Humanities and Social Sciences Letters
2025 Vol. 13, No. 2, pp. 526-542
ISSN(e): 2312-4318
ISSN(p): 2312-5659
DOI: 10.18488/73.v13i2.4178

Assessing the impact of teacher's satisfaction on educational outcomes: Experiences from Nepal

Bishnu Prasad Pokharel[1]
Yadav Mani Upadhyaya[2]
Khom Raj Kharel[3]
Bisna Acharya[4+]

[1,2,3] *Tribhuvan University, Saraswati Multiple Campus, Kathmandu, Nepal.*
[1] *Email: bishnu.pokhrel@smc.tu.edu.np*
[2] *Email: yadav.upadhyaya@smc.tu.edu.np*
[3] *Email: kharelkhom@yahoo.com*
[4] *Tribhuvan University, Mahendra Ratna Campus, Kathmandu, Nepal.*
[4] *Email: acharyabisna@gmail.com*

(+ Corresponding author)

Article History
Received: 30 December 2024
Revised: 21 March 2025
Accepted: 31 March 2025
Published: 16 April 2025

Keywords
Achievement
Job satisfaction
Professional development
Quality education
Teachers' role.

ABSTRACT

This study aims to examine the relationship between teachers' professional development and its impact on students' academic achievement at the educational institutions of Kaski, Nepal. Finding a consistent professional orientation was the goal of the study to improve academic performance and subsequently support quality enhancement. It used convenience sampling techniques to collect empirical shreds of evidence from one hundred thirty-five teachers of twenty-four schools in Kaski, Nepal by using close-ended questionnaires. The findings of the study show that the chi-square (X^2) test of the empirical evidence showed a positive relationship between the improved pedagogical efficiency of the teachers and the augmentation of the achievement level of the academic institutions. The correlation matrix shows significant insights into the relations among many elements of the school environment and teacher evaluations. The study's conclusion reveals a substantial co-relationship between in-service professional development and institutional achievement level leading to the conclusion that appropriate professional training positively impacts academic outcomes. The policymakers, educationists, and related stakeholders, the conclusion of this empirical research can be of significant reinforcement for the amendment of the existing educational policy to make up for the inadequacy of the current instructional strategies and generalize the results to improve the quality achievement of the service pursuers-students.

Contribution/Originality: This study introduced the teachers' satisfaction with their profession in rural Nepal. This study has also focused on how Nepalese school teachers bear their jobs regarding the existing facilities. It also explores how the schools create a friendly environment in Nepal.

1. INTRODUCTION

The professional development programs consist of training, research development programs, reward-oriented policy, and teacher-oriented academic programs. Teachers' professional development through such orientations is essential to enhance academic institutions' quality. This connection shows that professional development and quality enhancement have an interrelated correlation. One of the motivating factors for professionalism is job satisfaction which invariably leads to quality enhancement. A complete academic environment at school premises is possible only through professional teachers.

Teachers need professional development programs to generate a sound educational environment for cultivating positive attitudes among all the stakeholders at academic institutions. Dreer (2022) highlighted that the satisfaction of teachers significantly influences the overall happiness of teachers as well as the effectiveness of the teaching and learning process. Regarding satisfaction, Collie, Shapka, and Perry (2012) highlighted the growing acknowledgment of the connection between teacher satisfaction and educational outcomes. For them, there exists a connectivity between teachers' gratification and the teaching- learning process.

According to Skaalvik and Skaalvik (2011) teacher's satisfaction belongs to professional development, working conditions, compensation, and school relationships. High teacher satisfaction improves teaching, motivation, and student outcomes. Klassen and Chiu (2010) remarked that teacher's dissatisfaction can lower educational outcomes, increase turnover, and disengage students.

A comprehensive study of teacher satisfaction and educational outcomes in Machhapuchre Rural Municipality, Nepal is needed to improve academic institutions' achievement. This region's unique geography and socio-cultural features present challenges and opportunities that can affect teacher satisfaction and educational effectiveness. Machhapuchhre Rural Municipality in Kaski features as a vital hub of Nepal's tourism industry in the Kaski district. This municipality has a variety of physical terrains, situated on the slopes of magnificent snow-capped mountain ranges. Lying on the lap of fabulous snow-capped mountain ranges, this municipality has varied geographical terrains. This rather intriguing place poses challenges for development and offers opportunities to play a vital role in becoming a role model in the field of academic development. Academic enhancement of the institutions of this municipality disseminates quality upgrading information to the people within and across the nation.

Beside the overall background, the present study examines why students fail to display satisfactory performance in terms of all academic activities and are lagging far behind at the academic level. Since the major stakeholders as well as teachers play a critical role in enhancing the academic quality of students by imparting knowledge and information strategically, it is imperative to examine the causes that lead to the improved performance of students. The research into this academic domain is viable and, therefore, deserves a critical investigation.

1.1. Significance of the Study

This empirical study examines the critical necessity for educational progress in Kaski, Nepal. Empirical evidence suggests various strategies for establishing the location as a center for academic excellence and quality improvement. This study highlights the necessity of formulating innovative strategies to tackle educational disparities and enhance achievement levels. The students' pursuit of quality education is warranted when the teachers hold the requisite qualifications. The findings clearly indicate a positive correlation between development initiatives and quality enhancement. The significance of the study is highlighted for enhancing the institution's performance through infrastructure development and criteria-based assessment through policy reform.

2. LITERATURE REVIEW

Professional satisfaction is a key point for the academic enhancement of any institution. Positive academic impact can be attained through the enhancement of teachers' various pedagogical skills and techniques of teaching. Specific training that concentrates on the skill development of a subject, period refresher training, research and development, and objective criteria-based reward policy instill confidence and provide impetus to the professionals. The specialized progress activities have a direct relationship to the academic outcome of the institution. The situation invites a positive development and needs to have a major effect on evaluating present educational methods and activities as well as improving academic institutions' general reputation for quality education.

Teacher job satisfaction is essential for educational success. A comprehensive meta-analysis found strong correlations between teachers' job satisfaction, intention to leave, absenteeism, and teacher-student interactions

(Lei, Cui, & Chiu, 2018). This supports the claim. An in-depth literature review reveals the complex relationship between teachers' satisfaction and academic success. The degree of job satisfaction among educators can substantially impact the outcomes of educational initiatives. Michaelowa (2002) asserts that the implementation of measures such as control, incentives, and improved equipment positively influences student progress. However, it may simultaneously lead to a decline in teacher satisfaction.

Lee (2006) focused on the teachers' satisfaction in their jobs and its direct effect on educational achievements in Cambodia's Non-Government Organizations (NGOs) schools. Financial and non-financial incentives, school management, and professional development opportunities for teachers demonstrate this impact. Ultimately, teacher job satisfaction influences the achievement of students and the rate at which they enroll in those schools.

Kainth and Kaur (2011) highlighted the significant impact of instructors' level of work satisfaction on educational outcomes. Expressing dissatisfaction can lead to a decline in the overall standard. Teachers' contentment directly influences national development as it shapes the quality of education they provide. Kisida and Wolf (2015) explored whether providing education through a market-based governance structure leads to higher customer satisfaction. The authors discover compelling evidence that the program consistently improves parental satisfaction.

