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Teachers' Satisfaction with Salary in Accredited and Non-Accredited Community Campuses of Pokhara Metropolis

Narayan Prasad Bhandari, PhD Scholar

ORCID: <https://orcid.org/0009-0005-7379-4379>

Faculty of Humanities and Social Sciences, Pokhara University, Nepal

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Corresponding Author:

Narayan Prasad Bhandari

nirabnature@gmail.com

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ABSTRACT

Higher education plays a significant role in achieving sustainable development goals. In Nepal's case, sustainability of higher education roots to the academic as well as institutional quality, which demands for the satisfaction of manpower working in the concerned institutions. This study has been conducted in Pokhara Metropolis and attempts to identify the satisfaction status of teachers in accredited and non-accredited campuses with the following objectives: 1) to identify the variation in salary status of teachers among accredited and non-accredited community campuses and 2) to examine the satisfaction level of teachers over the current salary packages. The present study adopted quantitative research design, administering online based survey questionnaire for data collection and testing mean values to compare and contrast the satisfaction. This study found that teachers of study area are not satisfied with the salary offered by the campuses. Furthermore, teachers of accredited campuses are more dissatisfied as compared to the teachers of non-accredited campuses. It also identifies that there is a variance in salary packages between two types of campuses. It is concluded that both campuses are required to explore and apply appropriate policies to increase the salary satisfaction of teachers.

KEYWORDS: Sustainable development, higher education, salary satisfaction, academic performance

INTRODUCTION

In Nepal, the nature of community campuses is different to constituent and private higher education institutions (HEIs) in various ways such as the establishment,

ownership, financing, and access to them. The community campuses are mainly established under the ownership of communities. Financially, campuses of this nature are dependent on student fee, but they are not profit-oriented. As per the University Grants Commission Education Management Information System (UGC-EMIS) Report - 2021/22 (2023a), there were 539 community campuses across the country bearing 29.95 percent share of the total enrollment of students. The role of community campuses in developing, resizing and reshaping the higher education spectrum of Nepal is significant. At present, Nepal's higher education is facing a turbulent situation due to emerging issues such as decreasing students' enrollment in programs offered, increasing students' migration for abroad study, political influence over the university system, and financial insecurity. In this situation, there is a chance that Nepali HEIs have driven towards vulnerability, risking their regular income, impacting on salary packages of teachers and resulting in the decrease of quality education. To understand this situation further and to identify the existing literature gap, the narrative review approach has been employed in this study.

Community campuses have provided people with an easy access to higher education opportunities, especially to girls and students from diverse socioeconomic backgrounds at relatively affordable cost. Compared to constituent and private HEIs, many community campuses are established in rural areas, fulfilling the needs of students who cannot afford to go to the cities for further studies. However, community campuses are more vulnerable to the real time challenges that the Nepali higher education is facing at the moment such as internal and external migration (rural to city, city to abroad), high drop-out ratio, decreasing enrollment, poor financing, poor pass percentage, and politicization.

This scenario has raised a concern over teachers' salaries and their impact on job satisfaction, teaching quality, and ultimately, the overall success of these institutions. There are also issues concerning the job satisfaction of teachers serving in community campuses, especially in terms of pay scale. The two-factor theory (Herzberg et al., 1959) is a widely accepted theory that is more often applied in the study of motivation and job satisfaction. This theory has stressed on two ends of job satisfaction: a) motivation factors like pay and benefits, recognition, and achievement; and b) hygiene factors such as working conditions, company, policies, and structure, job security, interaction with colleagues and quality of management (as cited in Baluyos et al., 2019). Motivation is multi-dimensional and associated with various factors. A balanced motivation approach taken by the management can only bring the positive outcomes in an organization. However, it is widely agreed that motivation has a significant effect on job satisfaction and increasing work motivation that will increase job satisfaction (Basalamah & As'ad, 2021), having a direct relationship with retention, commitment, and performance of teachers (Cabezas, et al., 2017). In general, the factors of job satisfaction are similar in any form of job nature; however, priorities may vary in different settings. Pandey and Asthana (2017) have explored six important factors of job satisfaction: salaries, promotion opportunities, supervision, nature of work, and colleagues. Their study has established that there is a significant relationship between compensation package and job satisfaction. Likewise, a study conducted by Banegas (2019) among university teachers conclude that "job satisfaction is also influenced by economic issues such as salary, relationships in the workplace; opportunities for growth and a culture of participation and recognition" (p. 490). Another study conducted by Ingsih et al. (2020) has positively correlated compensation, in terms of pay with job satisfaction. Similarly, a literature review conducted by Sahito and Vaisanen (2019) on job satisfaction in developing

