EFFECTS OF WORKING CONDITIONS ON TEACHERS' ATTITUDE AND STUDENTS' LEARNING

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A Dissertation

Submitted to

School of Education

in Partial Fulfillment of the Requirement for Degree of

Master of Philosophy in Education (Educational Leadership)

Kathmandu University

Dhulikhel, Nepal

November, 2018

DECLARATION

I hereby declare that this dissertation has not been submitted for candidature of any other degree.

_____ November 16, 2018

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DEDICATION

This dissertation is dedicated to “GOD” and to my wife Helena Lama along with my loving parents for their continuous support and blessings.

Master of Philosophy in Education (Educational Leadership) dissertation of *Anan Lama* entitled *Effects of Working Conditions on Teachers' Attitude and Students' Learning* was presented on November 16, 2018.

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AN ABSTRACT

An abstract of the dissertation of *Anan Lama* for the degree of *Master of Philosophy in Education (Educational Leadership)* presented at Kathmandu University School of Education on November 16, 2018.

Title: *Effects of Working Conditions on Teachers' Attitude and Students' Learning*

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Working conditions play an important role in shaping the teachers' attitude. In this context, a quantitative study was carried out to see relationship between the working conditions and the teachers' attitude. The purpose of this study is to examine the working conditions of community schools in the Kathmandu district along with attitudes of teachers who are working in satisfactory and unsatisfactory school building. Furthermore, it examines the effect of the working conditions on the teachers' attitude.

Philosophically, this study is guided by post-positivist paradigm utilizing the survey design. The data in this study were collected from the teachers of community schools of the Kathmandu district using the questionnaire My Classroom Appraisal Protocol (MCAP). Utilizing Statistical Package for the Social Sciences (SPSS) version 23 data were analyzed using both descriptive and inferential statistics like mean, standard deviation, independent sample *t*-test and simple linear regression. The findings were then interpreted and measured against the past studies and theories.

The working conditions of the community schools in the Kathmandu district were found satisfactory. Meanwhile, the study found significant difference in the attitude of the teachers who had satisfactory and unsatisfactory building conditions. Additionally, the study showed a moderate association between working condition and teachers' attitude.

In conclusion, this study shows brighter sign that the community schools in the Kathmandu district have satisfactory working conditions. Additionally, this study concludes that the building condition of school plays a crucial role in shaping the teachers' attitude. Finally, this study shows that there is a positive relationship between the working conditions and teachers' attitude. Overall, this study is expected to be beneficial to researchers, scholars, policy makers, and educational leaders for making positive changes in the education system of Nepal.

_____ November 16, 2018

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ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all those who in some way or another contributed to the completion of this dissertation. The achievement of the study was possible only with their valuable support, time, and feedback.

I am thankful to all the teachers of the community schools who supported to provide me first hand information. Without their cooperation, this study would not have received such pertinent data. I am grateful to my dissertation supervisor, Dr. Jiban Khadka for his continuous time and suggestions. Similarly, I want to express my sincere appreciation to my course co-coordinator, Associate Prof. Dr. Dhanapati Subedi for his support and encouragement as a result, I could better shape this dissertation. I am also thankful to Prof. Dr. Mahesh Nath Parajuli, Dean of Kathmandu University, School of Education, Prof. Dr. Bal Chandra Luitel, Associate Dean of Kathmandu University and Associate Prof. Dr. Prakash Chandra Bhattarai for their constructive feedback.

My thanks are also to Dr. Glen I. Earthman and Dr. Linda K. Lemasters for giving me permission to use their instrument. I am always proud of my lovely father and mother who gave me this beautiful life. I would like to thank my wife Helena Lama for her consistent support and encouragement to finish this research work. I owe my deepest appreciation to my friend Mr. Sunil Pradhan for his continuous support to complete the research work. My sincere thanks also go to Mr. Milan Shrestha, Niroj Dahal and Mr. Prakash Kumar Paudel for making APA adjustments and English corrections in my dissertation. Finally, I would like to thank all my course teachers for their academic input and contribution.

Anan Lama, Degree Candidate

ABBREVIATIONS

ANOVA	Analysis of Variance
CAPE	Commonwealth Assessment of Physical Environment
CBS	Central Bureau of Statistics
DEO	District Education Office
EFA	Education for All
ICT	Information and Communication Technology
MCAP	My Classroom Appraisal Protocol
MECs	Minimum Enabling Conditions
MOE	Ministry of Education
NESP	National Education Sector Plan
PMECs	Prioritize Minimum Enabling Conditions
SMAERC	Santwona Memorial Academy Educational Research Center
SPSS	Statistical Package for Social Sciences
SSDP	School Sector Development Plan
SSRP	School Sector Reform Plan
TOPE	The Teacher Opinionaire of Physical Enviroment
UNESCO	United Nations Educational, Scientific and Cultural Organization
USA	United States of America
USAID	United States Agency for International Development

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CHAPTER I

INTRODUCTION

This chapter presents the effects of the working conditions on teachers' attitude in the Kathmandu district with reference to its background along with the significance of doing research. Then, researcher articulated purpose of the research, research questions, and research hypotheses of the study. Finally, researcher has presented the delimitation of this research study.

Background of the Study

Working conditions of schools can affect teachers' attitudes. This study focuses on teachers' attitude affected by the working conditions in the community schools. By working conditions, the researcher in this study is referring to the classroom conditions in the community schools. A classroom is a place where students are brought together and are provided knowledge by teachers (Okon & Sole, 2006). Some of the working conditions in classrooms represent tables, chairs, writing boards, the sitting arrangement, books, audio-visual equipment, light, thermal conditions, and hardware of educational technology (Farombi, 1998). However, the variables of working conditions in this study are delimited to thermal status, light, condition of furniture and equipments, and textbook present in the classroom.

A study conducted by (Earthman & Lemasters, 2009; Leigh, 2012) found that satisfactory and unsatisfactory working conditions play a vital role in shaping the teachers' attitude. An attitude is a reaction, belief, and perception about something or someone. It is a hidden process which occurs within an individual on certain stimulus (Oskamp & Schultz, 2004). Teachers' attitude in this study is stimulated by their

working conditions. Teachers with satisfactory working conditions tend to be more eager and have a higher job satisfaction which creates positive attitudes within the teachers. On the other hand, teachers who have unsatisfactory working conditions have a lower job satisfaction and low commitment creating negative attitudes within teachers (Corcoran, Walker, & White, 1988). In this study, the term satisfactory and unsatisfactory school building conditions is used to describe the overall working conditions of the community schools in the Kathmandu district as perceived by the teachers. This building assessment (satisfactory/unsatisfactory school building conditions) is used both as the criteria and basis for teachers' response in the questionnaire (Annex V) to find the attitudes of the teachers. As prescribed by the questionnaire developers (Earthman & Lemasters, 2009), these two criteria are used to compare the overall teachers' attitude

Working conditions like light, thermal status, condition of equipments affects teachers' attitude. Appropriate light can enhance productivity of teachers, while too much sunlight creates glare hampering teachers effectiveness (Lewy, Kern, Rosenthal, & Wehr, 1982). A study conducted by Harner (1974) discovered around 68 to 74 Fahrenheit is the optimum temperature for teaching learning. Temperatures lower or higher than this range have physiological effects on teachers. Likewise, Schneider (2003) found that inadequacies in the working conditions like furniture, the conditions of walls, the ceiling and floor plays a vital role in shaping teachers attitudes. Additionally, the condition of light also plays a vital role in the teaching learning process. Heschong Mahone Group (1999) found effective teaching learning take places under natural daylight as students tend to scores 7 to 18 percent higher than those who study in less sunlight. Therefore, the relationship between the working

conditions and the teachers' attitude is a concern for both the educational leaders and policy makers.

Statement of the Problem

In order to perform effectively, teachers must have good working conditions (Corcoran et al., 1988). However, the government of Nepal hardly invests much of its budget to improve the working conditions in the community schools. About 65 percent of the community school budget is allocated for salaries and remuneration followed by program costs at 27.2 percent, management and administrative costs 7.4 percent (MOE, 2016a). Apart from this, in order to expand the education system many schools were constructed along with the implementation of School Sector Development Plan (SSDP) using locally raised funds. But the drawback of such collaboration between the schools and public was poor construction of the school buildings. Furthermore, the situation worsened after the earthquake in April and May 2015 which damaged around 35,000 classrooms (MOE, 2016b). Furthermore, Wagley (2012) concluded that one of the factors of poor performance of community schools is due to poor working conditions. In this context, Subedi (2017) concluded that the working condition is a big problem for teachers and students in Nepal. He found that the physical infrastructures of the school building conditions were not good for teaching and learning.

Teachers are the key stakeholders to run educational system successfully. Without them, our education system cannot prosper in the long run (Timalsina, 2008). Nevertheless, a study conducted by Parajuli and Das (2013) states the performances of community school teachers are unsatisfactory. Although there can be many factors in unsatisfactory performance of the community school. In this study, the researcher wants to know whether the relationship between working condition and teachers'

attitude is one of the factors for unsatisfactory performance. Here, the researcher is concerned with the working condition of the community school teachers in the Kathmandu district and how they feel and perceive their working condition. Do the working conditions affect teachers' attitude? The relationship between the working condition and its effects on the teachers' attitude has been already established by authors like (Corcoran et al., 1988; Earthman & Lemasters, 2009; Leigh, 2012). However, the relationship between the working condition and the teachers' attitude is not much explored in the Nepalese context.

Purpose of the Study

The purpose of this study is to identify the working conditions of the teachers in the community schools in the Kathmandu district. More specifically, the study examines the teachers' attitude of the community school teachers who had satisfactory and unsatisfactory school buildings. Furthermore, this study examines the effects of the working conditions on the teacher's attitude.

Research Questions

To study more systematically and completely, the following research questions were formulated in the study.

1. What is the working condition in the community schools in the Kathmandu district?
2. What is the relationship between the school building conditions and the teachers' attitudes?
3. To what extent do the working conditions contribute to the teachers' attitudes?

Research Hypotheses

A study conducted by (Corcoran et al., 1988; Earthman & Lemasters, 2009) revealed that the working conditions have a significant impact on the teachers'

attitudes. Similarly, Leigh (2012) found that the teachers who are in better working conditions have a better overall attitude. The detailed explanations of these studies are discussed in chapter III. Some of the hypotheses that were stated in relation to specific research questions are as follows.

H1: There is a significant difference between the attitudes of teachers in satisfactory school buildings than those of the teachers in unsatisfactory school buildings.

H2: There is a significant difference between the attitudes of teachers in satisfactory school buildings than those of the teachers in unsatisfactory school buildings across demographic variables.

H3: There is a significant relationship between the working conditions and the teachers' attitudes.

Significance of the Study

This study shows how the working conditions can shape the attitudes of teachers. Policy makers like Ministry of Education (MOE) can know the status of teachers' attitudes regarding their working condition and can take necessary measures to improve them. The identification of the relationship between the working conditions and the teachers' attitude might help to increase the current practice of allocating budget in community schools. Similarly, by prioritizing working conditions, educational leaders can improve teachers' attitudes and learning environment. Since my study is about working conditions and teachers' attitude, it will add value and help future researchers in this subject area.

Delimitation of the Study

The variables of working condition are delimited to the physical infrastructure of classroom conditions such as thermal status, light, condition of furniture and equipment, and text book. Since attitudes in a person can be stimulated by many

things, the attitude of teachers in this study is stimulated only by their working condition. Although there are different types of schools in the Nepalese education system, this study only focuses on the community schools in the Kathmandu district.

Definitions of Terms

According to “Education Act 2028”, the term "Community School" are those schools that have obtained approval and will gain regular grant from the Government (MOE, 2002a). Teachers’ attitude in this study is the reaction of the teachers toward their work in conjunction to their working condition resulting in satisfactory or unsatisfactory result. Student learning assessment in this study is an assessment of the student learning as perceived by the teachers that how well or not working condition helps student in their learning. The variables of the student learning assessment are acoustics, space, hindering, and enabling student learning.

Summary of the Chapter

In the context of the working conditions of a school, teachers’ attitude is crucial for effective teaching and learning. Considering this notion, this chapter sets the juncture for the research outline. Supporting the evidences from empirical reviews, the researcher pointed out the research problems. Furthermore, researcher decided to conduct research to find out the existing working conditions and its effect on teachers’ attitude. Finally, the study is delimited to the community schools located in the Kathmandu district.

CHAPTER II

LITERATURE REVIEW

Every research is incomplete without a study review. The main reason for reviewing the literature is to learn and know the outcomes of those investigations in areas where similar concept and methodology have been used successfully. This chapter provides an extended explanation of various concepts and theories in relation to the teachers' attitude. Moreover, this chapter tries to explore how the working conditions affect the teachers' attitude.

History of Education System and Situation of Community Schools in Nepal

Before the establishment of formal education the trend of Sanskrit and Buddhist education was already in practice in Nepal. With the foundation of Durbar High School, the English method of teaching and learning took place in1853 (Thapa, 2011). However, only those associated with the royal family and upper classes were given access to education (Skar & Cederroth, 1997). The ruler at the time feared that providing education to the public might overthrow their empire. After the political change and democracy in 1950, the development of education took place and the public finally gained access to education (Parajuli & Das, 2013). The literacy rate of Nepal in (1951-1952) was about only 5 percent with 10,000 students in 300 schools and two colleges (CBS, 2003). In an attempt to develop one single unified system of public education, United States Agency for International Development (USAID) financed National Education Sector Plan (NESP) in 1971 which resulted in many education acts and still exist in various amendments (MOE, 2010). These are some of the historical background of Nepalese education.

There are two different types of school systems in Nepal, community and institutional. According to "Education Act 2028", the term "Community School" is a school that has obtained approval and is regularly funded by the government (MOE, 2002a). In a survey conducted by MOE (1956), the conditions of community school buildings had limited facilities to offer proper and good education. The school buildings in the southern part of Nepal, especially in the Terai, were made up of thatched roofs with bamboo poles. All four sides were covered by leaves for shading and breaking wind. In overall, the construction of community schools in Nepal were merely average. Lack of finances was holding schools from improving. The community schools in Nepal lacked adequate funds for their renovation and improvements. The most challenging situation the community schools were facing was lack of instructional materials. Schools had a very limited number of Nepali books. Books were only available in thin paper and poorly printed pamphlets. The science, fine arts, music, and audio-visual aids for delivering instructions were almost non-existent. Equipments like maps, globes, charts, and pictorial materials were rarely found. The teachers were very challenged by the situation and had to improvise a lot for conducting their class. Nevertheless, swings and equipment for football and volleyball were found in most of the schools. These were the situation of community schools back in 1956.

Later, a study conducted by Santwona Memorial Academy Educational Research Center (2008) found that community schools have their own land and buildings but optimal utilization of such resources wasn't evident. The use of modern technologies like, the uses of computers and science laboratories were still non-existent or missing in most of the community schools (Bhatta, 2004; SMAERC, 2008). Community schools are often criticized for low academic performance and

weak management (Carney, 2003; Caddell, 2006). Furthermore, community schools are also directly affected by politics and civil war. During the Maoist insurgency from 1996 to 2005, most of the infrastructure of the community schools were destroyed (Caddell, 2006). The situation was got worsened by the earthquake of April and May 2015, destroying many community school buildings (MOE, 2016b). The reconstruction process of these school buildings are going on till date. The situation mentioned above not only affects the school to run smoothly but it also affects the attitude of those who works under these circumstances.

Psychology of Attitudes

Generally, attitudes are determined by existing surrounding of the people. Moreover, attitudes are often gained through experience, social exposure, knowledge, and observation. A study conducted by Albarracin, Sunderrajan, Lohmann, Chan, and Jiang (2018) categorized the psychology of attitudes into behavior, intentions, goals and beliefs. Behavior is concerned with the explicit acts of a person (Albarracin, Zanna, Johnson & Kumkale, 2005). It is a predictive nature of a person which is accessed by others. An intention is a desirable result which requires external help (Ajzen & Fishbein, 2005). For example, person intents to lose weight but the success cannot be guaranteed until the intention is executed. Goals are specific and set to achieve them in a specific period of time (Elliot & Church, 1997). For example, to set profit target in a company and achieving them at certain period of time. A belief in a person is a subjective probability comprise of value, concept, or attribute (Fishbein & Ajzen, 1975). It is a conviction, reliance, and confidence in someone or something.

Teachers' Attitude in School Context

Teachers' attitude is formed by different factors. Attitude is developed through pattern of beliefs over a certain period of time. These beliefs are generated as

we gain experience, knowledge, and a person generates two types of attitude i.e. positive and negative attitude (Bain, Steve McCallum, Bell, Cochran, & Sawyer, 2010). Positive attitude in teachers forms a foundation for teaching and learning whereas negative attitude hinders them (Mantle-Bromley, 1995). Proper working conditions in schools reflect that the educational leader is serious about education. However, if the working condition is not good it has a negative effect on the attitude of teachers which may result in absenteeism and unwillingness to work (Corcoran et al., 1988). A study conducted by Agyeman (1993) found that one of the key factors to a successful teacher was qualification. Nevertheless, teachers who are academically and professionally qualified but do not have essential working environment results in lower dedication than teachers who have a good working environment (Phanice, 2017). All in all, teachers' attitude is a concern for educational leaders to make effective and efficient teaching and learning environment.

Structural Setting of Working Condition

Working condition plays a vital role in teaching learning process (Ahunanya & Ubabudu, 2006). Good working conditions include the placement of the classroom, availability of furniture, equipment, laboratories and so on. If these working conditions are adequate, it helps and enhances the comfort and safety of both teachers and students (Knezevich, 1975). It also helps to achieve the goals and objectives of school. Working conditions of the classroom are the minimum resources required for an effective school (Adegbeson, 2007). Therefore, the working condition in an educational institution is one of the most important assets to consider for teaching and learning.