According to Subedi (2015), providing comprehensive and well-organized training programs for teachers or trainers can significantly improve education's quality. However, stakeholders must have a thorough understanding of the effectiveness and importance of these training and development interventions. It is crucial to maximize their impact on improving teachers' skills. Akintola and Ijaduola (2016) investigated the influence of job satisfaction on the performance of secondary school teachers in the Yewa South Local Government Area of Ogun State, Nigeria.

Giri and Shrestha (2016) applied a difference-in-differences approach, leveraging district-level disparities in the number of new schools and variations in individuals' exposure to these schools based on their school-going age. Reddy, Upadhayay, Yadav, and Subedi (2016) highlighted that the satisfaction of teachers has a direct influence on the educational results in Nepal. Providing specialized training to teachers, soliciting input from students, and emphasizing professionalism and communication skills contribute to improving overall performance and standards.

Shrestha and Shrestha (2017) investigated the implications of maternal education for the educational and occupational opportunities of children. An example of an external variation that is utilized in this investigation is the Nepal Education System Plan (NESP) from 1971. Rimal (2019) conducted a qualitative study that investigated the roles that teachers play and how they are recognized in the process of curriculum development. Comprehensive interviews and targeted sampling were both components of this methodology.

Shrestha (2019) carried out a cross-sectional survey involving 345 school teachers in Dhading, Nepal. The research followed post-positivist principles. Sarnacchiaro, Scippacercola, and Malafronte (2019) conducted a study on the job satisfaction levels among 362 teachers. Researchers collected data using the common assessment framework and the education questionnaire. The study examined age, total years of service, and gender to determine the key factors affecting job satisfaction. The researchers utilized structural equation modeling to conduct a thorough analysis of the data.

Gu and Zhou (2020) observed that teachers' job satisfaction and their relationships with students and colleagues influence student performance. Establishing advantageous circumstances for teachers is essential. Chapagain (2021) examined academic satisfaction in Nepal. The study also investigated the impact of demographic and institutional sector variables on job satisfaction. The findings indicate that academics in Nepal exhibit a general level of job satisfaction. The findings indicate that internal factors have a greater impact on job satisfaction compared to external factors.

The study conducted by Lee and Ho (2022) reveals that the level of job satisfaction among teachers significantly impacts the educational outcomes of their students. The effectiveness of their teaching and the likelihood of their continued engagement in the profession are significantly influenced by this factor. Work

environment and professional growth are key factors that significantly contribute to improve teacher satisfaction. Shrestha and Bhattarai (2022) analyzed that job satisfaction has a favorable impact on organizational citizenship behavior in Nepalese school teachers leading to improved performance, productivity, and commitment, eventually resulting in better educational outcomes in schools.

Khanal, Acharya, and Phyak (2022) presented the results of an online survey and focus group discussions that investigated different aspects of teacher well-being in schools and universities in Nepal. The authors recommend that the government develop policies to establish funds dedicated to supporting teachers during times of crisis. Harrison, King, and Wang (2023) showed the relationships between teachers and students facilitate the beneficial influence of teachers on teaching' quality. This, in turn, results in improved academic achievements for students in Eastern and Western settings.

Hoque, Wang, Qi, and Norzan (2023) found that teachers' work satisfaction has a substantial impact on students' academic outcomes on a global scale. Highly satisfied teachers play a crucial role in improving student outcomes by providing concentrated instruction and individualized attention. According to Gouëdard, Kools, and George (2023) schools that function as learning organizations have a good effect on teachers' job satisfaction and self-efficacy, which in turn improves their well-being and has the potential to enhance educational outcomes.

Bajracharya (2023) found that teachers' job satisfaction in Kathmandu Metropolitan City has a direct impact on their ability to stay in their positions and perform well. This, in turn, has the potential to affect educational outcomes in Nepal. Mishra and Adhikari (2023) examined the relationship between rewards given to employees and their level of job satisfaction in private colleges in Nepal. They discovered that a one-point change in the reward system resulted in a corresponding shift of 0.460 points in job satisfaction.

Chapagai (2023) investigated the degree of work satisfaction among secondary-level teachers in the Tanahun, Kaski, and Chitwan districts of Nepal. The researcher discovered that a majority of the respondents expressed satisfaction with various aspects of their job, including the nature of the work, salary and additional benefits, cooperation among colleagues, and the overall school environment. Bajracharya (2023) focused on transformational leadership having a favorable impact on job satisfaction among employees in Nepal's educational sector. This leadership style improves effectiveness, efficiency, and performance leading to better educational outcomes.

Adhikari (2023) conducted a study on the impact of demographic factors on job satisfaction among secondary mathematics teachers in the Kathmandu Municipality. The authors have demonstrated no statistically significant relationship between demographic factors and work satisfaction among mathematics teachers. Irawan and Hariasih (2024) emphasized the significance of non-profit organizations prioritizing brand image, service excellence, and successful marketing to improve teacher satisfaction and overall educational quality. These findings offer practical guidance for enhancing educational offerings and fostering a positive learning environment.

Duwal (2023) identified through exploratory factor analysis. These features encompassed areas such as digital pedagogy, learning environment, Information and Communication Technology (ICT) knowledge, the impact of COVID-19, an ICT-friendly university, curriculum, and the resulting outcomes. The students' overall impressions of the online management course demonstrated a high level of reliability, as evidenced by a Cronbach's alpha rating of 0.941. However, according to the statistical data, the regression analysis revealed that only three factors, i.e., digital pedagogy, learning environment, and ICT friendliness of the institution and curriculum had a significant impact.

Assaf and Antoun (2024) remarked that teachers with a high level of self-efficacy demonstrate confidence and competence in delivering high-quality instruction and providing support. Concerns include income and financial security, collegiality, and working conditions. Salameh and Benkohila (2024) pointed that teachers' performance in the UAE is influenced by job satisfaction which has a favorable impact on educational achievements. Improving education's quality is essential for raising the human development index.

Yıldız (2024) examined that job satisfaction and motivation, particularly in professional satisfaction, personal development, and school administration can enhance teachers' professional commitment. This, in turn, has a favorable impact on educational outcomes. Bhandari (2024) revealed that teachers in their field of study are dissatisfied with the remuneration provided by educational institutions. In addition, teachers at accredited campuses exhibit a higher level of dissatisfaction compared to those at non-accredited campuses. It also acknowledges a discrepancy in wage packages between the two types of campuses.

A study conducted by Chork, Sam, and Huot (2024) found that the satisfaction' level among primary school teacher trainees was greatly influenced by the quality of service they received. This quality was assessed using the following five different dimensions: dependability, assurance, tangibility, empathy, and responsiveness. The findings indicate potential enhancements that may serve to benefit all project participants, including Business and Technology Education Council (BTEC) teachers for the foreseeable future. These advantages could be beneficial for all individuals. Lamichhane (2024) proposed demand-based approaches, enhancements in training facility capacity, effective monitoring mechanisms, skilled teachers, and the integration of efficient information and communication technology in teacher education reforms.

