Satisfaction in Job: Voices from Secondary Level Social Studies Teachers

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ARTICLE INFO	ABSTRACT
	Teacher job satisfaction refers to the sense of fulfillment and happiness that educators experience in their roles. Several factors influence this satisfaction, including working conditions, salary, relationships with colleagues and students, autonomy, and opportunities for career growth. Ensuring teacher satisfaction is essential for improving teaching practices, enhancing student performance, and creating a positive learning environment This study explores the job satisfaction of secondary school social studies teachers in Nepal using structured open-ended interviews with four participants. General qualitative methods were employed to analyze the data. The findings reveal that while teachers generally express satisfaction with their roles, several factors significantly affect their professional growth and overall well-being. Key factors include educational qualifications, access to training, availability of resources, institutional support, and financial benefits. However, political interference emerges as a major obstacle to educational improvement. This study highlights the need to address these challenges and prioritize professional development to enhance teacher welfare. The insights contribute to broader efforts aimed at improving teacher satisfaction and professional growth in Nepal's education system.
	Keywords: Secondary school social studies teacher, Job satisfaction, teacher professional development, teacher training, salary, school environment.

Context of the Study

Teacher professional development is an ongoing process of reflection, learning, and action to enhance a teacher's knowledge, skills, and teaching practices, ultimately improving student learning. It includes activities like professional development courses, peer collaboration, reflective practice, and staying updated with educational research. This continuous growth helps teachers adapt to changing standards, meet diverse student needs, and apply innovative strategies (Becirovic & Akbarov, 2015). Job satisfaction, influenced by factors like work environment, administrative support, student behavior, and professional development opportunities, enhances teacher motivation, performance, and retention, leading to a more positive educational experience for students (Alzhrani, 2017).

In the development of society and its continuing transformation, teachers play a variety of roles. These roles include pedagogical facilitation in the classroom, professional development to elevate teaching as a noble profession, community service as a contributing member of the community, social preservation and upholding of social and cultural values in a broader community, advocacy as a change agent for gradually transforming society, and moral development and transmission of human values. (Banda & Mutambo, 2016). Teachers' ability to carry out these roles and responsibilities both inside and outside of the classroom may be influenced by a number of variables that can be basically categorized into four groups: individual or personal variables (Mukhtar et al., 2017), social variables (Treputtharat & Tayiam, 2014), power related variables (Harris, 2014), and economic variables (Ombima, 2014). Personal characteristics include variables like age, interests,

determination, training, education, experience, and philosophy of individual. The social variables include the classroom and school setting, relationships among teachers, students, parents, and administrators, the teachers' public image of the workplace, and the availability of materials for teaching and learning. The regulations, rules, and authority and responsibility assigned to them as teachers are the power factors. Salary and benefits, financial stability, and sources of income are all considered economic factors. Ultimately, their level of job satisfaction is influenced by these variables. Due to this, job satisfaction among teachers is a significant factor that could influence the level of service they provide while carrying out their duties.

The secondary-level Social Studies curriculum in Nepal is interdisciplinary, blending history, geography, economics, political science, and sociology. It emphasizes critical thinking, citizenship, and social responsibility, aiming to foster awareness of national identity, cultural diversity, and global issues. The curriculum also promotes civic participation and sustainable development practices for students (CDC,2020). The development of the Social Studies curriculum in Nepal reflects the country's shifting educational priorities and sociopolitical changes over the years. Initially, the formal education system in Nepal was influenced by the Rana regime's focus on Sanskrit and religious studies, with little emphasis on social sciences.

After the end of the Rana rule in 1951, Nepal began modernizing its education system, adopting a more progressive curriculum aligned with global trends (Shah, 2024). In the 1960s, under the National Education System Plan (NESP) introduced by King Mahendra, social studies became a formal part of the school curriculum. The subject was designed to promote national unity, citizenship, and social harmony. The curriculum focused heavily on history, geography, and civics, reflecting the country's political agenda during the Panchayat era (1960–1990).

