

**The Journal of Aadikavi (JoAA)**

(Peer Reviewed Open Access Research Journal)

ISSN: 2350-8833 [Print]

Vol. 14-15 Issue (1-2) September, 2026, pp. 108-118

eJournal site: <https://aadikavicampus.edu.np/publication/journals>NepJOL Index: <https://www.nepjol.info/index.php/joaa>**Students' Satisfaction on Science Education Program of Aadikavi Bhanubhakta Campus**

Rajan Ghimire, Associate Professor

Rupak Shrestha, Asst. Professor

Aadikavi Bhanubhakta Campus, Tanahun

Abstract**Article Info/History:**

Submitted: 21 February, 2026

Reviewed: 30 May, 2026

Accepted: 21 August, 2026

Article DOI:

<https://doi.org/10.3126/joaa.v14i1-2.99512>

Corresponding Author: Rajan Ghimire

Email: sciencedepartment15@gmail.com**Publisher**

Research Management Committee

Aadikavi Bhanubhakta Campus

Vyas Municipality-1, Tanahun, Nepal

(Affiliated to Tribhuvan University, Nepal)

Email: rmcaadikavi@gmail.com

Graduates of Aadikavi Bhanubhakta Campus, who completed their four-year B. Ed. Science program from Tribhuvan University, express satisfaction regarding their program of study. This study aims to explore the extent of satisfaction amongst graduates and explore the reasons for their perceptions regarding the quality and effectiveness of the program. Adopting mixed method research design, data were collected from 34 graduates through structured questionnaires, in-depth interviews, and institutional document analysis. The quantitative data were analyzed through frequency, percentage, and average calculations, while the qualitative data were analyzed through thematic analysis to identify trends. The findings show that there is a very high satisfaction level with academic quality, especially teacher-student relationship (4.6/5), internship teaching (4.5/5), and teaching and learning environment (4.4/5). Next, the fee structure and laboratory and sanitation infrastructure

have lower satisfaction levels (3.4/5). Dominant themes included quality education, infrastructure issues, administrative delays, limited job diversity, poor value for money, and a need for increased career support. Of graduates, 62% found employment in government teaching positions, showing a good alignment of the program with teaching careers but limited exposure to non-teaching professional fields. The recommendations provided by the graduates included upgrading the laboratory facilities, simplifying the administration process, and improving career counseling services.

Keywords: Graduate satisfaction, B. Ed. Science, Aadikavi Bhanubhakta, tracer study, program effectiveness

Introduction

Aadikavi Bhanubhakta Campus was founded in the year 2044 BS with a mission to develop knowledgeable, moral, and socially committed alumni. This campus provides education in various fields within the ambit of Tribhuvan University, for students belonging to various places. The Bachelor of Education in Science (B. Ed. Science) program at Aadikavi Bhanubhakta Campus, a four-year undergraduate program, stands as one of the institution's most sought-after courses, known for its favorable academic results and employment prospects. This program is designed to equip aspiring teachers with a solid scientific foundation and effective pedagogy, nurturing a passion for scientific discovery in students.

The true success of any academic program, however, extends beyond its syllabus and faculty; it is significantly measured by the contentment of its alumni. A graduate satisfaction assessment of the B. Ed. Science program offers invaluable insights into the program's applicability, efficacy, and potential areas of improvement (Elliott & Healy, 2001; Harvey, 2003). Tracer studies, by tracking the professional journeys and viewpoints of graduates, are crucial instruments for assessing satisfaction levels and gauging the relevance of a curriculum (Schomburg, 2016). A tracer study of the B. Ed. Science program at Aadikavi Bhanubhakta Campus can illuminate whether it is meeting student expectations, identify weaknesses, and guide future improvements. This research aims to thoroughly examine the satisfaction of B. Ed. Science graduates from Aadikavi Bhanubhakta Campus with their program. In doing so, we will gain insights from their experiences, comments, and suggestions into the strengths and weaknesses of the program to improve its effectiveness in preparing future educators. This study's objective is to explore the contributing and diminishing factors of graduate satisfaction with the B. Ed. Science program, examining aspects such as curriculum design, teaching quality, resources, mentorship, and career support. It will illuminate the B. Ed. Science program's strengths and shortcomings at Aadikavi Bhanubhakta campus. In addition to this, it will give an insight into the point of view of the graduates regarding their educational experience. This study helps give information to assist in improving and revising the curriculum to fit the modern-day requirements of education and employment. It also helps to support efforts by the institution to maintain academic standards. It tracks graduates' career progression to assess their preparedness for teaching and postgraduate study. Therefore, the study was conducted with the following objectives;

- To assess the satisfaction of B. Ed. Science graduates of Aadikavi Bhanubhakta Campus with their program.
- To identify factors that influence graduate satisfaction with the B. Ed. Science program.