countries draws a conclusion that conducive working conditions, promotional opportunities, fair remuneration, support from head, colleagues and the community, teacher empowerment, and friendships are the major factors affecting the job satisfaction of teachers.

Teachers working in constituent campuses generally get their standard salary packages on time because they receive government funds. However, salary pay for the teachers working in the community and private campuses is inconsistent as they largely rely on student's fee. Except in a few campuses, neither they get salary scale nor they get it regularly. However, the study conducted by Sharma (2021) to test the satisfaction of teachers in a community campus in Dang District showed that they were satisfied with the salary they get, resulting in a mean value of 4 out of 5 points Likert scale rating. The analysis of the result also revealed that 63.5 percent of teachers were satisfied with their salary status. Notably, this study was only limited within two non-accredited community campuses. Chapagain (2021) has also drawn a similar type of conclusion and notes that academicians in Nepal are moderately satisfied with their job, primarily with intrinsic factors, i.e., personal growth, a sense of duty rather than extrinsic factors such as financial status and public recognition. In his study, the mean score of satisfaction with "salary or pay packages" of public sector university teachers is found to be 4.09 while the same was 3.50 in of private or community campus (p. 98). However, Gairhe et al. (2021) argue that although community campuses are endeavoring to motivate their teachers, the expectation level is yet to be fulfilled due to insufficient resources and lack of procedural clarity. Teachers are the backbone of any educational institution. The level of their dedication, expertise, and motivation play a crucial role in shaping the learning experiences of students. However, concerns have been raised about the low salary levels often offered by community campuses in Nepal which potentially leads to job dissatisfaction, reduced motivation, and ultimately, a negative impact on teaching quality and student outcomes.

It is assumed that in most of the community campuses, teachers are either under paid (below the university scale for equivalent position) or lately paid with dues for months. This situation is more severe in non-accredited HEIs as compared to accredited HEIs. It is believed that the more the teachers are motivated, the better their performance can be observed. Various studies have also resulted in a positive correlation between motivation and their performance. Thus, the study aims to identify, compare and contrast the status of teachers' salary in accredited and non-accredited community campuses that are run within Pokhara Metropolis. Similarly, this study purposes to explore the teachers' satisfaction level over the current pay status.

The literature discussed above indicates that salary is not the only factor that determines the motivation and job satisfaction of teachers; however, it is one of the major factors. Literature highlights that the fairer and more competitive salary is offered, the more it attracts retain qualified, which ultimately impacts on their performance. In the meantime, no study was found to have been conducted by comparing accredited and non-accredited campuses, particularly in Nepal. In this realm, this study aims to shed light on these issues by conducting a comparative study between accredited and non-accredited community campuses of Pokhara Metropolis on the salary status of teachers and their satisfaction level with the salary package offered by these campuses.

RESEARCH METHODS

Out of 14 community campuses operating in Pokhara Metropolis, only 9 HEIs have students over 200. Since HEIs that are operating in municipalities should enroll at

least 200 students to participate in the Quality Assurance and Accreditation (QAA) process in Nepal (UGC, 2023b), nine campuses with this strength were considered in this study. A total of 319 teachers are serving in these 9 community campuses, out of which 173 are in full-time job positions and 143 are in part-time job position. Part-time teachers were also excluded from this study, meaning only full-time teachers were included as a study population. Further disintegrating the data, out of 173 full time teachers, 102 are from accredited and 71 from non-accredited campuses. The sample from Pokhara Metropolis was taken due to geographical convenience.

