

JOB SATISFACTION AMONG TEACHERS OF COMMUNITY CAMPUS

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Abstract

In this 21st Century teachers are pillar of the nation. They are playing greater roles and given bigger commitments in the profession. These increased responsibilities and higher expectations do take its toll on them. Job satisfaction is indeed most crucial not only in determining the faithfulness of an employee to an organization but more importantly it is the main indicator of an individual's level of commitment and productivity in his or her profession. This study aims to investigate the job satisfaction among college teachers. The purposes of the study are to investigate the differences in job satisfaction among teachers with different years of teaching experience, to identify the relationship between years of teaching experience and job satisfaction, and to identify the differences between male and female teachers in job satisfaction. A quantitative approach which used a questionnaire, Modified form of Teacher Job Satisfaction Questionnaire' (TJSQ) developed by Lester (1982), was used as the main instrument to evaluate job satisfaction among teachers in Community Campuses in Kailali district. 50 teachers became the respondents from three Campuses (TMC, LMC and GMC) of three municipalities for this research. It is concluded that there is no significant relationship between years of teaching experience and job satisfaction. There is no correlation between male and female teachers possessing respective faculties and designations in community campuses. Overall, this research indicates that the teachers in the college level are generally satisfied with their work.

Keywords: Community Campus, job satisfaction, TJSQ

¹Associate Professor, Tikapur Multiple Campus, Tikapur, Kailali

Introduction

Teaching is one of the stressful jobs in education sector. The level of job satisfaction in any profession remains a matter of concern. This study means to explore the job satisfaction among the teachers of College level of Kailali district.

An educational system is usually considered to be the fundamental principle of a developing country. Effective teachers are essential for the accomplishment of an educational system. A high demanding educational system has made the teaching profession extremely challenging, as high performance is expected from teachers. Teachers who are satisfied with their jobs usually have a high degree of professional capabilities and feel that they could manage, organize and perform specific tasks and behavior, even in case of failure.

TU has two types of campuses: constituent and affiliated. Currently, the University has 60 constituent campuses and 1053 affiliated campuses all over Nepal. These campuses are the main teaching/ learning physical units and centers. Campuses may be unitary or multiple based on the nature of programmes being offered.

Tikapur Multiple Campus (TMC), Lamki Multiple Campus(LMC) and Ghodaghodi Multiple Campus (GMC) are established in Kailali District. Since their establishment, they have been continuing higher level academic programs. All of them are affiliated to Tribhuvan University. The major aim of these campuses are to make this area as an educational destination for quality medium, high and very high level human resource production. TMC has nearly three thousand students and 33 teaching staffs whereas LMC has 24 teaching staffs and 38 in GMC.

Job satisfaction is an emotional relation to an employee's work condition. According to Locke (1969) job satisfaction has been defined as a "pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences"(As cited in Kaystha &Kaysatha, 2012). Similarly, Weiss (2002) defined job satisfaction as an individual's positive measurable judgment on his or her working conditions (ibid).

Herzberg (1968) defined two independent domains which determine one's level of job satisfaction with their occupation. Herzberg identified the six factors which determine job satisfaction: achievement, recognition, work itself, responsibility, advancement, and growth. These satisfaction factors were labeled motivators as they cause satisfaction, but are not necessarily related to dissatisfaction. The top six factors which determine dissatisfaction, or hygiene factors, were: company policy, supervisor, relationship with boss, working conditions, salary, and relationship

with peers. The hygiene factors are basic needs of the workplace to conduct the day's activities (Ritz et.al, 2013).

A well-managed school considers teachers as the primary sources of outcome and productivity gain. A well-managed school considers teachers and staffs rather than capital as a core foundation, which leads to school's development. To ensure the achievement of institutional goals, the school creates an atmosphere of co-operation for its teachers/staff that facilitate employee satisfaction. Job satisfaction leads to teacher motivation and motivated teacher develop loyalty to the school which results to greater outcome and lower turnover rates (Bhattarai, 2009, as cited in Nepal, n.d.).