Literature review

Graduate satisfaction with their respective academic programs is a pivotal indicator of an institution's educational quality, effectiveness, and applicability. There have been various studies that investigate the relationship between graduate satisfaction and success in higher education

institutions, especially teacher education institutions. The current literature review looks at previous studies on the issue, identifies research gaps, and prepares the foundation for the tracing study in the Aadikavi Bhanubhakta campus. There has been increased emphasis from higher learning institutions on the importance of student satisfaction because of the effect that it has on student retention, academic performance, and reputation of the institution. Student satisfaction is a complicated construct that is influenced by several factors such as program quality, quality of teaching, facilities on the campus, services provided to the students, and the level of participation of students (Elliott & Healy, 2001). Graduate satisfaction is closely linked with academic experience and application of knowledge gained in the professional world. In Nepal, several colleges affiliated with Tribhuvan University have undertaken tracer studies of their programs. For example, Karna (2024) noted that graduates from a community college in western Nepal reported discrepancies between classroom lectures and actual teaching practices. Graduates indicated a deficiency in practical training opportunities and teaching resources. However, empirical research specifically measuring the degree of satisfaction of B. Ed. Science graduates is limited. Prior research conducted in Nepal has concentrated on students enrolled in universities without identifying their fields of study. Good relationships between students and faculty members have been found to help improve student participation and performance (Tinto, 2017).

Therefore, this research paper concentrates on measuring the level of satisfaction of science students and finding out the factors affecting the satisfaction of graduates with the B.Ed. Science Program.

Methodology

The study utilizes a mixed-methods research approach, combining both quantitative and qualitative components. While qualitative data were gathered through open-ended questions, the research also incorporates quantitative aspects, including the quantification and analysis of variables to derive results. This methodology allowed the study to offer valuable insights into the satisfaction levels and to identify factors influencing graduate satisfaction of B. Ed Science graduates, and to contribute to the improvement of the educational program at Aadikavi Bhanubhakta Campus. The study's population comprised all B. Ed Science graduates from Aadikavi Bhanubhakta Campus who completed their programs in the preceding five years. A random sampling technique was applied, resulting in a sample size of 34 (thirty-four) graduates. Out of this sample, 14 were male and 20 were female. Data on graduate satisfaction with various facets of the B. Ed Science program were collected via a structured questionnaire featuring Likert scale items, open-ended questions, and demographic information. In-depth interviews with a subsample of graduates explored their experiences, perceptions, and suggestions for program enhancement in greater detail. Additionally, institutional documents such as the program curriculum, policies, and alumni feedback reports were reviewed to supplement the survey and interview data.

The data collected were subsequently analyzed as follows. Quantitative data were analyzed using frequency, percentage, and average calculations. For interview data, a thematic

analysis method was employed. The interviews were recorded, transcribed verbatim with consideration of the individual's gestures during transcription, and listened to in the first stage of analysis. During transcription the interviewer meticulously noted down the nonverbal cues displayed by the interviewees, thereby adding further layers to the data. The essence of each statement in the interviews was then condensed into a code consisting of no more than 3 or 4 words. After the entirety of each interview was coded, all collected codes were separately categorized. These codes were meticulously placed on individual meta cards and compared. Similar codes were combined and grouped, while dissimilar codes were separated. The resulting groups were given appropriate names, and themes were developed and analyzed accordingly. However, most of the Science graduates have jobs and therefore do not have enough time for studying. They need to be in their places of work at certain times like getting to school by 10 am. They would have preferred evening classes but unfortunately, this was not possible. However, because job prospects are readily available post-graduation, they are generally satisfied with their chosen academic subject (stream).