Under the quantitative research design, the data for this study were obtained through online survey using a Likert scale-based questionnaire. Questionnaire contained a total of 20 construct, out of which 8 were related to the demographic profile, 9 were close-ended Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree) questions and 3 open-ended questions. Questionnaire was sent to the total population (173) using email and social media). The total population was taken as a sample considering the small population size. The number of full-time female teachers seems to be significantly low (21) in comparison to male teachers (152) serving in community campuses of Pokhara Metropolis. The response rate remained 32.36 percent (56) in total, from which one incomplete response was excluded. Thus, the final number of considered respondents is 55. The response from accredited HEIs was 31.42 percent (33) whereas it was 31.88 percent (23) from non-accredited. Likewise, to explore the salary variation, the publications of respective campuses such as annual report, audit report, or monthly salary sheet were either downloaded from the website or requested with the respective campuses. The data received from survey was analyzed using IBM SPSS Statistics 25 and Excel.

The survey form consisted of 8 demographic variables including name, age, sex, name of campus, subject they teach, years of experience in current institution, academic qualification, and range of salary they receive. Similarly, 9 were close-ended Likert Scale (1 = Strongly Disagree, 5 = Strongly Agree) questions and 3 open-ended questions as presented in Table 1 and Table 2 respectively. To simplify the reporting, the constructs are further labeled with unique codes as presented in the tables below:

Table 1
Construct Related to the Satisfaction

S.N.	Construct Statement	Code
1.	My salary package adequately meets my basic needs and expenses.	S1
2.	I get my salary every month regularly (without any dues).	S2
3.	My salary package provides me with a sense of financial security	S3
4.	My salary package reflects the level of education and experience I bring to my teaching career.	S4
5.	Compared to other professions in Nepal with similar qualifications, my salary is fair.	S5
6.	My salary package allows me to invest in professional development and growth.	S6
7.	I am satisfied with the benefits provided alongside my salary (e.g., health insurance, housing allowance).	S7
8.	The salary increases I receive are sufficient to keep up with the cost of living in Pokhara Metropolis.	S8
9.	My overall level of satisfaction with my salary package is:	S9

Table 2
Open Ended Constructs

S.N.	Construct Statement	Code
1.	If you are not paid salary monthly, please specify the number of due months.	OE1
2.	In your opinion, how does your level of satisfaction with your salary impact your teaching performance and effectiveness?	OE2
3.	What additional comments or suggestions do you have regarding the relationship between teacher satisfaction with salary and student academic performance in Pokhara Metropolis?	OE3

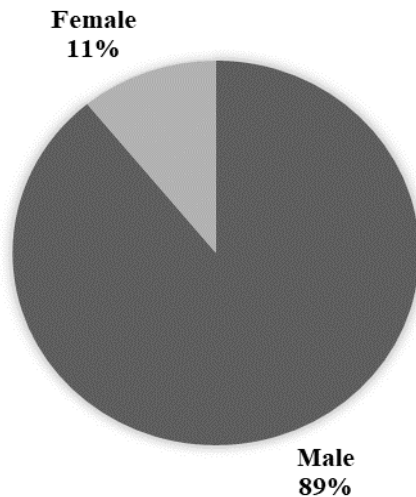
RESULTS AND DISCUSSION

This section reflects the data collected through online survey and potential relations between variables have been interpreted. For the ease of understanding, this section has been divided under two sub-headings: results and discussion.

Results

Since the survey questionnaire is divided into three sections: demographic profiles, satisfaction related close-ended questions, and open-ended questions, the data analysis begins by analyzing demographical profile of the respondents. The demographic questions were designed to know the name, age, academic qualification, years of service, subject they teach, and range of salary they receive from the institution. Among the respondents, 49 are male and 6 are female, constituting 89.09 and 10.90 percent respectively (Figure 1). This indicates the insignificant number of female teachers teaching in the community campuses of Pokhara Metropolis.