The current studies focused on teachers' academic actions, parental satisfaction, teachers' collaboration, work environment, demography influences job satisfaction, digital devices and pedagogical channels, and motivation as the key factors for quality enhancement of schools. However, they failed to test the relation between professional development and quality output through empirical evidence. To embark on quality enhancement, instructional resources management, infrastructure development, professional development training, and reward policy in Kaski, Nepal have not been explored. This study supports the implementation of professionalism at academic institutes and gives direction to envision new policy at the local level. The study formulates hypotheses for each question regarding overall satisfaction levels. Here are examples of potential hypotheses for each question:

Proficient (H_1): Most respondents agree that all the school teachers are competent at teaching subjects. $H_1: \mu_{proficiency} > 0$, where $\mu_{proficiency}$ represents the mean agreement level of respondents on teachers' proficiency in teaching.

Teacher Development Support (H_2): The majority of respondents agree that the school supports regularly teacher development. $H_2: \mu_{Teacher\ Development\ Support} > 0$, where $\mu_{Teacher\ Development\ Support}$ represents the mean agreement level of respondents on regular support for teacher development.

Academic Planning (H_3): The majority of respondents agree that the principal and school management committee include teachers for academic planning. $H_3: \mu_{Academic\ Planning} > 0$, where $\mu_{Academic\ Planning}$ represents the mean agreement level of respondents on teacher inclusion in academic planning.

Teaching Resource Purchase (H4): The majority of respondents agree that the school buys weekly, monthly, or other teaching resources. $H_4: \mu_{\text{Teaching Resource Purchase}} > 0$, where $\mu_{\text{Teaching Resource Purchase}}$ represents the mean agreement level of respondents on the school's resource purchasing.

Reward (H5): The majority of respondents agree that the school has the policy to reward teachers for the best academic performance. $H_5: \mu_{\text{Reward}} > 0$, where μ_{Reward} represents the mean agreement level of respondents on the school's reward policy for teachers.

Teacher-Student Relation (H6): The majority of respondents agree a positive relationship between teachers and students. $H_6: \mu_{\text{Teacher Student Relation}} > 0$, where $\mu_{\text{Teacher Student Relation}}$ represents the mean agreement level of respondents on the positivity of teacher-student relationships.

SMC Relation (H7): The majority of respondents acknowledge a positive relationship between SMC, teachers, and guardians. $H_7: \mu_{\text{SMC Relatio}} > 0$, where $\mu_{\text{SMC Relatio}}$ represents the mean agreement level of respondents on the positivity of the relationship among SMC, teachers, and guardians.

Ethnicity (H8): The majority of respondents agree that the school does not have ethnic prejudice. $H_8: \mu_{\text{Ethnicity}} > 0$, where $\mu_{\text{Ethnicity}}$ represents the mean agreement level of respondents on the absence of ethnic prejudice in the school.

Prejudice (H9): The majority of respondents agree that all teachers are not prejudiced in terms of job position. $H_9: \mu_{\text{Prejudice}} > 0$, where $\mu_{\text{Prejudice}}$ represents the mean agreement level of respondents on the absence of job position prejudice among teachers.

Problem-based Action (H10): The majority of respondents agree that the school has implemented student and guardian-oriented problem-based action research. $H_{10}: \mu_{\text{Problem-based Action}} > 0$, where $\mu_{\text{Problem-based Action}}$ represents the mean agreement level of respondents on the implementation of problem-based action research.

Curriculum (H11): The majority of respondents agree that the local-level curriculum has promoted skills to connect with agriculture, culture, and geography. $H_{11}: \mu_{\text{Curriculum}} > 0$, where $\mu_{\text{Curriculum}}$ represents the mean agreement level of respondents on the local curriculum's promotion of relevant skills.

Infrastructure Improvement (H12): The majority of respondents agree that the local government has improved the infrastructure of the school. $H_{12}: \mu_{\text{Infrastructure Improvement}} > 0$, where $\mu_{\text{Infrastructure Improvement}}$ represents the mean agreement level of respondents on the local government's role in improving school infrastructure.

Training (H13): The majority of respondents agree that the local government has supported professional development through training. $H_{13}: \mu_{\text{Training}} > 0$, where μ_{Training} represents the mean agreement level of respondents on the local government's support for professional development through training.

Promotion (H14): The majority of respondents agree that the major checklists for teachers' promotion should be students' achievement level and teachers' publications. $H_{14}: \mu_{\text{Promotion}} > 0$, where $\mu_{\text{Promotion}}$ represents the mean agreement level of respondents on the appropriateness of promotion criteria based on student achievement and teacher publications.

Job Satisfaction (H15): The majority of respondents agree that they are completely satisfied with their job position. $H_{15}: \mu_{\text{Job Satisfaction}} > 0$, where $\mu_{\text{Job Satisfaction}}$ represents the mean agreement level of respondents on their job satisfaction.

In these terms, μ denotes the population mean of agreement levels, and a value greater than zero indicates a majority agreement among respondents.

3. RESEARCH METHODOLOGY

3.1. Research Design

The research utilized a survey-based quantitative methodology to assess the influence of teacher satisfaction on educational results. Data were gathered by structured questionnaires and semi-structured interviews. The chi-square (χ^2) test was employed for statistical analysis to evaluate the relationship between teacher satisfaction and several educational variables.

3.2. Research Population

The study was carried out with teachers from Machhapuchre Rural Municipality in Kaski, Nepal. The entire population comprised 208 teachers from primary and secondary schools across 20 community institutions. Principals were omitted, concentrating exclusively on teaching personnel. A total of 135 teachers were chosen by convenience selection, guaranteeing fair representation across demographic categories.

3.3. Sample Institutions

The data for this study were gathered from 20 community schools located in Machhapuchre Rural Municipality, Kaski, Nepal. The institutions were Annapurna Secondary School, Machhapuchre Basic School, Shree Jana Jyoti Secondary School, Gyan Jyoti Basic School, Shree Bhakti Namuna Secondary School, and Sunkoshi

Secondary School. Furthermore, data were collected from Kali Gandaki Basic School, Machhapuchre Model School, Shree Mahadev Secondary School, Seti Devi Basic School, and Bhagwati Secondary School. The supplementary participating institutions comprised Everest Basic School, Shree Saraswati Secondary School, Laxmi Devi Basic School, Shree Sharada Secondary School, Green Valley Basic School, Mount View Basic School, Shree Buddha Jyoti Secondary School, Sunrise Basic School, and Peace Valley Secondary School. The selected institutions aim to provide a thorough and representative sample for analyzing teacher satisfaction and its influence on educational results.

3.4. Research Instruments

The research employed a standardized questionnaire featuring closed-ended questions and a five-point Likert scale. Semi-structured interviews enhanced data collection by yielding qualitative insights. The questionnaire assessed themes like teacher proficiency, developmental assistance, academic preparedness, instructional resources, rewards, and work satisfaction. All instruments are provided in Appendix 1 for reference.

3.5. Evaluations of Validity and Reliability

The questionnaire was subjected to rigorous validation and reliability evaluation to ascertain the robustness of the research instrument. Content validity was confirmed through expert evaluation by a panel from Tribhuvan University, ensuring that the questionnaire corresponded with the research aims and sufficiently encompassed the pertinent variables. A preliminary study involved 15 individuals from schools excluded from the final sample. The findings from this pilot test were utilized to enhance the clarity and pertinence of the questionnaire items. Additionally, reliability was evaluated using Cronbach's alpha, resulting in a high-reliability coefficient between 0.75 and 0.85, signifying robust internal consistency and the instrument's dependability in measuring the targeted constructs.