Findings of the Study

This chapter presents the quantitative and qualitative data obtained from the B. Ed Science graduates of Aadikavi Bhanubhakta Campus. The primary objective is to appraise their satisfaction with the program, career achievements, and to request their recommendations for improvement. The mixed method approach plays an important role in ensuring that the results become credible and in-depth in order to allow the researcher to look at both breadth (numbers) and depth (personal experience) issues. Demographic Profile of the Respondents, the female students constituted about 59% of the total respondents, which means that the B. Ed Science program might have more attraction to women. This could be due to prevailing trends in society as well as culture regarding teacher education in Nepal, where teaching is a career preferred more by women.

Table 1: *Employment Status and Job Market Integration*

<i>Employment Statistics</i>		
Employment Type	No. of Respondents	Percentage
Government Service	21	62%
Self-Employed	5	15%
Private Organization	2	6%
Unemployed	6	17%

A larger proportion (over 60%) have got employed in govt. Schools or associated providers, thereby verifying the B. Ed Science's relevance towards the requirements with the public Sector occupation Market. On the contrary, a smaller quantity has entered in the personal sector, or pursued entrepreneurial actions indicating inadequate exposure or teaching for alternative professions.

The greater part of graduates has found employment in training opportunities relevant to their program, which is suggestive of powerful system to profession correlation. But, low variety in job titles suggests the inclusion of courses concerning leadership, administration and/or research to broaden career possibilities

Satisfaction with the Program

To assess program effectiveness, graduates were asked to rate 16 aspects of their experience on a scale of 1 (Strongly Dissatisfied) to 5 (Strongly Satisfied).

Table 2: Summary of Satisfaction Ratings

Parameter	Avg. Rating	Interpretation
Teacher-Student Relationship	4.6	Excellent
Practical Training	4.5	Very Good
Teaching-Learning Environment	4.4	Very Good
Quality of Education	4.3	Very Good
Library Facility	4.2	Good
Curriculum Relevance	4.1	Good
Support Services (Advising, Counseling)	4.1	Good
Lab Facility	4.0	Good
Work Placement / Internship	3.9	Fair
Sports Facility	3.7	Needs Improvement
Canteen / Sanitation	3.6	Needs Improvement
Fee Structure	3.4	Needs Improvement

These ratings highlight that while academic and faculty-related factors are rated very highly, facilities and cost-related concerns persist. The highest rating was for teacher-student relationship, showing strong mentorship. The lowest was for fee structure, indicating dissatisfaction regarding affordability.

Qualitative Data: Thematic Analysis

A Thematic analysis of the qualitative data obtained from the open-ended responses of graduates of B. Ed Science at Aadikavi Bhanubhakta Campus, was conducted to understand the graduate's experiences. Four significant themes emerged which addressed issues of program satisfaction, employability and suggestions for improvement. Key themes with brief description, connection to data and support for theme's viability were provided below. Thematic elements were also grouped in accordance to themes provided by the survey questions such as overall satisfaction and facilities and resources on the Aadikavi Bhanubhakta campus.

Academic Excellence and Pedagogical Strengths

A Strong sense of academic rigor coupled with supportive faculty- student relationships characterised responses of the B. Ed Science graduates. According to the respondents, the curriculum provided both theoretical and practical learning aspects which were beneficial to

them as a teacher. Participant 4 emphasized the program's ability to build practical competency; *"The strength of this program was its combination of theory and practice. The micro-teaching sessions, teaching practice and internship provided me with the confidence to manage a real classroom from the very first day"*. Participant 7 elaborated this point by noting; *"Our teachers were very supportive and encouraging. They inspired us to ask questions and motivate us to improve our teaching skills"*. High academic standards along with an enabling learning environment where educators were accessible to students strengthened their professional readiness for the teaching profession. In relation to the programs employability potential, 62% of the graduates work in government sector, for the reason that their skills and preparedness were of high standards. *"The program equipped me with not just academic knowledge, but also with practical skills and confidence required to excel in the teaching profession"* (Participant 2).