With the restoration of democracy in 1990, the curriculum saw revisions to incorporate more inclusive and democratic ideals. There was a shift towards integrating global perspectives, human rights, and social justice into the social studies curriculum (Shah, 2024). Further updates were made after the Comprehensive Peace Agreement in 2006, emphasizing peace education, diversity, and multiculturalism, reflecting Nepal's transition to a federal democratic republic (CDC,2020). The Curriculum Development Centre (CDC) under the Ministry of Education has been responsible for these revisions, ensuring that the curriculum aligns with the changing societal and political context of Nepal (Ministry of Education, 2016).

While the government of Nepal sets national education policy, local governments (municipalities) form school management committees (SMCs) to manage and regulate schools locally. For instance, the national government's School Sector Development Plan (SSDP) outlines professional development and teacher management programs with an emphasis on teaching workload, teacher motivation, and teacher quality. The same publication also provides policy recommendations to accomplish the previously outlined goals; but this policy does not focus on teachers' job satisfaction (Ministry of Education, 2015). Although appear to have more autonomy, recognition, as well as government resources, school teachers in Nepal appear to be less satisfied with their professions (Thadathil, 2015). However, the job satisfaction of social studies teachers in Nepal has yet to be adequately researched.

Similarly, satisfied teachers are less vulnerable to stress and burnout (Skaalvik & Skaalvik, 2011). Rather, they reinforce and align with shared issues where a major concern is job satisfaction in Nepal's schools. The pay, benefits, and other resources available to teachers in Nepal seemed insufficient when compared to teachers from other South Asian nations (Shrestha, 2005). Moreover, due to the inadequate resources for teaching, excessive workload, unfair performance and assessment systems, and the less interactive culture in schools, teachers have a negative view of the job (Rijal et al., 2014). The inadequate salaries of teachers contribute to lower the morale of teachers (Sharma et al., 2016). Indeed, there was an adverse connection between burnout and job satisfaction as job pressure increased (Skaalvik & Skaalvik, 2007).

The results of these schools' students' national examinations can be used to determine their success or failure. For instance, the effectiveness of Nepal's educational system has been assessed using the Secondary Education Examination (SEE), a yearly test administered at the end of the 10th grade. The majority of children in public schools actually performed below average on the most recent SEE exam (Chapagain, 2021). Among the causes for the high failure of students in the SEE, Mathema and Bista (2006) emphasized that "insupportable class loads of teachers and lack of professional commitment and dedication for the profession" (p. 395), which influence result in teachers' diminished job satisfaction. The fact is that job satisfaction has many important and far-reaching implications (Toropova et al., 2021).

This study aimed to explore the factors influencing the job satisfaction of secondary school social studies teachers. It also examined how teachers perceive their happiness at work and its connection to their professional development. By understanding these factors, the study sought to highlight the relationship between job satisfaction, teacher well-being, and career growth.

Research Questions

The major research questions of the present study are:
- How do secondary school social studies teachers perceive their job satisfaction?
- Are secondary school social studies teachers satisfied with their profession?
- How do personal, administrative and societal affect the professional development and job satisfaction of secondary school social studies teachers?

Literature Review

Due to the fact that teachers have a greater influence on pupils than any other component of education, they are regarded as one of the most significant components of schooling (Bektas & Nalcaci, 2012). It follows that professional satisfaction is critical to the success of both teachers and students. It is true that "a predictor of teacher retention, a determinant of teacher commitment, and, in turn, a contributor to school effectiveness" is teacher work happiness (Shann, 1998, p. 67). Locke (1976) describes job satisfaction as an "enjoyable or positive emotional state resulting from the appraisal of one's job or job experiences" (p. 1300). Whereas, Evans (1997) outlines job satisfaction as "a state of mind resolute by the extent to which the individual recognizes own job-related needs to be seen" (p. 328). Generally speaking, a variety of employment attributes are linked to job satisfaction. The five most widely used indicators of job satisfaction are job characteristics, which include the work itself, compensation, prospects for advancement, supervision, and coworkers (Smith et al., 1969).