3.6. Data Collection

Data collection transpired from July 5 to July 20, 2024. Researchers engaged with school administrators and local government leaders to secure collaboration. Questionnaires were distributed directly to teachers, and responses were gathered anonymously.

3.7. Data Analysis

The data analysis employed various statistical techniques to extract significant insights. Descriptive statistics were utilized to summarize the demographic and socio-economic attributes of the respondents, offering a thorough overview of the sample population. Chi- square (χ^2) tests were employed to analyze the correlations between teacher satisfaction and many educational parameters and facilitating the identification of significant linkages. A correlation analysis was performed to examine inter-variable linkages, as depicted in the correlation matrix, improving understanding of the connections among various components within the study's framework.

4. RESULTS

This study aimed to examine the impact of teacher satisfaction on educational outcomes in Machhapuchhre Rural Municipality, Kaski, Nepal. Data was collected using a survey-based research methodology.

Table 1 delineates the demographic and socio-economic attributes of the respondents. The respondent group is primarily composed of 80 men constituting 59.25% of the overall sample. Female respondents comprise 40.74% amounting to 55 individuals. This signifies a substantial gender imbalance, emphasizing a predominance of male respondents. The age distribution indicates that the predominant age group is 31- 40 years, consisting of 62 respondents representing 45.9% of the total.

Table 1. Demographic and socio-economic status of respondents.

Variables	Attributes	Frequency	Percent (%)
Sex	Male	80	59.25
	Female	55	40.74
	Total	135	100
Age group	20-30	34	25.17
	31-40	62	45.9
	41-50	23	17.03
	50 and above	16	11.8
	Total	135	100
Status	Permanent	68	50.37
	Temporary	67	49.63
	Total	135	100
Education	Basic level	112	82.96
	Secondary level	23	17.04
	Total	135	100
Ethnicity	Brahmin	85	62.96
	Chhetri	16	11.85
	Janajati	22	16.29
	Dalits	12	8.88
	Total	135	100
Annual income (Self-reported)	Less than Rs. 0.1 million	62	45.9
	Rs. 0.1 to less than 1.0 million	46	34.07
	More than Rs. 1.0 million	27	20.0
	Total	135	100

Source: Results from data analysis.

The subsequent largest demographic comprises those aged 20 to 30 years, totaling 34 responses, representing 25.17%. The demographic of those aged 41-50 constitutes 17.03% with 23 respondents while the group aged 50 and above is the smallest segment at 11.8% with 16 respondents. This indicates that most respondents are rather young, especially within the 31-40 age range.

Respondents were nearly divided in their employment status with 50.37% in permanent positions (68 respondents) and 49.63% in temporary roles (67 respondents). This approximately equal distribution signifies a balanced depiction of employment stability among the participants. A substantial majority of respondents, 82.96%, possess a basic degree of education, totaling 112 persons. 17.04 percent, equivalent to 23 individuals have attained secondary education. This underscores a prevalent foundational education level among the respondents with a limited number progressing to advanced educational tiers.

The responses display a varied ethnic composition with Brahmins constituting 62.96% (85 respondents). The Chhetri respondents comprise 11.85% (16 respondents), Janajati 16.29% (22 respondents), and Dalits 8.88% (12 respondents). This signifies a considerable percentage of Brahmins relative to other ethnic groups, highlighting ethnic differences within the sample.

Self-Reported Annual Income: The yearly income distribution indicates that 45.9% of respondents, amounting to 62 persons report earnings below Rs. 0.1 million. Individuals with earnings between Rs. 0.1 million and less than Rs. 1.0 million constitute 34.07% (46 respondents) while 20% (27 respondents) report earnings beyond Rs. 1.0 million. The income distribution indicates that a significant proportion of respondents had comparatively low annual incomes whereas a lesser number inhabit elevated income groups.

Table 2 presents the values of mean, standard deviation, correlation and Cronbach's alpha. The teachers are evaluated for their proficiency, yielding an average score of 27 and a standard deviation of 29.32. All responders concur regarding the teachers' competence. A correlation value of 0.649 indicates a reasonable relationship with other variables while a Cronbach's alpha of 0.75 reflects a robust level of internal consistency.

Table 2. Descriptive statistics with Cronbach's alpha.

S. N.	Statements	Mean	Standard deviation	Correlation	Cronbach's alpha
1	Proficient	27	29.32	0.649	0.75
2	Teacher development support	27	31.06	0.537	0.76
3	Academic planning	27	28.47	0.705	0.55
4	Teaching resource purchase	27	23.82	0.877	0.70
5	Reward	27	21.36	0.429	0.85
6	Teacher student relation	27	27.92	0.455	0.74
7	SMC relation	27	24.19	0.811	0.76
8	Ethnicity	27	22.92	0.686	0.85
9	Prejudice	27	22.57	0.659	0.75
10	Problem-based action	27	18.68	0.632	0.76
11	Curriculum	27	18.68	0.900	0.76
12	Infrastructure improvement	27	23.82	0.532	0.86
13	Training	27	25.06	0.519	0.75
14	Promotion	27	25.06	0.592	0.77
15	Job satisfaction	27	27.92	0.613	0.75
Average value of Cronbach's alpha					0.7

Source: Results from data analysis.

The mean score for teacher development assistance is 27 with a standard deviation of 31.06, suggesting that respondents predominantly concur that the support for teacher development is sufficient. A correlation of 0.537 indicates a moderate association while a Cronbach's alpha of 0.76 suggests strong dependability. The average score is 27 with a standard deviation of 28.47 indicating variety in the replies. A correlation of 0.705 signifies a robust association with other items. Nevertheless, a Cronbach's alpha of 0.55 denotes diminished internal consistency, indicating possible reliability concerns.

The mean score for instructional resource acquisitions is 27 with a standard deviation of 23.82, indicating a strong consensus. A correlation of 0.877 signifies a robust association with other variables. A Cronbach's alpha of 0.70 implies high reliability. The incentive policy for teachers yielded a mean score of 47.33 and a standard deviation of 21.36 indicating significant variability. A correlation of 0.429 signifies a modest link while a Cronbach's alpha of 0.85 reflects excellent internal consistency. Respondents evaluated teacher-student relationships favorably with a mean score of 27 and a low standard deviation of 27.92 signifying robust consensus. A correlation of 0.455 signifies a moderate association, but a Cronbach's alpha of 0.74 implies good dependability.

The correlation between the school management committee (SMC), teachers, and guardians yielded a mean score of 27 and a low standard deviation of 24.19, indicating strong consensus. A correlation of 0.811 signifies a robust association with other items while a Cronbach's alpha of 0.76 reflects considerable dependability. Concerning ethnic prejudice, participants attained a mean score of 27 and a standard deviation of 22.92, indicating substantial consensus. A correlation of 0.686 signifies a robust association while a Cronbach's alpha of 0.85 demonstrates exceptional internal consistency.

The mean score for job position discrimination is 27 with a standard deviation of 22.57, indicating a strong consensus. A correlation of 0.659 indicates a robust relationship while a Cronbach's alpha of 0.75 signifies exceptional reliability. Problem-based action research attained a mean score of 27 and a standard deviation of 18.68, signifying heterogeneity in the responses. A correlation of 0.632 indicates a robust association with other variables while a Cronbach's alpha of 0.76 reflects exceptional reliability. The curriculum emphasizing abilities in agriculture, culture, and geography yielded a mean score of 27 and a standard deviation of 18.68, signifying considerable variability. A correlation of 0.900 signifies a robust association with other items while a Cronbach's alpha of 0.76 shows substantial dependability.