Infrastructure and Resource Constraints

On campus, facilities were one of the major shortcomings identified by the respondents as issues affecting their learning experience, with specific concerns raised about the quality of labs, sanitation and recreational amenities on the campus. One graduate pointed out; *"Improvements are needed in laboratories and sanitation"*. The academic quality, even if high, may not necessarily be directly reflected in student's on-campus experience, because their on-campus facilities are not on a par with their expectations and needs. As a result, while they feel academically equipped, they may not necessarily feel physically supported by the infrastructure and amenities provided. With regard to fee structure, the students responded negatively (average satisfaction rating was 3.40). This implied that the on-campus facilities do not seem to add value to the students, thereby warranting a need for infrastructural development in tandem with fees collected.

Administrative Inefficiencies

The administrative functions at the institution such as delays in exam results, as observed by most of the participants seemed to be a factor impacting on their prospects of employment. One graduate reported that he was "waiting for results". Most respondents emphasized on the need to streamline administrative processes, particularly regarding timely results publications in order to improve the speed at which graduates enter the workforce. Young graduates aged 22-25 who were yet unemployed had expressed concerns related to such issues as well. The prompt publication of exam results can hasten employment process of a graduate into the job market or higher education; therefore, the management at Aadikavi Bhanubhakta Campus ought to address this issue. Research indicates that administrative efficiency is one aspect of institutional service quality which influences students' overall satisfaction and in turn graduate employability and progression (Harvey, 2003; World Bank, 2020).

Career Alignment with Teaching Profession

Most graduates find success and employment in the teaching profession as evidenced by 80% of the respondents being employed, with 62% in government schools. However, a notable theme was the lack of exposure to other diverse career paths beyond teaching. One participant

expressed: *"The program trained me well as a teacher but I had minimal guidance about other opportunities"*. Similarly, another graduate mentioned; *"The curriculum is designed for government jobs; I hope the college can expose us to educational leadership and other fields as well"*. This highlights the need for diversification in curriculum and career guidance to prepare graduates for a wider range of opportunities, including entrepreneurship, educational leadership and private sector roles. Offering interdisciplinary electives, research opportunities and workshops on career development can broaden their horizons and equip them with skills for various employment sectors. Career Counseling services are a key intervention for supporting graduate transition to work (Tomlinson, 2017).

Cost-Value Mismatch

Graduates perceived the program fees as being high in relation to the available on campus infrastructure and learning resources. The fee structure was the lowest rated aspect of the program with an average satisfaction rating of 3.40. Despite acknowledging the high academic standards, graduates questioned the value for money. *"The tuition fees were high and considering that the laboratory facilities and other learning amenities still need much improvement."* (Participant 11). Another respondent remarked; *"Although the academic standard is quite good, I feel that the cost of tuition fees is too high considering the poor sanitation and laboratory conditions on campus."* (Participant 22). This reflects a perception that while instruction is of a good quality, the value of the investment may be compromised by inadequate infrastructure and facilities, especially in the Nepalese socio-economic context, where cost remains a significant consideration for many students and their families. Development of appropriate and effective facilities on campus along with transparency about use of funds raised via fees will go a long way in addressing the graduates' concern about cost-value disconnect.

Need for Enhanced Career and Academic Support

Many respondents reported their need for the institution to establish more formal and effective career counseling programs, and expand opportunities for further academic studies in general. Specific suggestions included, initiating a Master's program in Science education, up-dating of syllabus with reference to global educational trends in areas like the STEM curriculum and systematic career counseling. One of the respondents was of the opinion that, *"Career counseling would have helped us understand different opportunities after graduation and preparation of teacher licensing exams."* Another student responded: *"The campus should start the Master's program in Science Education so that students continue studies in the vicinity."* Thus, younger graduates and young-aged learners between 22-25 years had issues in getting employed as there was limited or no guidance, and little room for upward mobility in academic studies. Strengthened career services and teacher licensing preparation; establishment of Master's program; as well as regular revision of curriculum in reference to the trends around the world including the development of global teaching competences for example in STEM would greatly enhance employability of graduates and access to lifelong learning. Periodical

revision of curriculum should also aim to adapt to changing demands in the labour market and emergent competencies (UNESCO, 2021). Learning and laboratory environments can be crucial in preparing science teachers (OECD, 2023).