Figure 1
Share of Respondents by Gender

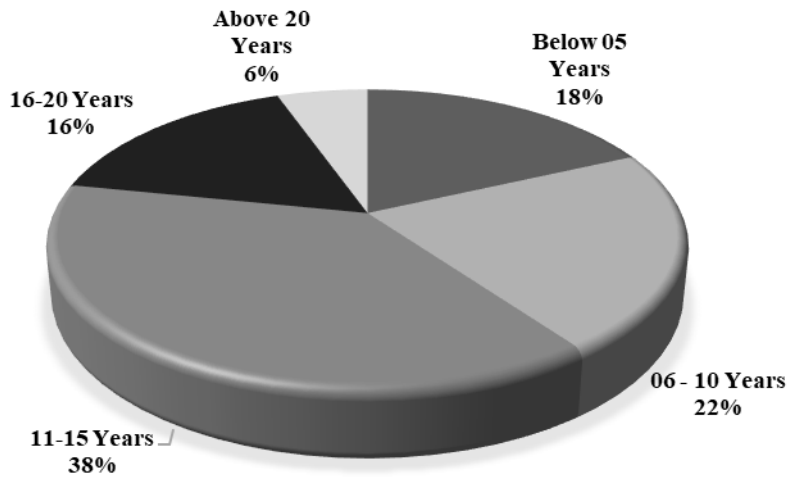


Note: Online survey, 2024

Similarly, the highest percentage of response (38%) comes from the respondents who have teaching experience in the current institution for 11 to 15 years (Figure 2), followed by respondents with experience of 6 to 10 years. The share of respondents with experience of above 20 years is only 6 percent.

Figure 2

Distribution of Respondents Based on Years of Experience

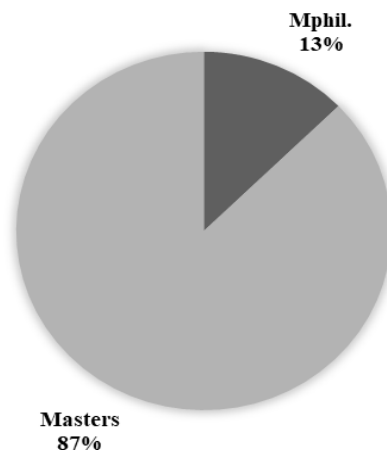


Note: Online survey, 2024

Likewise, data indicate that the number of full time teachers with Masters' qualification is significantly higher as compared to M.Phil and PhD in campuses studied. Among the respondents, only 7 (13%) are MPhil. graduates and the rest 48 (87%) are Masters' graduates (Figure 3).

Figure 3

Distribution of Respondents Based on Academic Qualification.



Note: Online survey, 2024

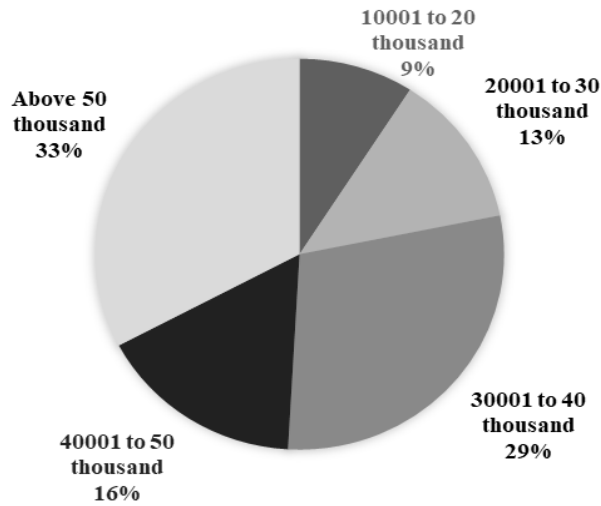
Analysis of Salary Variance

Figure 4 highlights the overall salary variance among the teachers, may it be of accredited or non-accredited campus. The figure shows that 33 percent of the respondents receive salary package of over 50 thousand, which is one third of total respondents. Twenty-nine percent receive the salary packages within the range of 30 to 40 thousand followed by 16 percent between the range of 40 to 50 thousand and 13

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percent between the ranges of 20 to 30 thousand. Nine percent of the teachers in a position of full time getting salary below 20 thousand rupees is surprising, which is far below the standard pay.