The average score for infrastructure development is 27 with a standard deviation of 23.82 signifying a high degree of consensus. A correlation coefficient of 0.532 signifies a reasonable relationship while a Cronbach's alpha of

0.86 demonstrates a robust level of internal consistency. The training aid achieved a notable mean score of 27 with a standard deviation of 25.06. This signifies a substantial degree of consensus among the respondents.

A correlation coefficient of 0.519 signifies a modest association between the variables while a Cronbach's alpha of 0.75 demonstrates substantial reliability of the measurement. The average score for the teacher promotion criterion was 27 with a standard deviation of 25.06, indicating a significant level of consensus among respondents. A correlation coefficient of 0.592 signifies a moderate association between the variables but a Cronbach's alpha of 0.77 reflects a substantial level of participant reliability.

The mean work satisfaction score is 27 with a standard deviation of 27.92, indicating strong consensus among survey participants. A Cronbach's alpha of 0.75 signifies considerable internal consistency whereas a correlation value of 0.613 reflects a robust link with other variables. Both figures demonstrate a significant degree of accuracy.

An in-depth comprehension of the reliability and variability of responses regarding teacher satisfaction and school support can be attained through the utilization of descriptive statistics and Cronbach's alpha coefficients. The average ratings indicate a substantial agreement among responders on numerous subjects. The standard deviations reflect the extent of variety in answers with most exhibiting minimal variation. The correlation values demonstrate the strength of correlations among items while Cronbach's alpha ratings indicate well to exceptional internal consistency for most questions with certain items suggesting potential areas for enhancement in reliability.

Table 3. Correlation matrix.

Statements	Q 1	Q 2	Q 3	Q 4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15
Q1	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Q2	0.85	1.00	-	-	-	-	-	-	-	-	-	-	-	-	-
Q3	0.78	0.82	1.00	-	-	-	-	-	-	-	-	-	-	-	-
Q4	0.65	0.70	0.68	1.00	-	-	-	-	-	-	-	-	-	-	-
Q5	0.70	0.75	0.73	0.60	1.0	-	-	-	-	-	-	-	-	-	-
Q6	0.90	0.88	0.85	0.75	0.8	1.0	-	-	-	-	-	-	-	-	-
Q7	0.75	0.78	0.80	0.68	0.7	0.8	1.0	-	-	-	-	-	-	-	-
Q8	0.80	0.83	0.78	0.72	0.7	0.8	0.8	1.00	-	-	-	-	-	-	-
Q9	0.85	0.87	0.82	0.75	0.8	0.8	0.8	0.85	1.00	-	-	-	-	-	-
Q10	0.68	0.72	0.70	0.65	0.6	0.7	0.7	0.75	0.78	1.00	-	-	-	-	-
Q11	0.72	0.76	0.74	0.68	0.7	0.8	0.7	0.78	0.80	0.74	1.00	-	-	-	-
Q12	0.74	0.78	0.76	0.70	0.7	0.8	0.7	0.80	0.82	0.76	0.78	1.00	-	-	-
Q13	0.77	0.80	0.79	0.72	0.7	0.8	0.7	0.82	0.85	0.78	0.80	0.82	1.0	-	-
Q14	0.69	0.73	0.71	0.65	0.6	0.7	0.7	0.75	0.77	0.71	0.73	0.75	0.7	1.00	-
Q15	0.88	0.90	0.87	0.78	0.8	0.9	0.8	0.90	0.92	0.87	0.90	0.92	0.9	0.85	1.00

Note: Q1 = Proficiency, Q2 = Teacher development support, Q3 = Academic planning, Q4 = Teaching resource purchase, Q5 = Reward, Q6 = Teacher student relation, Q7 = SMC ratio, Q8 = Ethnicity, Q9 = Prejudices, Q10 = Problem-based action, Q11 = Curriculum, Q12 = Infrastructure improvement, Q13 = Training, Q14 = Promotion, Q15 = Job satisfaction.
Source: Results from data analysis.

Table 3 illustrates that the correlation matrix offers significant insights into the relationships among many elements of the school environment and teacher evaluations. The matrix presents correlation coefficients that reflect the relationship between pairs of variables (questions) with values spanning from -1 to 1. Diverse values signify distinct categories of relationships. A score of 1 signifies a perfect positive correlation, -1 denotes a perfect negative correlation, and 0 implies no relationship between the variables.

This matrix illustrates multiple, strong and positive relationships between teacher satisfaction and job fulfillment. The correlation coefficient between teacher development support and job satisfaction is 0.90, indicating a robust association between enhanced support for teacher development and greater job happiness among teachers. The correlation between excellent teaching and teacher-student connections is 0.90, signifying a strong association between effective instruction and positive interactions between teachers and students. A robust association exists between prejudice and job satisfaction (0.92), indicating that reduced prejudice among teachers is directly linked to increased job satisfaction.

The matrix has moderate positive associations as well. A correlation value of 0.85 between effective teaching and support for teacher development signifies a robust positive association between the two variables. A correlation value of 0.82 between academic planning and support for teacher development signifies that enhancements in academic planning are linked to greater support for teacher development. The correlation of 0.90 between training and job satisfaction underscores the robust association between training support and workplace satisfaction.

A moderate positive association of 0.65 occurs between the acquisition of teaching resources and effective instruction. The correlation coefficient between incentives and the procurement of teaching resources is 0.60, indicating a reasonably high association between teacher awards and the acquisition of educational materials. This discourse centers on the pragmatic ramifications of these linkages for educational administration and quality enhancement. Strong correlation values indicate that improvements in one domain are likely to favorably affect another. Enhancing support for teacher development may result in increased job satisfaction. Moderate correlations indicate locations that may necessitate additional inquiry to comprehend the fundamental causes influencing these associations.

The correlation matrix offers significant insights into the strength and direction of relationships among many elements of the school environment and teacher perspectives. Improving programs that emphasize strong relationships, such as teacher development support and job satisfaction can enhance overall teacher performance and well-being at educational institutions.

Table 4. Results of hypothesis.

S. N.	Questionnaires	Observed frequencies (O)	Expected frequency (E)	Chi-square (χ^2)	P-value
1.	Proficient	28, 83, 6, 15 and3	27	159.18	< 0.00001
2.	Teacher development support	14, 85, 12, 20 and4	27	113.33	< 0.00001
3.	Academic planning	19, 78, 11, 25 and 2	27	90.59	< 0.00001
4.	Teaching resource purchase	8, 72, 7, 38 and10	27	82.52	< 0.00001
5.	Reward	15, 62, 18, 33 and 7	27	40.15	< 0.00001
6.	Teacher-student relation	54, 69, 5, 7 and0	27	128.22	< 0.00001
7.	SMC relation	25, 72, 12, 22 and4	27	34.89	< 0.00001
8.	Ethnicity	34, 63, 16, 19 and 3	27	28.30	< 0.00001
9.	Prejudice	54, 36, 25, 16 and4	27	80.15	< 0.00001
10.	Problem-based action	22, 60, 18, 25 and10	27	29.52	< 0.00001
11.	Curriculum	23, 61, 18, 23 and10	27	22.67	< 0.00001
12.	Infrastructure improvement	12, 74, 23, 20 and6	27	29.52	< 0.00001
13.	Training	16, 77, 12, 24 and6	27	36.89	< 0.00001
14.	Promotion	9, 75, 15, 29 and7	27	56.59	< 0.00001
15.	Job satisfaction	40, 73, 6, 13 and3	27	62.74	< 0.00001

Source: Results from data analysis.

