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An Examination of Management Committees' Attitudes toward Teacher Motivation in Community Colleges

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Abstract

A positive attitude from an employer raises employee morale, lowers stress levels, and creates a more motivating work environment. Therefore, it is essential for organizational development and employee motivation. The objective of this study is to evaluate the attitudes of CMC members toward teacher motivation in community colleges. As a research methodology, a qualitative case study design was used. The population consisted of three participants who were purposively selected from three different community colleges. The participants were interviewed in-depth to assess their perspectives on teacher motivation. The gathered data were transcribed, examined ethically, and divided into three significant themes. The study found that CMC has favorable views regarding merit-based responsibility, employee promotion by TU regulations, and teacher appreciation and recognition. However, the CMC has poor attitudes towards teachers who actively participate in politics, the irregular in the classroom, and have poor academic performance. In light of these findings, the study failed to identify that CMC is hardly responsible in some major teachers' motivational cases. Accordingly, it is suggested that CMC should take full responsibility for teachers' motivation in college for optimal performance. And teachers should also prioritize their professional duties above other responsibilities. Consequently, the contribution of the study will be valuable to stakeholders in community colleges for the policy-making process in the future.

Keywords: teacher motivation, community college, promotion and personal growth, responsibility, value, and recognition

Introduction

Motivation is the power of employees' self-drive, which is gained from organizational behavior. It is one of the significant functions of human resource management (HRM) that reduces absenteeism, belatedness, and lethargy and fuels energy to perform better in the workplace. Similarly, it enables employees to achieve worthwhile goals like better performance, increased well-being,

personal development, and a sense of direction. Employee motivation is one of the striking issues in the field of HRM (Sakarya University (Turkey) & Ozsoy, 2019). Each organization has a unique set of goals that can only be achieved if employees are motivated (Busch, 2018). Motivated employees take pleasure from the work and are committed to delivering superior outcomes that further support the organization's goals and are meant to have measurable impacts. This boosts overall efficiency, lowers the operating costs of an organization, and improves production (Chang et al., 2021). Rawashdeh, (2018) postulated that an employee's success at work can be made or broken by their level of motivation. In this regard, he further claimed that employees become motivated to accomplish the organization's goals, take calculated risks, and strive for perfection by an internal spark if the organization values the contribution and upholds the zeal. The motivation of employees is significantly influenced by organizational attitudes. They become more enthusiastic and more at ease in challenging situations when their performance and contribution are positively evaluated and reinforced by the organization. Boachie-Mensah & Delali Dogbe, (2011) recommended that performance-based reward and recognition, equal opportunities for the professional development of the employees, and the value of educational performance should have respect at work. Consequently, these practices of organization create a promising ambiance wherein the employees can own what they are doing. The very sense of ownership employees develop in what they do has a considerable impact on the organizational success milestone. The organization's employees are its lifeline, and they have the power to save or destroy it (Chang et al., 2021). Therefore, the organization should be particularly conscious of employee motivation to accomplish its aim and improve quality. Guss et al., (2017) ascertained that motivation gives the person the drive and focus required to interact with the world in an adaptable, exploratory, and problem-solving manner.

The teaching profession is a challenging job in itself. To perform better in the classroom, the teacher must know different pedagogic techniques, and stay up to date with teaching learning trends (OECD, 2017). Besides, a teacher should also be trained to see things in a broader spectrum like the individual differences between the students, and classroom management. However, a good teacher can tackle these challenges to a considerable extent if the college inspires and promotes him by giving the right recognition, values, and respect at the workplace. To do this, the management body of the organization must be far-sighted, and impartial, and they should have positive attitudes towards employees' performances.

The perception of the management body towards employees' activities in American community colleges is found to be appreciative. It is found that the governing bodies of the colleges there inspire the teachers to perform well and offer a lot of development opportunities. Additionally, there are many prospects for professional development, job stability, autonomy, and flexibility, as well as institutional policies of periodic salary increases (Gaihre et al., 2022). Similarly, community colleges in Hong Kong prioritize the professional growth of teachers by providing specialized training and enhancing transferable abilities (Q. A. Y. Lee & Yuen, 2019). This indicates that it is

