the student and serving of their society as the educational leaders of community. But, their colleagues of school life were farming and they were unemployed. They had reputed to their parent and other community members than other person. They had a great role to product the qualified human resource for the nation. It was their great achievement. But, sometimes, they felt dissatisfaction because the promotion system was not based on seniority. It was highly affected by politicians.

Job satisfaction was affected by different aspects which are related to the job. While the job situation supports the teachers and their profession, teachers feel satisfied. Otherwise, they feel dissatisfaction. In this case, three teachers (Mendal, Panajali and Barma) shared their common experiences and feeling. They said that they were highly dissatisfied toward their teaching profession. They had taught approximately 13 years in their schools, but there wasn't chances for promotion. The authority was delegated on the basis of political, economic, geographical and nearness of community. Local teachers were highly ranked for posted in different post like as head teacher by School Management Committee (SMC) and local government. They couldn't use their knowledge and skills in their classroom because the teaching materials weren't managed by school responsible person. The behavior of head teacher wasn't appropriate. Financial transparency wasn't flowed by the head teachers. They misused the school fund in their own interest. They had bought house and land of other by using the school fund. The irregularity of the head teachers in the school was not cared by SMC and parent. Interviews had confirmed that, relief (Relief teacher refer a kind of teacher in the context of Nepal. The governance of Nepal managed and distributed the Relief teachers in the school like as permanent teachers post. Relief teacher means Rahat shikshak in Nepali. It is not government's funded post. It is only created post by donation of foreign donors) teachers were highly dissatisfied in community secondary schools. In this condition two teachers (Benlami and Onjamin) shared their common experiences and feeling. They were working as relief teacher in secondary school since 12 years ago. Permanent process wasn't legally managed by the government. There wasn't

opportunity for promotion. they were facing many challenges for teaching learning processes. They hadn't appropriate opportunity for professional development and career development. They were spending their earning and energetic age worthlessly. They were dominated by other permanent teachers and parent. They thought that there was not any space in their society.

By analyzing the job satisfaction and dissatisfaction, teachers introduced affecting aspects of job satisfaction. They expressed their dissatisfaction relating with job environment, pay scale, status and opportunities.

Affect the job satisfaction on performance: In interviews with participants, the job satisfaction of teachers came across clearly through affects the job satisfaction on performance. Teachers were asked "what affects the satisfaction/dissatisfaction on your performance in your school? The participants spoke about the affects the job satisfaction on their performance. The study universally found that the job. Dissatisfaction of teachers affects the absenteeism, commitment, job involvement, responsibility and accountability Teachers were highly dissatisfied and their job performance was low than the satisfied teachers. It was found that dissatisfied teachers were lazy and inactive to perform their delegated tasks in the working place. Dissatisfied teachers had a low performance. They did not take part in different activities of schools. In this case, Benjan stated:

While dissatisfaction was created about my job, then absenteeism was increased in the school and classroom. I shouldn't go to school in time. I thought that if the school administrator gave me challenges and threat, I could have resigned the job and searched new one. The classroom absenteeism was increasing day by day. I hadn't any inspiration, desire, readiness and motivation for delivering the knowledge in the classroom. The head teacher and School Management Committee requested to participate in different activities of school but, I rejected and decided to ignore the directions of them in my own side. I didn't want to speak with other. I thought that all responsibilities of school were occupied by the head teachers and SMC. I didn't want to join and involvement in the different tasks of school. Nowadays, I don't want to go to school at time as well as classroom. The head teacher requests to involve and participate in school's activities, but the request is rejected by me

The absenteeism in school and classroom, active participation and involvement in school's important activities and commitment toward school is affected through the job satisfaction of teachers. Job dissatisfaction creates the negative role of teachers in the schools. Similarly, Harijon noted:

The dissatisfaction was increasing day to day. I tried to control the dissatisfaction through my own side, but couldn't control the level of dissatisfaction. I hadn't completed the delegated task in time, but the task had gone down longer in completing. The task speed and team spirit was decreasing rapidly. I felt someone dominated to me and decided to resign my own job. I was not committed to the school and the other different tasks of the school. I didn't want to meet the predetermined goals and objectives of the school. I wanted to take leave without any important task and gave high priority to the household work than the school. I didn't go to school every day. I wanted to be absent in the school and spent the time with my friends by plaining placards. I never wanted to involve in the planning, decision making, extra activities, parent day, anniversary day and different committees of school

Job dissatisfaction increases the passiveness, absenteeism, low job involvement, low team spirit and commitment of teachers. However, aspiration and motivation of teachers going to be decreased. In this condition three teachers (Sulal, Rangit and Bindoj) spoke their common experiences and feeling. They said that they hadn't activeness toward their delegated tasks. They didn't want to go to school in time. They thought that why did they go to the school every day? They thought that, if the school threated to present and participate in the school's activities, they could have exit their profession. They hadn't any positive feeling toward their job. SMC and head teacher requested to responsible and participate in different tasks of school, but, they didn't to accept that directions and decided to transfer, resign and exit.