The structural setting of the working conditions (classroom) for teachers is very vital for teaching learning. It helps the teachers and the students to get

comfortable and makes working condition better. Here are some of the structural working conditions to enhance better teaching learning.

Lighting

There are two main sources of lighting in a classroom; natural and artificial. The main source of natural light comes from sunlight whereas artificial light in classrooms comes from electricity. Classrooms with natural light aids better performance of both teachers and students (Edwards & Torcelli, 2002; Tanner, 2008). A study conducted by Heschong Mahone Group (1999) in California, Washington, and Colorado showed that students who were exposed to a large amount of day light got higher math and reading test scores. However, incorporating day light into classrooms is a challenging task and it should be done cautiously, without increasing the temperature of classroom to an uncomfortable level (Benya, 2001). Therefore, the school management should take upmost care in installing lighting facilities.

Acoustics

Acoustics is concerned with sound. In a classroom context, the floor, ceiling and walls are the most important things affecting the acoustics. Sounds in a classroom are mainly produced by speech and external noise. Acoustics should not be taken for granted because it can hinder teaching learning process in the classroom. Research has shown that unnecessary external noise hinders learning activities (Klatte, Bergstroem, & Lachmann, 2013). A study conducted by Evans and Maxwell (1997) concluded that a school which lies in a flight pathway performs worse than a school situated in a quiet environment. This shows that classrooms with greater noise are more likely to have lower performance. Noise in classrooms is even more of a serious problem for those students and teachers with hearing disorder (United States

Architectural Transportation Barriers Compliance Board, 2002). Therefore, acoustics is one of the important factors to consider in a classroom.

Temperature

In a classroom, thermal comfort is very important for teaching and learning. The performance and attention of students and teachers in the classroom is affected by the classroom temperature (Lackney, 1994). It is found that the optimal temperature for teaching and learning activities lies between 68 and 74 degree Fahrenheit (Earthman, 2004; Huffman, Jernstedt, Reed, Reber, Burns, Oostenink, & Williams, 2003; McGuffey, 1982). In a study conducted by Allen and Fischer (1978) found that the undergraduate students performed well in a classroom temperature of 72 degree Fahrenheit but the performances got worse as the temperature became extreme in both hot and cold situations. This shows that an optimal temperature must be maintained so that learners and teacher can perform efficiently.

Air Quality

The air quality of Kathmandu valley is becoming more polluted by carbon dioxide due to an increase in vehicles (Gautam, 2010). Air quality not only affects the public but also the teaching and learning process. Low quality air and its effects impact student attendance and teachers' ability to teach effectively (Schneider, 2002). A study conducted in public schools in the United States of America revealed that about 9 percent of public schools had unsatisfactory and very unsatisfactory air quality in the permanent buildings (Alexander & Lewis, 2014). In this regard, stakeholders like government and community should take necessary step to address such issues.

Classroom Layout

The classroom layout like arrangement of furniture in the classroom influences the relaxation and interactions for student and teacher (Burgess & Kaya, 2007; Martin, 2002). A study conducted by Burgess and Kaya (2007) revealed that women felt more comfortable in the seating arrangement in clusters or rows. In the contrary, author like Hastings and Schwieso (1995) argued that clustered setting in the classroom leads to disturbing and off-task behavior. Therefore, a study conducted by Wannarka and Ruhl (2008) has shown a concern regarding optimality of seating arrangement for effective and efficient teaching and learning in the school.

Empirical Reviews

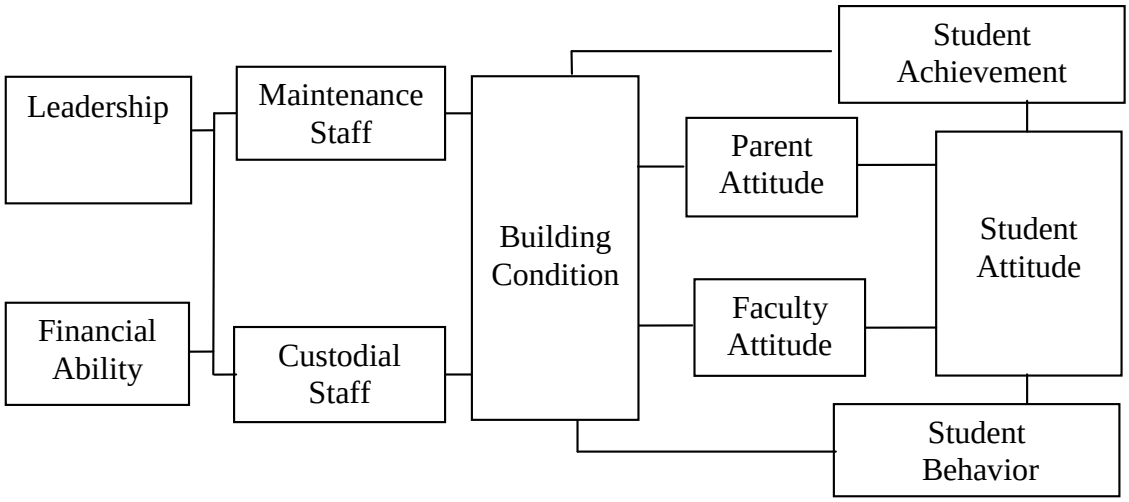
In this section the major findings of the past studies in relation to the working conditions and the teachers' attitude are explored. This part is very important as it gives a better idea and provides a foundation in the topic of the working conditions and the teachers' attitude. More specifically, this part tries to address research questions and hypotheses of this study.

Relationship between Working Conditions and Teachers' Attitude

The relationship between working conditions and teachers' attitude exists. Regarding the relationship of working condition and teachers' attitude one of the early studies was conducted by Karst (1984). He studied the potential relationship between school building quality, student, and teacher attitude in a large metropolitan area of Louisiana (USA). The result of the study showed that the teachers and students in higher quality buildings have better scores on attitude. Interestingly, teacher in the lower quality buildings showed even better attitude scores. Similarly, Corcoran et al. (1988) found that working conditions playing vital role in shaping the teachers' attitude. They found teachers having better working condition had positive attitude

than those teachers not having better working condition. Cash (1993) examined the relationship between school building conditions, student achievement and student behavior in rural high schools of Virginia (USA). To explore the issue she designed a theoretical model to see the effect of structural and cosmetic building factors to know attitude of faculty, parents, and student. The detail of her model is shown in the Figure 1 below.

Figure 1 Cash Model



(Cash, 1993, p. 4)

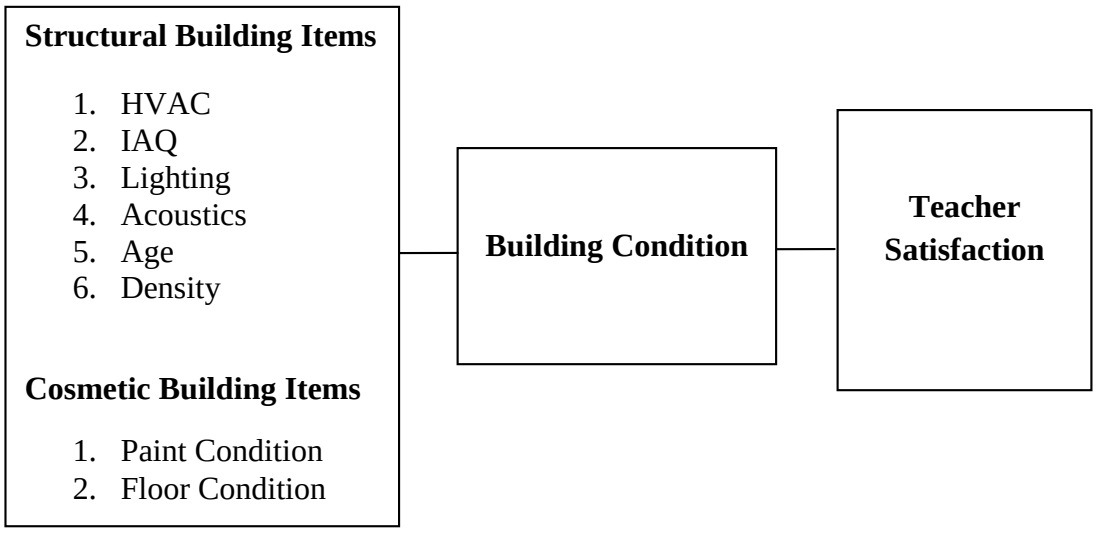
The finding showed that there is a positive relationship between building conditions and achievement of students. Furthermore, Cash found that the better the school conditions, the better were the students' performance. Similarly, Hines (1996) also explored the relationship between school building conditions, student achievement, and student behavior. In his quest to collect the data, he used the same questionnaire as Cash i.e. CAPE questionnaire. Interestingly, the population of this study was taken from the urban area of Virginia. The results of Cash (1993) and Hines (1996) were similar. However, there was a greater range of difference between standard and above standard buildings in Hines's study. There also seemed to be a

greater degree of difference in the mean scores of examinations between schools in the lowest category and the highest.

Maddox (1997) studied about the factors that affect teacher turnover. About 278 teachers with 3 or more years of teaching experience participated in her study. The study revealed school building is an unimportant factor if they are maintained with supportive supplies to work. Furthermore, most of them think that good facilities can add value to a school culture. A study conducted by Schneider (2003) found that poor working condition makes teachers' difficult to deliver education. Furthermore, he added that poor working condition affects teachers' health and increases the chance that they will seek employment elsewhere. Buckley, Schneider and Shang (2004) in their study conducted in Washington DC, also showed similar results. They examine the importance of quality facility to retain teachers. They found that the condition of school facilities plays a viral role in teacher retention.

Likewise, Ruszala (2007) explored the condition of high school facilities and its relationship to teacher satisfaction. She used six structural and two cosmetic building items to determine the building condition of Virginia's metropolitan high schools. The purpose of her study was to examine the correlation between building conditions and teachers' satisfaction using Commonwealth Assessment of Physical Environment (CAPE) and The Teacher Opinionnaire of Physical Enviroment (TOPE) instrument. Her theoretical model shown in figure 2 illustrates the effect of structural and cosmetic items which leads to teacher satisfaction.

Figure 2 Ruszala Model

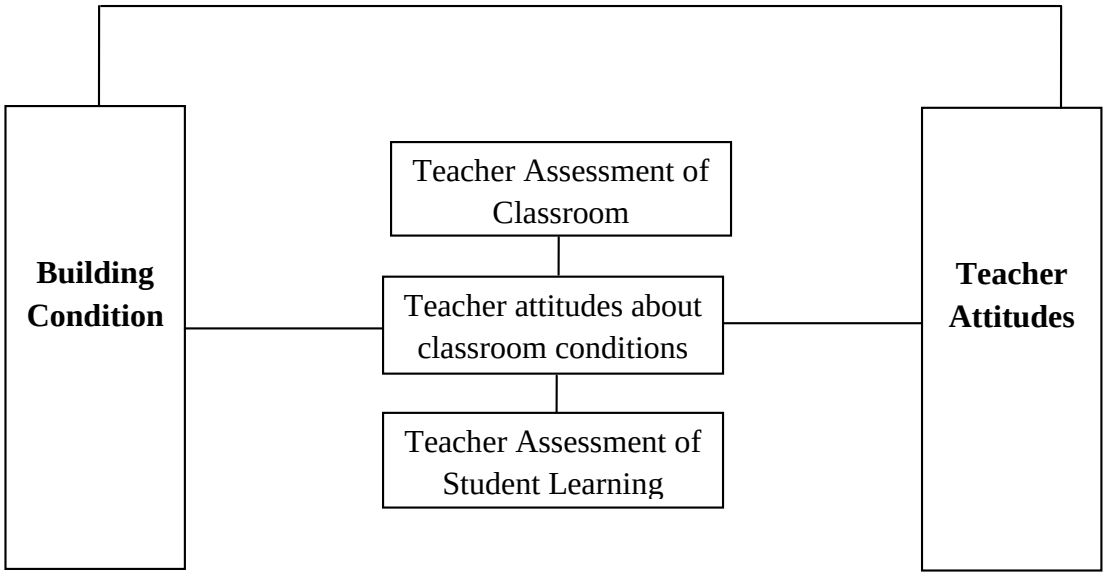


(Ruszala, 2007, p. 10)

The findings revealed that almost half of the metropolitan high school principals scored their school as "Standard" having cosmetic and structural condition rating of 61 and 65 percent respectively. Furthermore, the study overall showed a moderate positive correlation between CAPE and TOPE variables. The regression analysis revealed that light is a significant factor for teachers' satisfaction.

In the similar issue, Earthman and Lemasters (2009) studied teachers' attitude about classroom conditions. The purpose of this research paper was to examine how teachers felt and formed certain attitudes regarding their classrooms. This study concluded that the teachers in satisfactory buildings had a better attitude than teachers in unsatisfactory school buildings. Similar findings were revealed by Leigh (2012) who also studied the relationship between school facility conditions and teachers' attitude. He constructed a theoretical framework shown below in figure 3 which discusses how building conditions affects teachers' attitude. His theoretical construct is based upon the building conditions and how it affects teachers' attitude.

Figure 3 Leigh Model



(Leigh, 2012, p. 7)

The study concluded that there is a relationship between the building conditions and teachers' attitude. Moreover, the data of the study indicated that teachers in satisfactory buildings had overall better attitude than teachers in unsatisfactory buildings.

A study conducted by Maniloff (2004) examined the relationship between high school size and teachers' perception on their working conditions. The study concluded that there is a significant relationship between high school size and teachers' perception. This finding is supported by a study conducted by (Leung, Chan and Wang, 2006). They also found similar result that working conditions had an impact on teachers' attitude.

Likewise, Isaiah (2013) studied conditions of schools and its relationship with teachers' job dissatisfaction to their job. He argued that the quality of school facilities is an important factor in the decision making of the teacher. The study concluded that lack of good working conditions impacts the level of teachers' job satisfaction which not only hampers their performance but also their productivity.

A study conducted by Subedi (2017) examined the relationship between head teacher leadership attributes and school climate in community schools of Nepal. To conduct his study, he randomly selected seven districts of Nepal. He found that the school climate in community school of Nepal was not favorable for teaching and learning. He observed weak situation of physical safety and poor infrastructure including library, and laboratories for teaching and learning.

An inadequate working condition in a school creates stress in teaching learning process (Abel & Sewell, 1999; Blase, 1986; Dewe, 1986; Stenlund, 1995). A study conducted by Morris (2003) supports that a poor working condition trigger student to back down which affects students learning. In this context, Lowe (1990) state inability to control classroom temperature hampers teachers and students performance. Schools with inadequate working condition like poor acoustics, poor buildings, and lack of thermal controls have a effect on high teachers' turnover. They seek employment elsewhere, which disrupts the curriculum, and ultimately students' learning (Buckley, Schneider, & Shang, 2004). Therefore, proper management of working is vital for effective teaching learning experience.

Policy Review

Regarding the policy MOE (2016) has introduced Minimum Enabling Conditions (MECs) or Prioritize Minimum Enabling Conditions (PMECs). The implementation of Education for All (EFA) program and School Sector Reform Plan (SSRP) emerged with the concept of "Child Friendly Schools" program which set an agreement of MEC's to provide a favorable learning environment in community schools. This policy mentions the minimum requirement that should be present in the community school classroom which are student-teacher ratio, classroom space, sets of textbooks per child per year, separate girl and boy toilets plus water, and

book/learning corners in all classrooms. The PMEC's was set largely with primary grade (1-5) schools in mind but additional MECs were drafted for secondary schools covering sufficient teacher to student ratio, safe building , gender sensitive wash facilities, science and Information and Communication Technology (ICT) labs in identified schools, availability of curriculum, textbooks, and learning materials. Even though the policy provides a solid foundation for a child friendly enabling environments in all schools, the earthquake of April and May 2015 prolonged the time to achieve all the PMECs.

Furthermore, Education Regulation (2002) relating to sub-rule (1) of Rule 145 have made bases of categorizing community schools which includes physical facilities, teacher management, student number, academic achievement, total expenditure and school operation period (MOE, 2002b). Out of these six categories major portion of 30 marks is allocated for physical facilities. The classroom with an appropriate number of students is provided 10 marks. If a classroom has an adequate light and ventilation it gets one mark respectively. However, if the writing on the black/white board is not clearly visible, only 0.5 marks are given. A classroom with doors and windows gets two marks. A full mark of 2 is given to classrooms with ceilings higher than 9 feet, and floor not below land level. Regarding drinking water, if a school is able to provide filtered water it gets a full mark of 2. Nevertheless, if there is inadequate drinking water that particular school only gets 0.5 marks. The schools that own the land which are built upon get 2 marks. Furthermore, if a school has a laboratory for students it gets 3 marks. Overall, school obtaining 80 marks and above will get an "A" grade. Similarly, schools obtaining marks 60-79, 40-59, and 39 will get a grade letter "B", "C", "D" respectively (MOE, 2002b). In this way, the

education regulations have categorized the community schools of Nepal in four different categories.

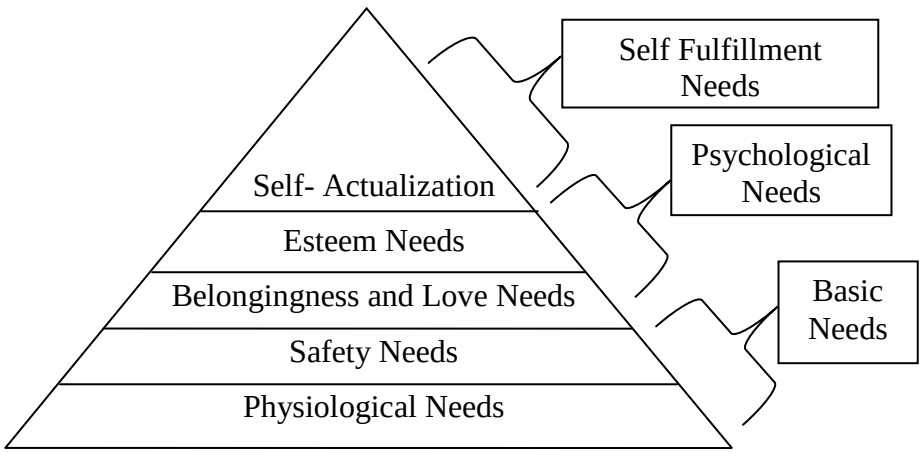
Theoretical Review

Theoretical reviews are important to understand phenomenon which supports a theory of a research study. It helps to strengthen the theoretical assumptions and evaluate them critically. Here the researcher has explored two theories Maslow's hierarchy of Needs and Herzberg's motivation theory to support his theoretical assumptions.