Kayastha & Kayastha (2012) claimed that “job satisfaction in higher secondary level school teachers was satisfied in their occupation especially in teaching profession in Nepal.” He used to find out the job satisfaction of the higher secondary teachers of Nepal by Job Descriptive Index (JDI) (Smith et al., 1969). The JDI has six facets, namely satisfaction with the work itself, pay, promotion, supervision, co-workers and job in general. Similarly, Hadi & Elham (2015) concluded that “there is a positive significant relationship between teachers' job satisfaction and their attitudes towards their students' beliefs.” He applied Lester's Job Satisfaction Questionnaire (TJSQ) to identify the teachers of English language institute of Iran.

Mondal et al. (2011) and Knox (2011) used to analyze job satisfaction of school teachers by using the Modified Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1987). Similarly, Minnesota Satisfaction Questionnaire (MSQ) was used for identifying job satisfaction among dentists of eastern Nepal by Bhagat et al (2014).

In literature, there has been little investigation of the job satisfaction of college teachers. So, this study opens the door to conduct more research and provides literature in this field and fulfills the job satisfaction among college teachers research gap for better qualitative outcome of college.

Statement of the Problem

A teacher who is happy and satisfied with his or her profession will emanate positive energy that will give positive influence on those around him or her particularly the students. As such, teachers who possess high level of satisfaction in their job will be a source of motivation to the students to succeed in their studies. “The satisfied teachers work well in the school, which would be helpful for schools for transforming education, better outcome, lower turnover, lower absenteeism and higher performances” (Nepal, n.d). Thus, this study is conducted to uncover the realities

or issues in the teaching profession pertaining to job satisfaction among teachers particularly in the college level.

Currently, with the huge increase in the number community campuses in Nepal, it is undeniable that they have become indispensable in the Nepalese education system. Furthermore, there are many differences between teachers teaching in the constituent colleges of TU and those in the community colleges. Among those differences are in terms of the campuses facilities, salary and number of students per class. Hence, it is equally crucial that studies be conducted to identify job satisfaction among teachers in the community campuses.

The result of this study may assist the respective college administration to make some innovative plans in order to improve and enhance the morale and motivation of the teaching staff. This is because “An effective motivational program and an interesting reward system relevant to the needs of the teachers would bring forth effective, dedicated, and committed teachers” (Jabnoun & Chan, 2001, p. 75). Furthermore, the result may also provide some insights to the Ministry of Education regarding job satisfaction from the perspective of the college.

Objectives of the study

The main objectives of the present study are:

- 1) to describe the level of job satisfaction among teachers of community campus.
- 2) to investigate the differences in job satisfaction among teachers with different years of teaching experience
- 3) to identify the relationship between years of teaching experience and job satisfaction
- 4) to identify the differences between male and female teachers in job satisfaction

Research questions

The research questions are as follows:

- 1) What is the level of job satisfaction among teachers of community campus?
- 2) Is there a significant difference in job satisfaction among teachers with different years of teaching experience?
- 3) Is there a significant relationship between faculty of teachers and job satisfaction?
- 4) Is there a significant difference between male and female teachers in job satisfaction?
- 5) Is there a significant difference between designation of teachers and job satisfaction?

Null Hypothesis of the Study

According to what mentioned above the following hypothesis were formulated for analysis of data in this study. All hypotheses were tested at a minimum of the 0.05 level of significance.

Ho: There is no significant difference in job satisfaction among teachers with different years of teaching experience.

Ho: There is no significant difference between faculty of teachers and job satisfaction.

Ho: There is no significant difference in job satisfaction among teachers with different years of teaching experience.

Ho: There is no significant difference between male and female teachers in job satisfaction.

Ho: There is no significant difference between designation of teachers and job satisfaction.