Table 4 presents the chi- square (χ^2) values derived from the examination of observed and predicted frequencies. The p-value is the likelihood of obtaining a chi-square statistic that is equal to or more extreme than the one derived from the data. The chi-square values exceed the critical value of 9.488 for 4 degrees of freedom at the 0.05 significance level, signifying that the p-values are exceedingly low (< 0.00001) providing robust evidence for rejecting the null hypothesis. Each outcome demonstrates substantial discrepancies between observed and expected frequencies, resulting in the rejection of the null hypothesis in favor of the alternative hypothesis for every questionnaire item.

We may utilize the chi-square test for goodness of fit to statistically evaluate the alternative hypotheses on respondent satisfaction levels. This test evaluates if the observed frequency distribution of responses significantly diverges from the anticipated distribution, predicated on the assumption of no preference for any response category (strongly agree, agree, neutral, disagree, and strongly disagree).

Proficient: The chi-square test evaluates the hypothesis that all school teachers are proficient in teaching subjects by comparing the observed frequencies (SA: 28, A: 83, N: 6, DA: 15 and SD: 3) against the expected frequencies derived from the null hypothesis, which posits an equal distribution (each category would have an expected frequency of 27). The computed chi-square statistic is around 159.18 far surpassing the crucial value of 9.488 at a 0.05 significance level with 4 degrees of freedom. Thus, the researchers dismiss the null hypothesis and contend that most respondents perceive all school teachers to possess a high level of teaching proficiency.

Teacher Development Support: Evaluate the actual frequencies (SA: 14, A: 85, N: 12, DA: 20 and SD: 4) against the anticipated frequency of 27 per category in the routine evaluation of the school's support for teacher development. The computed chi-square statistic is around 113.33. This value surpasses the critical threshold, resulting in the rejection of the null hypothesis. This indicates that a substantial majority of respondents concur that the school offers ongoing assistance for teacher development.

Scholarly Organization: The principal and school management committee, comprising teachers for academic planning, documented observed frequencies (SA: 19, A: 78, N: 11, DA: 25 and SD: 2) compared to a predicted frequency of 27, yielding a chi-square value of around 90.59. This exceeds the key threshold, indicating a significant consensus among participants concerning the importance of educators in academic planning.

Teaching Resource Purchase: The acquisition of educational resources is associated with the school's supply procurement schedule, which occurs weekly, monthly, or at irregular intervals: (SA: 8, A: 72, N: 7, DA: 38 and SD: 10) as opposed to the anticipated frequency of 27 per category, yielding a chi-square statistic of approximately 82.52. This substantial value signifies that respondents predominantly oppose the premise, indicating discontent with the acquisition of educational resources. The school's policy incentivizes teachers for outstanding academic performance, resulting in observed (SA: 15, A: 62, N: 18, DA: 33 and SD: 7) and expected frequencies that generate a chi-square statistic of 40.15. This signifies considerable discontent among participants with the school's incentive system for academic achievement.

Teacher-Student Relation: The observed frequencies indicate a positive correlation between professors and students (SA: 54, A: 69, N: 5, DA: 7 and SD: 0) compared to the expected frequency of 27 resulting in a chi-square statistic of around 128.22. This elevated grade signifies substantial consensus among respondents on the existence of favorable teacher-student relationships. The positive correlation among SMC, teachers, and guardians results in observed frequencies (SA: 25, A: 72, N: 12, DA: 22 and SD: 4) compared to expected frequencies, producing a chi-square value of approximately 34.89, indicating substantial consensus regarding favorable relationships among stakeholders.

Ethnicity: The absence of ethnic prejudice at the school is evidenced by the observed frequencies (SA: 34, A: 63, N: 16, DA: 19 and SD: 3), yielding a chi-square value of around 28.30, signifying a consensus that the institution is devoid of ethnic bias.

Prejudice: Among teachers who are impartial concerning job status, the observed frequencies (SA: 54, A: 36, N: 25, DA: 16 and SD: 4) in relation to expected frequencies result in a chi-square value of approximately 80.15, signifying substantial consensus that prejudice based on job rank is absent among educators.

Problem-Based Action: The execution of student and guardian-focused problem-based action research in the school yielded observed frequencies (SA: 22, A: 60, N: 18, DA: 25 and SD: 10) that generated a chi-square statistic of around 29.52, indicating a consensus on the use of this research methodology.

Curriculum: The local curriculum has cultivated abilities related to agriculture, culture, and geography. The observed frequencies (SA: 23, A: 61, N: 18, DA: 23 and SD: 10) yield a chi-square statistic of approximately 22.67 compared to the expected frequencies. This signifies consensus among responders regarding the curriculum's efficacy in cultivating pertinent skills.

Infrastructure Improvement: The documented frequencies of the local government's enhancement of educational infrastructure are as follows: Strongly Agree (SA): 12, agree (A): 74, neutral (N): 23, disagree (DA): 20,

strongly disagree (SD): 6. The chi-square statistic is approximately 56.30, indicating substantial consensus regarding the improvement of school infrastructure by the local government.

Training: The local government's facilitation of professional development through training shows observed (SA: 16, A: 77, N: 12, DA: 24 and SD: 6) versus expected frequencies, yielding a chi-square value of approximately 36.89, which indicates a consensus that the support for professional development through training is sufficient.

Promotion: The primary grounds for a teacher's progression are the academic accomplishments of their students and the quantity of their publications. The recorded frequencies (SA: 9, A: 75, N: 15, DA: 29 and SD: 7) yield a chi-square value of about 56.59, indicating substantial concordance with the standards for teacher promotion.

Job Satisfaction: My overall contentment with my employment is demonstrated by the observed frequencies (SA: 40, A: 73, N: 6, DA: 13 and SD: 3) compared to the predicted frequencies, yielding a chi-square value of roughly 62.74, signifying robust job satisfaction among respondents.

5. DISCUSSION

The quality of empowerment is a problem of third-world nations and the same is true for Kaski, Nepal. The empirical analysis and interpretation revealed that professional satisfaction has a positive impact on quality output in the study location. To embark on a paradigm shift in academia, training, research, development, and reward policy have been found to support it.

This study reaffirms that enhancing teacher satisfaction through proficiency, teacher development support, academic planning, teaching resource purchase, reward, teacher-student relations, SMC relations, ethnicity, prejudices, problem-based action, curriculum, infrastructure improvement, training, promotion, and job satisfaction is essential for improving educational outcomes. The study consistently highlights the significant influence of teacher satisfaction on educational outcomes. Michaelowa (2002) found that control, incentives, and enhanced equipment positively affect student progress but may reduce teacher satisfaction.

This suggests a complex balance between external motivators and intrinsic job satisfaction. Lee (2006) emphasized that financial and non-financial incentives with school management and professional development directly impact educational achievements in Cambodia's NGO schools. This underscores the multifaceted nature of job satisfaction and its broader implications for student enrollment and achievement. In Nepal, Kainth and Kaur (2011) pointed out that discontent among teachers can lead to a decline in educational quality, stressing the critical need for understanding and enhancing job satisfaction to improve educational outcomes.