Maslow's Hierarchy of Needs Theory

Maslow's hierarchy of needs believes that human have certain needs. Maslow's (1954) found five hierarchical needs which are essential for an organization and its employees' performance and attitude stated below in figure 4.

Figure 4 Maslow's Hierarchy of Needs Theory



(Mullins, 2010)

According to Maslow's hierarchy of theory, until and unless the basic needs (Physiological and Safety needs) are fulfilled, there will be no demand for the upper level needs (Belongingness and love needs, Esteem needs, and Self actualization). In this study, working condition is considered as teachers' basic needs for performing

their job effectively. A study conducted by Jerome (2013) concluded that Maslow's hierarchy of needs theory is pertinent for better work environment and employees' performance and attitude.

Frederick Herzberg's Motivation Theory

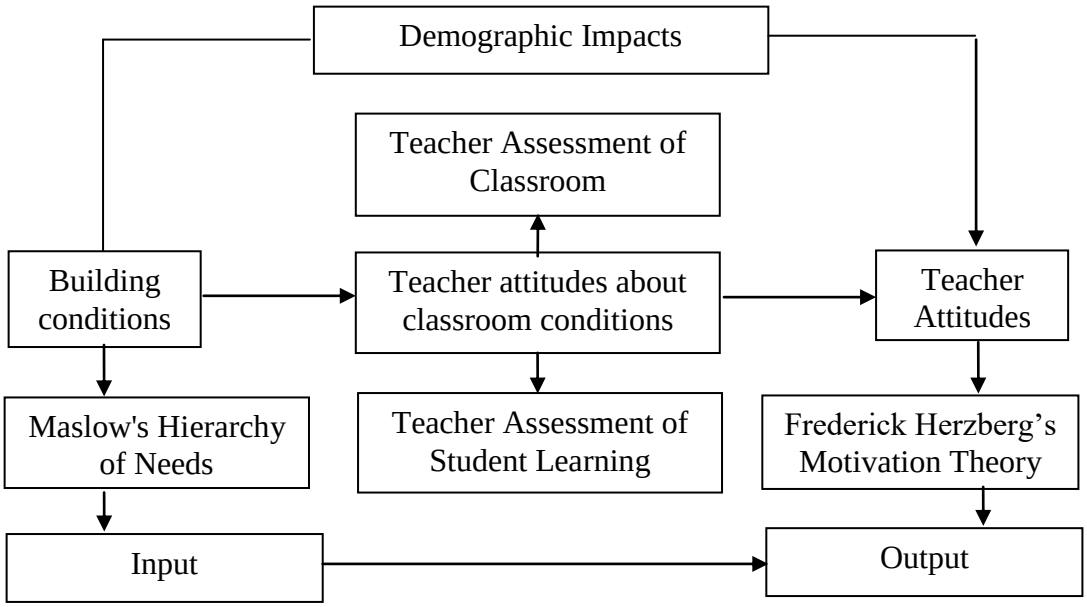
Motivation is a way to get things done by an employee (Sharma & Sharma, 2018). In order to find out the effect of workplace on attitude, Herzberg started asking people what condition they felt good or bad about their jobs (Herzberg, 1971). He found two separate sets of factors that influence motivation; Hygiene and Motivator. The hygiene factors that mainly dissatisfy employees are poor lighting, ventilation, and lack of working equipments necessary for work. If these factors are maintained, at least a level of satisfaction will motivate employee. Herzberg considers these things as basic needs which are the starting point for motivation. Motivator factors include achievement, recognition, advancement, and personal growth (Herzberg, Mausener & Snyderman, 1993). A study conducted by Davis and Newstrom (2002) mentioned that until and unless factors such as working conditions are fulfilled, teachers will be dissatisfied and ineffective. Moreover, bad hygiene makes employees unable to think about their personal growth. Therefore, working conditions with good hygiene and high motivation produce better attitudes and fewer complaints from teachers.

Theoretical Framework

The concept of theoretical framework was initiated by Cash (1993). She developed a model (see figure 1) focusing on how a condition of building especially custodial and maintenance can influence parent, faculty, and student attitude. Later, Leigh (2012) modified the concept focusing on building condition and teachers'

attitude. The researcher here has modified Leigh (2012) framework which is shown in figure 5.

Figure 5 Theoretical Framework



(Idea adapted from Leigh, 2012)

There have been many theories linked with the understanding of attitudes in the workplace. Here the researcher has seen the relationship of working condition and teachers' attitude through the lens of Maslow's Hierarchy of Needs and Herzberg's motivation theory. This study focuses on lower order need of Maslow's hierarchy of needs and Hygiene factor of Herzberg's motivation theory.

In this study, building condition is considered as Input. The study focuses on the lower needs (Basic needs) because building condition of school is a minimum requirement for teaching learning process. Davis and Newstrom (2000) discussed Herzberg's motivation theory that job factors like building condition cause dissatisfaction and affects employees attitude. Furthermore, he added good building condition if not present or in unsatisfactory condition hampers employee's motivation and attitude. Considering school building condition as input and teachers' attitude as

output, this study tries to identify the relationship between building condition and teachers' attitude with Maslow's Hierarchy of Needs and Herzberg's motivation theory.

Furthermore, some confounding variables of teachers' demographic characteristics like gender, age, qualification, teaching license, contract type, experience, and ethnicity are used to see their contribution in teachers' attitude.

Research Gap

Studies like (Corcoran et al., 1988; Earthman & Lemasters, 2009; Leigh, 2012) found the relationship between working condition and teachers' attitude. However, the relationship between working conditions and its effect on teacher attitude is not much explored in the Nepali context. Additionally, studies like (Corcoran et al., 1988; Earthman & Lemasters, 2009; Leigh, 2012) found the relationship between working conditions and teachers' attitude but they did not see the relationship from theoretical perspective. Even though research has been done in the field of working condition and teachers' attitudes, there are limited literatures in this field.

Summary of the Chapter

In this chapter, the history of education system and situation of community school building condition at 1956 A.D was reviewed. Then, the researcher presented the fundamentals of the working condition and how a teacher can be affected by the working condition. Many previous studies and journals were also reviewed to explore the knowledge in terms of working condition, school building condition in relation to teachers' attitude. Finally, the chapter concludes developing the theoretical framework and finding the gap in previous studies.

CHAPTER III

RESEARCH METHODOLOGY

This chapter gives an overview of the research paradigm and explains the rationale of survey methodology. Here the researcher explains the case of sampling followed by data collection and the method of its analysis. Then, the reliability and validity of this study is presented. Finally, the discussions regarding some ethical concerns are made followed by a summary of this chapter.

Philosophical Consideration

Ontology is concerned with the nature of reality and being (Ponterotto, 2005). Ontology is the learning of certain categories of something that exists or may exist in certain area. Here in this study the philosophical standing of the researcher's position is "post-positivism" which believes reality is objective (Creswell, 2003). In this study the collective result from all individual teachers regarding attitude towards their working condition explains the nature of reality. Additionally, data were gathered using a structured questionnaire so that the reality of teachers' attitudes can be obtained in a single form.

Epistemology is concerned with the theory of knowledge, its existence and how we came to know about its development (Creswell, 2007). Here, epistemological assumption of this study is to know the attitude of community school teachers towards their working condition, which can be acquired with the help of statistical analysis and testing the reality. The study was based on the survey data and testing hypothesis of previous empirical studies. Therefore the objective method to collect data and testing reality reflects the epistemology of this study.

Axiology is the philosophical study concerned with values. In the research there are values associated to that study (Teddlie & Tashakkori, 2009). Axiology is concerned with the human action and its physical traits which are ethics and aesthetics. Some of the things that axiology tries to explore is about good or bad, correct or wrong and so on. However in this study the manipulation of values are restricted as far as possible. To this end, the questionnaire only had the level of satisfaction and dissatisfaction.

Research Design

A research design is determined by its purposes (Cohen, Manion & Morrison, 2007). It is arranged so that the collection and analysis of data can be aimed to its relevant research purpose. In fact, a research design is the conceptual structure within which a research is conducted. It is the blueprint for the collection, measurement and analysis of data. It is also the plan, structure and strategy to investigate so as to obtain answers to research questions.

Following a descriptive research design, this study was conducted utilizing a field-based survey. The study generalized teachers' attitude towards their working conditions, therefore it was assessed with the help of a questionnaire. The field-based survey was conducted by collecting a representative sample from a particular population. The data was analyzed with the help of statistical techniques to explain the fact. The results were compared with other previous studies and theories along with different demographic characteristics.

The reason for choosing the survey method was that observations, interviews, and focus groups add potential bias and inconsistency in the administration of the survey instrument. Besides, the data collected may not provide the concrete data

needed for statistical analysis. Additionally, the survey method allowed the researcher to capture the responses of the respondents from a wider demographic.

Population and Sampling

There are total 293 community schools in the Kathmandu district and it has one of the highest (N = 4283) number of community school teachers (DEO, 2013). Therefore, it is an ideal study area of the research. As stated by Cohen et al., (2007) the sample size of a particular study depends upon its purpose and the nature of the population analysis; there is no clear cut answer for correct sample size. For the population, researcher in this study considered all community school teachers of Kathmandu district as total population shown in table 1.

Table 1

Number of Community School Teachers in the Kathmandu District

District	No. of Community School Teacher
Kathmandu	4283

Source: (DEO, 2013)

To draw a sample size, researcher used the formula of (Yamane, 1967). Furthermore, the value of alpha is set to 0.05 maintaining 95 percent confidence level, which is a typical standard in social science research (Vidgen &Yasseri, 2016).

Total Population (N) = 4283 community school teacher

Confidence Level = 95%

Sampling Error = 5%

Using Taro Yamane Formula,

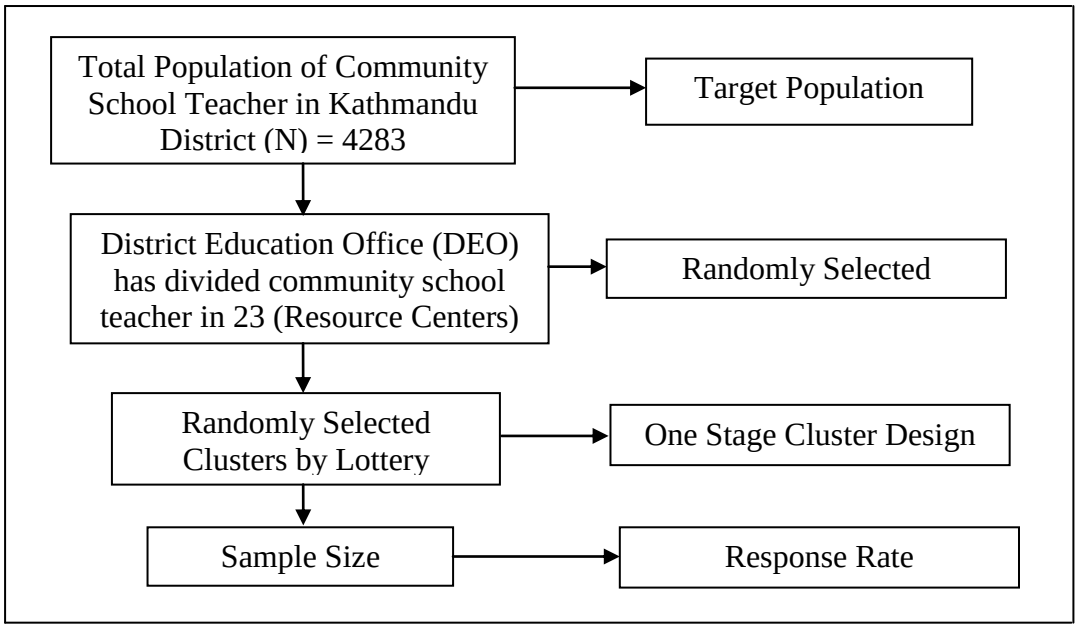
$$\text{Sample Size (n)} = \frac{N}{1 + N*(e)^2}$$

$$= \frac{4283}{1 + 4283\ (0.05)^{\wedge}2}$$

Sample Size (n) = 366 community school teachers

The entire process of collecting required number of samples is presented in figure 6 below.

Figure 6 Cluster Sampling Process



The sampling technique of this study was initiated by finding the target population of teachers in the community school of the Kathmandu district. As stated in the report of DEO (2013), there are 4283 teachers in the Kathmandu district. Since the district education office of Kathmandu has divided these schools in 23 different clusters, four clusters were randomly selected by one stage cluster design through lottery method. The reason why the researcher selected four clusters was that the pilot study showed that in an average there were around 25 teachers in one community school in the Kathmandu district. This allowed the researcher to estimate the target sample size. The total number of community schools from the randomly selected cluster was thirty three schools (Annex IV). The information about the list of

school was provided by District Education Office of Kathmandu. In this way, the researcher collected 383 responses by visiting all 33 schools.

Data Collection Procedure

After finalizing the questionnaire, the data collection procedure was initiated. A letter of consent to conduct research from the Kathmandu University, School of Education was requested, which was promptly provided by the administration. The lists of sample community schools of the Kathmandu district were obtained from district education office. In this study, the researcher personally visited all schools and approached for the data collection himself. The researcher visited the principal and after explaining the purpose, the principal granted the permission to collect the data from the teachers. After explaining the purpose of the study again to the teachers, the researcher collected the data. But sometimes, if the teachers did not show an interest in the study, the researcher did not compel those teachers to fill out the questionnaire. The researcher spent around 24 days and many follow-ups to collect data from 383 teachers, which is more than the required sample size of 366 community school teachers.

Method of Data Analysis

In this study the collected data were analyzed using Statistical Package for Social Sciences (SPSS) version 23. All the data collected from the teachers of community schools were entered in SPSS. The data were analyzed and then presented in a tabular form. Both descriptive and inferential statistics were used to analyze the data. Descriptive statistics are important because it help to show and summarize the data. It enable researcher to present the data in simpler and meaningful manner. However, descriptive statistics do not allow researcher to analyze beyond the data or hypotheses that researcher might have made. On the other

hand, inferential statistics allow researcher to generalize the population by taking representative samples. Since it is not possible for researcher to go and collect data of all community school teachers in Kathmandu district, representative sample was randomly drawn to represent their population.

The demographic variables of teachers were analyzed with the help of frequency and percentage whereas the relationship was observed employing inferential statistics. To summarize the attitude of teachers regarding their working condition mean was used. The use of Independent sample t-test was used to see the group differences of teachers who had satisfactory and unsatisfactory building condition. The relationship between working condition and teachers' attitude was analyzed using regression analysis. The findings were again viewed with Maslow's hierarchy of needs and Herzberg's theory of motivation.

Instrumentation

To assess the working condition and measure the attitude of teachers, a survey questionnaire called My Classroom Appraisal Protocol (MCAP) developed by Earthman and Lemasters (2009) was adopted. The researcher contacted the authors through email to get their permission to use the questionnaire in Nepal. After receiving a written permission, the researcher started contextualizing the questionnaire in the Nepali context.

In the first phase, the tool was translated in the Nepali language so that the teacher could easily understand it. Rosyidah, Kharis and Afifah (2017) define translation to be a process of converting the source language to the target language. A good translator should possess information about source and target languages plus its sociolinguistic and cultural knowledge. The researcher in this study hired an expert with a good knowledge in both languages. After receiving feedbacks from the

supervisor and coordinator, the questionnaire was then translated into Nepali. The translated questionnaire then again was reviewed with English expert to see if the questionnaire generates same meaning after translation. After the confirmation from English expert that the questionnaire translated in English and Nepali language generate same meaning, an expert again was consulted who had done a similar research. Finally the instrument was ready after correcting the feedbacks given by expert and testing the reliability of the questionnaire.

The first section of the instrument covers the demographic characteristics of teachers like gender, age, ethnicity, teaching experience and so on. The second section consists of building assessment which asks whether or not their school building is in a satisfactory or unsatisfactory condition. The third section of the instrument consists of classroom assessment to know the situation of teachers' working condition. The last two section of the instrument consists of an attitudinal assessment and student learning assessment.

The MCAP instrument was modified by the adding one variable dealing with the textbook. Regarding policy SSDP has mention about PMECs where set of textbooks for student is minimum requirement that should be present in the working condition (classroom). The scholar Babbie (2011) states validity is concern with how well the instrument measure what it intend to measure. The absence or presence of the textbook might affect the way teachers teach and affect their attitude. The addition of one variable did not the affect validity because the instrument will continue to measure what it was originally intent to measure.

Additionally, some items were removed because it was not found fit for the Nepalese context. For example, the first item which states "I can easily control the temperature in my classroom" was deleted because during my pilot study and from

consultation with community school teacher, the researcher found that community school don't have air condition in their work place so as they can control the temperature. Similarly, item number 12 and 13 which state "My classroom is comfortable in the fall months" and "My classroom is comfortable in the spring months" were also removed after consulting with research supervisor and coordinator because in Nepal we do not follow such climate seasons.

