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Impact of Logbooks and Work Plans on Faculty Performance: A Case Study of Private Colleges in Nepal

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ABSTRACT

Higher education, teaching and learning have been made more effective through systematic planning, proper documentation, and continuing monitoring of faculty activities. Logbooks and work plans are acknowledged as primary means through which faculty performance is improved by allowing, to be more accountable, better managing their time, and more being aligned with institutional goals. The objective of this research was to understand how the use of logbooks and work plans affects faculty performance in one private college in Nepal. The research employed descriptive and analytical case study design and integrated both quantitative and qualitative methods. A total of 51 faculty members participated in the study with structured questionnaires, open-ended questions, and a review of faculty logbooks and work plans. For quantitative data, descriptive statistical techniques were used to analyze the data whereas qualitative responses were subjected to thematic analysis for interpretation. The outcomes indicated that the logbooks and workplans had a positive impact on teaching organization, syllabus alignment, classroom accountability, and reflective practice, which in turn, contributed to the improvement of timely course completion and classroom management. Despite the positive impact, there were difficulties related to administrative burden, limited training, and weak institutional recognition that at times,

reduced the effectiveness of these tools. Faculty proposed digitalization, structured feedback, and integration into performance appraisal systems as means to maximize benefits. The study provides realistic insights for the administrators, faculty, and policymakers to enhance the quality of teaching and accountability in private colleges.

Keywords: Faculty performance, Logbooks, Work plans, Higher education, Nepal

1. INTRODUCTION

The higher education process of teacher and learner interacting effectively necessitates an absolute quality and constant measuring professional development within the faculty. Hence, logbooks and work plans are the tools that have become increasingly important for the faculty performance improvement (Munna & Kalam, 2021). A logbook is a record-keeping instrument through which daily teaching activities, class progress, and research-related tasks are documented, whereas a work plan is a structured timetable accompanied by a set of academic term objectives. The two instruments are getting more acknowledged for different reasons, such as promoting accountability, time management, and alignment with institutional goals (Meerkerk, 2017)

Private colleges in Nepal that are consistently criticized concerning their academic quality and governance can gain a significant boost in the quality of teaching if they use logbooks and work plans. These two instruments not only provide the teachers with the opportunity to monitor their development but also give the management the power to carry out a comprehensive appraisal of teaching outcomes. However, despite their potential benefits, the context of Western Nepal does not have any strong empirical evidence regarding the actual impact of these instruments on the performance of the teachers. The purpose of the investigation is to explore the impact of logbooks and work plans utilization on teaching quality uplift course completion within the prescribed time and the total accountability in private colleges. (Thadadthil, 2024).

Nepal's education system is slowly getting over the difficulties brought about by the pandemic and, hence, the quality assurance and performance evaluation of the universities are now regarded as more important than ever (Sah et al., 2024). Private schools, which are a significant part of the education sector, still encounter difficulties, mainly due to non-uniform teaching methods, different roles of teachers, and irregular checking and assessment of academic processes. (Nikku, 2013). The systematic use of logbooks and work plans can offer an effective solution to these challenges by promoting proper documentation, encouraging proactive teaching practices, and strengthening teacher accountability (Schüttpelz-Brauns, et al., 2016). Their understanding will be really beneficial for the decision-makers, college managers, and teachers to implement the evidence-based standards that will not only improve the performance of the institutions but also the learning outcomes of the students (Jong & Balaban, 2022).

Problem Statement

The recognition of the necessity of structured planning and documentation in education has not convinced a lot of private colleges in Nepal to implement logbooks or work plans in an orderly manner. Teacher performance is frequently assessed in a subjective way, thus leading to variations in the quality of teaching, longer course duration, and less accountability. The issue of whether or not logbooks and work plans contribute to improving faculty performance or simply serve as a formal requirement for the administration has not been resolved without scientific evidence. Therefore, a systematic study to assess the impact of these tools on teaching efficiency and accountability in private colleges is very much needed. (Simkhada, 2023).