Figure 4
Overall Variance in Salary Packages

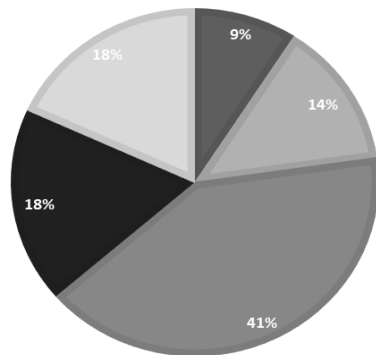


Note: Online survey, 2024

As observed in the figure below, the salary variance among the teachers of non-accredited campuses in Figure 5, it is seen that the highest percentage (41%) get their salary between the range of 30 to 40 thousand. While 18 percent of teachers receive salary above 50 thousand, the same percent also receive salary that ranges from 40 to 50 thousand. There are also 14 percent teachers who receive salary that ranges from 20 to 30 thousand and 9 percent who receive salary below 20 thousand.

Figure 5
Salary Variance in Non-Accredited Campuses

■ 10001 to 20 thousand ■ 20001 to 30 thousand ■ 30001 to 40 thousand
■ 40001 to 50 thousand ■ Above 50 thousand

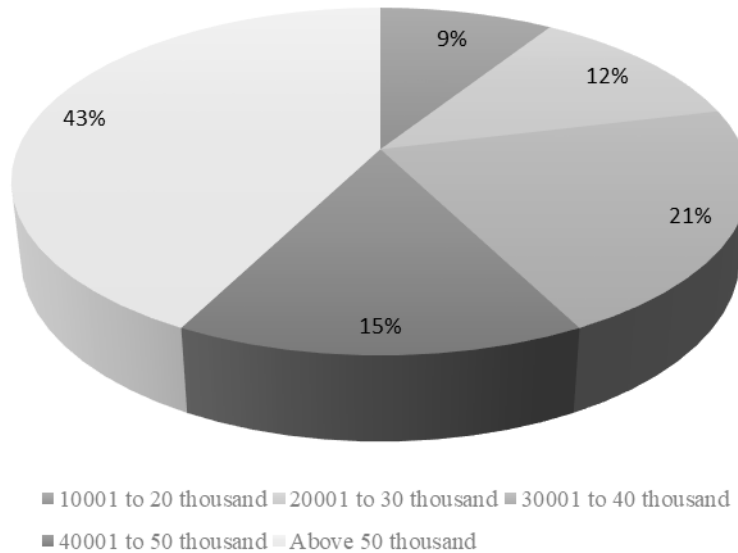


Note: Online survey, 2024

Figure 6 highlights the variance in salary ranges in accredited campuses. The figure shows that 43 percent of teachers receive salary that is above 50 thousand. Subsequently, 21 percent receive salary that ranges from 30 to 40 thousand, 15 percent

Teachers' Satisfaction with Salary in Accredited and Non-Accredited Community Campuses receive salary in the range of 40 to 50 thousand, 12 percent from 20 to 30 and 9 percent below 20 thousand.

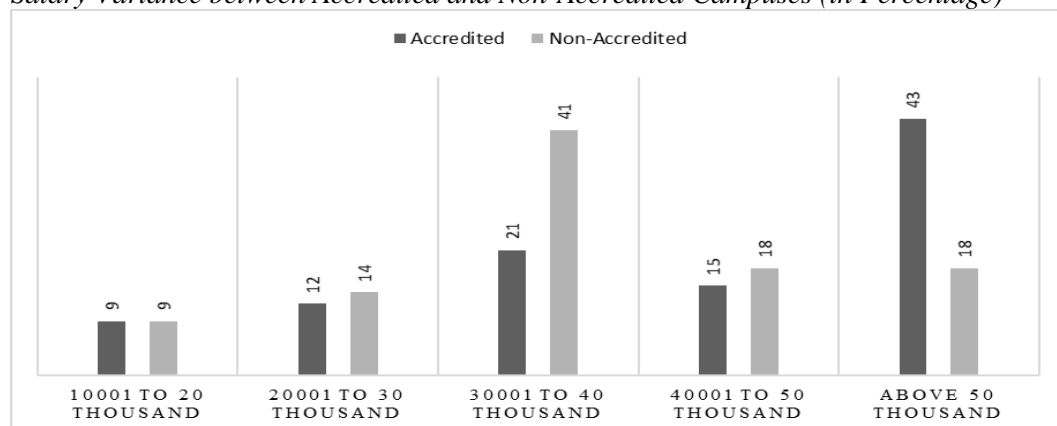
Figure 6
Salary Variance in Accredited Campuses