Conceptual Framework

The study was based on the following conceptual framework:

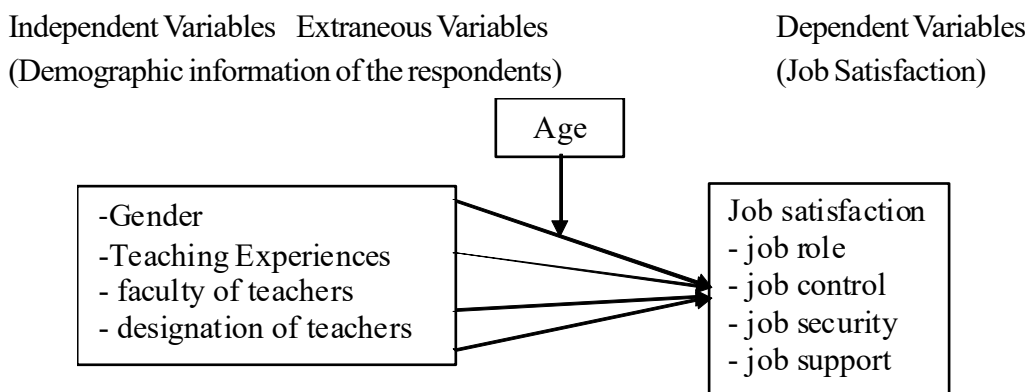


Fig. no.1: Conceptual framework of the study

Methodology

Research design

This research work was designed to investigate job satisfaction among teachers of college level. A quantitative approach was employed to evaluate job satisfaction among teachers in Community Campuses of Kailali District.

Study Area

The study was carried out in selected Campus of Tikapur Municipality, Lamki Chuha Municipality and Ghodaghodi Municipality, i.e. Ghodaghodi Multiple Campus, Lamki Multiple Campus, Tikapur Multiple Campus (TMC).

Population and Sampling of the Study

The population of this study comprised all the higher level Teachers of Community Campuses. Thus, altogether 33 teachers from Tikapur Multiple Campus (TMC) and 38 teachers of Ghodaghodi Multiple Campus (GMC) and 24 teachers of Lamki Multiple Campus were the population of this study. Among teachers of LMC 13 male and 2 female teachers from, 11 male and 4 female teachers from GMC and 17 male and 3 female teachers from TMC were selected by Multistage Sampling.

Data collection Tools and Procedures

The modified Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1987) was the tools for data collection. This survey tool was chosen because it is suitable to be used in any academic setting. It encompassed 66 items in 9 subscales. The subscales are: supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. Some items are omitted and wordings modified to match with college level education. The modified questionnaire consists of 28 items relating to supervision, recognition, colleagues, working conditions, pay, security, student, feedback and responsibility. These items were categories in four sections as Job control (5 items), Job role (8 items), Job security (5) and Job support (10 items). The instrument was divided into two sections. Section A was on the demographic information of the respondents. Section B contains responses which were presented in the form of a 5-point Likert scale where a rating of 1 denotes 'strong disagreement' and a rating of 5 denotes 'strong agreement'.

The Teacher Job Satisfaction Questionnaire' (TJSQ) were distributed to 50 teachers of three campuses TMC, LMC and GMC. One week was given to the teachers to complete the questionnaire and follow-up was done. A total of 50 questionnaires were collected back from the participants .It was used for data analysis indicating a 100% valid response rate.

Techniques of Data Analysis

The researcher used the Statistical Package for the Social Sciences (SPSS) version 20, to analyze data to interpret and test the hypotheses. Descriptive Analysis and Spearman Correlation were used as analysis techniques in this research. The descriptive analysis was followed to transform raw data by summarizing; rearranging, categorizing and presenting into the more understandable format. Descriptive statistics was used to describe the demographic data of the respondents. Inferential statistics which used factors of job satisfaction as the dependant variables and certain demographic variables as the independent variables were run using t-test for independent samples.

In order to find the relationship between the factors of job satisfaction, Spearman correlation analysis was also be conducted.