Significance of Study

The research has great importance for different players involved in the higher education industry. The college administration will be able to rely on the research to give them insights based on evidence as to how the use of logbooks and work plans is contributing to the enhancement of faculty performance. This in turn can help the administrators to come up with a more efficient monitoring and evaluation system. In case of the faculty members, the study is giving them the pointers that through proper and organized planning and documentation they can work in such a way that the teaching becomes efficient, the course is completed on time and the faculty grows professionally. The study is also helping the policymakers to see the role that planning in a systematic way and using tools such as logbooks can play in raising the academic quality which can thus guide them in the formulation of relevant guidelines and policies for private colleges. Moreover, the study adds on to the small pool of literature available on faculty performance management in Nepal by supplying the empirical data and recommendations that might also be adapted to the similar educational contexts.

Objective To evaluate the impact of logbooks and work plans on faculty performance in a particular private college in Nepal.

Research Questions

- Are logbooks and workplans effective in enhancing faculty planning and classroom delivery?

- What is the opinion of faculty about the usefulness of these tools?

- What are the difficulties met with in the use of logbooks and work plans?

Objective

To evaluate the impact of logbooks and work plans on faculty performance in a particular private college in Nepal.

2. LITERATURE REVIEW

Logbooks are commonly utilized to direct and oversee the learning process according to research conducted in the domain of higher education. The study done by Omer (2021) mentioned that

logbooks were mostly considered to be beneficial by both students and teachers since they prompted reflection, more profound study, and better reporting of learning activities. Simultaneously, the study highlighted drawbacks such as inadequate feedback, few chances for discussion, and worries about evaluation fairness. Students in the initial training period had a more favorable opinion of logbooks than senior students did, indicating that attitudes might shift over time. The existing literature has indicated that logbooks are to be useful tools; nevertheless, their effectiveness is primarily reliant on adequate monitoring, positive feedback, and careful inclusion in teaching and assessment.

Mazarele et al. (2016) pointed out the importance of logbooks as a convenient means of educational assessment in dental schools. In a cross-sectional study that spanned ten departments, standardized questionnaires were filled out by students assessing their experiences with logbooks. A strong correlation was found between logbook records and final grades thus confirming the reliability of logbooks in reflecting student performance. Among the different learning aspects evaluated by students, the clear statement of learning objectives and requirements was rated the highest while the provision of learning weaknesses received lower scores. Only some departments, including Endodontics, Removable Prosthodontics, Fixed Prosthodontics, and Pediatrics, claimed particularly high usefulness of written clinical procedures in logbooks. The authors of the study finally acknowledged that logbooks are great for educational objectives expounding, progress evaluation, and learning outcomes attainment. On the contrary, the effective implementation of the logbook system requires students and educators' collaboration and commitment, adequate time, and a structured establishment of the system.

Meerkerk (2017) studied the application of logbooks as a qualitative tool for research in capturing teachers' learning processes, thus eliminating the problem of limited teachers' voices in education research. The research was on arts in elementary education and the investigation of teachers' logs during a professional development program was the main method. It was found that teachers' logbooks were very useful in keeping records of the teachers' personal experiences, views, and contexts of learning. However, the semi-structured format sometimes limited the expression of ideas from the teachers' side because some of them would stick to the questions very rigidly striving to "do it right." The research also pointed out the connection between teachers' interest in the topic and the logbook being kept in a meaningful way. Taking everything into account the findings indicate that logbooks could be a source of rich qualitative data on learning, but their power relies on the design of the format and interpretation by the user. The study suggests that besides using logbook data, interviews could be another method to gain a better overall understanding of educational experiences

Gorji and Ranjbar (2017) assessed the use of educational logbooks through the lens of medical sciences university interns and faculty and reported diverse outcomes. On one hand, teachers regarded logbooks as moderately to highly successful, but on the other hand, majority of the students doubted the precision and value of the documented data, with a number of them considering logbook submission as non-effective for final assessment. The study's verdict was that

logbooks were not enough in themselves to meet educational and evaluative objectives and thus content needs revision, reliability improvement and acceptance by both teachers and students.