Note: Online survey, 2024

Figure 7 compares the salary variance between accredited and non-accredited campuses community campuses operating in Pokhara Metropolis based on different ranges of salary packages. As seen in the figure, equal percent of teachers still receive salary in a range of 10 to 20 thousand. Similarly, the percentage is also almost similar in a range of 20 to 30 thousand. However, the variance is high when it comes to the range of 30 to 40 thousand.

Figure 7
Salary Variance between Accredited and Non-Accredited Campuses (in Percentage)



Note: Online survey, 2024

In Figure 7, when only 21 percent of the teachers from accredited campuses receive salary in this range, the percentage is nearly double (41%) in non-accredited campuses. Again, the percentage is nearly similar in the range of 40 to 50 thousand: 15%

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in accredited and 18% in non-accredited campuses. Lastly, the range of over 50 thousand witness a high level of variance. In this range, only 18 percentage of the teachers from non-accredited campus receive salary package over 50 thousand. This percentage is however higher in accredited campuses, which is 43 percent.

Overall, the demographic characteristics of the respondents indicate that there are very few number of full-time female teachers in community campuses of Pokhara Metropolis. Likewise, the data show that the campuses are highly dependent on teachers with Masters level qualification rather than teachers with higher qualification. Also, there is a variance in salary status between accredited and non-accredited campuses. To note, among 9 campuses studied, 4 are offering programs in both Bachelors' and Masters' level programs whereas 5 only offer Bachelors' level programs.

Analysis of the Satisfaction Level

Different scholars have established a positive correlation between salary packages provided to the teachers with their satisfaction. In this regards, the respondents of this survey were asked to rate their satisfaction level over 9 constructs of satisfaction (S1 to S9, as indicated in Table 1). The frequency distribution of the respondents over different levels of these 9 constructs are combined and presented in the Table 3.

Table 3
Level-wise Frequency Distribution on Each Construct of Satisfaction

Constructs	Highly Disagree	Disagree	Neither Disagree nor Agree	Agree	Highly Agree
(S1) My salary package adequately meets my basic needs and expenses	3	17	15	17	3
(S2) I get my salary every month regularly (without any dues).	6	7	10	11	21
(S3) My salary package provides me with a sense of financial security	4	6	19	22	4
(S4) My salary package reflects the level of education and experience I bring to my teaching career.	5	20	16	13	1
(S5) Compared to other professions in Nepal with similar qualifications, my salary is fair.	6	18	15	13	3
(S6) My salary package allows me to invest in professional development and growth.	10	19	12	14	0

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(S7) I am satisfied with the benefits provided alongside my salary (e.g., health insurance, housing allowance).	20	18	7	10	0
(S8)The salary increases I receive are sufficient to keep up with the cost of living in Pokhara Metropolis.	14	21	13	7	0
(S9)My overall level of satisfaction with my salary package is:	8	13	18	15	1

Note: Online survey, 2024

As seen in Table 3, 17 respondents who agree that the salary packages they get is adequate, which is equal to the numbers who disagree, in the first construct (S1) of satisfaction. Likewise, 15 respondents expressed that they neither agree nor disagree. The mean value of this construct is calculated 3, as shown in Table 4, which indicates that teachers neither disagree nor agree that their salary package is adequate.

Similarly, the second construct (S2) deals with the regularity of the salary. In this construct, 21 respondents highly agreed that they get their salary on time followed by 11 respondents who agreed the same. There are also respondents who disagree (7) or highly disagree (6) that they get salary on time. The mean value as calculated 3.62, as shown in Table 4, which means that majority of teachers agree that they get their salary on time.