Eklund (2008) argued the need of external and internal assets that teachers become satisfied teachers. Support, empowerment, clear expectations and boundaries, and productive use of time at work are examples of external assets. The values, attitudes, abilities, emotions, and beliefs of an individual, family, community, and institution are linked to their internal assets. Bentley, Coates, Dobson, and Meek (2013) conferred a study on academicians' job satisfaction across 18 countries from five continents. The results of the study were mixed, with teachers in some countries being very satisfied, such as in Brazil, Canada, and Finland; rational job satisfaction in Argentina, Germany, and South Africa; and below-average satisfaction in Portugal and the United Kingdom. They further recommended that job satisfaction depends on culture, context, employment and retention policies, job security, the complexity of organizational structure, and recognition.

Thadathil (2015) compared private and public-school teachers' job satisfaction in Nepal. In the study he stated that the teachers were found to have low job satisfaction due to a large amount of paperwork to be done despite teaching, long hours of instruction, and a partial promotion and profession development process; whereas Shrestha (2005) reported that in Nepal, one of the key elements influencing motivation and job satisfaction is the salary of teachers. Shrestha went on to list a number of non-cash reward elements that are crucial for work satisfaction, including health insurance, free public schooling for kids, classroom-required instructional materials, etc. Study steered by Brunnetti (2001) on teacher job satisfaction stated that teachers are very satisfied. According to his analysis, among the primary elements contributing to job satisfaction are working with young people, witnessing their growth and development, and serving society. Salary, benefits, and job stability are seen less significant.

Fuming and Jiliang (2007) stated that teachers are most unhappy with their salaries, welfare benefits, teaching conditions, and large class sizes. In order to increase job satisfaction, they also recommended a number of tactics, including raising pay and compensation, lowering class sizes, offering opportunities for professional growth, and enhancing working conditions for teachers. Study conducted in England also highlights professional development programs such as teacher training to hold the teachers in the profession (Roberts & Foster, 2016).

Toropova, Myrberg, and Johansson (2021) counterattacked that working conditions, teacher workload, teacher cooperation, and student discipline were the most important factors for teacher job satisfaction. There seem to be common factors related to job satisfaction irrespective of disparity in the grade of these different factors. Alzhrani (2017) examined the school teachers' job satisfaction in five dimensions: demographic features, teachers' insights of administrative support, workstation environment, teachers' self-efficacy in teaching, and student conduct. According to the study, instructors were satisfied with their jobs in each of the five categories. They expressed decreased satisfaction with the working environment and greater satisfaction with teaching self-efficacy and student behavior. Toropova, Myrberg, and Johansson (2021) shown a strong correlation between work satisfaction and teacher cooperation. Additionally, they stated that teachers' self-efficacy and the possibility of professional development were related to job happiness.

It is a common trend globally to have unions or professional organizations that work for the rights of their members, and Nepalese teachers are no exception. Normally, teachers' unions work for teachers' rights and help get better salaries by reducing inequality for teachers (Johnson & Kardos, 2002). Thus, teachers' unions

in the context of Nepal, however, still seem to be busy promoting their political ideology rather than working for the benefits and welfare of Nepalese teachers. Those organizations have to focus on work for educational reform (Poudel, 2015).

Political intervention in teachers' profession is one of the major causes of the deterioration in professionalism among teachers of public schools in Nepal (Shrestha, 2014). For various reasons, including low salary, teaching is not the first choice for many graduates in Nepal (Shrestha, 2005). The majority of studies on teachers' job satisfaction in general and subject-specific teachers' job satisfaction in particular have found that dissatisfaction is a symptom of a problem for the teaching profession and can have a detrimental effect on students' learning. The sense of satisfaction as a key to investigate teachers' psychological, social, and economic well-being may relate to a situation in which teachers are desperate with what's going on and how it is going on in the schools and classrooms

Conceptual Framework

I have constructed a conceptual framework for analyzing Nepalese secondary level social studies teachers' job satisfaction based on predominant factors such as economic (teacher's salary), academic (training and qualification), curriculum (nature of subject), teacher's position in school, motivation and work environment (Figure-1). These factors provide an analytical basis for understanding social studies teachers' job satisfaction from various paradigms and perspectives. Each major factor has theoretical foundations from the literature on teacher role, motivation, insistence, and job satisfaction.