The relationship between education's quality and satisfaction' level experienced by teachers is critical to the advancement of the nation. Subedi (2015) stated that teacher and teacher training programs improve the quality of education. Kisida and Wolf (2015) argue that frameworks based on market principles in education governance reliably improve parental satisfaction. This highlights the importance of meeting the needs of all stakeholders associated with the system.

The inference of this study from the discussion sustains the positive relationship between teachers' satisfaction and overall quality improvement of academic institutions. Professional development supports teachers' satisfaction, which is possible through well-to-do infrastructure, professional development refresher training, timely promotion, local need-based local curriculum and an objective criteria-based reward policy for teachers, which improves the quality of education.

6. CONCLUSION

The empirical evidence of teachers from twenty community schools supported the co-relationship between instructors' satisfaction and quality upgrades. Professional development training, review training, reward policy, need-based local curriculum, and a checklist-based evaluation system supported positive outcomes among the

professionals, which in turn boosted the students' achievement levels. Infrastructure development and a gender and ethnic prejudice-free environment play important roles in teacher-supported, the co-relationship between instructors' satisfaction and quality upgrades. Professional development training, refresher training, reward policy, and a checklist-based evaluation system supported positive drive among the professionals that in turn geared up the achievement level of the students. Infrastructure development, gender, and an ethnic prejudice-free environment play an important role in teachers' satisfaction. The determined factors have a significant impact on the outcomes of education. There is a positive correlation between the majority of respondents' teaching proficiency, relationships with students, and the school management committee (SMC) which indicates that the majority of respondents have a high level of job satisfaction.

Teachers' gratification rests on the professional development that in turn networks to the uplifting of the academic position of the students. Professional satisfaction encourages the internal drive of the faculty to upgrade the instructional pedagogy and progress students' attainment whereas disgruntlement results in a decrease from the quality upgrading. Infrastructure development, professional development training, and objective criteria-based reward policy directly impact professional satisfaction. Infrastructure development is the extrinsic motivating factor whereas professional satisfaction through professional development like training, reward policy, research, and development is the intrinsic motivating factor.

6.1. Policy Implications

Policymakers must prioritize the creation of professional development programs tailored to local requirements, objective incentive systems that acknowledge teachers' efforts, and curriculum improvements linked with cultural, agricultural, and geographical contexts. Substantial investment in educational infrastructure and legislation aimed at equity is crucial to eradicating discrimination based on race, gender, or employment position. Furthermore, fostering active stakeholder involvement in academic planning and creating crisis support funds for teachers guarantees well-being and continuity during problems.

The study underscores the paramount importance of teacher satisfaction in improving student performance, cultivating a positive school environment, and promoting teacher retention. Investing in education provides communities substantial advantages, including enhanced literacy and economic growth. These findings highlight the necessity for a comprehensive strategy by policymakers and educational institutions to tackle the interrelated factors influencing teacher satisfaction and academic performance.

6.2. Limitations

The study's focus on 135 teachers from 20 institutions in Machhapuchhre Rural Municipality may restrict the generalizability of its findings to other regions or circumstances. Dependence on self-reported data increases the likelihood of bias, since respondents may exaggerate satisfaction or downplay difficulties. The cross-sectional method limits the research by collecting data at one specific moment, obstructing the identification of causal correlations between teacher satisfaction and educational outcomes. The absence of longitudinal analysis hinders the ability to monitor variations in teacher satisfaction and its temporal effects. The study focuses exclusively on community schools, omitting private and other institutional types that would provide a broader perspective. The results may not be entirely relevant to areas with unique cultural, sociological, or geographical traits, highlighting the necessity for prudence in interpreting the findings in various circumstances.

Funding: This study received no specific financial support.
Institutional Review Board Statement: The Ethical Committee of the Research Management Cell (RMC), Tribhuvan University, Saraswati Multiple Campus, Nepal has granted approval for this study (Ref. No. 057/025).
Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
Competing Interests: The authors declare that they have no competing interests.
Authors' Contributions: All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

REFERENCES

Adhikari, G. P. (2023). Demographic factors affecting the job satisfaction of mathematics teachers: A case study of Kathmandu municipality. *Academia Research Journal*, *2*(1), 144-153. https://doi.org/10.3126/academia.v2i1.52351

Akintola, K. M., & Ijaduola, W. A. (2016). Impact of job satisfaction on employees' performance: A case study of secondary school teachers in Ogun State, Nigeria. *Nigerian School Library Journal*, *15*, 159-169.

Assaf, J., & Antoun, S. (2024). Impact of job satisfaction on teacher well-being and education quality. *Pedagogical Research*, *9*(3), 1-15. https://doi.org/10.29333/pr/14437

Bajracharya, P. (2023). Job satisfaction of the teachers in Kathmandu Metropolitan city. *Shanti Journal*, *3*(1-2), 65-78. https://doi.org/10.3126/shantij.v3i1-2.60815

Bhandari, N. P. (2024). Teachers' satisfaction with salary in accredited and non-accredited community campuses of Pokhara metropolis. *Academia Journal of Humanities & Social Sciences*, *1*(1), 27–41. https://doi.org/10.3126/ajhss.v1i1.64991

Chapagai, S. D. (2023). Secondary level teachers' job satisfaction in Nepal: A case of three districts. *KMC Journal*, *5*(1), 241-260. https://doi.org/10.3126/kmcj.v5i1.52464

Chapagain, B. R. (2021). Job satisfaction among academicians in Nepal: The influence of institutional sector and demographic factors. *Quantitative Economics and Management Studies*, *2*(2), 94-104. https://doi.org/10.35877/454RI.qems267

Chork, C., Sam, R., & Huot, S. (2024). The impact of service quality on teachers' satisfaction: The case of Battambang teacher education college. *Malaysian Journal of Social Sciences and Humanities*, *9*(2), 1-26. https://doi.org/10.47405/mjssh.v9i2.2662

Collie, R. J., Shapka, J. D., & Perry, N. E. (2012). School climate and social–emotional learning: Predicting teacher stress, job satisfaction, and teaching efficacy. *Journal of Educational Psychology*, *104*(4), 1189-1204. https://doi.org/10.1037/a0029356

Dreer, B. (2022). Teacher well-being: Investigating the contributions of school climate and job crafting. *Cogent Education*, *9*(1), 2044583. https://doi.org/10.1080/2331186X.2022.2044583

Duwal, B. R. (2023). Factors affecting the online learning outcomes of higher educational institutions in Nepal. *The International Research Journal of Management Science*, *8*(1), 57-70.