Table 4
Overall Satisfaction of Teachers over Salary

Construct	N	Minimum	Maximum	Mean
S1	55	1	5	3
S2	55	1	5	3.62
S3	55	1	5	3.29
S4	55	1	5	2.73
S5	55	1	5	2.8
S6	55	1	4	2.55
S7	55	1	4	2.13
S8	55	1	4	2.24
S9	55	1	5	2.78
			Overall	2.79

Note: SPSS analysis, 2024

The third construct (S3) wanted to know how secure do teachers feel with the salary package they currently get. Exactly 40 percent agree that the current package they get makes them secure, followed by nearly 35 percent who neither disagree nor agree. With the mean value of 3.29, as shown in Table 4, it can be interpreted that majority of the teachers agree that they are secure with the current salary package.

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The consecutive construct (S4) deals with the harmonization of salary package as the level of education and experience because teachers bring to their teaching career. The data presented in Table 3 show that the highest number (20) of respondents disagree, followed by 16 respondents who neither disagree nor agree. On the other hand, 13 respondents agree that their educational level and experience has been well paid back. The mean value of this construct remains at 2.73 which indicates majority of the respondents do not think that the current salary package meets with the level of education and experience they have earned.

Subsequently, the next construct (S5) was asked about fairness of the salary packages as compared to other professions in Nepal with similar qualifications. Eighteen respondents disagreed, followed by 15 who neither disagreed nor agreed and 13 agreed that salary package is fair. However, marking the mean value of 2.80 means that majority of teachers do not feel that the salary package offered in community campuses of the Pokhara Metropolis for the teaching profession is not fair as compared with other similar profession. The next construct (S6) concerned whether the salary packages offered allows the teachers to invest in professional development and growth. While 19 respondents disagree with the construct, 14 agree. Also, 10 respondents highly disagree. Notably, there is none who highly agree with the construct. Since the mean value of this construct is 2.55, this indicate that most of the teachers are dissatisfied that they do not get enough salary to invest in professional development and growth.

The seventh construct (S7) was about other benefits (e.g., health insurance, housing allowance) provided alongside salary. In this case, 20 respondents highly disagreed and 18 disagreed. Its mean value 2.13 is the lowest among other constructs, means that majority of teachers do not receive any other benefits except salary. The second last construct of satisfaction (S8) was to know that whether the salary increases they receive are sufficient to keep up with the cost of their living in Pokhara Metropolis. Since 21 disagreed, 14 highly disagreed and also mean value calculated at 2.24 means majority of the teachers are dissatisfied.

The last construct (S9) under the satisfaction category asked to rate the overall satisfaction. The highest number (18) of respondents neither disagreed nor agreed. Similarly, 15 agreed and 13 disagreed. Again, the mean value of this construct is 2.78, which means the overall satisfaction is below average.

In the meantime, the overall mean value of total 9 satisfaction related construct is 2.79, which is almost similar to the satisfaction rating in S9 by the respondents. Thus, it can be argued that, in general, the satisfaction level of the teachers teaching in the community campuses is of Pokhara Metropolis is below average.

Satisfaction Difference between Accredited and Non-Accredited Campuses

In general, it is understood that the system of accreditation for quality assurance demands that the HEIs are run with better professional practices by following systematic and defined approach of institutional operation to satisfy the needs of stakeholders, including teachers, students, employers, and parents. Table 5 shows the satisfaction of teachers from accredited campuses over every constructs of the salary satisfaction.

Table 5

Satisfaction over Salary among the teachers from Accredited Campuses

Constructs	N	Minimum	Maximum	Mean
S1	33	1	5	2.88
S2	33	1	5	3.33

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S3	33	1	5	3.09
S4	33	1	4	2.42
S5	33	1	5	2.64
S6	33	1	4	2.33
S7	33	1	4	2.06
S8	33	1	4	2.03
S9	33	1	4	2.55
			Overall	2.59

Note: SPSS analysis, 2024

As seen in the table, only in 2 constructs (S2 and S3) out of 9, the mean value remains above mean value of 3. In the remaining 7 constructs, the mean value remains below 3 meaning that they do not agree that they are satisfied. The overall mean score of these 9 constructs when applied in accredited campuses is 2.59. This also shows that majority of the teachers teaching in the accredited campuses are not satisfied with their salary packages.