Job satisfaction of teachers help to increases the participation, involvement, motivation, commitment and accountability in the school. On the other hand, job dissatisfaction determines to decrease the performance of teachers. In this case, Mendal, Panajali and Barma shared their common experiences and feeling. They had high punctuality and commitment in the initial phase of their job, but now, they don't want to go to school regularly. They didn't have enthusiasm, activeness, motivation and ownership toward their job. They felt to join the other profession than the teaching profession. They wanted to avoid different tasks of their schools. They didn't want to involve in their delegated task along with actively. They thought that all responsibilities and accountabilities should be bared by SMC and head teachers.

Teacher's job performance seems on their behavior. Highly satisfied teaches performed their task with satisfactory, but, dissatisfied teachers performed their task with worthlessly. In this case, Benlami, Onjamin and Harijon spoke their common experiences and feeling. They said that they presented in time in schools and classroom while they were felling high satisfaction in the

past. Nowadays, they felt dissatisfaction and they did not attend in time at school every day. While they go to the school, they thought they were wasting their energy and earning age without any credit. They didn't want to think that some valuable tasks had been done for school development. They thought that what was their benefit? And what did the school give to us? We didn't want to take part in different tasks of schools.

DISCUSSION

Researcher viewed the job satisfaction and performance of Nepalese community secondary school's teachers through the Herzberg *et al.* (1959)'s two-factors theory. The result showed that community school teachers have a high dissatisfaction towards their job. Dissatisfaction of teachers determines their job performance. The results of this study are summarized linking with different related literatures.

Job satisfaction of teachers: The results showed that most of teachers were highly dissatisfied to their job. In the initial phase of job (new appointed teachers), teachers felt a highly satisfaction to their job. Relief teachers and internal sources teachers (Internal Source teachers means the teachers whose salary is bared/paid by school's own internal income and sources, but not government. These terms are used in Nepalese Schools. Internal source teachers are one kinds of teachers in the context of Nepal. They are temporary and contact based teachers and they haven't any governmental opportunities) were also highly dissatisfied than the permanent teachers. They had a fear of being fired from their job by local government. They were dissatisfied through the temporary job. Lack of training opportunities, dominated behavior of parent and SMC, inappropriate pay scale, political biases of SMC, head teachers and other staff, negative attitude of other people toward their job and their own hesitation. Permanent teachers were dissatisfied to their job. They were also dissatisfied through the unhealthy competition of colleagues, irregularity and non-transparent behavior of head teachers at school, political threaten, biases, dominated behavior of parent and pay scale payment system.

These results are matched with the study of Zembylas and Papanastasiou (2004) that teachers were influenced to choose their career because of the salary. This view is matched with the Nepalese context teachers. Similarly, these findings of this study are related to Mengistu (2012) that secondary level teachers were significantly dissatisfied with their job. Likewise, the results are consistent with the findings of Isaiah and Nenty (2012) that the teachers in community secondary schools in the South Central Region of Botswana were highly dissatisfied with their jobs.

Affects the job satisfaction on performance: The results showed that the community secondary school teacher's job satisfaction effect on the job performance of teachers. It was found that the job dissatisfaction of teachers affected the absenteeism, job commitment, job involvement, responsibility. Similarly, researcher found that the teachers were highly dissatisfied and their job performance was low than the satisfied teachers. It was found that dissatisfied teachers were lazy and inactive to perform their delegated tasks in the working place. Dissatisfied teachers had a low performance. They did not take part in different activities of schools. But, some teachers are satisfied to their job. In the initial phase of job, teachers were highly satisfied. While they satisfied they had activeness, low absenteeism, more responsibility and accountability to their job. While teachers were dissatisfied they weren't present in time at school. Teacher's absenteeism was increasing in the classroom activities. They weren't active for delivering knowledge and experiences in the classroom. They felt exhausted to their job and tried to leave the classroom. The student's teaching learning was disturbing through the absence of teachers. Permanent teacher's absenteeism was higher than the relief and internal sources teachers.