Figure 1: Conceptual Framework for social studies Teachers' Job Satisfaction
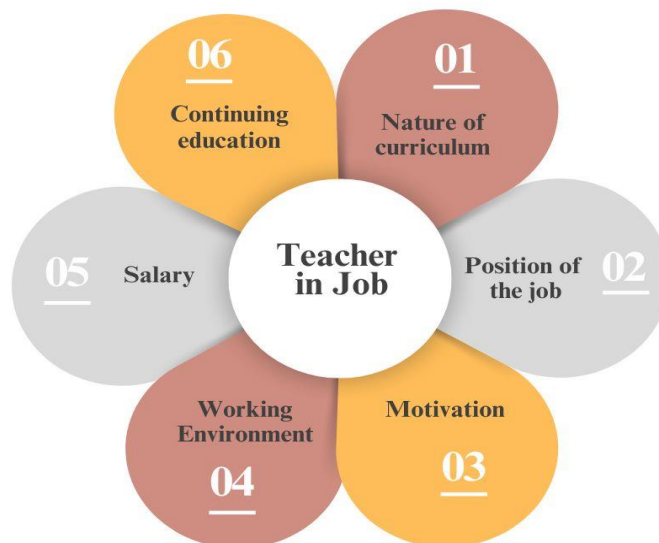
Financial aspects, such as salary and well-being, have been reported to play a significant role in workers' job satisfaction (Lee et al., 2017). Teachers' remuneration from the profession has even greater importance for job satisfaction (Olsen & Huang, 2018). Additionally, in the teaching profession, salary is positively correlated with job-related reputation; that is, the greater the salary, the better the level of job satisfaction. (Albert & Levine, 1988). By consistently fostering social, professional, and personal well-being, these kinds of diverse elements combine to create teachers' assurance, power, and status. In this study, these conceptual and theoretical characteristics were applied to understand Nepalese social studies teachers' job satisfaction.

Research Design and Process

This study employed a general qualitative research approach to gather in-depth data from in-service secondary school social studies teachers. Open-ended questions were utilized to collect qualitative data, enabling participants to express their experiences and perspectives comprehensively. Qualitative methods, enriched through methodological triangulation, provided nuanced insights into teachers' professional development and job satisfaction (Flick, 2018). The collected data facilitated an understanding of the participants' attitudes, emotions, beliefs, and values concerning their profession (Schwandt & Gates, 2018). A purposive sampling technique was adopted to select participants, ensuring that the sample was relevant to the study's objectives and context (Schreiber & Asner-Self, 2011). Purposive sampling approach enabled the researchers to capture diverse yet context-specific experiences related to professional growth and job satisfaction.

Open-ended questions were employed as data collection tools in this study. The sample consisted of four secondary school social studies teachers from Nepal, including one female participant, with ages ranging from 30 to 50 years. These teachers, who were serving as resource persons, were selected from secondary schools within the Kathmandu district. Additional details about the participants emerged through the findings of the study. Participants were informed about the ethical standards governing the research, including the voluntary nature of their participation in the interviews. To ensure accuracy and maintain the integrity of the data, responses provided in the participants' native language, Nepali, were transcribed verbatim and subsequently translated into English. This approach preserved the authenticity of the participants' perspectives while facilitating analysis in the study's reporting language.