Table 6

Satisfaction over Salary among the teachers from Non-Accredited Campuses

Constructs	N	Minimum	Maximum	Mean
S1	22	2	5	3.18
S2	22	1	5	4.05
S3	22	2	5	3.59
S4	22	2	5	3.18
S5	22	1	5	3.05
S6	22	1	4	2.86
S7	22	1	4	2.23
S8	22	1	4	2.55
S9	22	1	5	3.14
			Overall	3.09

Note: SPSS analysis, 2024

The same while seen among the of non-accredited campuses shows (Table 6) that teachers are satisfied in 6 constructs out of 9 and relatively dis-satisfied in 3 constructs. In this case, the overall mean average of total 9 constructs is 3.09, which indicates that satisfaction is slightly above average.

Comparing and analyzing the results of Table 5 and Table 6 demonstrate that the teachers of non-accredited campuses are more satisfied with their salary packages than that of accredited campuses.

Discussion

This paper primarily attempted to identify the answers to two specific objectives: 1) to identify the variation in salary status among accredited and non-accredited community campuses run within Pokhara Metropolis, and 2) to know the satisfaction level of teachers over the current salary packages.

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The study shows that there is a salary variance between accredited and non-accredited campuses. As compared to the teachers of non-accredited campuses, more number of teachers from accredited campuses receive the salary in higher ranges. However, an analysis of the documents received from the campuses shows that salary variance is caused not only because of accreditation, rather it highly depends on a number of students' enrolled and fee collected by the campus. Likewise, it is also known that in some campuses salary is irregular. In the meantime, it is also important to note that there is some short of salary exploitation even in accredited campuses, though in a small number.

Likewise, in aggregate, the teachers' satisfaction over the current salary packages offered in community campuses is below the average, as indicated by the overall mean value of 2.79 in the scale of 5. Furthermore, the data disintegration and comparison between accredited and non-accredited campuses shows that the teachers enrolled in non-accredited campuses are more satisfied than that of accredited campuses. In general, the expectation remains that teachers in accredited campuses are more satisfied; however, this study comes with the different finding. The causes behind these findings can be further studied.

This study is limited from different perspectives such as the study area, sample size, tools, and techniques followed to analyze the study. Likewise, this study is only limited to identify the satisfaction level of teachers over salary packages and other factors of satisfaction are not considered. Similarly, the findings of this research are limited only up to identifying the satisfaction level, not the causes behind it. Thus, further studies can be carried out from within this limitation.

CONCLUSION

This paper has primarily studied the teachers' satisfaction with salary packages in the community campuses of Pokhara Metropolitan City, in special reference to the accreditation status. The result of the study shows that salary is one of the determining factors, which if increased leads to better performance. It can be interpreted that salary is not the only factor that motivates teachers; however, it is crucial and the foremost one. As the result of this study indicated that the teachers are less satisfied towards offered salary packages, appropriate policies and measures are to be taken by the Campus Managements Committees (CMCs). Such measures can be taken by introducing new and professional courses that are relevant to the context and meets the demand of the students and job market, hike in the current fee structure, seeking out more funding opportunities from external agencies, initiating sustainable financing measures, and exploring opportunities for national and internal research consultancy services. Similarly, high level of salary variance among the teachers within the institution should also be minimized, since it can also lead for the dissatisfaction among the teachers. Along with, exploitation should be fully discarded. UGC Nepal, an accreditation certifying agency of Nepal, should regularly monitor campuses as it has been funding for them, confirming that good practices exist within the institution.

CONFLICT OF INTEREST DECLARATION

I hereby wish to declare that I do not have any conflict of interests to disclose. However, I declare that the manuscript has not been published before and is not being considered for publication elsewhere.

AUTHOR CONTRIBUTIONS

I declare that this manuscript is originally produced by me.

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ABOUT THE AUTHOR(S)

Mr. Narayan Prasad Bhandari has been working as Assistant Director at Quality Assurance and Accreditation Division of University Grants Commission, Nepal. He is a professional with his commitment to enhancing the quality of higher education in Nepal. Currently pursuing his PhD in Development Studies at Pokhara University, Nepal. With a specialized focus on quality assurance and accreditation within the realm of higher education, his work is instrumental in shaping the educational landscape of Nepal.

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