Regarding coding, Likert scale was used to draw a response from the teachers. Teachers were given five options to answer the MCAP questionnaire. Instead of using SD, D, UD, A, and AD for strongly disagree, disagree, undecided, agree, and strongly agree, which was *Purna Asahamat, Asahamat, Anirnit, Sahamat,* and *Purna Sahamat* in Nepali language was used so that respondents can easily understand and rate their attitude. A numerical code was given to these options. For example, "*Purna Asahamat*" was coded as number 1, "*Asahamat*" was coded as number 2, "*Anirnit*" was coded as number 3, "*Sahamat*" was coded as number 4, and finally "*Purna Sahamat*" was coded as number 5. Here higher numerical values would indicate positive attitudes (responses) to a given question in the MCAP survey. Furthermore, item numbers 9, 14, 16, 18, 20, 23, 24, 25, 26, 27, 28, 29, 30, 31, 35, and 36 were re-coded to make positive responses. For example, strongly disagree was re-coded from 1 to 5, whereas strongly agree was re-coded from 5 to 1 and vice – versa.

Regarding demographic data of teachers, Male was coded as 1 and Female was coded as 2. The age of the teachers was collected as a continuous variable in this research. However, they were later categorized into four different categories; below 25 years, 25 to 35 years, 36 to 45 years and above 45 years. These four categories of age were coded as follows: below 25 years as 1, 25 to 35 years as 2, 36 to 45 as 3, and

above 45 years as 4 respectively. In terms of qualification of teachers, those who held SLC or equivalent, +2 or equivalent, Bachelors or equivalent, Master's, MPhil, PhD or equivalent were coded as 1,2,3, and 4 respectively. Again teaching experience of the teachers was collected as a continuous variable and was later categorized into four different categories; below 5 years, 5 to 14 years, 15 to 20 years, and above 20 years. Below 5 years was coded as 1, 5 to 14 years was coded as 2, 5 to 14 years was coded as 3, and above 20 years of teaching experience was coded as 4.

In this study, teachers were also asked if they held a teaching license or not. To draw a data, two options were provided; Yes or No. Teachers with a teaching license ticked "Yes" and were coded as 1, and those without ticked "No" and were coded as 2. Teachers were asked to identify the level they taught; basic or secondary. Teachers who taught at the basic level were coded as 1, whereas teachers who taught at the secondary level were coded as 2. Teachers were also separated in terms of how they were appointed, permanent teachers were coded as 1, temporary teachers were coded as 2, and those teachers who were appointed from other sources were coded as 3. In terms of the subject: Nepali, English, Mathematics, Science, and Social Studies teachers were coded as 1,2,3,4, and 5 respectively. Teachers who taught subjects other than these were coded as 6. In terms of ethnicity, teachers who were Brahmin/Chhetri, Janajati, Madheshi, and Dalit were coded as 1, 2, 3, and 4 respectively. Teachers who were not under these categories were given a choice to write their ethnicity which was coded as 5. Finally, section B of the MCAP questionnaire ask teachers whether they had satisfactory or unsatisfactory school buildings, which were coded as 1 and 2 respectively.

Pilot Study

The pilot study was conducted prior to the main research because to know the possible problems which might occur during the main research. Pilot study helps the researcher to make necessary adjustments in the questionnaire items (Teijlingen & Hundley, 2002). The questionnaire was pre-tested to ensure its reliability. The main purpose of pilot study was to ensure that the questionnaire was easy to understand for the intended respondents (Rattray & Jones, 2007). The pilot study was conducted in four community schools of Kathmandu district which were selected randomly and were not included in the main study.

The researcher took 37 respondents (teachers) in the first pre-test which was appropriate as a rule set by (Treece & Treece, 1982). A study conducted by Treece and Treece (1982) recommended using 10 people for a pilot study for a population of 100 people. The data was analyzed using SPSS software version 23. However, the result of first pilot test did not acquire the Cronbach's alpha value of 0.7 in all sections of MCAP questionnaire. Since the value of Cronbach's alpha must be at least 0.7 (Hertzog, 2008). In order to acquire the value of 0.7 in Cronbach's alpha the supervisor and the coordinator suggested the researcher to change the language. The language was changed by consulting the community school teacher, dissertation supervisor, and coordinator. Only those items were changed in the questionnaire which did not acquired Cronbach's alpha value of at least 0.7 in SPSS software. Item one in questionnaire which previously was written as "*Mero kakshya kotha ko hawa ko gunasthar ramro cha*" was changed into "*Mero kakshya kotha ma suwycha hawa khelcha*". Similarly item number 4 "*Seto/kalo pati ma lekna prayapta thau cha*" was modified into "*Seto/kalo* (chalk/board) *ma lekna praypta thau cha*". Again, item no. 15 which previously was "*Mero kakshya kotha ko awastha ley malie harek din school*

auna preyrit garcha" was changed into "*Mero kakshya kotha awastha ley malie sadhai bihanai bidhyalaya ahuna man lagcha*".

Furthermore, English abbreviations were used in the first pilot study. After discussion with the community school teacher, dissertation supervisor, and coordinator, they were changed into full forms in Nepali. Instead of using SD, D, UD, A, and AD for strongly disagree, disagree, undecided, agree, strongly agree, Nepali language *Purna Asahamat, Asahamat, Anirnit, Sahamat, Purna Sahamat* were used in the second pilot test. The second round of pilot study was reliable, with all variables of questionnaire scoring above 0.7 for Cronbach Alpha.

Reliability and Validity

Reliability

The scholars Best and Khan (2007) state if an instrument measures what it is intended to measure in a consistent manner, it is considered to be reliable. Reliability of a questionnaire can be enhanced by writing items clearly and writing instructions in such a way that they can be easily understood by respondents (Nunnally, 1978). In this study, reliability of the instrument was ensured through internal consistency (Cronbach's Alpha) to assess the degree of reliability. Cronbach's alpha is the most popular way to determine the internal consistency of questionnaire (Mohsen & Dennick, 2011). The rule of thumb for Cronbach's Alpha is that it must be at least 0.7 (Hertzog, 2008). Considering the rule of thumb, the value of alpha in this study was appropriate to be considered reliable. The internal consistency of each indicator along with their variables has been presented in Table 2.

Table 2

Internal Consistency of the Instrument

Indicators	Variables	Cronbach's α
Classroom Assessment		0.882
	Thermal Status	0.714
	Light	0.725
	Condition of furniture and equipment	0.701
	Textbook	0.739
Attitudinal Assessment		0.833
	Personal Feeling	0.785
	Positive Attitude	0.839
	Negative Attitude	0.705
Student Learning Assessment		0.824
	Acoustics	0.839
	Space	0.757
	Hinders learning	0.916
	Enable learning	0.775
MCAP Questionnaire		0.924

Validity

Validity refers to the level to which an instrument intents to measures what it tries to measure (Burton & Mazerolle, 2011). In this study, the instrument of data was intended to measure teachers' attitude and students' learning as perceived by the teacher in the context of working conditions. As there are many types of validity Cohen et al. (2007) states content validity, criterion-related validity, and construct validity are the main concerns in quantitative research study.

As stated by Babbie (2011), content validity refers whether the questionnaire covers all concept of the topic that it intends to address. In this study, the questionnaire was adopted from questionnaire developed by Dr. Earthman and Dr. Lemasters who are well-known expert in the field of school facilities and educational leadership. They have done an in-depth research in this field and the MCAP questionnaire covers the concept that it intends to address. The instrument MCAP was developed by reviewing past studies by authors. In addition, the instrument was

also approved from experts who have done similar work in the field of classroom conditions in the Nepali context.

Trochim (2006) states construct validity refers to how well the questionnaire is translated and how functional it is in the new language. Furthermore, the inter connection between the variables are compared using suitable statistics tests as mentioned in the data analysis to construct model with different theories. In this way, the construct validity is established.

Babbie (2011) states the criterion validity is fulfilled by external criterions of similar previous established research. Moreover, it is related with comparing and contrasting the result of the study with other previous studies. Here the criterion validity is fulfilled by comparing result of the study with other previous studies in the related field.

Ethical Considerations

At every step of the research process, there can be a break of rights and welfare of the research participant. Such things may take place during setting the research problems, research design, collection and analysis of data (Frankfort, Nachmias & Nachmiass, 1996). A research by Murphy and Dingwill (2001) as cited in Flick (2006) states ethical theory of non-malfeasance, beneficence, autonomy of self-determination and justice. In order to collect data through questionnaire, researcher in this study did not force them to fill the questionnaire. They were given rights to withdraw their participation without any penalty. The researcher in this study believe that this research has positive input in regard to raise the issue of working condition and teachers' attitude in the context of community school of the Kathmandu district. To ensure autonomy, researcher in this study took care of the respondents' rights like confidentiality where their name was not exposed in this

study. Finally, to ensure individual justice, researcher in this study did not discriminate respondent by their caste, gender, and ethnicity. In this way, the researcher minimized ethical issues in the study.

Summary of the Chapter

In this chapter, the researcher discussed and detailed out the various aspects of study linking it to the research methodology. This chapter starts with the researchers' philosophical assumptions. Furthermore, the researcher has explained his research design in conducting the research. The process of collecting the sample size and methods were mentioned in the sampling techniques. The adaptation of tool and its modification were discussed in the instrumentation part of this study. The researcher explained how the data was collected and analyzed in this chapter. The reliability and validity of the study are also explained in this study along with ethical consideration.

CHAPTER IV

RELATIONSIP BETWEEN WORKING CONDITIONS AND TEACHERS' ATTITUDES

In this chapter, data were analyzed using both descriptive and inferential statistics using SPSS software version 23. Descriptive statistics such as frequency, means, and standard deviation was used to analyze nine demographic characteristics (gender, age, qualification, experience, teaching license, teaching level, teacher enrolled type, teaching subject, and ethnicity). To find out whether there was significant relationship between mean scores, an independent sample t-test was performed. Inferential statistical tools were employed using two-tailed test with alpha value of 0.05 unless otherwise mentioned.

Teachers' Demographic Characteristics

The teachers of community schools of Kathmandu district are the respondents of this study. To conduct this study, some important demographic characteristics about teachers of community school in the Kathmandu district was collected. The demographic characteristics of teachers in this study consists of gender, age, qualification, experience, teaching license, teaching level, contract type, teaching subject, and ethnicity. The detail information along with their number and percentage of respondents across their demographic characteristics are presented in the following table 3 and 4.

Table 3

Descriptive Statistics of Teachers' Demographic Characteristics

Demographic Characteristics		Frequency	Percent
Gender			
	Male	149	40.7
	Female	217	59.3
	Total	366	100.0
Age			
	Below 25 years	19	5.2
	25 to 35 years	118	32.2
	36 to 45 years	136	37.2
	Above 45 years	93	25.4
	Total	366	100.0
Qualification			
	SLC or equivalent	19	5.2
	+2 or equivalent	55	15.0
	Bachelor or equivalent	133	36.3
	Master's, MPhil, PhD, or equivalent	159	43.4
	Total	366	100.0
Work Experience			
	Below 5 years	69	18.9
	5 to 14 years	137	37.4
	15 to 20 years	69	18.9
	Above 20 years	91	24.9
	Total	366	100.0
Teaching License			
	Yes	305	83.3
	No	61	16.7
	Total	366	100.0
Teaching Level			
	Basic	259	70.8
	Secondary	107	29.2
	Total	366	100.0

Table 3 shows that the majority of community school teacher are female (Number of female teacher = 217 and number of male teacher = 149). Due to no response cases in the section of "Others", only male and female are presented for descriptive analysis. Regarding age, teachers were given option to write their specific

age, which was later categorized into four groups, below 25 years, 25 to 35 years, 36 to 45, and above 45 years. Majority of teacher are in the range of 36 to 45 years followed by 25 to 35 years, above 45 years, and below 25 years. Another variable was qualification, where majority of teacher held Master's, MPhil, and PhD degree than those who have Bachelor's, +2, or SLC. The participation of teachers with 5 to 14 years of experience was the highest, and large portion about 83.3 percentages teachers had teaching license. The data showed, the majority of teachers teach in basic level than secondary.

Table 4

Descriptive Statistics of Teachers' Demographic Characteristics

Demographic Characteristics		Frequency	Percent
Teacher appointed as			
	Permanent	204	55.7
	Temporary	80	21.9
	Other	82	22.4
	Total	366	100.0
Teaching Subject			
	Nepali	71	19.4
	English	82	22.4
	Mathematics	59	16.1
	Science	59	16.1
	Social Studies	56	15.3
	Others	39	10.7
	Total	366	100.0
Ethnicity			
	Brahmin/Chhetri	264	72.1
	Janajati	63	17.2
	Madheshi	14	3.8
	Dalit	24	6.6
	Others	1	.3
	Total	366	100.0

Similarly, Table 4 shows that majority of teacher in this study were appointed as permanent than temporary and from other source. Regarding teaching subject, teachers who teach Nepali and English subject were comparatively higher than those

who teach other subject. In terms of ethnicity, Brahmin/Chhetri teachers had majority followed by Janajati, Dalit, and Madeshi.

In overall observation, the demographic data showed that the numbers of female teachers are more than male. The teachers having age group of 36 to 45 years are majority. Most of the teachers in this study held masters or equivalent degree. They are mainly appointed as permanent and most of them held teaching license. According to ethnicity, Brahmin/Chhetri teachers are majority followed by Janajati, Dalit, and Madeshi.

Working Condition of Community Schools in the Kathmandu District

In this section, to find the working condition of teachers, MCAP questionnaire contains 13 items in classroom assessment section. These 13 items in MCAP questionnaire were specifically designed to know the working conditions (classroom) variables like thermal status, light, condition of equipment and furniture, and text book. Teachers were asked to rate about their thermal status of their working condition like condition of air quality, whether the classroom leaks water in rainy days, and so on. Regarding light, items such as whether the working condition has enough light to conduct the classroom and its alternative sources were put in this section. Similarly, items regarding condition of equipment and furniture were also included to know their status. Some of the items were condition of black/white board to write, condition of wall, ceiling, and floor of the classroom including their need of repair.

Finally, last variables are related with text book. Some of the statement was whether or not the concern department like government/school management provides text book to student on time. Table 5 specifies number of items presented in classroom assessment of MCAP questionnaire.

Table 5

MCAP Key Area Associated with Working Condition

Classroom Assessment	Survey Items
Thermal Status	1,7,8,11
Lighting	2,3
Condition of Equipment and Furniture	4,5,6,9,10
Textbook	12,13

To consider level of agree and disagree, it was classified into 5 levels as described by Best's (1977) criterion which is as follows.

$$= \frac{\text{Higher Score} - \text{Lower Score}}{\text{Total Level}}$$

$$= \frac{5-1}{5}$$

$$= 0.80$$

After the calculation, the values then were categorized with the help of the mean as shown in the table 6.

Table 6

Criteria for Analyzing the Means

Mean scores	Level
1 – 1.8	Strongly Disagree
1.81 – 2.60	Disagree
2.61 – 3.40	Undecided
3.41 – 4.20	Agree
4.21 – 5	Strongly Agree

Table 6 shows criteria for the working conditions (classroom condition) in community school of Kathmandu district. The calculation of mean score of classroom assessment of MCAP is presented in table 7.

Table 7

Mean Score of Classroom Assessment of MCAP

Indicator	N	Mean	Std. Deviation	Level
Classroom Assessment	366	3.92	.672	Agree
Thermal Status	366	3.90	.766	Agree
Lighting	366	4.05	.936	Agree
Condition of Furniture	366	3.91	.749	Agree
Textbook	366	3.88	.863	Agree

Considering the criteria to explain the means, the score of all variables were between the ranges of 3.41 – 4.20. This indicates that the working condition such as thermal status and light facilities are in good condition. Furthermore, it indicates that the condition of furniture is in satisfactory condition and text books are provided to students on timely manner. Besides that, the values of standard deviation below 1 in Table 7 indicate that all values in the data set are same and less deviated. Overall, the result showed that working condition for teachers to work in community school in the Kathmandu district were in satisfactory condition.

Relationship between School Building Conditions and Teachers Attitude

Here the data concerning the attitude of teachers in satisfactory and unsatisfactory school building condition are presented. To contrast the teachers' attitude, school buildings conditions are distinguished as satisfactory and unsatisfactory. The frequency and percentage of teacher who had satisfactory and unsatisfactory building conditions considering their background variables are shown in table 8.

Table 8

Descriptive Statistics of Teachers' Demographic Variables According to their Building Conditions

Demographic Variables	Satisfactory Condition	Percent	Unsatisfactory Condition	Percent
Gender				
Male	110	40.3	39	41.9
Female	163	59.7	54	58.1
Total	273	100	93	100
Age				
Below 25 years	14	5.1	5	5.4
25 to 35 years	85	31.1	33	35.5
36 to 45 years	102	37.4	34	36.6
Above 45 years	72	26.4	21	22.6
Total	273	100	93	100
Qualification				
SLC or equivalent	12	4.4	7	7.5
+2 or equivalent	45	16.5	10	10.8
Bachelor or equivalent	97	35.5	36	38.7
Master's, MPhil, PhD, or equivalent	119	43.6	40	43
Total	273	100	93	100

Table 8 shows that the majority of male teachers are in satisfactory building (N= 110) than unsatisfactory building (N= 39). Similarly, majority of female teachers are in satisfactory building condition (N= 163) than unsatisfactory building condition (N=53).

Regarding age, teachers below 25 years, 25 to 35 years, 36 to 45 years, and above 45 years in both satisfactory and unsatisfactory building condition have different teacher size. In terms of qualification, teachers who had SLC or equivalent, +2 or equivalent, bachelor's degree, masters' degree in satisfactory school building condition has the majority of teaching staff.