Teacher's Job satisfaction is calculated by changing the five-point Likert scale to three-point Likert scale in which "1" indicates the "Unsatisfied", "2" indicates "Moderately Satisfied" and "3" indicates "Fully Satisfied". The 3-point Likert scale range was obtained from the average of the total sum of the scale and it was found that "Unsatisfied" ranges from 1-46, similarly "Moderately Satisfied" ranges from 47-93 and "Fully Satisfied" ranges from 94-140.

Results and Discussions

The modified Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1987) was the tools for data collection. This survey was chosen because it is suitable to be used in any academic setting. The following results refer to factors that may influence the way a teacher feels about his/her job and these factors are related to teaching and to the individual's perception of the situation. The survey was divided into two sections. The first section was on the demographic information of the respondents. The second section contains responses which are presented in the form of a 5-point Likert scale where a rating of 1 denotes 'strong disagreement' and a rating of 5 denotes 'strong agreement'.

Respondents' Demographic Characteristics

This section refers to the demographic characteristics of the respondents which include gender, respondents' educational status, teaching experience, faculty and the designation of the respondents.

Table 1: Analysis of gender by percentage

Particulars	Frequency	Percent
Gender		
Female	8	16.0
Male	42	84.0
Total	50	100.0

The above table shows the gender of respondents in this study. Total respondents were 50 teachers in this study. Out of them 84% respondents were males (42) and 16% respondents were females (8).

Table 2: Analysis of educational status by percentage

Particulars	Frequency	Percent
Educational status		
M.Ed.	20	40.0
MA	16	32.0
MBS	6	12.0
M.Sc	4	8.0
MPhil	3	6.0
MBA	1	2.0
Total	50	100.0

Out of the 50 respondents, 36 of them are teaching Education possessing postgraduate qualification in M.Ed (40%) and MA (32%), followed by 7 teachers possessing qualification of MBS (12%) and MBA (2%) were involved in Management and the other 7 teachers are from Humanities (6%) and Science (8%) having qualification of MPhil (6%) and MSc (8%) respectively.

Table 3: Analysis of teaching experience by percentage

Particulars	Frequency	Percent
Teaching Experience		
1-3 years	11	22.0
4-6 years	11	22.0
7-9 years	14	28.0
10 years and above	14	28.0
Total	50	100.0

The above table demonstrates the teaching experience of respondents. It also indicates that majority of the teachers possess 7 years and above teaching experience (56%), followed by 1-3 years (11%) and 4-6 years of experience (11%) equally.

Table 4: Analysis of Faculty by percentage

Particulars	Frequency	Percent
Faculty		
Education	36	72.0
Management	7	14.0
Humanities	3	6.0
Science	4	8.0
Total	50	100.0

The above table indicates that 72% respondents were engaged in faculty of Education (36) , 14% respondents were in faculty of Management (7) , 6% respondents in Humanities (3) and 8% respondents were involved in the faculty of Science (4) .

Table 5: Analysis of designation of respondents by percentage

Particulars	Frequency	Percent
Designation		
Associate Professor	8	16.0
Lecturer	36	72.0
Assistant Lecturer	6	12.0
Total	50	100.0

The above table describes that 72% respondents were Lecturer while 16% respondents were Associate Professor and the least 12% respondents were the Assistant Lecturer.

Teachers’ job satisfaction towards various variables

This section indicates the responses of the respondents about their satisfaction towards the job they are involved. The job satisfaction were indicated through 5-point Likert Scale in which “1” denotes the “Strongly Disagree” and the “5” denotes the “Strongly Agree”.

Teachers’ Job Satisfaction towards the job security

Out of 50 respondents, majority of them (32%) were at neutral condition i.e. neither satisfied nor unsatisfied about their income and very few (4%) were hardly satisfied about their income adequacy. Similarly, majority of teachers agree that they receive full recognition of their successful teaching (44%) and the comfortable working condition (46%). It also indicates that most of them (46%) feel secure in teaching job due to pleasant physical surrounding, well payment in proportion to their ability (44%) and the financial security (40%). About 52% were satisfied as they are paid similar to other district colleges.