evidence of the positive attitudes of the management of an organization towards teacher motivation. Andrews, (2011) pronounced that Australian community colleges assess each teacher's performance and contribution on an individual basis, rewarding them with dignity, respect, and gratitude for their academic achievements. The aforementioned data demonstrate that international community colleges assess teacher performance favorably and give significant weight to their contributions. In the Nepalese context, there are 1144 higher education institutions (HEIs) granting higher education. Out of the total, 529 HEIs are community-based (UGC, 2022) and controlled and handled by the college management committee (CMC). Teaching and non-teaching employees have been performing their duties, hoping for value, recognition, and appreciation from the college. However, stakeholders are not aware of it yet. It is realized that the researchers have also ignored this issue for the study. In this sense, the study has tried to understand the attitudes of CMC toward teachers' motivation. The pieces of literature have not answered it because the study has not yet been sufficiently conducted relating to community colleges. Therefore, this study has attempted to excavate the attitudes of CMC towards existing motivational cultures for teaching faculties at community colleges based on this research question.

Research Question- What perspectives does the management committee have on employee motivation in community colleges?

Literature Review

Organization and employees are two sides of the same coin because an organization needs productive and laborious employees, and employees hope for high motivation from the organization. In the absence of any one aspect given above, the goal of the organization is never achieved. Therefore, Agrawal, (2009) as cited in Khanal, (2021) reported that organizations and employees have a reciprocal relationship. One is supported by the other. Organizations need motivated employees for better results, and employees should strive to give their best effort. Heckhausen & Heckhausen, (2018) argued that motivation is the process of inspiring employees to act to accomplish an organizational goal. Therefore, organizations should appraise their employees' intentions, wishes, and contributions regularly and inspire them at work. Such behavior helps employees retain a long time with better performance. Brun & Dugas, (2008) further shared the knowledge that employees efficiently perform difficult work, hoping for recognition, value, and appreciation. This occurrence raises organizational performance and increases market competition. The employee feels accomplished for having completed a challenging assignment. At that point, they hope for a vote of thanks from the organization.

Recognition, promotion, value, status, achievement, responsibility, and growth opportunities are the motivators of employees. Herzberg suggested that if employees get these feelings in organizational behavior they become more productive and goal-oriented (Sakarya University (Turkey) & Ozsoy, 2019). Herzberg (1959, 1971) as cited in Gaihre et al., (2021) communicated that growth opportunities relate to promotions and gaining new knowledge and skills; responsibility

is having new duties being trusted; recognition is receiving positive feedback from coworkers and the organization; and achievement is a reference to an employee's successful completion of tasks, tasks that are justified, and results at work. Robbins and Judge (2013), as cited in Haryono et al., (2020) commented that job promotion provides opportunities for individual value growth, increased responsibility, and social status. Sefnedi et al., (2023) supported that promotion, recognition, and appreciation have a significant impact on employees' motivation because they imply trust; recognition of one's working ability, and the skills to keep a high status with sound remuneration and facilities. Lee & Liu, (2009) & Winne & Nesbit, (2010) concluded these motivators inspire the employees at the workplace. Therefore, the employees should be evaluated, appreciated, and recognized for their performance ability, devotion, and regularity, at the organization which creates a competitive environment for quality production. For this purpose, the organization's attitudes should be positive and influential.

A community college is a kind of educational institution that provides higher education to all people, especially those in backward communities, and financially underprivileged ones, chiefly girls and women. It has become a choice particularly because people cannot afford city-based colleges and their expensive tuition fees. Phuyal, (2023) found Community collegees have been producing more than 33 percent of the equipped manpower for the country as a whole through the joint efforts of the community and teachers. Educational activities of such types of colleges are conducted under the guidelines of the associated university (Chhetri, 2022) in this study, TU. The CMC is the apex governing body of the college because it has sole authority to develop HR policies. So, it develops the rules of the colleges, incorporating some guidelines of the University Grant Commission (UGC) and TU, but the majority of the HR and financial policy and provisions are based on the internal funding capacity of the college. Phuyal (2023) argued that community colleges do not have any defined rules and policies yet. Therefore, there are no similarities among themselves at the same geographical location (Mainali & Verma, 2021). Employee reward, punishment, and motivation systems depend on CMC's attitudes at collegees because they have the autonomous power to regulate the activities beyond the academic aspect (Bhusal, 2018), and the TU also does not monitor strongly overall activities of the collegees (Bista & Gaulee, 2017). Therefore, CMC has the independent authority to supervise the college's employee motivational initiatives as well; employee motivation is thus contingent upon CMC's attitude.