Table 9

Descriptive Statistics of Teachers' Demographic Variables According to their Building Condition

Demographic Variables	Satisfactory Building	Percent	Unsatisfactory Building	Percent
Work Experience				
Below 5 years	47	17.2	22	23.7
5 to 14 years	103	37.7	34	36.6
15 to 20 years	52	19	17	18.3
Above 20 years	71	26	20	21.5
Total	273	100	93	100
Teaching License				
Yes	235	86.1	70	75.3
No	38	13.9	23	24.7
Total	273	100	93	100
Teaching Level				
Basic	190	69.6	69	74.2
Secondary	83	30.4	24	25.8
Total	273	100	93	100
Teacher enrolled as				
Permanent	159	58.2	45	48.4
Temporary	60	22.0	20	21.5
Other	54	19.8	28	30.1
Total	273	100	73	100

Table 9 shows that the participation of teachers having teaching experience of below 5 to 14 years in satisfactory building condition has majority with 103 teaching staff followed by above 20 years, 15 to 20 years, and below 5 years respectively. Similarly, the data showed that participation of teacher having teaching experience of below 5 to 14 years in unsatisfactory building condition has majority with 34 teaching staff followed by below 5 years, above 20 years, and 15 to 20 years respectively. Majority of teachers in satisfactory building condition have teaching license.

The data of this study showed that the teachers who teach in basic level in satisfactory building condition is relatively higher than those who teach in secondary level (Basic = 190 > Secondary = 83). Similarly, the data of this study showed that the teachers who teach in basic level in unsatisfactory building condition is relatively higher than those who teach in secondary level (Basic = 69 > Secondary = 24). Furthermore, majority of the teachers who were enrolled as permanent, temporary or from other sources are predominately higher in satisfactory building condition than those of teachers who had unsatisfactory building condition.

Table 10

Descriptive Statistics of Teachers' Demographic Variables According to their Building Condition

Demographic Variables	Satisfactory Building	Percent	Unsatisfactory Building	Percent
Teaching Subject				
Nepali	50	18.3	21	22.6
English	66	24.2	16	17.2
Mathematics	47	17.2	12	12.9
Science	47	17.2	12	12.9
Social Studies	36	13.2	20	21.5
Others	27	9.9	12	12.9
Total	273	100	93	100
Ethnicity				
Brahmin/Chhetri	204	74.7	60	64.5
Janajati	45	16.5	18	19.4
Madheshi	9	3.3	5	5.4
Dalit	14	5.1	10	10.8
Others	1	.4	0	0.00
Total	273	100	93	100

Table 10 shows that in terms of teaching subject, the teachers who teach Nepali are relatively higher in both building conditions than teachers who teach other subjects. Furthermore, teachers who teach Nepali, English, Mathematics, Science, Social Studies and other subjects in satisfactory building are majority than those of teachers who are in unsatisfactory building conditions. Regarding ethnicity, teachers in satisfactory building conditions are majority.

Assumptions for Parametric Measures

Even though there are different methods of analyzing data, this study followed parametric method. However, to conduct parametric tests one must warrant normality of data along with certain assumptions like a) random independent sampling from the k population, b) the dependent variable is distributed normally and c) equal variance

across groups (Hecke, 2010). First, sample of 366 community schools teacher in this study were randomly selected from Kathmandu district. Second, the normality of data was tested with Skewness and Kurtosis which was satisfied in table 11. At last, the assumption of equal variance test was performed by Levine's test of equality of variance.

Test of Normality

The normality assumption was ensured with the help of Skewness and Kurtosis which generally expected between the range of +1.96 to -1.96 (Ghasemi & Zahediasl, 2012). The test of normality of data was done utilizing skewness and kurtosis which is presented in Table 11 below.

Table 11

Skewness and Kurtosis of Variables

Indicators	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Classroom Assessment	-.937	.128	1.620	.254
Attitudinal Assessment	-.265	.128	-.007	.254
Student Learning Assessment	-.063	.128	-.413	.254

Equality of Variances

In this study variables like classroom assessment, attitudinal assessment, and student learning assessment were examined with the help of Levine's test presented in table 12 with background variables: gender, age, qualification, experience, teaching license, teaching level, teacher enrolled type, teaching subject, and ethnicity

Table 12

Levene's Equal Variance Test

Comparison		Statistic	df1	df2	Sig.
Gender					
	Classroom Assessment	.542	1	364	.462
	Attitudinal Assessment	.372	1	364	.542
	Student Learning Assessment	.097	1	364	.756
Age					
	Classroom Assessment	.622	3	362	.601
	Attitudinal Assessment	.293	3	362	.830
	Student Learning Assessment	.260	3	362	.854
Qualification					
	Classroom Assessment	0.407	3	362	.748
	Attitudinal Assessment	1.010	3	362	.389
	Student Learning Assessment	.306	3	362	.821
Experience					
	Classroom Assessment	2.092	3	362	.101
	Attitudinal Assessment	1.532	3	362	.206
	Student Learning Assessment	1.237	3	362	.296
License					
	Classroom Assessment	1.095	1	364	.296
	Attitudinal Assessment	5.429	1	364	.020*
	Student Learning Assessment	.629	1	364	.428
Teaching Level					
	Classroom Assessment	.812	1	364	.368
	Attitudinal Assessment	.100	1	364	.751
	Student Learning Assessment	.633	1	364	.427
Enrolled as					
	Classroom Assessment	1.979	2	363	.140
	Attitudinal Assessment	3.040	2	363	.049*
	Student Learning Assessment	.315	2	363	.730
Teaching Subject					
	Classroom Assessment	1.409	5	360	.220
	Attitudinal Assessment	.274	5	360	.927
	Student Learning Assessment	.350	5	360	.882

df = degree of freedom

From table 12, out of 24 tests conducted, there was rejection of null hypothesis of equal variance of two groups; Licensing and Enrollment. The two cases that resulted in rejection of null hypothesis were attitudinal assessment regarding how

community school teachers gets enrolled and attitudinal assessment of teachers whether they had teaching license. The research done by Ehiwario, Osemeke, and Nnaemeka (2013) as cited in Bhattrai (2015) suggests that if the homogeneity of variance assumption is moderately violated, it will not make significant difference in ANOVA or F-test. Therefore, parametric tests were used for those two cases.

Table 13

Levene's Equal Variance Test

Comparison		Statistic	df1	df2	Sig.
Ethnicity					
	Classroom Assessment	1.000	3	361	.393
	Attitudinal Assessment	.184	3	361	.907
	Student Learning Assessment	.748	3	361	.524

df = degree of freedom

Table 13 shows there was no rejection of null hypothesis of equal variance across ethnicity which indicate that the ANOVA assumption of equality of variance were satisfied.

MCAP Total Composite of Teachers' Attitude

For the process of testing hypothesis that there is a significant difference between attitude of teachers' who had satisfactory and unsatisfactory school building, the total composite score of the questionnaire were summed up to get the total attitude score of teacher who had satisfactory and unsatisfactory school building. By comparing the mean scores, the teachers' having satisfactory school building have greater mean value (Mean = 3.91, SD= .465) than those teachers having unsatisfactory school building (Mean = 3.43, SD= .519). To test the hypothesis whether there is a significant difference between attitude of teachers' who had satisfactory and unsatisfactory school building, an independent sample t-test was performed as follows.

Table 14

T-test between the attitudes of the teachers having satisfactory and unsatisfactory school buildings

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
8.319	364	.000	.47891	.05757	.36570	.59213

df = degree of freedom

The result from table 14 indicates that there is a significant difference between the mean total composite scores of overall attitudes of the teachers having satisfactory and unsatisfactory school building as $p = .000 < .05$ (5% level of significance). Hence, the research hypothesis is retained. The finding indicate that the teachers having satisfactory school building have significantly better attitude about their working condition and its influence on student learning than those who have unsatisfactory building conditions.

Classroom Assessment

This part of data is concerned about how teacher in satisfactory and unsatisfactory school building feels. By comparing, the mean of teachers having satisfactory school building have greater mean value (Mean = 4.40, SD= .639) than those teacher having unsatisfactory school building (Mean = 3.57, SD= .639). To analyze classroom assessment, of teachers' who had satisfactory and unsatisfactory school building, an independent sample t-test was performed.

Table 15

A comparison of mean of classroom assessment scores of teachers in satisfactory and unsatisfactory school building

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
6.242	364	.000	.479	.077	.328	.630

df = degree of freedom

In table 15, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The independent sample was associated with a statistically significant effect, t (364) = 6.242, p = .000. The result indicated the hypothesis is retained. Hence, the teacher having satisfactory school building had overall better attitude about their working condition than teachers who had unsatisfactory school building.

Attitudinal Assessment

In this section, the data present how working conditions makes teachers feel. The comparison of mean score shows that the teacher who had satisfactory school building has greater mean value (Mean = 3.91, SD= .539) than those teacher who had unsatisfactory school building (Mean = 3.39, SD= .581). Table 16 shows the attitude of teacher who are in satisfactory and unsatisfactory school building.

Table 16

A comparison of mean of attitudinal assessment scores of teachers in satisfactory and unsatisfactory school building

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
7.845	364	.000	.518	.066	.388	.648

df = degree of freedom

The result of Independent sample t-test is presented in table 16 with the assumption of homogeneity was tested and satisfied by Levene's F Test. The independent sample was associated with a statistically significant effect, t(364) = 7.845, p = .000. This indicates that the teachers who had satisfactory school building have better towards their working conditions and their job than those of teachers who had unsatisfactory school building.

Student Learning Assessment

The data are presented concerning teachers' attitudes about how working condition affect student learning in satisfactory and unsatisfactory school building. There were 11 items in the section of student learning assessment. The mean score of student learning assessment of teacher in satisfactory school is 3.75 and the mean score of student learning assessment of teacher in unsatisfactory school is 3.33. To analyze the student learning assessment across the teachers' responses of satisfactory and unsatisfactory school building, an independent t-test was performed as follows.

Table 17

A comparison of mean of student learning assessment scores of teachers' response in satisfactory and unsatisfactory school building

t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
6.052	364	.000	.425	.070	.287	.564

df = degree of freedom

The finding of Independent sample t-test is shown in table 17 with the assumption of homogeneity that was tested and satisfied by Levene's F Test. The result of independent sample t-test was statistically significant as $t(364) = 6.052$, $p = .000<.05$. This indicates that teachers having satisfactory building condition have overall better attitude about their working condition and its effects on student learning than teachers in unsatisfactory school building.

Attitudes of Teachers based on their Demographic Characteristics

In this section hypotheses H2 is tested to know whether there is a significant difference between attitude of teachers' who had satisfactory and unsatisfactory school building across demographic variables.

Gender

The analysis of data concerning the attitudes of male and female teachers in satisfactory and unsatisfactory school building is presented in this section**.** The male teachers are divided into two groups of satisfactory and unsatisfactory school building conditions in order to know their attitude separately. The total number of teacher in satisfactory school building condition is 110 with mean of 3.8186 whereas the total

number of male teachers in unsatisfactory school building is 39 teachers with mean of 3.4063. Likewise, the female teachers are also divided into groups of satisfactory and unsatisfactory building conditions. The female teachers who had satisfactory school building condition has total number of 163 teachers with mean of 3.9723 whereas the total number of female teachers in unsatisfactory school building is 54 teachers with mean of 3.449. To analyze the significant difference mean scores for male and female teachers in satisfactory and unsatisfactory school buildings, an independent sample t-test was conducted.

Table 18

A comparisons of mean total composite scores of teachers' gender in satisfactory and unsatisfactory school building

Gender	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Male	Satisfactory	3.81	4.67	147	.185	.000
	Unsatisfactory	3.40				
Female	Satisfactory	3.9723	6.957	215	.887	.000
	Unsatisfactory	3.4497				

df = degree of freedom

In table 18, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for male teacher is statistically significant as *p* value equals .00 which is less than level of significance 5 percent. Similarly, the result of independent sample t-test for female teacher is statistically significant as *p* value equals .00 which is less than level of significance 5 percent. The result indicates that the male and female teachers who had satisfactory school building have better attitude towards their

working condition than those male and female teachers who had unsatisfactory school building.

Age

The data concerning the attitudes of teachers according to their age is presented. The age groups of teachers are divided into four categories; below 25 years, 25 to 35 years, 36 to 45, and above 45 years respectively. Comparing the teachers' attitude of age below 25 years, the teacher who are in satisfactory school building has greater mean value of 3.9084 than those teacher who are in unsatisfactory school building (mean = 3.5590). The mean score of teacher having age group of 25 to 35 years working in satisfactory building condition is 3.9002. Likewise the mean score of teacher having age group of 25 to 35 years who had unsatisfactory building condition is 3.4600.

Again, the mean score of teacher having age group of 36 to 45 years who had satisfactory building condition is 3.8894 whereas the mean score of teacher of age group 36 to 45 years in unsatisfactory building condition is 3.3273. Similarly, the mean score of teacher having age group of above 45 years working in satisfactory building condition is 3.9526 whereas the mean score of teachers of age group above 45 years working in unsatisfactory building condition is 3.5250. To analyze the significant difference means scores of teachers according to their age group, an independent sample t-test was conducted.

Table 19

A comparisons of mean total scores of teachers' according to their age group working in satisfactory and unsatisfactory school building

Age of Teacher	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Below 25 years	Satisfactory	3.9084	1.469	17	.173	.160
	Unsatisfactory	3.5590				
25 to 35 years	Satisfactory	3.9002	4.37	116	.549	.000
	Unsatisfactory	3.4600				
36 to 45 years	Satisfactory	3.8894	6.156	134	.449	.000
	Unsatisfactory	3.3273				
Above 45 years	Satisfactory	3.9526	3.435	91	.575	.001
	Unsatisfactory	3.5250				

df = degree of freedom

In table 19, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for teacher under age group below 25 is not statistically significant as *p* value .160 is greater than level of significance 5 percent. Therefore, the result indicates that there is no significant difference of attitude between teachers who are below age of 25 years in satisfactory and unsatisfactory school building. Hence, the research hypothesis is not retained.

Besides, the result indicates that there is significant difference between attitudes of teacher who were between age group of 25 to 35 years as *p* value .00 is less than level of significance 5 percent. Similarly, the results were observed from independent sample t-test for teacher under 36 to 45 years were significant as *p* value .00 is less than level of significance 5 percent. Likewise, the result of independent

sample t-test for teacher above 45 years group is statistically significant as *p* value .00 is less than level of significance 5 percent. The result indicates that the teacher having age group 25 to 35 years, 36 to 45 years, and above 45 years in satisfactory building condition have better attitude than those in unsatisfactory school building. Therefore research hypothesis is retained.

Qualification

The data concerning the attitudes of teachers according to their qualification are presented. The qualifications of teachers are divided into four categories; i. SLC or equivalent, ii. +2 or equivalent, iii. Bachelor or equivalent, and iv. Master's, MPhil, PhD, or equivalent. The mean score of teachers who held SLC or equivalent qualification in satisfactory school building is 3.7564 whereas the mean score of teachers who held SLC or equivalent qualification in unsatisfactory school building is 3.6703. Likewise, the mean score of teacher who held +2 or equivalent qualification in satisfactory school building condition is 4.0575. The mean score of teacher who held +2 or equivalent qualification in unsatisfactory building condition is 3.6974.

Additionally, the comparison of mean score shows that the teachers who held bachelor or equivalent qualification in satisfactory school building has greater mean value of 3.8966 than those who held bachelor or equivalent qualification in unsatisfactory school building with 3.4594. Likewise, the mean score of teachers' attitude who held Master's, M Phil, PhD, or equivalent qualification in satisfactory school building condition is 3.8815 whereas the mean score of teacher attitude having Master's, M Phil, PhD, or equivalent qualification in unsatisfactory building condition is 3.2981. To test the hypothesis that there is significant difference between teachers' attitude according to their qualifications, an independent sample t-test was performed.

Table 20

A comparisons of mean scores of teachers' attitude in relation to their qualification who are in satisfactory and unsatisfactory school building

Qualification	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
SLC or equivalent	Satisfactory	3.7564	.423	17	.684	.678
	Unsatisfactory	3.6703				
+2 or equivalent	Satisfactory	4.0575	2.096	53	.933	.041
	Unsatisfactory	3.6974				
Bachelor or equivalent	Satisfactory	3.8966	4.795	131	.309	.000
	Unsatisfactory	3.4594				
Master's, MPhil, PhD, or equivalent	Satisfactory	3.8815	6.670	157	.973	.000
	Unsatisfactory	3.2981				

df = degree of freedom

In table 20, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for teachers' who held SLC or equivalent qualification is not statistically significant as *p* value .678 is more than level of significance 5%. Therefore, the result indicates that there is no significant difference between the attitude of teachers who held SLC or equivalent qualification in satisfactory and unsatisfactory school building. Hence the research hypothesis is not retained.

The result indicates that there is significant difference between attitude of teacher who held +2 or equivalent qualification in satisfactory and unsatisfactory school building condition as $p = .041 < .05$ (5% level of significance). Similarly, the result indicates that there is significant difference between attitudes of teachers who held Bachelors or equivalent qualification in satisfactory and unsatisfactory school

building condition as *p* value .00 is less than level of significance 5 percent. Likewise, the result indicates that there is significant difference between attitudes of teacher who held Master's, MPhil, PhD, or equivalent qualification in satisfactory and unsatisfactory school building condition as *p* value .00 is less than level of significance 5 percent. This shows that the teachers who held +2, Bachelors', Master's, MPhil, PhD, or equivalent qualification in satisfactory school building have overall better attitude about their working condition than those teacher working in unsatisfactory school building conditions. Therefore, the research hypothesis is retained.

Teaching Experience

The data concerning the attitudes of teachers according to their teaching experience is presented. The experience of teacher is divided into four categories; i. below 5 years, ii. 5 to 14 years, iii. 15 to 20 years, and iv. 20 years above. The mean score of teachers who had teaching experience below 5 years in satisfactory school building is 3.9334 whereas the mean score of teachers who had teaching experience in unsatisfactory school building is 3.3893. The comparison of mean score shows that the teacher who had teaching experience of 5 to 14 years in satisfactory school building has greater mean value of 3.8925 > 3.5271 than those who had teaching experience of 5 to 14 years in unsatisfactory school building.