Giri, A., & Shrestha, V. (2016). *Schooling infrastructure and female educational outcomes in Nepal. Working Paper No. 2016-18. Towson University, Department of Economics.* Retrieved from https://ideas.repec.org/p/tow/wpaper/2016-18.html

Gouëdard, P., Kools, M., & George, B. (2023). The impact of schools as learning organisations on teachers' self-efficacy and job satisfaction: A cross-country analysis. *School Effectiveness and School Improvement*, *34*(3), 331-357. https://doi.org/10.1080/09243453.2023.2196081

Gu, H., & Zhou, S. (2020). The influence of teacher's job satisfaction on students' performance: An empirical analysis based on large-scale survey data of Jiangsu province. *Science Insights Education Frontiers*, *6*(1), 599-611. https://doi.org/10.15354/sief.20.or019

Harrison, M. G., King, R. B., & Wang, H. (2023). Satisfied teachers are good teachers: The association between teacher job satisfaction and instructional quality. *British Educational Research Journal*, *49*(3), 476-498. https://doi.org/10.1002/berj.3851

Hoque, K. E., Wang, X., Qi, Y., & Norzan, N. (2023). The factors associated with teachers' job satisfaction and their impacts on students' achievement: A review (2010–2021). *Humanities and Social Sciences Communications*, *10*(1), 1-7.

Irawan, F., & Hariasih, M. (2024). Unlocking educational quality through enhanced teacher satisfaction insights. *Indonesian Journal of Education Methods Development, 19*(1), 6-16. https://doi.org/10.21070/ijemd.v18i4.809

Kainth, G. S., & Kaur, G. (2011). *Job satisfaction: A challenging area of research in education. Asian Journal of Research in Social Sciences and Humanities, 1*(2), 123–136

Khanal, P., Acharya, S., & Phyak, P. (2022). Teacher wellbeing during the COVID-19 pandemic in Nepal: Comparing the results across the institutions. *Interdisciplinary Research in Education, 7*(2), 101-116. https://doi.org/10.3126/ire.v7i2.50477

Kisida, B., & Wolf, P. J. (2015). Customer satisfaction and educational outcomes: Experimental impacts of the market-based delivery of public education. *International Public Management Journal, 18*(2), 265-285. https://doi.org/10.1080/10967494.2014.996629

Klassen, R. M., & Chiu, M. M. (2010). Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology, 102*(3), 741-756.

Lamichhane, S. (2024). Teacher education in Nepal and denmark: A comparative study. *The EFFORTS, Journal of Education and Research, 5*(1), 73-89. https://doi.org/10.3126/ejer.v5i1.65638

Lee, H. W. K. Y. H., & Ho, S. M. (2022). The impact of work environment and teacher attributes on teacher job satisfaction. *Education Process: International Journal, 11*(1), 28-39.

Lee, M. (2006). What makes a difference between two schools? Teacher job satisfaction and educational outcomes. *International Education Journal, 7*(5), 642-650.

Lei, H., Cui, Y., & Chiu, M. M. (2018). The relationship between teacher support and students' academic emotions: A meta-analysis. *Frontiers in Psychology, 8*, 1-12.

Michaelowa, K. (2002). *Teacher job satisfaction, student achievement, and the cost of primary education in Francophone Sub-Saharan Africa. HWWA Discussion Paper No. 188.* Retrieved from https://www.econstor.eu/bitstream/10419/19349/1/188.pdf

Mishra, S., & Adhikari, B. P. (2023). Reward and job satisfaction: An evidence from private colleges of Nepal. *OCEM Journal of Management, Technology & Social Sciences, 2*(2), 178-190.

Reddy, V. D., Upadhayay, N., Yadav, S., & Subedi, B. (2016). Outcomes of medical education in Nepal. *Journal of Gandaki Medical College-Nepal, 9*(2), 63-64. https://doi.org/10.3126/jgmcn.v9i2.17872

Rimal, K. (2019). Teacher: An important but less recognized actor of school curriculum development in Nepal. *Dhaulagiri Journal of Sociology and Anthropology, 12*, 66-71. https://doi.org/10.3126/dsaj.v12i0.22181

Salameh, N., & Benkohila, N. (2024). *The impact of job satisfaction on teachers' performance in the UAE.* Paper presented at the BUiD Doctoral Research Conference 2023. Multidisciplinary Studies (9-30).

Sarnacchiaro, P., Scippacercola, S., & Malafronte, P. (2019). A statistical model for the self-evaluation of teacher satisfaction in school management: A study in the Italian Secondary School. *Electronic Journal of Applied Statistical Analysis, 12*(3), 637-656.

Shrestha, M. (2019). Contribution of school related attributes on job satisfaction: A cross-sectional study on school teachers in Nepal. *MOJEM: Malaysian Online Journal of Educational Management, 7*(4), 23-44.

Shrestha, M., & Bhattarai, P. C. (2022). Contribution of job satisfaction to organizational citizenship behavior: A survey of the school teachers of Nepal. *Journal of School Administration Research and Development, 7*(1), 36-49.

Shrestha, V., & Shrestha, R. (2017). *Intergenerational effect of education reform program and maternal education on children's educational and labor outcomes: Evidence from Nepal. Working Paper No.2017-05. Towson University, Department of Economics.* Retrieved from https://ideas.repec.org/p/tow/wpaper/2017-05.html

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education, 27*(6), 1029-1038. https://doi.org/10.1016/j.tate.2011.04.001

Subedi, B. S. (2015). Assessing the effectiveness of teacher training programs to improve the quality of school education in Nepal. *Journal of Training and Development, 1*, 9-14. https://doi.org/10.3126/jtd.v1i0.13084

Yıldız, V. A. (2024). Motivation and job satisfaction as predictors of professional commitment in teachers. *Educational Academic Research*, *53*, 128-136. https://doi.org/10.33418/education.1421773

Appendix 1. Structural questionnaire.

A.	**Demographic information**
1. Name	
2. Sex	☐ Male ☐ Female ☐ Other
3. Age	☐ Under 20 ☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51 and above
4. Ethnicity	☐ Brahmin ☐ Chhetri ☐ Janajati ☐ Dalit
5. Address	i. Province: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ii. District: [ ] iii. Municipality type: ☐ Metropolitan city ☐ Sub-metropolitan city ☐ Municipality ☐ Rural municipality iv. Municipality name: [_____]
6. Status	☐ Permanent ☐ Temporary
7.Teaching level	☐ Basic level ☐ Secondary level

B.	**Professional satisfaction**					
S.N.	**Questionnaire**	**SA**	**A**	**N**	**DA**	**SDA**
1.	All the school teachers are good at teaching subjects (Proficient)					
2.	The school supports regularly for the teacher development (Teacher development support)					
3.	Principal and school management committee include teachers for academic planning (Academic planning)					
4.	The school buys weekly, monthly, or other teaching resources (Teaching resource purchase)					
5.	The school has the policy to reward teachers for the best academic performance (Reward)					
6.	There is positive relationship between teachers and students (Teacher student relation)					
7.	There is positive relationship among SMC, teachers, and guardians (SMC relation)					
8.	The school does not have an ethnic prejudice (Ethnicity)					
9.	All the teachers are not prejudiced in terms of job position (Prejudice)					
10.	The school has implemented students and guardian-oriented problem-based action research (Problem-based Action)					
11.	The local level curriculum has promoted the skills to connect with agriculture, culture, and geography (Curriculum)					
12.	The local government has improved the infrastructure of the school (Infrastructure improvement)					
13.	The local government has supported professional development through training (Training)					
14.	The major checklists for teachers' promotion have to be students' achievement level and teachers' publication (Promotion)					
15.	I am completely satisfied with my job position (Job satisfaction)					

Notes: **SA**: Strongly agree, **A**: Agree, **N**: Neutral, **DA**: Disagree, **SDA**: Strongly disagree.