To identify themes from the qualitative data gathered through open-ended questions, a codebook developed during the data analysis process was utilized. For clarity and transparency, different colors were assigned to each participant and each question within a matrix format. Subsequently, the data from each participant for each open-ended question were compared horizontally. In the second phase, initial themes were identified for each open-ended question. These preliminary themes were then validated with the participants before the final themes were established. During the analysis, the codebook was refined and enhanced, reflecting the systematic nature of coding as a method for categorizing and organizing collected data (Glesne, 2011). The primary themes emerging from the qualitative data were identified and systematically compared and contrasted across the respondents. In this study, the participating teachers are referred to using codes for clarity and anonymity. These codes are designated as ST (1), ST (2), ST (3), and ST (4). The code ST (1) represents the first social studies teacher, ST (2) refers to the second social studies teacher, ST (3) corresponds to the third social studies teacher, and ST (4) indicates the fourth social studies teacher. This coding system ensures confidentiality while allowing the researchers to differentiate between participants during data analysis and reporting.

Results and Discussion

The analysis of participants' responses identified three main themes. First, professional development, training, and resources were seen as essential for helping teachers stay updated with new educational practices and improving their teaching skills. Participants stressed the importance of having access to sufficient teaching materials and support from their institutions to encourage professional growth. Second, fair salaries, benefits, and manageable workloads were highlighted as crucial factors. Teachers pointed out that equitable pay, additional benefits, and reduced workloads could lower stress and increase job satisfaction. Third, clear policies and societal recognition were considered vital for career development. Respondents emphasized the need for clear roles, opportunities for career advancement, and greater respect and recognition for teachers in society. These themes highlight the importance of institutional, financial, and social changes to improve teacher satisfaction and performance, ultimately benefiting the education system.

Professional Development, Training, and Resources

The findings indicate that professional development, in-service training, and access to educational resources are pivotal for career advancement and job satisfaction. Professional development encompasses a wide range of training initiatives, including curriculum and course design training, leadership development programs, and ICT skill enhancement. In this regard, ST (3) argue:

> *To enhance pedagogical practices, teachers should receive trainings, including the use of new tools and technologies. They must stay informed about the latest developments in theory and practices of pedagogy, with ICT integrated into social studies instruction.*

The same participant further emphasized that authorities must establish policies that consider teachers' schedules and time constraints to support effective teaching. Another participant highlighted that teachers should refine their professional skills and approach teaching with genuine passion to achieve greater job satisfaction. Professional development programs play a crucial role in enhancing subject matter expertise, classroom management, and instructional strategies. These programs prioritize practical, hands-on training that can be immediately applied to improve student engagement. Regarding the importance of professional growth and training for social studies teachers, ST (1) expressed their perspective, stating:

> *Teacher training is important for staying updated on modern teaching methods in social studies, improving classroom management, and meeting students' different needs. Continuous learning helps teachers perform better and teach more effectively.*

Respondents frequently mentioned their limited access to the digital and physical resources they need. A common concern is that while training sessions are offered, there is often a lack of follow-up support, such as access to technology, instructional materials, or professional guidance. Another significant issue is the role of school leadership in influencing professional growth. Some respondents reported that a lack of support from

school leadership hindered their development, while others expressed greater satisfaction when they felt encouraged by administrators to participate in workshops or conferences.

Professional training and development are widely recognized as beneficial; however, their impact can be limited without specialized approaches, adequate funding, and sufficient institutional support. Results of the present study identified several key factors that contribute to teachers' professional development and job satisfaction. The findings align partially with Shrestha's study (2005), which supports some aspects of the present study. However, unlike Shrestha's conclusions, this study emphasized that additional training and access to educational resources were the most critical factors for professional growth and job satisfaction. The importance of professional development highlighted in this study corresponds with the findings of Toropova et al. (2021) and Fuming and Jiliang (2007). Furthermore, the results corroborate Thadathil's (2015) observation that teachers expressed dissatisfaction with professional growth opportunities, staffing, tenure, and promotion practices.

Salary, Benefits, and Workload

Salary, benefits, and workload were identified as critical determinants of professional growth and job satisfaction among educators. One participant underscored the importance of ensuring that teachers receive compensation and benefits that are, at a minimum, respectable, thereby enabling them to lead fulfilling lives. The study also emphasized the need for governmental intervention through targeted initiatives to elevate the economic and social standing of teachers.