Similarly the mean score of teachers who had teaching experience of 15 to 20 years in satisfactory school building is 3.8836 whereas the mean score of teachers who had teaching experience in unsatisfactory school building is 3.3605. Furthermore, the comparison of mean score shows that the teacher who had teaching experience of above 20 years in satisfactory school building has greater mean value of 3.9408 than those who had teaching experience of 5 to 14 years in unsatisfactory

school building had mean score of 3.3756. An independent sample t-test was performed to test if there any significant difference according to their teaching experience.

Table 21

A comparisons of mean scores of teachers 'attitude according to their teaching experience in satisfactory and unsatisfactory school buildings

Experience	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Below 5 years	Satisfactory	3.9334	4.266	67	.148	.000
	Unsatisfactory	3.3893				
5 to 14 years	Satisfactory	3.8925	4.007	135	.237	.000
	Unsatisfactory	3.5271				
15 to 20 years	Satisfactory	3.8836	3.813	67	.452	.000
	Unsatisfactory	3.3605				
20 years above	Satisfactory	3.9408	4.504	89	.570	.000
	Unsatisfactory	3.3756				

df = degree of freedom

In table 21, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for teachers having teaching experience of below 5 years were statistically significant as $t(67) = 4.266$, $p = .00$. Similar result were found for the independent sample t-test among teachers having teaching experience of 5 to 14 years as *p* value .00 is less than level of significance 5 percent. Again the result of independent sample t-test for teachers having teaching experience of 15 to 20 years is statistically significant as $t(67) = 3.813$, $p = .00$. Likewise, the result of independent sample t-test for teachers having teaching experience of 15 to 20 years is also

statistically significant as *p* value .00 is less than level of significance 5 percent. Hence, the result indicates that teachers having different teaching experience in satisfactory school building have a better attitude than those who had unsatisfactory school building. Therefore, research hypothesis is retained.

Teaching License

The data presented concerning teacher attitudes having those who held or do not held teaching license in satisfactory and unsatisfactory school building. The mean score of teachers' who held license in satisfactory building condition is 3.9045 whereas the mean score of teachers' who held license in unsatisfactory building condition is 3.3824. Similarly, the comparison of mean score shows that the teachers who do not held license in satisfactory school building has greater mean value of 3.9467 > 3.5808 than those who do not held license in unsatisfactory school building. To analyze that there is significant difference between teachers attitude that held and who do not held teaching license in satisfactory and unsatisfactory school building, an independent t-test was performed as follow.

Table 22

A comparison of mean score of teacher attitude who held and do not held teaching license in satisfactory and unsatisfactory school building

Teaching License	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Yes	Satisfactory	3.9045	7.852	303	.575	.000
	Unsatisfactory	3.3824				
No	Satisfactory	3.9467	3.252	59	.699	.002
	Unsatisfactory	3.5808				

df = degree of freedom

In table 22, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for teacher who held teaching license in satisfactory and unsatisfactory school building is statistically significant as *p* value .00 is less than level of significance 5 percent. Similarly, the result of independent sample t-test showed that teachers who do not held teaching license in satisfactory and unsatisfactory school building is statistically significant as *p* value .02 is less than level of significance 5 percent. The result of *p* value indicates that teachers who are in satisfactory school building having teaching license had overall better attitude than those teacher who had unsatisfactory school building. Therefore, the result indicates that teachers who do not held teaching license in satisfactory school building had better attitude towards their working condition than who had unsatisfactory school building. Therefore research hypothesis is retained.

Teaching Level

The data are presented concerning teachers attitudes according to their teaching level in satisfactory and unsatisfactory school buildings. The mean score of teachers who teach in basic level in satisfactory building condition is 3.9514 whereas the mean score of teachers who teach in basic level in unsatisfactory building condition is 3.4496. Again, the comparison of mean score shows that the teachers who teaches in secondary level in satisfactory school building has greater numerical mean value of 3.8165 than those who teaches in secondary level in unsatisfactory school building is 3.3793. To test the hypothesis that there is significant difference between teachers' attitude according to their teaching level in satisfactory and unsatisfactory school building, an independent sample t-test was performed.

Table 23

A comparison of mean score of teacher according to their teaching level in satisfactory and unsatisfactory school building

Teaching Level	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Basic	Satisfactory	3.9514	7.380	257	.361	.000
	Unsatisfactory	3.4496				
Secondary	Satisfactory	3.8165	4.083	105	.833	.000
	Unsatisfactory	3.3793				

df = degree of freedom

The result of Independent sample t-test shown in table 23 with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for teachers who teach in basic level in satisfactory and unsatisfactory school building is statistically significant as *p* value .00 is less than level of significance 5 percent. Similarly, the result indicates that there is significant difference between teachers' attitude who teach in secondary level in satisfactory and unsatisfactory school building condition as *p* value .00 is less than level of significance 5 percent. Hence, the result indicates that teachers who teach in basic and secondary level in satisfactory school building have better attitude than who had unsatisfactory school building. Therefore research hypothesis is retained.

Teacher Appointment Type

In this part, the data present how teachers' attitude is affected due to their enrollment type considering the condition of school building satisfactory and unsatisfactory. The comparison of mean score shows that the teachers who are appointed as permanent in satisfactory school building has greater mean value of 3.9234 than those who worked as permanent teacher in unsatisfactory school building

of 3.3288. Again the comparison of mean score shows that the teachers who were appointed as temporary in satisfactory school building has greater mean value of 3.8120 > 3.4615 than those who were enrolled as temporary in unsatisfactory school building. Likewise, the comparison of mean score shows that the teachers who are appointed as others sources in satisfactory school building has greater mean value of 3.9815 > 3.5751 than those who are enrolled as others sources in unsatisfactory school building. To test the hypothesis that there is significant difference between teachers' attitude according to their enrollment in satisfactory and unsatisfactory school building, an independent sample t-test was performed.

Table 24

A comparison of mean scores of teachers' attitude according to their enrollment in satisfactory and unsatisfactory school building

Teaching enrolled as	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Permanent	Satisfactory	3.9234	7.07	202	.516	.000
	Unsatisfactory	3.3288				
Temporary	Satisfactory	3.8120	3.423	78	.514	.001
	Unsatisfactory	3.4615				
Others	Satisfactory	3.9815	3.535	80	.590	.001
	Unsatisfactory	3.5751				

df = degree of freedom

The finding of Independent sample t-test shown in table 24 with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test of permanent teacher is statistically significant as *p* value .00 is less than level of significance 5 percent. Again, the result of independent sample t-test of temporary teacher is statistically significant as *p* value .01 is less than

level of significance 5 percent. Likewise, the result of independent sample t-test for teacher who was recruited from other method is also statistically significant as *p* value .01 is less than level of significance 5 percent. Hence, teachers who were appointed as permanent, temporary, and other sources in satisfactory school building have overall better attitude than those teacher who had unsatisfactory school building condition.

Teaching Subject

The data present how the conditions of school building affects teachers' attitude in the aspect of their teaching subjects. The comparison of mean score shows that the teachers who teach Nepali subject in satisfactory school building has greater mean value of 3.8605 than those who teach Nepali subject in unsatisfactory school building with mean of 3.5055. The mean score of teachers who teach English subject in satisfactory building condition is 3.9802 whereas the mean score of teacher who teach in English subject in unsatisfactory building condition is 3.4840. Similarly, the mean score of teacher who teach mathematics subject in satisfactory building condition is 3.9002 while the mean score of teacher who teach mathematics subject in unsatisfactory building condition is 3.2671.

Again, comparing mean score the teachers who teach science subject in satisfactory school building has greater mean value of 3.8707 > 3.2991 than those who teach science subject in unsatisfactory school building. Likewise the mean score of teacher who teach social studies in satisfactory building condition is 3.8689 whereas the mean score of teacher who teach social studies in unsatisfactory building condition is 3.6449. To analyze that there is no significant difference between teachers according to their teaching subjects in satisfactory and unsatisfactory school building; an independent t-test was performed.

Table 25

A comparison of mean scores of teachers' according to their teaching subject in satisfactory and unsatisfactory school building

Teaching subject	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Nepali	Satisfactory	3.8605	2.466	69	.141	.016
	Unsatisfactory	3.5055				
English	Satisfactory	3.9802	3.869	80	.129	.000
	Unsatisfactory	3.4840				
Mathematics	Satisfactory	3.9002	4.682	57	.431	.000
	Unsatisfactory	3.2671				
Science	Satisfactory	3.8707	3.713	57	.475	.000
	Unsatisfactory	3.2991				
Social Studies	Satisfactory	3.8689	1.639	54	.972	.108
	Unsatisfactory	3.6449				
Other subject	Satisfactory	3.9744	5.642	37	.688	.000
	Unsatisfactory	3.1731				

df = degree of freedom

In table 25, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result indicates that there is significant difference between teachers who teach Nepali, English, Mathematics, Science and other subjects having satisfactory and unsatisfactory school building condition as their *p* value is less than level of significance 5 percent. Hence teachers who teach Nepali, English, Mathematics, Science and other subject in satisfactory school building have overall better attitude than those teacher who are in unsatisfactory school building conditions.

However, the result of independent sample t-test for social study teacher is not statistically significant as *p* value .108 is higher than level of significance 5 percent. Therefore, the result indicates that there is no significant difference in attitude of social studies teachers who had satisfactory and unsatisfactory school building. Hence, the research hypothesis is not retained.

Ethnicity

The analysis of data concerning the attitudes of teachers according to their ethnicity in satisfactory and unsatisfactory school building is presented in this section. The comparison of mean score shows that Brahmin/Chhetri teachers in satisfactory school building had greater mean value of 3.9110 than those who were Brahmin/Chhetri in unsatisfactory school building with mean value of 3.3385. The mean score of Janajati teachers in satisfactory school building have greater numerical mean value of 3.8991 than those of Janajati teachers in unsatisfactory school building with mean value of 3.4316.

Again, the mean score of teachers who were Madheshi in satisfactory building condition is 3.9744 whereas the mean score of teacher who were Madheshi in unsatisfactory building condition is 3.7949. Likewise, the comparison of mean score shows that the teachers who are Dalit in satisfactory school building has greater numerical mean value of 3.8608 than those who are Dalit in unsatisfactory school building with mean value of 3.8077. To test the hypothesis that there is a significant difference between teachers' attitude considering their ethnicity in satisfactory and unsatisfactory school building, an independent sample t-test was performed.

Table 26

A comparison of mean scores of teachers' attitude considering their ethnicity in satisfactory school building and unsatisfactory school building

Ethnicity	School Building	Mean	t	df	Sig.	Sig. (2-tailed)
Brahmin/Chhetri	Satisfactory	3.9110	8.192	262	.526	.000
	Unsatisfactory	3.3385				
Janajati	Satisfactory	3.8991	3.768	61	.161	.000
	Unsatisfactory	3.4316				
Madeshi	Satisfactory	3.9744	.525	4.401	.017	.625
	Unsatisfactory	3.7949				
Dalit	Satisfactory	3.8608	.240	21.44	.452	.813
	Unsatisfactory	3.8077				

df = degree of freedom

In table 26, the result of Independent sample t-test with the assumption of homogeneity was tested and satisfied by Levene's F Test. The result of independent sample t-test for Brahmin/Chhetri teacher is statistically significant as *p* value 0.00 is less than level of significance 5 percent. Similarly, the result of independent sample t-test of Janajati teacher is statistically significant as p value 0.00 is less than level of significance 5 percent. Hence the result indicates that the Brahmin/Chhetri and Janajati teacher who had satisfactory school building have better attitude than those who have unsatisfactory school building.

However, the result of independent sample t-test for Madeshi teacher is not statistically significant as *p* value 0.625 is higher than level of significance 5 percent. Likewise, the result of independent sample t-test for Dalit teacher is not statistically significant as *p* value .813 is higher than level of significance 5 percent. Therefore,

the result indicates that there is no significant difference of attitude of Madeshi and Dalit teachers who had satisfactory and unsatisfactory school building. Hence, the research hypothesis is not retained.

Effects of Working Conditions on Teachers' Attitude

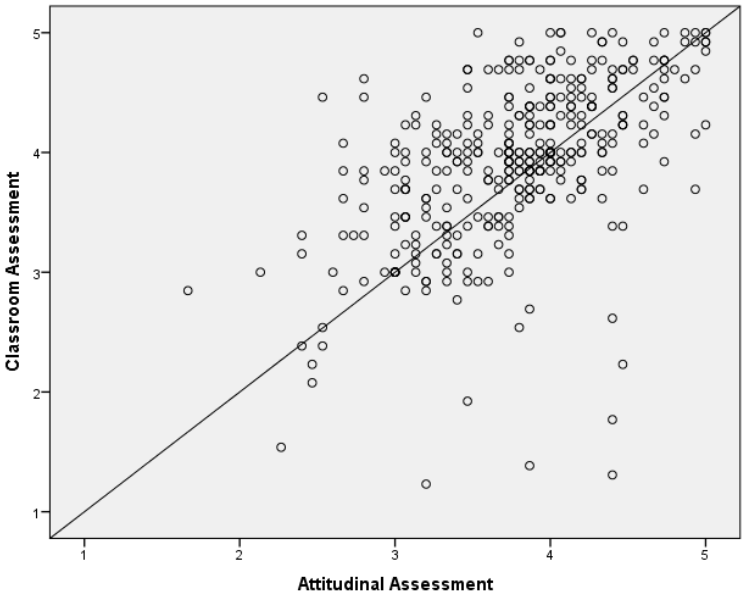
Linear regression was conducted to answer the research question three that examines the effect of working condition on teachers' attitude. In this section, hypothesis (H3) was tested whether there is a significant relationship between working condition and teacher attitude.

To conduct linear regression some of the common assumption like normality, linearity, and autocorrelation must be fulfilled (Sreejech, Mohanpatra, & Anusree, 2014). Normality is fulfilled by Skewness and Kurtosis as previously shown in table 11 and linearity is tested as follows.

Linearity

The assumption of linearity is that the dependent and independent variable must have linear relationship which means the outcome variable and predictor variable must lie on a straight line (Field, 2009). Non linearity would shape the scatter plot to curve however the figure 7 presented below showed linearity.

Figure 7 Linearity between Working Condition and Teachers' Attitude



Autocorrelation

To find out whether the data set have autocorrelation issue, Durbin-Watson statistic test was used. The value of Durbin Watson is measured to calculate autocorrelation errors which should fall within 1.5 to 2.5 to be free from independent errors (Tabachnick & Fidell, 2001). First autocorrelation was calculated assuming classroom assessment as constant (predictor) and dependent variable as attitudinal assessment from which the value of Durbin-Watson was 1.791. The result of Durbin-Watson 1.759 lies within 1.5 to 2.5. This indicates that that there is no issue of autocorrelation in the data set.

Correlations and Multicollinearity

Besides normality and linearity, to conduct regression analysis, one should also verify if there are excessive correlations among variables. If the data do not have extensive correlations (r > .90) between variables, the dataset are then known to be multicolinearity free (Field, 2005). The correlation table 27 below shows that variables do not have excessive correlation matrix between them.

Table 27

Correlation among Variables

Indicators		Classroom Assessment	Attitudinal Assessment
Classroom Assessment	Pearson Correlation	1	
	Sig. (2-tailed)		
	N	366	
Attitudinal Assessment	Pearson Correlation	.554**	1
	Sig. (2-tailed)	.000	
	N	366	366

**. Correlation is significant at the 0.01 level (2-tailed).

In table 27, none of the variables have excessive correlation among them (r < .90). Therefore, it is assumed the data are free of multicollinearity. In addition it is

also important to check the variance inflation factor (VIF). The result of VIF in multicollinearity test between variables should not be greater than 10 with tolerance not exceeding 1 (Field, 2005). The multicollinearity between variables using VIF is summarized below.

Table 28

Testing of Multi Collinearity between Variables Using Variance Inflation Factors

	Collinearity Statistics	
Variables	Tolerance	VIF
Classroom Assessment	.600	1.666
Attitudinal Assessment	.808	1.238

Note: VIF = Variance inflation factors

Test of multicollinearity between variables were conducted with the help variance inflation factors and tolerance. Since the result of VIF resulted less than the cut-off point of 10 and tolerance level not greater than 1 among variables. Therefore, it is assumed that variables were not subjected to multicollinearity.

Effects of Working Condition on Teachers' Attitude

In this section, it examines the relationship between working condition and how it affects teacher attitude. After the test of assumptions that were necessary for simple regression, the following regression model was used.

$$y = a + bx \text{……..equation (i)}$$

y = Dependent variable (Attitudinal Assessment)

a = y intercept (constant)

b = Slope

x = Independent variable (Working Condition).

As per the interpretation of Asuero, Sayago and Gonzalez (2006) for measuring the strength of correlation, the value of (R) = .554 signifies that there is moderate relationship between working condition and teachers' attitude. The result of R Square 30.7 percent signifies that attitude can be predicted from working condition. The model summary of correlation of variables is presented in Table 29 below.

Table 29

Model Summary (Correlation of Variables)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.554[a]	.307	.306	.495

The ANOVA table 30 below indicates that the regression model is significant as F (1, 364) = 161.567, p < .000. It represents that working condition could significantly predict teachers' attitude.

Table 30

ANOVA Testing the Overall Fit of the Model

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	39.563	1	39.563	161.567	.000
Residual	89.133	364	.245		
Total	128.696	365			

Table 31

Coefficient Table to Predict the Predictor Variables

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.854	.153		12.080	.000
Classroom Assessment	.490	.039	.554	12.711	.000

a. Dependent Variable: Attitudinal Assessment

We know,

For the equation (i) y = a + bx

Teachers Attitude (y) = 1.854 (a or Y-intercept/constant) + .490 (b or coefficient of Independent variable) working condition (x or independent variable)

From the above table of coefficient table 31 to predict the predictor variable, the result showed that when there is a unit change in working condition, the teachers' attitude is supposed to be increased by .490 units significantly as p value .000 is less than alpha value of 5 percent. This indicates that working condition significantly affect the teachers' attitude. Therefore the research hypothesis is accepted.