Teachers’ job satisfaction through job support

The result shows that majority of teachers were maximum satisfied from the support of their supervisor. Out of 50 respondents, 22 agree that their supervisor gives assistance whenever they need help whereas 38% agree that supervisor provides assistance for improving instruction. However most of them (38%) disagree that their supervisor is not willing to listen their suggestions and some are confused about their supervisor. Similarly majority (56%) do not agree that their

supervisor makes them feel uncomfortable instead 60% agree that supervisor praises good teaching. This indicates that teachers were getting full support from their supervisor during the work.

Teachers’ Job satisfaction according to the job role

The result shows the satisfaction of the teachers on the basis of their job role. Majority of respondents agree that their students respect them as a teacher (86%) and they get along with their students (78%). Similarly, 58% agree that their colleagues provide feedback about their teaching and 80% were aware of the policies of the college. It also indicates that majorities (90%) of respondents were responsible about their job and have freedom to make their own decisions but they were confused about getting ahead in their present teaching position.

Teachers’ Job satisfaction through job control

The most of the respondents (70%) find teaching an interesting work and 84% agree that teaching provides opportunity to help students learn and provide promotion (76%). However, 56% respondents disagree that teaching discourages originality instead majority (86%) find that teaching encourages to be creative. Thus, most of the respondents (74%) agree that the work of the teacher is very pleasant.

Teacher’s Job satisfaction is calculated by changing the five-point Likert scale to three-point Likert scale in which “1” indicates the “Unsatisfied”, “2” indicates “Moderately Satisfied” and “3” indicates “Fully Satisfied”. The 3-point Likert scale range was obtained from the average of the total sum of the scale and it was found that “Unsatisfied” ranges from 1-46, similarly “Moderately Satisfied” ranges from 47-93 and “Fully Satisfied” ranges from 94-140 as shown in the Table 10.

Table 6: Three-point Likert Scale of Teacher’s job Satisfaction

Teacher’s Job satisfaction	Range	Likert Scale
Unsatisfied	1-46	1
Moderately Satisfied	47-93	2
Fully Satisfied	94-140	3

Similarly, Table 6 shows the satisfaction of the teachers about their job they do. It was observed that majority or teachers (68%) were moderately satisfied and 32% were fully satisfied while there were no unsatisfied teachers with their job. This means teachers were overall satisfied with their teaching job.

Table 7: Teacher's job satisfaction

Teacher's job satisfaction	Frequency	Percent
Unsatisfied	Nil	0.0
Moderately Satisfied	34	68.0
Fully Satisfied	16	32.0
Total	50	100.0

Table 8: Teacher's job satisfaction on the basis of Gender

Gender	Teacher's job satisfaction			Total
	Unsatisfied	Moderately satisfied	Fully satisfied	
Female	Nil	7	1	8
Male	Nil	27	15	42
Total	0	34	16	50

Table 8 shows that among female teachers almost all i.e. 87.5% were moderately satisfied and 12.5% were fully satisfied while among male 64.29% were moderately satisfied and 35.71% were fully satisfied. This indicates that most of the male teachers were fully satisfied with their teaching job.

Table 9: t-Test and Pearson Correlation

Variable	df	MD	SD	SE	t	P
Job sat	48	2.13	0.354	0.125	1.286	0.205
Pearson Correlation $r = 0.205$						
$\alpha=0.05$, two-tailed test						

The obtained t statistic, $t = 1.286$, is not in the critical region. Using $\alpha = 0.05$ as the level of significance criterion, the results are statistically not significant because 0.205 is more than 0.05. In other words, we can accept the null hypothesis. We can conclude, based on these data, that there is no significant difference in job satisfaction between male and female teachers.