These results are matched with the conclusion of Damle that the teacher's absenteeism is a factor in reducing the positive educational experience of the students. Similarly, results are related to the study of Miller (2012) that the absent teacher is related with higher achievement gaps, higher financial cost and a negative correlation with school culture, school environment. Likewise, these findings are related to the study of Bridges (1980) that there is no relationship between job satisfaction and teacher absenteeism and it is negatively related to absenteeism. Teacher's absenteeism affects the learning outcomes of students and school development. Eventually, these all results are reliable with the conclusion of Ejere (2010) that there is a strong positive relationship between absenteeism and job satisfaction of teachers in Nigeria. So, it is said that teacher's job satisfaction affects the absenteeism of teachers in Nepal. Higher job dissatisfaction increases the absenteeism and higher job satisfaction decrease the absenteeism.

Teacher's job dissatisfaction reduces the job involvement in the schools. Dissatisfied teachers were not involved in different activities of schools. They ignored the directions and invitation of head teachers. Specially, permanent teachers had a negligence and they didn't participate in the school's important activities. They didn't want to involve in staff meeting, parent's day, seminar program of schools, planning and decision making processes of schools. But, dissatisfied relief teachers and internal sources teachers were involved in the different activities of schools because they had a highly fear of fire the job.

These results are matched with the result of Khan and Nemati (2011) that job involvement has a positive relationship with the level of job satisfaction and higher level of job involvement is reducing by the job dissatisfaction. Likewise, these results are corresponding with the findings of Wang *et al.* (2017) that teacher's job satisfaction had a significantly positive effect on job involvement. With the increase in job satisfaction, the increase of job involvement and with the increase in dissatisfaction, decrease the job involvement of teachers. Whereas, the results of this study are constant with the findings of Com (2010) that job involvement decreased through the dissatisfaction of teachers.

Teacher's job satisfaction and job commitment both are interrelated. Job satisfaction and dissatisfaction determined the job commitment of teachers. The researcher found that teachers weren't committed to the schools and their delegated tasks. Relief and internal sources teachers were committed rather than other permanent teachers. They were not ready to complete the pre-determined goals and objectives of the schools. Permanent teachers tried to avoid the delegated tasks. They hadn't feeling of ownership and they felt that the all responsibilities of schools should be bared by SMC and head teachers. They didn't want to take responsibility and accountability of their tasks but they tried to exit the job. But, internal source teachers and relief teachers tried to complete their delegated tasks in time. They hadn't feeling of ownership and they thought that their duties were to teach the student, what they do.

These findings are related to the study of Colquitt *et al.* (2011) that teacher's job satisfaction positively affect the job commitment. Teachers who experience higher levels of job satisfaction be likely to feel higher levels of commitment and lower level of job satisfaction determines the lower level of commitment. Whereas, these findings are harmonized with the conclusion of Anari (2012) that there is a positive significant relationship between job satisfaction of teachers and organizational commitment. Highly satisfied teachers had a higher job commitment and highly dissatisfied teachers had a lower job commitment. Similarly, these results are consistent with the findings of Anderman *et al.* (1991) that while teachers who are satisfied they tend to be committed to their job in schools and who are dissatisfied they exited and avoided to their job.

CONCLUSION

The primary focus of this small-scale qualitative study was to gain insights into the experiences, feeling and perceptions of community secondary school teachers in Nepal as to their job satisfaction and its affect in the performance. This study identified the job satisfaction of

teachers and affecting areas through in-depth semi-structured interviews with ten teachers (permanent, relief and internal sources teachers). The study presented that permanent teachers were less dissatisfied and they hadn't responsibility and accountability to their delegated tasks. But, relief and internal sources teachers were highly dissatisfied to their job rather than permanent teachers. The study presented that promotion system, schools unhealthy competition, politically biases, threaten and negative attitude of parents toward the teachers and irregularity of head teacher in school were the main causes of job satisfaction.

Dissatisfied teachers had a higher absenteeism in the school and classroom. Teachers wanted to absent in school but they wanted to enrage their household work. Relief and internal sources teachers came to the schools but they tried to absent in classroom. Teachers hadn't felt of commitment to their work and other school activities. Permanent teachers thought that their duty was to seem in the school rather than completed the course in time. Permanent teacher's had a low participation and involvement in the different activities of school and they rejected the invitation of participation. They were inactive to participate in school's program. But, relief and internal teachers participated and involved along with their interest.

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