Summary of the Chapter

This chapter began with the findings of the demographic characteristics of the community school teachers. The working conditions of the community school of the Kathmandu district were calculated with the help of descriptive statistics. Furthermore, hypotheses along with effects of working conditions on teachers' attitude were calculated with inferential statistics.

CHAPTER V

FINDINGS AND DISCUSSIONS

In this chapter, the major findings are discussed based on three research questions which include the status of working condition of teachers, attitude of teachers with reference to building condition, and the relationship between working conditions and teachers' attitude. Furthermore, the findings are described from the theoretical perspective of Maslow's theory and Herzberg's theory.

Major Findings of the Study

The majority of the community school teachers were female, aged between 36 to 45 years, with experience of 5 to 14 years. Majority of teachers in this study held Master's, M Phil, PhD or an equivalent degree, and are permanent staff. Moreover, most of teachers teach in the basic levels and held a teaching license. According to ethnicity, Brahmin/Chhetri makes up the majority in this study. Despite significant result in majority of the study, some of the demographic characteristics were found insignificant relating to the school building conditions and teachers' attitudes.

The first research question was to find out the working condition of teachers in community schools in the Kathmandu district. From 33 community schools, 366 teachers were asked to rate their working condition. Items like the condition of air quality, status of lighting, condition of black/white board for writing, condition of wall, ceiling, and floor, including if textbooks are provided to students in timely manner were included in this section of MCAP questionnaire. Based on the criteria to explain the mean, on average the teacher of the community school agreed that their working conditions were in a satisfactory condition.

The second research question was investigated to see whether there was a significant difference between the teachers' attitude and school building conditions. Personal attributes such as gender, teaching experience, and teaching level made a significant difference in the teachers' attitude with respect to satisfactory and unsatisfactory school building conditions. It turns out, some of the results showed insignificant results between teachers' having satisfactory and unsatisfactory school building condition. Teachers below 25 years, Teachers with SLC equivalent qualification, Madhesi and Dalit teachers and teachers that teaches social studies showed insignificant result. In a nutshell, it was found that teachers in satisfactory building condition had a better overall attitude than the teachers in unsatisfactory school building condition.

The third research question was about the relationship between working condition and teachers' attitude. The result showed that there was a significant positive correlation between working conditions and teachers' attitude. Besides, the study found moderate association among working conditions and teachers' attitude.

Discussion on the Findings

In this section the findings are elaborated and discussed in terms of data analysis. It is based on the three research questions of the study. Furthermore, this section describes the findings based on the theoretical perspective.

In the sample, the female teacher respondents were higher in number than the male teachers. The population of community school teachers in Kathmandu district found in this study is aligned with the report of District Education Office (DEO, 2013). Therefore, the majority of attitude in this study are from female teachers. Female teachers have a high level of motivation and a good attitude towards their teaching profession. The finding of the study is aligned with the study of Simic, Puric

and Stancic (2018) that female teachers had higher motivation and attitudes than male teachers. The majority of the teachers in this study were between ages of 36 to 45, which is the optimal age for the teaching. This is within the maximum age of 60, as outlined by Education rule (MOE, 2002).

The majority of teachers in this study are teaching at primary level as oppose to secondary level. This is aligned with the number of teacher found in the Kathmandu district (DEO, 2016). In this study, majority of the teachers are found having Master's, MPhil, PhD or equivalent degree whereas most of the teachers have a teaching experience from 5 to 14 years. In terms of subject, English teachers were higher in number than Nepali, Mathematics, Social Studies, Science, or other subjects. Likewise, in terms of ethnicity, Brahmins/Chettri were higher in number than Janjati, Madeshi, and Dalit. UNESCO suggests increasing the enrollment of ethnic groups such as Janjati, Madeshi, and Dalit because of their low involvement in teaching profession (MOE, 2015). One of the reasons for the high involvement of the Brahmins/Chettri is because of their high population in the Kathmandu district (CBS, 2012).

Working Conditions of Community School

The finding of this study shows that the working condition of teachers in the community school of the Kathmandu district were satisfactory. The Government of Nepal is serious about the infrastructure of community schools and has a policy provision in the education act to make better learning environment (MOE, 2002). The plans and policies of the Government are working well, resulting in the satisfactory working condition of the community schools in the Kathmandu district. However, the study conducted by Subedi (2017) found that the building condition of the community school is a serious problem for teachers and learners in Nepal. One of the reasons for

positive response in this study may be because of the sample selection. While conducting his study, Subedi (2017) randomly selected many districts of Nepal but Kathmandu district was not included. This might be a reason for contrast in result.

Relationship between Working Conditions and Teachers' Attitude

The purpose of this study was to analyze the relationship between the building conditions and teachers' attitude. This study found that there is a significant difference between teachers' attitude considering their school building conditions. The hypothesized statement of this study validates the findings of Earthman and Lemasters (2009), and Leigh (2012). They found significant differences between teachers' attitude considering satisfactory and unsatisfactory building condition. Both studies used a same questionnaire called MCAP to measure the attitude of teachers. The findings of this study supported Earthman and Lemasters (2009) and Leigh (2012) where the attitude of teacher in satisfactory building was better than those of unsatisfactory building. A study conducted by Earthman and Lemasters (2009) was conducted with sample size of 165 teachers whereas Leigh (2012) conducted his study with the sample size of only 88 teachers. However, this study was conducted with the sample size of 366 teachers and still showed that the teachers with satisfactory building condition have overall better attitudes than those who had unsatisfactory school building conditions. Moreover, this study validates the fact that the MCAP questionnaire measures the attitude of teachers.

Similarly, a study conducted by Schneider (2003) reported that poor lighting, noise, inadequacy in recreational facilities, lack of workspace in classroom affected the career decisions and teachers' attitude. The sample for the study was collected from Chicago and Washington D.C. Teachers were told to evaluate their classrooms lighting, thermal status, and air quality. He concluded that working condition has

relationship between teachers' satisfaction level and attitude. The study of Schneider (2003) supports the finding of this study that the working condition has significant relationship with teachers' attitude.

Likewise, a study done by Buckley et al. (2004) investigated teachers' attitudes and the condition of facilities in their work place. They found that many teachers leave their teaching job annually. The reason for their investigation is to know if working condition plays role in teachers' turnover. The study was conducted utilizing K-12 teachers in Washington D.C. The study found that teachers do leave their job due to condition of their work place. The findings of this study validate the findings of Buckley et al. (2004) that the working condition plays vital role and is significant factor in developing the teachers' attitude.

Ruszala (2007) explored the relationship between building condition and teachers' satisfaction. To investigate building condition and teachers' satisfaction she used two survey instruments The Commonwealth Assessment of Physical Environment (CAPE) and The Teacher Opinionnaire of Physical Environment respectively (TOPE). She found a moderate positive correlation between the building condition and teacher satisfaction. The finding of Ruszala (2007) is aligned with this study that there is a relationship between the building condition and teachers' attitude.

Similarly, Isaiah (2013) concluded that the unsatisfactory building condition hamper teachers' job satisfaction and their productivity. In his study, teachers in satisfactory school building conditions have more job satisfaction and has better teacher attitude. The finding of this study supports Isaiah (2013) that having better a building condition for working environment results in a better overall attitudes.

However, some findings of this study were insignificant. The attitude of the teachers below age 25 did not show a significant difference with reference to

satisfactory and unsatisfactory building conditions. One of the reasons for the insignificant result may be the difference in the sample size. A study conducted by Faber and Fonseca (2014) revealed how sample size affects the outcome of the study. Here in this study, the sample sub-group of teacher age below 25 in satisfactory building condition is 14 compared to the 5 respondents in unsatisfactory building. This difference in the sample sub-group of respondents may be the reason for the insignificant result.

The result of this study showed that the teacher with SLC or equivalent academic qualification had a similar attitude towards the school building condition. A study conducted by Murage and Kibera (2014) shows that there is no significant difference between teachers' attitude and their academic qualification. Same conclusion was drawn by the researchers (Bowen, Radhakrishna & Keyser, 1994). Since there was no impact of the qualification on teachers' attitude may be the reason for the insignificant result.

The teachers who taught social studies showed similar attitudes regardless of their building condition. A study of attitudes of social studies teacher by Omolara and Adebukola (2015) found that social studies teachers are offered few periods because of which they are not interested in their teaching. As social studies teachers are offered less period, they spend less time in their workplace and have little effect of building condition on their teaching which may be the reason for insignificant result.

The finding of this study revealed that Madheshi teachers have the similar attitude towards satisfactory and unsatisfactory school building condition. A study conducted by Gurung (2017) revealed that Madheshi citizens in Nepal value equality 'Samanta'. This means that Madheshi people tend to perceive things in a similar

manner. Their non judgmental nature may be one of the reasons for the insignificant results.

Similarly, the result of this study showed that Dalit teachers who had both satisfactory and unsatisfactory school building condition showed no change in their attitude. This kind of result could be because of their humble behavior. A report by National Planning Commission (2002) revealed that the Dalit has no courage to protest, and they willingly accepted whatever they are provided. The Dalit teachers might have perceived satisfactory and unsatisfactory school building condition as their fate and they do not complain about the situation may be one of the reasons for insignificant result.

Relationship between Working Condition and Teachers' Attitude: Theoretical Perspective

As there are many theories linked with employee's attitude at their workplace. Researcher in this study has linked the relationship between working condition and teachers' attitude with two theoretical lens of Maslow's hierarchy of needs and Herzberg's motivation theory. According to Maslow's (1954) human are driven by certain needs and if basic needs are not fulfilled they cannot think about higher needs. This study focuses on Maslow's lower order need and Herzberg's hygiene motivation factor. For teachers to teach effectively good working condition is considered as basic need in this study. Since my study found that working condition of teacher in community school of Kathmandu district was satisfactory, this satisfies Maslow's lower order need.

Herzberg (1971) hygiene factor states that if certain job conditions are not provided it dissatisfies employees. Since this study revealed that teachers who had unsatisfactory building conditions do not have better overall attitude towards their job

matches Herzberg's hygiene factor of motivation. Furthermore, in a nutshell this study found teachers who had satisfactory building condition had overall better attitude. This indicates that if teachers are provided better working condition it helps to motivate them.

Summary of the Chapter

This chapter began with the findings of this study, which are later discussed and compared with previous studies. The findings of this study contribute to previous studies in terms of the relationship between working condition and teachers' attitude. The results of this study support most of the findings of previous research, that working condition does influence teachers' attitudes.

CHAPTER VI

SUMMARY, CONCLUSION, AND IMPLICATIONS

Summary of the Study

The condition of school affects the attitude of teachers. If teachers are provided with a good working condition they can perform better and to their potential. On the other hand, if teachers are not provided a good working condition, they cannot give their best. Thus, the researcher in this study argues that there is a direct relationship between working condition and teachers' attitude in community school of the Kathmandu district.

In a quest to find this relationship, this study investigated to find the answers of three research questions. The first research question was about the working condition of community school of the Kathmandu district. The second question explored the relationship between the school building conditions and the teachers' attitude. Finally, the third research question examined the effect of working condition on the teachers' attitude.

In order to find answers to these research questions, the researcher reviewed various journal articles, past studies, policies, and related theories. These reviews helped the researcher to find the research gap and fulfill the purpose of this study.

This study is guided by the post-positivist research paradigm formulating survey research design. The study considered 4283 community school teachers from the Kathmandu district as its study population. Adopting cluster sampling technique, the researcher selected 366 teachers randomly using Yamane's formula (1967). The researcher conducted survey using (MCAP questionnaire). Prior to using the MCAP

questionnaire, the researcher took permission from the developers Dr. Glen Earthman and Dr. Linda Lemasters through email. Since the questionnaire was developed in the USA, it was contextualized to fit in with Nepali schools. The data collection was only initiated after contextualizing in the Nepali language and ensuring its reliability and validity. The researcher considered ethics such as confidentiality of data, informed consent and the option for teachers to not take part in this study.

Using SPSS version 23, the data was analyzed using both descriptive and inferential statistics. Some of the statistical tools used in this study were mean, frequency, percentage, independent sample t-test, correlation, and simple linear regression. The study found that the working condition of the Kathmandu district was satisfactory. Additionally, the study found that the teachers in satisfactory building condition had a better overall attitude about their physical environment than those teachers in unsatisfactory building condition. Furthermore, this study showed that there is a positive relationship between working condition and teachers' attitudes.

Conclusion

Based on the findings, this study concludes that the working condition of community school in the Kathmandu district is good for teaching and learning. Therefore, this study is a bright sign for community schools. The finding from this study leads to conclude that having a satisfactory school building condition is vital for better attitude of teachers. Additionally, this proves that thermal, lighting, condition of furniture and equipment can make difference in shaping teachers' attitude. The study also indicated that teachers in satisfactory building condition had better overall attitude about their working condition and its effect on student learning than teachers who had unsatisfactory building condition. In a nutshell, this study demonstrates how

a physical structure of a school building and their working condition shapes teachers' attitude which is very vital in the long run of modern Nepali pedagogical era.

Implications

The knowledge gained from this study can be useful to the various stakeholders like the government, school management, and educational leaders. According to the findings and conclusion of this study, some of the implications to the stakeholders are as follow.

Implications for Policy

This study attempted to establish the relationship between the working condition and teachers' attitude. Findings of this study showed that the teachers' attitude can be enhanced with their working condition. It can inform stakeholders like the government of Nepal to invest more education budget on working condition for motivating community school teachers toward their job. Regarding policy, SSDP focuses on PMECs that are student-teacher ratio, classroom space, sets of textbook per child per year, separate girl and boy toilets, water, and book/learning corners. Considering modern demands, stakeholders are obliged to think beyond the norm and add more vital facilities which will help them in teaching learning process and enhance the attitudes of community school teachers.

Implications for School Leaders

Although there are many stakeholders engaged in the school, it is the principals' responsibility to run the school effectively and efficiently. Principals can maintain and update what is required, so that facilities are not the reason for obstructing the teaching learning process. Furthermore, principals can consider the feedback both from the teachers and the students about their learning experience so that they could improve their learning environment.

Implications for further Research

This study can act as a guideline for future research because very few or no such studies have investigated the relation between working condition and teachers' attitude in Nepal. Even though the focus of this study was on working conditions and teachers' attitude, future researchers can continue research focusing on the following issues.

First, this study was delimited to only one district of Nepal, so future researchers can extend the scope of generalizing from wider geographical area. Similarly, this study was conducted only in the community schools of the Kathmandu district which narrowed the scope of generalization. However, future researchers can focus on other types of schools like the institutional schools. In addition, future researchers are encouraged to conduct similar types of studies in rural areas, as well as national based studies to give a better overall picture in the subject area.

Secondly, this research is primarily based on quantitative research. Future researchers can conduct qualitative and mixed method research which would add strength in finding the relationship between working condition and teachers' attitude. Data collection through interviews and questionnaire may give different dimensions and make it more relevant and interesting.

Lastly, future researchers can focus on the relationship between school facility and student attitude, school facility and student academic achievement, and attitude of the headmaster towards the school facility. These variables would broaden the research and give a deeper understanding of the issues which will reinforce the education system of Nepal.

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ANNEXES

ANNEX I: MCAP QUESTIONNAIRE

काठमाडौँ विश्वविद्यालय

स्कुल अफ एजुकेसन

शिक्षकका लागि प्रश्नावली

काठमाडौँ जिल्लाका सामुदायिक विद्यालयहरूमा उपलब्ध भौतिक सुविधाहरू र विद्यार्थी सिकाइका कारण शिक्षकमा पर्ने मनोवृत्ति प्रभाव

आदरणीय शिक्षकज्यू,

यो प्रश्नावलीको मुख्य उद्देश्य विद्यार्थीलाई पढाउन आफूले प्रयोग गर्ने कक्षाकोठाबारे तपाईंले कस्तो महसुस गर्नुहुन्छ भन्ने थाहा पाउनु हो । आफ्नो विवेकले देखेअनुसार इमानदारीपूर्वक यो प्रश्नावली भरिदिनुहुने छ भन्ने मैले विश्वास लिएको छु । तपाईंले दिएका कुनै पनि जानकारी यस अध्ययनबाहेक कतै पनि प्रयोग गरिने छैन । तपाईंले दिएका सम्पूर्ण जानकारी गोप्य रहने छन् ।

शोधकर्ता
आनन लामा
एमफिल विद्यार्थी (शैक्षिक नेतृत्व)
स्कुल अफ एजुकेसन
काठमाडौँ विश्वविद्यालय

कृपया कुनै एक उपयुक्त विकल्पमा चिन्ह (✓) लगाएर वा खाली कोठामा उत्तर लेखेर प्रतिक्रिया व्यक्त गरिदिनहुन अनुरोध गर्दछु ।

(क) शिक्षकको जनसाङ्ख्यिक तथ्याङ्क (Teacher's Demographic Data) :

१. लिङ्ग: **क.** पुरुष ☐ **ख.** स्त्री ☐ **ग.** अन्य ☐

२. उमेर: ☐ वर्ष

३. उच्चतम शैक्षिक योग्यता:

क.	एस.एल.सी. वा सो सरह	
ख.	प्लस टु (+२) वा सो सरह	
ग.	स्नातक वा सो सरह	
घ.	स्नातकोत्तर, एम.फिल, पि.एच.डी वा सो सरह	

४. शिक्षण अनुभव: ☐ वर्ष

५. शिक्षक अनुमति पत्र: **क.** छ ☐ **ख.** छैन ☐

६. अध्यापन तह: क. आधारभूत (१ देखि ८) ☐ **ख.** माध्यमिक (९ देखि १२) ☐

७. शिक्षक नियुक्ति किसिम: क.स्थायी ☐ **ख.**अस्थायी ☐ **ग.** निजि स्रोत वा अन्य ☐

८. अध्यापनरत विषय:

क.	नेपाली	
ख.	अङ्ग्रेजी	
ग.	गणित	
घ.	विज्ञान	
ङ.	सामाजिक अध्ययन	
च	अन्य	

९.जाति/जनजाति:

क.	ब्राह्मण/क्षेत्री	
ख.	जनजाति	
ग.	मधेसी	
घ.	दलित	
च	अन्य.....	