Several participants recommended that the Nepalese government assume responsibility for financing the educational expenses of teachers' children. Furthermore, one participant proposed the establishment of a mechanism to incentivize recent graduates with strong academic credentials to enter the teaching profession. To this end, it was suggested that the government enhance teacher salaries and introduce additional benefits to attract and retain highly skilled educators. Another participant advocated for the formulation of a comprehensive policy within the Nepalese school education system. Such a policy should focus on encouraging capable and motivated college graduates to pursue teaching careers, thereby positioning the profession as an attractive and prestigious career choice.

The findings also indicated that workload is a significant factor influencing teachers' professional development and job satisfaction, alongside financial incentives. One participant suggested that teachers should be required to teach no more than three classes per day, as opposed to five, to allow sufficient time for preparation and lesson planning. Several respondents reported challenges in implementing new strategies acquired through training, attributing these difficulties to time constraints in the classroom, excessive workloads, and insufficient opportunities for practice and reflection. Regarding workload, ST (4) remarked:

> *Teachers face overwhelming workloads, balancing grading, lesson preparation, meetings, and administrative tasks alongside providing individual attention to students, often with insufficient time to manage these demands effectively.*

The findings of the present study show that there is lack of respect for teachers within Nepalese society. Thus, many graduates do not want to choose teaching as carrier. This suggests the need for government-led policies or initiatives to emphasize the critical role of educators in the community. The government must promote teaching as an essential pillar of societal development. Participants also raised localized concerns regarding educational policies. They emphasized that School Management Committees (SMCs) and administrators must adopt equitable and unbiased policies that treat all teachers fairly, irrespective of their political affiliations. As ST (2) stated:

> *The headmaster and SMC must be accountable for improving instructional standards and ensuring transparency. They should also have a clear vision for the development of teachers and the teaching profession. Additionally, the SMC should implement a policy that encourages teachers' continuous professional development.*

The data indicated that a lack of respect for teaching in Nepalese society could be connected to the salary range and related benefits. One of the respondents said that in order to improve public view of the teaching profession, people need to think of it as a wonderful profession. In a similar vein, another participant said that a program aimed at improving the social standing of teachers ought to be implemented by the government. Teachers should be in accountable for raising their position in society and creating a unique identity as ideal members of society in the meantime. In this context, James et al. (2013) report that culture, context, hiring and retention practices, job security, organizational complexity, and recognition from the public and government significantly influence job satisfaction. These findings align with those of Roberts and Foster (2016), who emphasize the importance of professional development initiatives, such as teacher training, to enhance job

satisfaction and retain educators in the field. Teachers often experience dissatisfaction due to factors such as fatigue from heavy workloads, conflicts with school administration, and the demands of fulfilling multiple roles. Similarly, An, Li, and Wei (2021) advocate for increased government funding to improve school infrastructure, raise teacher salaries, and expand professional development opportunities, emphasizing these measures as essential for enhancing teachers' job satisfaction and self-efficacy.

School Environment

Results of the present study revealed three key themes regarding the school environment: (i) the teaching and learning environment, (ii) the societal status of teachers, and (iii) the need for clear policies to support teachers' welfare and rights. Factors such as infrastructure quality, resource access, administrative support, and student engagement strongly influence teachers' views on the school environment. A positive school environment encourages collaboration and professional growth, whereas a negative one results in frustration and burnout. These perceptions directly impact teachers' motivation, teaching strategies, and overall effectiveness.

The results of this study suggest banning political activities entirely from school premises and creating ideal learning environments to enhance teachers' sense of security, comfort, and commitment to their work. The participants blamed political interference for the decline in educational quality. One participant stated that political interference had destroyed the teaching and learning atmosphere in Nepal's educational system. Furthermore, the information highlights the need to modify conventional teaching methods to improve the public's critical perception of the teaching profession.

When policies prioritize contemporary issues such as critical thinking, civic education, and global awareness, they encourage teachers to continuously update their skills. A stagnant curriculum reduces teachers' motivation to pursue professional development, leading to inactivity in teaching methods and knowledge. Society values Social Studies for its role in developing responsible citizens, prompting greater recognition and support for teachers. This societal value provides better access to professional development opportunities, increased investment in training programs, and encouragement to adopt innovative teaching practices. However, when society undervalues Social Studies, teachers lose motivation and institutional support, which hampers their professional growth.