Timsina (2024) looked into teaching practice as a central factor of teacher education programs in Nepal, especially the Bachelor of Education (B.Ed.) curricula at Tribhuvan University, Midwest University, and Far Western University. The research, which performed a qualitative analysis of teaching practice policies, found out that the teaching practice activities at the three universities were almost the same, and the only slight differences could be attributed to the institutions. However, the study revealed significant differences in the evaluation criteria, pass marks, and marking schemes. The research results underline the necessity of evaluating the teaching methods through evidence and at the same time recognizing the hardships that teachers encounter during the execution of the assigned activities. Another implication of the findings is that there should be a consistent approach to assessments and the implementation of trustworthy monitoring mechanisms so that the quality and equity in teacher education programs in Nepal are guaranteed.

Adhikari et al. (2024) concluded that there is an inverse relationship between the teacher's qualifications and classroom performance in the community schools of Nepal. The study employed quantitative techniques, and it was found that degrees, professional development, training, certifications, and teaching experience of teachers contributed to considerable positive changes in the areas of instructional strategies, lesson planning, classroom management, student engagement, and professional reflection. Among these, academic qualifications and professional development were the strongest predictors of teaching effectiveness, while experience and additional certifications also had a minor but positive effect. The researchers highlighted the need for establishing higher teacher qualification standards and implementing more effective professional development policies as a way to elevate the quality of the entire education system.

The researchers, Meila and Dwikristanto (2025), reported that logbooks integration greatly boosts the self-regulation skills of the individuals, e.g., task prioritization and time management. For the professors, logbooks are considered to be systematic documentation of their teaching and research activities, thus promoting reflective practice and finally resulting in better teaching quality..

Moasheri et al. (2025) state that the logbook-based evaluation systems caused a considerable increase in the satisfaction of instructors in contrast to regular assessment methods. According to the study, logbooks enabled the performance appraisals to be carried out in a transparent way and on the basis of evidence thus reducing the bias that is often associated with the subjective evaluation of students.

Dwikristanto & Khaerudin (2025) evaluated the integration of Case-Based Learning (CBL) and weekly logbooks in order to improve self-regulated learning of pre-service teachers. The research employing mixed-methods revealed the substantial increase in planning, time management, and task prioritization. It is realized that the combination of reflective logbook practices and active learning strategies has the potential to effectively develop self-regulation skills in teacher education programs.

Consequently, the research gap that is very large is the one related to the joint influence of logbooks and work plans on the performance of teachers in private colleges in Nepal. So, this study intends to fill this gap by presenting empirical proof of the effectiveness of these tools as a means of improving faculty performance, thus leading to the quality assurance in institutions, and the creation of new policies and development practices for the educators in higher education.
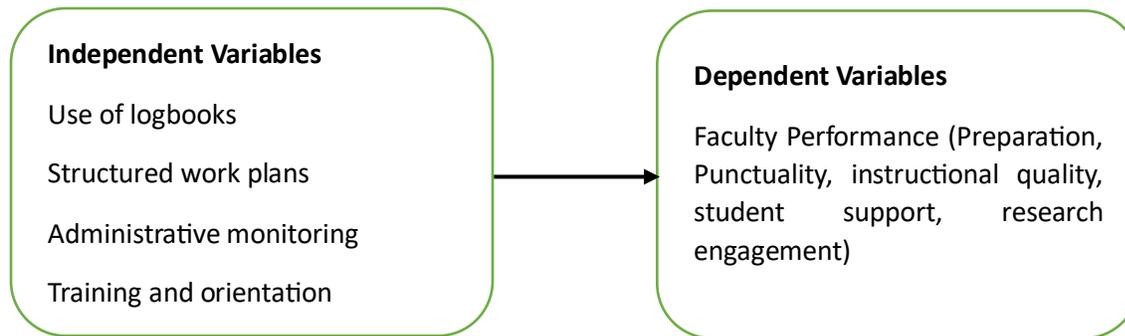
3. CONCEPTUAL FRAMEWORK

Figure 1 Researcher Conceptual Framework

4. METHODOLOGY

Research Design

In this research, a descriptive and analytical case study design was utilized to examine the influence of logbooks and work plans on the performance of teachers at a private college in Nepal. The case study method provided an opportunity to explore deeply the practices duties, and viewpoints of the faculty in conjunction with their institutional setting, simultaneously utilizing both quantitative and qualitative approaches for a full analysis.