Gender and Social Dimensions

The data showed a male to female ratio of 41% males and 59% female. However, none of the graduates reported issues of gender in as far as the program is concerned, although they alluded to it as social perceptions about teaching profession, which influenced them to study the subject. A female student expressed, *“For our society, teaching is considered as a respectable profession for females and there is security.”* Likewise, another said: *“Since teaching profession is secured and offers a better work-life balance, majority of females prefer to pursue education.”*. So social perceptions play a role in determining who enrolls for the course.

Synthesis and Broader Implications

Generally, the graduates appreciated the programs' qualities and identified areas that need further attention at the institutional level. For example, a student summed up that: *“Our lecturers and the practical sessions were excellent, but the program could be much better with an upgrade in facilities and quicker administrative services”* Another graduate added that: *“Update curriculum, labs, and counseling to prepare students well.”* Collectively, the analysis shows that the program's pedagogical approach to preparing science teachers for work in schools has made its graduates highly employable. Yet limited facilities (especially science labs), inefficient administrative procedures, lack of opportunities for career diversification, and poor value for money have negatively affected the overall student satisfaction. Integrating qualitative feedback and quantitative data highlight the need for the entire institution to strengthen infrastructure, speed up administrative processes, enhance career services, update the curriculum and introduce courses related to emerging trends such as in STEM education to enhance graduates' employment outcomes, satisfaction, and institutional competitiveness. STEM integration is increasingly considered essential in teacher education programs (UNESCO, 2022). Curriculum should be periodically revised to align with changing labour-market demands and emerging competencies (UNESCO, 2021).

Discussions

The program in general receives a fairly positive rating from its graduates, especially on the aspects relating to the academic content and its relevance for a teaching profession. The best performed domain was pedagogical approaches that was followed by practical courses like the teaching internship/practice, microteaching, and class management, that received highest mean score of 4.5 (table 1). This suggests that students feel well-prepared in theory and practical skills necessary for a career in teaching that helps them secure employment in the public schools.

High rates of employment among graduates confirm this assumption. Additionally, the high ratings of interaction with teaching staff and instructional methods demonstrate a supportive learning environment conducive to academic growth. Students perceive that the curriculum content matches the needs of a contemporary teaching role, and that they have

adequate learning and laboratory facilities. However, there were some areas for improvement that were pointed out by graduates. A key issue that was consistently raised was related to physical facilities, especially science labs, and toilet/washroom facilities. Poor sanitation conditions and lack of a decent playing field are another concern that some students felt is inadequate compared to expectations. It was the fee structures, which was lowest ranked, suggesting a sense of dissatisfaction related to value for money, likely due to some deficiencies in the services offered that are unrelated to academic aspects (e.g. Maintenance of the physical environment). Hence students feel they are paying a high price but do not necessarily get the complete experience as expected by many students (e.g. In terms of quality of campus infrastructure). Effective learning and teaching outcomes are fostered when they are supplemented by quality infrastructure including labs (Darling- Hammond, 2006; OECD, 2023). Administrative aspects of the program, which, like for some students, affected the employability of their fellow graduates and their opportunities for further study by causing delays in release of results. Even though the issue raised here only affected a limited sample, it had a significant impact on individual students' opportunities in career. So, the institution would be benefiting to improve the processing of results. This will help to quicken release of information needed by graduates when applying for jobs, licensing examination, or admission into post graduate programs.

The analysis of qualitative feedback identified concrete suggestions to enhance program quality and relevance. Both at the campus level and university level, there was a consistent request for upgrade of lab facilities, in the case of the campus, and the university should implement Master's Programs in Science Education so that students do not need to travel long distances to get quality higher education in the vicinity of their residences. Graduates were keen to see the campus and university improve public relation and visibility. A stronger public profile would surely increase the demand for its products, the graduates and help market the campus as a place of higher learning. A more speedy and reliable public relation campaign could lead to a more streamlined release of information. A prompt in the publication of results would undoubtedly make administration efficient. A consistent request for an updating of the syllabus for instance to address international education trends like the STEM, inter-disciplinary learning and so forth will have impact on the employability and academic progression. Also graduates wished to strengthen career counseling and guidance services of the institution.

The integration of theory and practice through internships and teaching practice seems to have successfully equipped graduates for a career in teaching. However, the students suggest the need to integrate continuous professional development by offering master courses for those wanting to advance their studies without leaving their community (Darling-Hammond, 2006; UNESCO, 2021).