The participants expressed that they should avoid political activities, and such activities must be clearly prohibited on school grounds. One participant stated, "Politics must stay separate from teaching; no political activity should happen in schools." Another participant, ST (2), shared their frustration and said:

> *Politics of education is crucial for a country's development, but it should not divide teachers through political party-driven unions. While teacher unions should support professional growth, they often fail to do so. Political actions like protests and disturbances must not tarnish the teaching profession's reputation.*

One participant, ST (1), argued that educators can play a political role because they are, ultimately, individuals with societal influence. He emphasized the need for educators to recognize how their social status affects both their professional identity and their motivation for continuous improvement. Teachers are more likely to pursue professional development in environments where teaching is highly valued, as they are seen as key contributors to national growth. Higher status is often linked to better income, working conditions, and access to resources, all of which encourage ongoing professional growth. In contrast, in communities where teachers are undervalued or underpaid, professional development may be viewed as an additional burden with minimal reward, leading to limited investment in their own advancement.

An individual's qualifications and skills should be the basis for the teacher selection, appointment, promotion, and transfer processes instead of favoritism and nepotism. Furthermore, another participant, ST (2) stated:

> *Teachers should be selected on the basis of their qualifications, talents, and abilities, not favoritism or nepotism. The school management committee and school administrators must treat all teachers equally and fairly, regardless of their political affiliation. Performance reviews and assessments should not depend on teachers' political membership.*

Policies that grant teachers autonomy in the classroom allow them to implement innovative techniques and experiment with different approaches learned during professional development (Hogan, Thompson, and Chandra 2022). In settings with overly prescriptive or restrictive policies, teachers may find it harder to innovate, limiting the impact of their growth initiatives. In contrast, a culture that values teachers and supports them with appropriate policies fosters an environment that encourages continuous professional development, while the absence of these elements can significantly hinder opportunities and motivation for growth.

This study shows that the school education system, the teaching profession, and school management committees must remain free from politics. In this context, Shrestha's (2005) and Brinkmann's (2018) findings indicate that teachers' unions in Nepal do not work for teachers' welfare. Similarly, this study reveals that school management committees do not treat teachers fairly and equally. Political parties campaigned for the formation of school management committees, aligning with Shrestha's (2005) findings. One reason for the unpredictable results may be demographic and economic differences between countries. As a developing country, Nepal receives significantly lower investments compared to developed nations.

Conclusions

Several factors determine secondary school teachers' job satisfaction. The findings show that key factors influencing social studies teachers' professional development and job satisfaction include in-service training, educational resources, and instructional materials. As a result, policymakers are likely to revise policies to improve teachers' professional development. Additionally, social studies textbook writers, as experts in the field, must prioritize their own professional growth. While salary is an important factor in job satisfaction, this study suggests that access to educational resources and opportunities for professional development may be even more important than financial compensation. These findings have significant implications for policymakers as they prioritize initiatives to improve the education system in schools

The government of Nepal should increase funding to improve school facilities, expand professional development opportunities for teachers, and ensure classrooms are well-equipped with instructional materials. Furthermore, local and national governments in Nepal must give teachers a stronger voice, enabling a better understanding of their needs, goals, and expectations, which will foster their professional development and job satisfaction. Policymakers should also create regulations to keep school premises free from political influence by banning party politics within educational institutions. Educators' job satisfaction would likely rise if they had better access to resources and professional development opportunities. The Government of Nepal must implement a program to attract and motivate talented, dynamic, and newly graduated individuals to pursue teaching careers. The Teachers Service Commission should manage the recruitment process for both temporary and permanent teachers. The findings highlight the need for the Government of Nepal to create a teacher recruitment system that prioritizes qualifications over political affiliations. This approach would ensure the selection of highly qualified educators, promoting a merit-based process that focuses on the skills and expertise of candidates rather than their political connections.

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