Table 10: Teacher's job satisfaction on the basis of their Educational Status

Educational Status	Teacher's job satisfaction			Total
	Unsatisfied	Moderately satisfied	Fully satisfied	
M.Ed	Nil	12	8	20
MA	Nil	11	5	16
MBS	Nil	4	2	6
M.Sc	Nil	3	1	4
MPhil	Nil	3	0	3
MBA	Nil	1	0	1
Total	0	34	16	50
$\chi^2 = 0.766 \alpha=0.05, df=5$				
Pearson Correlation $r = 0.150$ (2-tailed)				

On the basis of educational status, the above table shows that the teachers whose qualification is in education subject were mostly satisfied (40%) as compared to teachers qualified in other subject. It also displays the correlation between educational status and job satisfaction. The result shows that both variables are not significantly correlated, $r = 0.150$, $n = 50$, two tailed. In other words, we can accept the null hypothesis in which there is no significant relationship between educational status and job satisfaction.

Table 11: Teacher's job satisfaction on the basis of their Year of Experience

Year of experience	Teacher's job satisfaction			Total
	Unsatisfied	Moderately satisfied	Fully satisfied	
1-3 years	Nil	10	1	11
4-6 years	Nil	9	2	11
7-9 years	Nil	7	7	14
10 years and above	Nil	8	6	14
Total	0	34	16	50
$\chi^2 = 0.091$, $\alpha = 0.05$, $df = 3$				
Pearson Correlation $r = 0.028$ (2-tailed)				

The above Table 11 indicates that more the year of experience more the satisfaction, that means, teachers who have more teaching experience were mostly satisfied (56%) with their teaching job. It also displays the correlation between year of experience and job satisfaction. The result shows that both variables are not significantly correlated, $r = 0.028$, $n = 50$, two tailed. In other words, we can accept the null hypothesis in which there is no significant relationship between year of experience and job satisfaction.

Table 12: Teacher's job satisfaction on the basis of Faculty

Faculty	Teacher's job satisfaction			Total
	Unsatisfied	Moderately satisfied	Fully satisfied	
Education	Nil	23	13	36
Management	Nil	5	2	7
Humanities	Nil	3	0	3
Science	Nil	3	1	4
Total	0	34	16	50
$\chi^2 = 0.611$, $\alpha = 0.05$, $df = 3$				
Pearson Correlation $r = 0.334$ (2-tailed)				

From the above table it was observed that teachers of education faculty (72%) were mostly satisfied with their teaching profession with least from the other faculty. It also displays the correlation between faculty and job satisfaction. The result shows that both variables are not significantly

correlated, $r=0.334$, $n= 50$, two tailed. In other words, we can accept the null hypothesis in which there is no significant relationship between faculty and job satisfaction.

Table 13: Teacher's job satisfaction on the basis of their Designation

Designation	Teacher's job satisfaction			Total
	Unsatisfied	Moderately satisfied	Fully satisfied	
Associate Professor	Nil	5	3	8
Lecturer	Nil	25	11	36
Assistant Lecturer	Nil	4	2	6
Total	0	34	16	50
$\chi^2 = 0.927$ $\alpha=0.05$, $df=2$				
Pearson Correlation $r = 0.840$				

In the above table, it was observed that mostly Lecturer (72%) were satisfied with their job while least satisfied with their job were Associate Professor (16%) and Assistant Lecturer (12%).It also displays the correlation between designation and job satisfaction. The result shows that both variables are not significantly correlated, $r=0.840$, $n= 50$, two tailed. In other words, we can accept the null hypothesis in which there is no significant relationship between designation and job satisfaction.

Discussions

This study was conducted to investigate job satisfaction among teachers in community campuses. The modified questionnaire of the Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester (1982) was used for this purpose. The result from this study indicated that there is no significant difference in job satisfaction among the four categories of teachers – those with a) 1 to 3 years of teaching experience b) 4 to 6 years of teaching experience c) 7 to 9 years of teaching experience and d) above 10 years of teaching experience. Hence, there is also no significant relationship between years of teaching experience and job satisfaction. This study is consistent with finding of the research done by Nepal (n.d.). He concluded through spearman correlation analysis that there is no relationship between pay, work itself, and working condition with job satisfaction.