Conclusion and Implications

This tracer study finds that B. Ed. Science program at Aadikavi Bhanubhakta Campus has been able to equip the graduates with sufficient skills and knowledge for the teaching profession with the result they show significant satisfaction on academic quality, pedagogical techniques,

professor-student interactions and comprehensive pedagogical practice opportunities.

The B.Ed. Science curriculum aligns well with the needs of public education in Nepal to assist its graduates to obtain gainful employment and perform well in the professional environment. Nevertheless, there remain several aspects for improvement including quality of laboratory and campus infrastructure, administrative efficiency, fee, career counseling services. Although the B. Ed. Science program at Aadikavi Bhanubhakta Campus has been providing a firm academic foundation to its graduates for the teaching career, the institutional development for quality learning environment remains indispensable for the continued growth and success of the program. The findings have a set of pedagogical and institutional implications for institutional planning, curriculum development and policy formulation. Continued investment in strengthening laboratory infrastructure with modern equipment, sports and sportsmanship facility, digital learning facilities and sanitary environment along with emphasizing practical teacher preparation pedagogy, which the program has already provided. Likewise, improving administrative efficiency through quick result publication is very important for easy graduation transition to employ and study further. Besides strengthening career counseling services by making provision for more internship opportunities and establishing an active network of professionals for networking and mentorship. It is important to develop master's level program in Science Education at the campus so that science graduates would be provided the facilities to take their knowledge in higher education to prepare themselves as researchers and curriculum designers as well as encourage lifelong learning. Periodical curriculum review of the B. Ed. science curriculum would also consider global education trend of STEM (Science, Technology, Engineering and Mathematics) education in which multidisciplinary concepts would be incorporated to increase employability of the graduates in global scenario. Furthermore, fee structure needs to be critically reviewed, made transparent and affordable to encourage maximum number of students and make the college the provider of best teaching-learning opportunities. Alumni networking would also be an essential element of the student engagement to build the mentor – mentee relationship in the career pathway and develop professional bonds and networks for sustainable future success for all stakeholders.

References

- Aadikavi Bhanubhakta Campus. (2024.). *Aadikavi Bhanubhakta Campus*.
<https://www.aadikavicampus.edu.np/>
- Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. Jossey-Bass.
- Elliott, K. M., & Healy, M. A. (2001). Key factors influencing student satisfaction related to recruitment and retention. *Journal of Marketing for Higher Education*, 10(4), 1–11.
https://doi.org/10.1300/J050v10n04_01
- Harvey, L. (2003). Student feedback. *Quality in Higher Education*, 9(1), 3–20.
<https://doi.org/10.1080/13538320308164>
- Karna, MK.(2024). Tracing Some Challenges of Higher Education Historically in Nepal through Tribhuvan University. (2024). *Historical Journal*, 15(2), 62- 73. <https://>

doi.org/10.3126/hj.v15i2.70673

OECD. (2023). *Education at a Glance 2023: OECD Indicators*. OECD Publishing.

<https://doi.org/10.1787/e13bef63-en>

Schomburg, H. (2016). *Carrying out tracer studies: Guide to anticipating and matching skills and jobs (Volume 6)*. International Labour Organization.

Tinto, V. (2017). Through the eyes of students. *Journal of College Student Retention: Research, Theory & Practice*, 19(3), 254–269. <https://doi.org/10.1177/1521025115621917>

Tomlinson, M. (2017). Forms of graduate capital and their relationship to graduate employability. *Education + Training*, 59(4), 338–352. <https://doi.org/10.1108/ET-05-2016-0090>

UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. UNESCO.

UNESCO. (2022). *Engineering for sustainable development: Delivering on the Sustainable Development Goals*. UNESCO.

World Bank. (2020). *The COVID-19 pandemic: Shocks to education and policy responses*. World Bank.

Yorke, M. (2006). *Employability in higher education: What it is—What it is not*. Higher Education Academy.

Zegwaard, K. E., & Rowe, A. D. (2019). Research-informed curriculum and work-integrated learning. In J. Higgs et al. (Eds.), *The Routledge International Handbook of Work-integrated Learning* (pp. 273–284). Routledge.