Mainali & Verma, (2021) identified that community colleges develop and implement HR motivational policies based on their caliber capacity. Most of these factors are also influenced by the attitudes of the organization. Chhetri, (2022) also supported that employees' motivation depends on the attitudes and practices of organizations in community colleges. As a result, Phuyal, (2023) backed the idea that community colleges are not yet subject to a definite set of laws, regulations, or policies. Therefore, they run autonomously as per their design beyond the educational aspect. In this situation, there are adequate studies found in the literature on organizational attitudes toward employee motivation at community colleges in developed countries like America, China, Indonesia,

and Australia (Niloofar et al., 2020; Martin et al., 2014; Custer & Tuominen, 2017; Indrasari, 2017). However, the study is insufficient in the context of Nepalese community colleges. In this relation, whatever is found has no association with this research question or geographical location. Therefore, this study has been undertaken to assess the attitudes of CMC toward employees' motivation practices at community colleges in the Sarlahi district to fill the vacant space in the literature.

Research Methods

The study has adopted a qualitative case study research design. Yin (2009), as cited in (Priya, 2021) speaks that the case study is an empirical inquiry that searches for a phenomenon in its real-life context. In the case study approach, various data collection techniques are employed. It delves deeply into human psychology to apply it to the outside world. This guarantees that the problem is not investigated via a single lens but rather a multitude of lenses, allowing for the revelation and understanding of the phenomenon's many dimensions (Kothari, 2004). The researcher selected one participant from each of the three community colleges for information collection from the Sarlahi District using the judgmental sampling technique. After obtaining consent, information was collected using an unstructured questionnaire through an in-depth interview. Research consent is a research procedure in which researcher takes permission with the participants before beginning the formal process (Godskesen et al., 2023). And it helps the researcher to get actual and valid information comfortably. All of the acquired data were safely recorded on the recorder, transcribed, and presented in a morally and professionally appropriate way. The opinions and experiences of participants were analyzed and presented thematically. Kiger & Varpio, (2020) say that thematic analysis is a very useful technique for analyzing information in qualitative study. The researcher employs this strategy to comprehend the data more thoroughly. It is used to understand people's perspectives, behaviors, and experiences. Using an interpretive approach to data analysis, categories and trends in the data were classified. To extract accurate meaning from the gathered information, the transcribed data were examined numerous times. The data were further thematically analyzed under themes ranging from career development possibilities to rewards, recognition, remuneration, and benefits. Additionally, these codes were regularly noticed and examined in relation to the pre-established themes that were connected to the in-depth interview questions. Based on the codes that emerged from the coding process, the participant's experiences and replies were transformed and presented into several themes.

Results and Discussion

The salary and allowance are hardly sufficient factors when it comes to employees' motivation. Jud et al., (2023) stated that motivation covers a wide range of employees' psychological, mental, social, and emotional aspects of them. The motivation of the employees reflects a positive perception of the organization, its conducive environment, fulfilling participation

in the decision-making process, justly arranged and executed reward systems, recognition, and respect as well. In this regard, the researcher has discussed collected information from the participants during the study period regarding the attitudes of CMC members towards teacher motivation in the community colleges on given themes.

Value, Appreciation, and Recognition of Performance

Employee recognition is the timely, informal, or official acknowledgment of an individual's behavior, effort, or business result that promotes the organization's aims and values and goes above and beyond what would normally be expected of them by their superiors (Haryono et al., 2020). Employees who are given recognition can better understand how much their employers regard them, their efforts, and the success of both their teams and the business as a whole. This is especially important as firms expand or undergo change. Employees are encouraged to keep up their excellent work since it makes them feel secure in their contribution to the organization. Li et al., (2022) suggested that employees who receive little to no acknowledgment are more likely to experience stress or burnout, have lower job satisfaction, higher turnover, and worse productivity and engagement. Regular acknowledgment and adulation can significantly improve employee productivity and loyalty. Teaching is not only saying something standing in front of the students; it is crucial work. Therefore, only motivated teachers can perform better inside and outside of the classroom. In this regard, (Flores, 2020) justified that the teaching profession is complex work because changing students' behavior is not an easy process. Diverse students from different backgrounds attend classes. They have varying physical, mental, emotional, social, and other characteristics. A teacher should address all variables of the students in the classroom. In the age of research and inquiry, it is difficult for instructors to assert that they efficiently impart knowledge to their students while they are unable to produce new knowledge themselves (Abdi, 2014). In this context, the staff searches for value and identity that propels them to perform excellently academically in the organization. If organizations do not value academic performance, staff will experience frustration towards organizational behavior and loose rigor.