Similarly, the result from this study indicated that there is no significant difference between male and female teachers possessing respective faculties and designations in community campuses. The findings of this study revealed that majority of the teachers possess 7 years and above teaching experience (56%), followed by 1-3 years (11%) and 4-6 years of experience (11%) equally.

The study also revealed that 72% respondents were from faculty of Education (36), 14% respondents were from faculty of Management (7), 6% respondents from Humanities (3) and 8% respondents were from the faculty of Science (4). The findings of the study demonstrated that 72% respondents were Lecturer while 16% respondents were Associate Professor and the least 12% respondents were the Assistant Lecturer.

From the findings, the study revealed that the majority of respondents were male (42), majority of respondents were from Education department (20) whereas 72% of the respondents were engaged in teaching education faculty. Out of 50 respondents, majority of them (32%) were at neutral condition i.e. neither satisfied nor unsatisfied about their income and very few (4%) were hardly satisfied about their income adequacy.

Out of 50 respondents, 22 agree that their supervisor gives assistance whenever they need help whereas 38% agree that supervisor provides assistance for improving instruction. However most of them (38%) disagree that their supervisor is not willing to listen their suggestions and some are confused about their supervisor. Majority of respondents agree that their students respect them as a teacher (86%) and they get along with their students (78%). Similarly, 58% agree that their colleagues provide feedback about their teaching and 80% were aware of the policies of the college. Most of the respondents (70%) find teaching an interesting work and 84% agree that teaching provides opportunity to help students learn and provide promotion (76%). Thus, most of the respondents (74%) agree that the work of the teacher is very pleasant.

It was observed that majority of teachers (68%) were moderately satisfied and 32% were fully satisfied while there were no unsatisfied teachers with their job. This means teachers were overall satisfied with their teaching job. Among female teachers almost all i.e. 87.5% were moderately satisfied and 12.5% were fully satisfied while among male 64.29% were moderately satisfied and 35.71% were fully satisfied. This indicates that most of the male teachers were fully satisfied with their teaching job.

The teachers were having less than 7 years of experience also expressed less Job satisfaction. It has been seen that the new teacher were not fully satisfied than the others. These might be because the teachers were working for short time; they became frustrated when they were not getting any positive support or any recognition from the institution.

Conclusion, Recommendations and Implications

It can be concluded from the analysis that, the college teachers were moderately satisfied with responsibility for their work, the relationships they had with students and the work itself. But they

need some more support and recognition from the institution or management. Overall, this research indicates that the teachers in the community campuses are generally satisfied with their work. However, this research is not able to be generalized to other campuses due to the small number of participants. Therefore, the recommendation for future research is to acquire more subjects, thus a larger scale of research can be carried out. In addition, future researchers also can make a comparison between constituent and affiliated campuses of other University in terms of job satisfaction.

The government in Nepal will need to take action to address this if teachers' job satisfaction is to be increased in pay, promotion, and supervision. Despite these limitations, however, in conclusion, this work provides some insight about the job satisfaction level of teachers among community colleges of Nepal. It contributes to the acknowledged need for further research to explore sources of teachers' job satisfaction, their possible solution and preventive measures. For this, there is a need for much further research on this issue focusing on follow up using qualitative research methods with satisfied teachers and teachers who left teaching for other jobs. A longitudinal study of job satisfaction can be done at college level which may enhance the quality of education in higher level.

Further community campuses should focus on some issues and factors that help to make public educational institutions better workplaces and satisfy their teachers with their jobs. So, the implications of this study are as given below:

- Develop the Motivational policy and Training related to job
- Develop the suitable educational environment in the institutions.
- Improve in Role of supervision, administration, etc.
- Refreshment training programs to teaching staffs
- Better ideas about work for new staff
- Infrastructure should be improved and upgrade
- The top management should focus on recognition, team support, make available of needed resources on time, work responsibilities, increase in pay and bonuses, and reduce working periods to satisfy.

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