(ख) भवन मूल्याङ्कन (Building Assessment)

१. तपाईं आफ्नो विद्यालय भवनको कसरी मूल्याङ्कन गर्नुहुन्छ ? कृपया कुनै एक उपयुक्त विकल्पमा (✓) चिन्ह लगाउनुहोस् :

क. सन्तोषजनक छ ☐ ख. सन्तोषजनक छैन ☐

(ग) कक्षाकोठा मूल्याङ्कन (Classroom Assessment)

कृपया कुनै एक उपयुक्त विकल्पमा (✓) चिन्ह लगाउनुहोस् :

क्र.सं.	कक्षाकोठा मूल्याङ्कन	पूर्ण असहमत	असहमत	अनिर्णीत	सहमत	पूर्ण सहमत
		१	२	३	४	५
१.	मेरो कक्षाकोठामा स्वच्छ हावा खेल्छ ।					
२.	मेरो कक्षाकोठामा शिक्षण सिकाइका लागि पर्याप्त उज्यालो पुग्छ ।					
३.	कक्षाकोठा अध्यारो हुँदा उज्यालो बनाउन बिजुली वा अन्य विकल्पको व्यवस्था छ ।					
४.	सेतो/कालो पाटी (चक बोर्ड) मा लेख्नका लागि पर्याप्त ठाउँ छ ।					
५.	सेतो/कालो पाटी (चक बोर्ड) मा लेख्दा प्रष्ट देखिन्छ ।					
६.	मेरो कक्षाकोठामा उपलब्ध भौतिक अवस्था (भित्ता, सिलिङ र भुइँ) सन्तोषजनक छ ।					
७.	कक्षाकोठाहरू जाडो मौसमका लागि उपयुक्त छन् ।					
८.	कक्षाकोठाहरू गर्मी मौसमका लागि उपयुक्त छन् ।					
९.	मेरो कक्षाकोठाको भौतिक संरचना सुधार गर्नुपर्ने अवस्थामा छ ।					
१०.	मेरो विद्यालय उपयुक्त स्थानमा छ ।					
११.	मेरो कक्षाकोठाको छानो घामपानीबाट बच्न उपयुक्त छ ।					
१२.	कक्षाकोठामा विद्यार्थीहरूलाई चाहिने पाठ्यपुस्तकको व्यवस्था समयमै गराइन्छ ।					
१३.	कक्षाकोठामा विद्यार्थीहरूले आफुलाई चाहिने पाठ्यपुस्तक सधैँ लिएर आउँछन् ।					

(घ) मनोवृत्तिगत मूल्याङ्कन (Attitudinal Assessment)

क्र.सं.	मेरो कक्षाकोठाको अवस्था	पूर्ण असहमत	असहमत	अनिर्णीत	सहमत	पूर्ण सहमत
		१	२	३	४	५
१४.	... ले मलाई भावनात्मक बाधा पुऱ्याउँछ ।					
१५.	... ले मलाई सधैँ बिहानै विद्यालय आउन मन लाग्छ ।					
१६.	... ले मलाई शिक्षण पेसा छाडौँ जस्तो लाग्छ ।					
१७.	... यति रमाइलो छ कि, म कक्षाकोठा छिर्दा आनन्द महसुस गर्छु ।					
१८.	... ले गर्दा मलाई अर्कै विद्यालयतिर सरुवा भएर जान मन लाग्छ ।					
१९.	..ले मेरो शिक्षण सिकाइ क्रियाकलापमा सघाउ पुऱ्याउँछ ।					
२०.	... ले मलाई राम्रोसँग पढाउन बाधा पुऱ्याउँछ ।					
२१.	... ले मलाई शिक्षण सिकाइमा सन्तुष्ट बनाउँछ ।					
२२.	... ले मलाई खुसी बनाउँछ ।					
२३.	... ले मलाई वेलावेलामा स्वास्थ्य समस्या आउने गर्छ ।					
२४.	... ले मलाई मानसिक तनाब दिन्छ ।					
२५.	... उपयुक्त स्थानमा छैन ।					
२६.	... हेर्दा विद्यालय कत्तिको पुरानो छ भन्ने कुरा प्रस्ट हुन्छ ।					
२७.	...हेर्दा नियमित रुडरोगन नगरिएको दर्साउँछ ।					
२८.	... मा पाठ्यपुस्तकको अभावले मलाई मेरो शिक्षण सिकाइमा असहज बनाइरहेको हुन्छ ।					

(ङ) विद्यार्थी सिकाइ मूल्याङ्कन (Student Learning Assessment)

क्र.सं.	विद्यार्थी सिकाइ मूल्याङ्कन	पूर्ण असहमत	असहमत	अनिर्णीत	सहमत	पूर्ण सहमत
		१	२	३	४	५
२९.	कक्षाकोठाभित्रको हल्लाले विद्यार्थीको सिकाइमा बाधा पुऱ्याउँछ ।					
३०.	कक्षाकोठाबाहिरको हल्लाले विद्यार्थीको सिकाइमा बाधा पुऱ्याउँछ ।					
३१.	कक्षाकोठामा कक्षाकोठाको क्षमताभन्दा बढी विद्यार्थी सङ्ख्या छ ।					
३२.	कक्षाकोठामा विद्यार्थीका लेख-रचना वा अन्य सामग्री प्रदर्शनीका लागि पर्याप्त बोर्ड/ भित्ताको व्यवस्था छ ।					
३३.	कक्षाकोठाभित्र विद्यार्थीलाई विभिन्न शिक्षण सिकाइ क्रियाकलाप गराउन पर्याप्त स्थान छ ।					
३४.	विद्यार्थीहरूको इच्छाअनुसार लेख-रचना गर्न पर्याप्त ठाउँ छ ।					
३५.	मेरो कक्षाकोठाको अवस्थाले विद्यार्थीको शिक्षण सिकाइमा बाधा पुऱ्याइरहेको महसुस गर्छु ।					
३६.	मेरो कक्षाकोठाको अवस्थाले विद्यार्थीलाई बेलाबेलामा स्वास्थ्य समस्या आउँने गर्छ ।					
३७.	मेरो कक्षाकोठाको अवस्थाले विद्यार्थीको शिक्षण सिकाइमा सहभागी हुनेगरी भूमिका खेल्छ ।					
३८.	मेरो कक्षाकोठामा विद्यार्थीहरू खुसी भएर अध्ययन गरेको महसुस गर्छु ।					
३९.	विद्यार्थीको अध्ययनका लागी डेस्क र बेन्च सन्तोषजनक छन् ।					

आफ्नो समय र प्रतिक्रिया दिएर सहयोग गर्नुभएकोमा धन्यवाद !

ANNEX II: APPROVAL LETTER – I

5/22/2017 Gmail - Hi Mr. Glen Earthman - Anan Lama from Kathmandu University

Gmail

Anan Lama <ananlama@gmail.com>

Hi Mr. Glen Earthman - Anan Lama from Kathmandu University

13 messages

Anan Lama <ananlama@gmail.com> Thu, Apr 6, 2017 at 5:24 PM
To: Glen Earthman <earthman@vt.edu>

HI Dr. Glen Earthman

How are you? Hope fine.

After discussing with my research teacher he told me to add another variable with school facilities except student academic achievement

because lot of researcher have already done research of school facilities and student academic achievement. After searching and

reading journals in internet I found that I will add teachers attitude perspective with school facilities. After reading your journal "Teachers

attitude about classroom conditions" where you have developed instrument regarding teachers attitude I request you to please provide that

instrument called My Classroom Appraisal Protocol (MCAP) consising of 18 items which measures teacher attitude and give me the

permission to use this instrument in my research.

Hoping positive response from you.

Anan Lama

Student of MPhil in Educational Leadership, Roll: 1

Kathmandu University, Nepal
[Quoted text hidden]

5/22/2017 Gmail - Hi Mr. Glen Earthman - Anan Lama from Kathmandu University

Glen Earthman <earthman@vt.edu> Thu, Apr 6, 2017 at 11:18 PM
To: Anan Lama <ananlama@gmail.com>

Dear Anan - You have permission to use the My classroom Attitude Protocol and I am attaching the latest version of that instrument. You also have permission to modify the instrument to fit local conditions.

3 attachments

- MY CLASSROOM APPRAISAL PROTOCOL3R.doc 34K
- THEORETICAL MODEL ANALYSIS.doc 33K
- Theoretical Model Diagrahm.docx 129K

ANNEX III: APPROVAL LETTER – II

Gmail Anan Lama <ananlama@gmail.com>

Hi Dr. Linda Lemasters Mam - Anan Lama student of MPhil from Nepal

3 messages

Anan Lama <ananlama@gmail.com> Mon, Jul 31, 2017 at 5:07 PM
To: lindal@gwu.edu

Hi Mam,
I am Anan Lama from Nepal
Student of MPhil in Educational leadership from Kathmandu University, Nepal
The reason behind this email is that since you have done research and published article like

"Teacher attitudes about classroom conditions" in 2009

I am interested in doing same kind of research where my topic is

"The effect of classroom facilities on teachers attitude in community school of Kathmandu district"

Since you and Dr. Glen Earthman have developed tool called (MCAP) My Classroom Appraisal Protocol

Can I have your permission to use and modify in Nepali context. ohh just to remind that Dr. Earthman has already given the permission but it would be great to have your permission also mam.

Hoping positive response from you

Linda Lemasters <lindal@gwu.edu> Tue, Aug 1, 2017 at 5:24 PM
To: Anan Lama <ananlama@gmail.com>

Good Morning,

Yes, you have my permission to use the MCAP. I would appreciate seeing your document after it is complete.

Best wish to you for success in your research, Linda Lemasters
[Quoted text hidden]
--
linda. . .Sent from Gmail Mobile

Anan Lama <ananlama@gmail.com> Wed, Aug 2, 2017 at 7:58 PM
To: Linda Lemasters <lindal@gwu.edu>

Thank you Mam for your permission and I will surely send an e-copy of my research after I complete it.

Anan Lama
MPhil (Student)
Educational Leadership
School of Education
Kathmandu University
[Quoted text hidden]

ANNEX IV: SAMPLE SCHOOLS

Detail of Sample Schools

S. no	Name of the School	Location
1.	Nandi Madhyamik Vidyalaya	Naxal
2.	Nandi Ratri Madhyamik Vidyalaya	Naxal
3.	Tangal Ucha Madhyamik Vidyalaya	Tangal
4.	Kendra Bahira Ucha Madhyamik Vidyalaya,	Tangal
5.	Mahendra Rastriya Madhyamik Vidyalaya	Naxal
6.	Dhumbarahi Madhyamik Vidyalaya	Dhumbarahi
7.	Ahdarsha Nimna Madhyamik Vidyalaya	Naxal
8.	Panchakanya Nimna Madhyamik Vidyalaya	Lantanggin
9.	Kamal Prathamik Vidyalaya	Kamal Pokhari
10.	Mahendra Ucha Madhyamik Vidyalaya	Phulbari
11.	Gram Sikya Mandir Madhyamik Vidyalaya	Kapan
12.	Janakalyan Ucha Madhyamik Vidyalaya	Mahankal
13.	Bal Udhar Ucha Madhyamik Vidyalaya	Bekh
14.	Yagyamati Madhyamik Vidyalaya	Payyatar
15.	Janajagriti Madhyamik Vidyala	Jugdol
16.	Nawajagriti Madhyamik Vidyalaya	Ramhiti
17.	Balkumari Nimna Madhyamik Vidyalaya	Bekh
18.	Pathibhara Prathamik Vidyalaya	Kapan
19.	Nepal Charter Prathamik Vidyalaya	Kapan
20.	Padmakanya Uchha Madhayamik Vidyala	Dilibazar
21.	Padhyodaya Uchha Madhayamik Vidyala	Ramshahpath
22.	Bijay Ismarika Uchha Madhayamik Vidyala	Dillibazar

23.	Sahid Sukra Madhayamik Vidyala	Adait Marg
24.	Bhanu Madhayamik Vidyala	Ranipokhari
25.	Sanskrit Madhayamik Vidyala	Ranipokhari
26.	Tyaud Madhayamik Vidyala	Tyaud
27.	Mahankal Madhayamik Vidyala	Mahankal
28.	Gyanbikas Nimna Madhayamik Vidyala	Gyaneshor
29.	Guyeshwor Uchha Madhayamik Vidyala	Sinamangal
30.	Sarada Guyeshwor Uchha Madhayamik Vidyala	Sinamangal
31.	Mangaladevi Madhayamik Vidyala	Batisputali
32.	Balpith Prathamik Vidyala	Sinamangal
33.	Bishwa Santi Boudha Sikhyalaya	Minbhawan

ANNEX V: MCAP ENGLISH VERSION

MY CLASSROOM APPRAISAL PROTOCOL©

The purpose of this protocol is to find out how you feel about the classroom that you use to teach students. The physical space, which one uses to teach students, can make an important contribution to the teaching/learning process. The classroom space can help and hinder the efforts of every teacher and we would like to know how you think the classroom works or does not work for you. Please make certain you answer every question, because each item is important to provide a complete picture. If you wish to add any comments to the protocol or about the protocol itself, please do so at the end of the questions.

YOUR PRIVACY WILL BE MAINTAINED IN THIS SURVEY. ONLY GROUP RESPONSES WILL BE REPORTED. Thank you.

Please respond by placing an "**X**" in the appropriate space below the number that represents your feelings.

SD = Strongly Disagree with the statement **D = Disagree with the statement**

N = Have no feelings with the statement **A = Agree with statement**

SA = Strongly Agree with the statement

Classroom Assessment

	SD	D	N	A	SA
1. I can easily control the temperature in my classroom.	___	___	___	___	___
2. The air quality in my classroom is good.	___	___	___	___	___
3. The classroom is well lighted.	___	___	___	___	___
4. The equipment in the classroom is in good order and modern.	___	___	___	___	___
5. There is more graffiti in the school than I like.	___	___	___	___	___
6. The graffiti in the school affects student's attitude.	___	___	___	___	___
7. There is sufficient wall writing surface (Chalkboard/whiteboard).	___	___	___	___	___
8. The wall writing surface is in good condition.	___	___	___	___	___
9. There is sufficient space for the computers in the classroom.	___	___	___	___	___

10. The physical attributes of my classroom are attractive.	___	___	___	___	___
11. My classroom is comfortable in winter months.	___	___	___	___	___
12. My classroom is comfortable in the fall months.	___	___	___	___	___
13. My classroom is comfortable in the spring months.	___	___	___	___	___
14. I would like to change the physical features of my classroom.	___	___	___	___	___
15. My school is in a very good location.	___	___	___	___	___
16. The ceiling in my classroom leaks during a rain storm.	___	___	___	___	___

Attitudinal Assessment

The condition of my classroom…	**SD**	**D**	**N**	**A**	**SA**
17. ….causes me problems.	___	___	___	___	___
18. ….makes me to want to come to work everymorning.	___	___	___	___	___
19. ….makes me want to leave teaching as a career.	___	___	___	___	___
20. ….is so inviting that I really feel good about the classroom.	___	___	___	___	___
21. ….makes me want to transfer to a different school in our system.	___	___	___	___	___
22. ….enhances my teaching.	___	___	___	___	___
23. ….makes it difficult for me to teach effectively.	___	___	___	___	___
24. ….makes me feel satisfied with the classroom in which I teach.	___	___	___	___	___

25. ….makes me feel happy when in the room.	___	___	___	___	___
26. ….causes me some periodic health problems.	___	___	___	___	___
27. ….causes me to have some emotional/ mental problems.	___	___	___	___	___
28. ….is not in a good location.	___	___	___	___	___
29. ….reflects the age of the building.	___	___	___	___	___
30. ….reflects lack of recent painting.	___	___	___	___	___

Student Learning Assessment

	SD	D	N	A	SA
31. The noise level in the classroom hinders student learning.	___	___	___	___	___
32. The outside noise hinders student learning.	___	___	___	___	___
33. There are more students in my classroom than what should be.	___	___	___	___	___
34. There is sufficient wall space (tack board) to display student's work.	___	___	___	___	___
35. There is sufficient space in the classroom for student activities.	___	___	___	___	___
36. There are appropriate spaces for student interest centers.	___	___	___	___	___
37. My classroom hinders the students from learning effectively.	___	___	___	___	___
38. My classroom causes the students some periodic health problems.	___	___	___	___	___
39. My classroom enables students to learn effectively.	___	___	___	___	___
40. The classroom makes the students feel happy.	___	___	___	___	___
41. Student's desks and chairs are in good condition.	___	___	___	___	___

Building Assessment

42. How would you assess the condition of your school building? Please check the appropriate response.

Satisfactory ____ Unsatisfactory ____

Demographic Data

To assist in analyzing the above data would you be kind enough to supply the following data. All data will be kept confidential and will be reported only as group data. No individual data will be released to anyone and no one will be able to be identified.

43. What is your gender? Female____ Male____

44. What is your highest academic attainment?

Bachelor ____ Masters _____ Post-Masters_____ Doctorate _____

45. Do you have National Certification? Yes____ No____

46. How many years have you taught? _____ years

47. What grade or subject do you teach? _____

48. How long have you been employed in the present school division?

_____ years