In this reference, one participant Gopal (pseudonym) from college – A stated his opinions about the value and recognition of employee performance as:

“The College should acknowledge and recognize the academic qualifications and performance of the teacher by nominating them for reputable positions embedded with valued responsibilities. An employee's performance evaluation is necessary because not all employees present academically in colleges. However, the college has not adequately and aptly recognized and valued the charisma of the employees and there is so much political color behind doing this.”

The aforesaid narrative attempts to spotlight that CMC has understood the value of teachers' contribution and sacrifice in the college and is aware of employees' motivation. Therefore, CMC wants to consign valuable duties and responsibilities with monetary incentives for devoted teachers. However, impartial evaluations of teachers' performance are shadowed owing to the conflict of

interest of highly influential political agents. Kaur & Kang (2023) remarked that political interference, the influence of nepotism and favoritism at institutions destroy the goodwill of the organization and qualified workers get disappointed and doesn't want to retain in the college. A political interference presence in the employee's performance evaluation at community colleges discourages and demotivates the competency-based worker. Similarly, it affects the quality of education negatively. As a result, students who are focused on their studies also do not believe, which is why colleges' reputations decline.

In the same circumstance, another participant Laxman (pseudonym) from college – B stated; *"The College should prioritize teachers' additional qualifications with good performance in administrative and academic governance despite the mismatched system. Since they teach knowing the all-round aspects of the students and govern the colleges with good manners"*. The above narration shows that CMC found a positive attitude towards teachers' performance in colleges' favor. Value of the high qualification with good performance found always respectable in colleges. The narration further wants to show that qualified teachers teach effectively by understanding the all-around aspects of the students, and they can handle the administration with an appreciative leadership style. Manning et al. (2017) support the idea that teaching is not an easy task. Therefore, teachers should be knowledgeable, skill-based, and able to catch the senses of learners. Teachers collect more reference materials, develop a lesson plan, and create a fruitful learning environment for the best teaching in the classroom. Therefore, they hope for recognition and appreciation in their professional lives. According to the theme, CMC found favorable attitudes toward teachers' value recognition and performances in the college. The act of appreciating an employee's contributions to the workplace, whether through formal or informal channels, is referred to as employee appreciation. Employees are prone to losing motivation and enthusiasm for their work if they don't receive praise.

In the same way, Krishna (pseudonym) from college –C disclosed his ideas regarding the identical content in this way- *"Appreciation for the work performance of employees is essential and inevitable. This culture inspires employees' better performance. Despite this reality, colleges have no provision for employee performance evaluation and appreciation system due to a lack of organizational culture."*

The main point of the narrative is that the college lacks a plan or strategy for motivating employees by appreciating their accomplishments across a variety of disciplines. Additionally, neither CMCs want to implement this method in college nor do they want to quit criticizing the college culture. They do not, however, care about the employees' evaluations or appreciation. Instead, they state without hesitation that it is a cultural issue.

The CMCs are the governing body for controlling and regulating the system of the college. They have realized that the college should appreciate the employees' performance. However, this culture has not yet gained significant value in community college. There is no standard evaluation

system for employees' performance, and it has also been accepted that there is no significant difference in CMC's view between devoted and non-devoted workers in college. These cultures of the organization devalue the employee's zeal to achieve high performance. Manning et al., (2017) suggested that when the employer does not pay appreciation to the good worker, work efficiency decreases and employees get frustration. Employee appreciation gives birth to a company culture of kindness, empathy, and motivation; however, the research could not identify the positive attitudes of CMCs towards employee appreciation in the context of the college.

Promotion and Personal Growth

The advancement of a worker to higher positions is referred to as employee promotion. It entails an increase in pay, prestige, benefits, and job duties. Employees are motivated by this part of their work, which serves as the ultimate reward for commitment to and devotion to an organization. Alqudah et al., (2022) mentioned that the promotion encourages employees to perform better, generates employment stability inside the organization that gives satisfaction to the dedicated employees. Personal development of the employee is the process of learning new abilities, dispositions, behaviors, or responses that can enhance the employee's life and general well-being. Kustiawan et al., (2022) argued that employee happiness and loyalty to the organization are maintained by personal growth and development.

In this subject, participant Gopal (pseudonym) from college-A talked about employees' promotion and personal growth in this manner - "*We have understood the value of employees' promotion and motivation. Therefore, we are positive about employees' promotions; however, employees should meet the criteria as per university rules*". The story clarifies that CMC has a positive attitude towards employees' promotion as per TU regulations. The CMC is aware that promotion gives workers a boost of power for good performance. It can help generate creativity, the power of constructive thinking, and a high level of attachment to the college. The tale further justifies that CMC allows promotion without any hesitation or disturbance to the employees who meet the promotion parameters.

Next, participation Laxman (pseudonym) from the college-B explored his ideas about this theme "*Promotion is one of the basic parameters that inspires employees for better performance. Despite being aware of this truth, we are unable to promote the employee due to the financial limitations of the college.*" The story explored that CMCs are well aware of the value of promotion to employees. They further say employees' promotion makes employees happy and motivated. However, they are not excited to do it in a community college. They think that if the college promotes the employee, financial sources do not promote it; therefore, the college is unable to bear the economic load.

The story concludes that CMC has no positive attitudes towards employees' promotions due to the financial constraints of the college, and employees of the colleges have a poor chance of upgrading. Now it brings frustration, laziness, and an unexcited feeling in teaching in colleges that it

is not a good signal for the quality. But Jud et al., (2023) claim in this regard that employee motivation is significantly influenced by employee promotion. It increases morale, reduces absenteeism, and eventually increases productivity by assisting with employee engagement. Similarly, it is a useful technique for increasing retention and lower attrition rates. Duarte-Lores et al., (2023) suggested that personal growth (PG), often known as personal development (PD) is the process of learning new abilities, perspectives, behaviors, or responses that can enhance an individual's quality of life and general wellbeing. Employees need PD and PG in college. They can be developed and motivated by delegating meaningful responsibility, sharing decision-making authority, or implementing a participation-based decision-making structure. They can also be motivated by being allowed to participate in various training and development programs. These programs are dependent on CMCs' attitude toward the college.

In this phenomenon, participant Krishna (pseudonym) from College- C explored his notion accordingly,-

"The college administration is responsible for determining which training, seminars, and decision-making processes offer possibilities for personal growth. Our board members don't meddle in choosing which employees will participate in such a program". Regarding the employee development program (EDP) in college, the narration made it very evident that CMCs wanted to maintain their anonymity. Instead, they point a finger at the administration of the college. Similarly, CMCs are not excited to collect external fund sources and conduct EDP in college rather they blame the administration. If this situation remains in community colleges, the college will face a high employee turnover rate. Ejaz et al., (2023) say that employees could either depart in quest of greater chances or perform poorly as a result. High staff turnover becomes expensive for the organization.

Responsibility

Responsibility includes both the duties that a person is expected to perform and the power that has been given to them in their position. Having the power and duty to make decisions gives a sense of fulfillment (Thomas, 2009). On the other hand, Sarafidou & Chatziioannidis, (2013) prove that job motivation and satisfaction are adversely impacted by authority and responsibility. In this topic, participant Gopal (pseudonym) from college-A put his attitude toward employees' responsibility in this manner: *"Specific administrative duties should be given to teachers beyond teaching. However, not all teachers can bear administrative duties and maintain social and political balance in college, and some are uninterested in taking on this responsibility."* The narration demonstrates that not all teachers are competent to perform particular tasks beyond teaching in the classroom, according to CMC. Now it raises the question of the overall performance of the teachers. The CMCs never think that all of the faculty members in college are qualified to serve as managers, project coordinators, department chairs, etc. To generate questions about teachers' abilities before giving duties in the community college from the CMCs is a very pitiable topic for all employees. It gave suggestions to the teachers for improvement in their capacity and

ability. Such types of attitudes among CMCs never motivate the teacher, and they adversely affect the quality of performance in the classroom. Tang & Hu, (2022) argue that demotivated employees never perform better than positively motivated employees in the workplace.

In the same content, the next participant, Laxman (pseudonym) from college- (B), stated that *“Employees shouldn’t be granted responsibilities with autonomy over power since they could abuse it and run in their way. As a result, it can lead to arguments in college and throughout the community. To sustain community colleges for a very long period, there should be closeness among organizations, communities, and society.”*

The narration tries to justify that CMCs give the position but do not give power of autonomy because they do not believe positively in the teachers’ attitude. Narration further justifies the position of the community college like a gun without a bullet. Just carry the load. Additionally, CMCs contend that individual autonomy could lead to the deterioration of the bond between college and community. Therefore, CMC members need to be highly mind of teachers’ activities in college because teachers are just employees and they do not keep much more relation with the community. The attitude of CMCs regarding the relationship was found not positive. In this background, the study identified that CMCs don’t believe totally in teacher activities and do not want to give full authority to the teachers at the workplace. As a result, teachers are never motivated to work hard at their jobs if CMCs don’t believe in their efforts.

Reiterating an analogous viewpoint, a participant from college - C, Krishna (pseudonym), pronounces his attitudes on the same topic in this manner - *“The college gives different responsibilities to the teachers as per their caliber capacities and who can manage the equilibrium among the different aspects of society. However, not all teachers have such capacity.”*

The perspectives of the CMC towards giving different responsibilities to the teachers are not similar. According to them, all teachers do not have the managerial capacity to run the administration, maintaining equilibrium in the different aspects of the community. Community structures are strong pillars of the colleges. Therefore, colleges should preserve them. So, CMC gives prime responsibilities to those teachers who have been successful in winning the hearts of the community.

Findings

Teachers’ motivations are prime aspects of academic performance that stimulate them to perform well in the workplace. In this regard, the positive attitudes of CMCs towards teacher activities boost energy, and teachers feel more pleasure as well. Therefore, this research was conducted to evaluate the attitude of CMCs toward teachers’ motivation at community colleges. In this regard, the attitudes of CMCs towards the value, appreciation, and recognition of the teachers were found to be positive to a greater extent. The CMC is further positive towards high performance and giving valued responsibility to the dutiful teachers. They hope for a good overall environment at the colleges. CMCs usually do not keep positive attitudes toward the teachers

who actively participate in the political mismatch system and circulate it to the college environment. The study concluded that teachers who have higher performance than others should be given extra responsibility in college because such teachers can perform their responsibilities with a good management style, which consequently increases academic achievement.

In a similar vein, since this culture fosters a progressive and competitive atmosphere in college, the top performers must receive recognition. Even though CMCs acknowledged that a lack of organizational culture has prevented these practices from being carried out in college, this result further demonstrates the lack of a CMC-specific vision or policy for preserving employee fit. Rather, they just cover the position for their dignity. Regarding the value and appreciation of active teachers over passive ones, it was discovered that CMCs had positive attitudes. In a similar vein, the appreciative view of the management committee holds that employees who can meet the requirements established by the university should be promoted. However, some CMCs argue that staff promotions increase the college's financial burden. They further argue that, therefore, such works should be done after in-depth thinking, but not conveniently. Thus, it can be said that CMC members' perspectives on employee advancement differ among the community colleges. The PG of employees is not something that management committees are interested in. They refer to the college administration in an attempt to evade these agendas. Furthermore, it has been demonstrated that CMCs do not give more attention to their workers' PD.

They further argue that, therefore, such works should be done after in-depth thinking, but not conveniently. Therefore, it can be concluded that the attitudes of CMC members toward employee promotion are not similar to community colleges. Management committees have zero interest in the employees' personal development. They seek to sidestep from these agendas and make reference to the college administration. Additionally, it is proved that CMCs do not care about the PD of their employees. All teachers cannot effectively perform administrative and academic duties due to political interference and poor academic performance. Members of the CMC contend that teachers who are isolated from a political mismatch system, have a solid academic background, and possess strong managerial abilities can only handle and improve the colleges' academic environment. Proactive teachers are granted various responsibilities. However, CMCs show little interest in employee growth or career development. This phenomenon can lead to a misdirection of efforts, making it difficult for community colleges to maintain educational quality and achieve their goals.

Suggestions and Implication

The study has revealed that members of the CMC do not have a uniformly positive perception of teachers' career development. Additionally, they do not recognize the potential of teachers' performance outside the classroom. The CMC members tend to confine teachers to specific areas, thereby reducing their authority and scope of influence. The inspirational attitudes of CMC members can cause motivation among teachers in the workplace. Therefore, this study suggests the need for a reciprocal relationship between teachers and CMC members concerning the overall

development of community colleges. Accordingly, this study proposes the following recommendations: 1. Opportunities for teachers' development should be available at the college, which helps teacher retention. 2. The performance of teachers should be recognized and valued by the CMC. 3. As the highest governing body in college, the CMC should be prepared to abide by the HR policies of the TU as outlined in the memorandum of understanding signed during the affiliation period. 4. It is alleged that CMC blames political parties for the college system's shortcomings. Therefore, the study recommends that the CMC itself correct and manage the political parties. The findings of this study are essential for stakeholders of community colleges during policy-making.

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