Population and Sample

The population of the study consisted of the teacher group from the four private colleges situated in the Gwarko area of Lalitpur district. The Academia International College has been purposefully chosen as the case study institution for the research, which has a total number of 82 teachers. A sample of 51 teacher members was selected through a purposive sampling technique that directly correlated with the logbooks and work plans as the teaching and administrative exposure of the selected participants. This approach provided the most relevant faculty members to the study who could also provide the most essential feedback on these performance monitoring tools and the research goals.

Data Collection Tools

To ensure reliable findings and a well-rounded understanding, the study used multiple data collection methods. A structured Likert-scale questionnaire was given to faculty members to measure their experiences, attitudes, and perceptions of logbooks and work plans. The questionnaire also included open-ended questions, which provided detailed qualitative insights into key requirements, benefits, and suggestions for improvement. In addition, faculty logbooks and work plans were reviewed to check documentation practices, assess how closely work plans were followed, and understand the influence of faculty performance on the learning process.

Data Analysis

The faculty perceptions and performance were summarized through descriptive statistics, very including mean scores and percentages, corresponding to the quantitative data from the Likert-scale questionnaire. Thematic analysis was performed for the qualitative responses from open-ended questions, which made it possible to easily spot consistent patterns, difficulties, and new ideas in connection with logbooks and work plans. The study provided a complete picture of faculty performance and showed the considerable positive effect of these tools in the institutional environment by mixing both quantitative and qualitative analyses.

5. DATA ANALYSIS AND INTERPRETATION

Table 1

Personal Details of faculty

Personal Details of Faculty		N	%
Gender	Male	41	80.4
	Female	10	19.6
Age	Below 25	0	0
	25-34	15	29.4
	35-44	27	52.9
	45+	9	17.6
Teaching Experience	Less than 2 years	10	19.6
	2-5 years	5	9.8
	6-10 years	10	19.6
	10+ years	26	51
Position	Lecturer	38	74.5
	Assistant Professor	9	17.6
	Associate Professor	0	0
	Professor	0	0
	Part time	4	7.8
Type of Appointment	Full time	7	13.7
	Part time	22	43.1
	Contract	22	43.1

Note. Primary Survey 2026

A total of 51 faculty members from Academia International College participated in the research. Faculty characteristics are reflected in Table 1. The predominant gender among faculty was male representing 80.4 percent while females comprised only 19.6 percent of the sample. The age range of faculty depicted an older population, the greatest number being in the age group of 35–44 years (52.9%) followed by 25–34 years (29.4%) and 45 years or more (17.6%), while none were younger than 25 years. On the experience front, a little over half of the faculty (51%) had been teaching for more than 10 years, followed by smallest proportions having under 2 years (19.6%), 6–10 years (19.6%), and 2–5 years (9.8%) of teaching experience. Lecturer was the most common rank held by the faculty (74.5%) while Assistant Professor was the next rank (17.6%), and none of the professors or Associate Professors being part of the faculty; in addition, 7.8% of the sample were part-time faculty. As for the nature of the appointment, a large proportion of the faculty worked either on a part-time (43.1%) or a contract (43.1%) basis, while the remaining 13.7% had full-time contracts. The overall demographic profile showcases staff that are mostly male, middle-aged, and experienced, who hold mainly junior academic positions and are to a large extent dependent on part-time and contract appointments, which might be the reason for the low engagement and difficulty in performance monitoring.

Table 2

Use of logbooks

S.N.	Particulars	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Rank
1	I regularly maintain my faculty logbook	51	32	19	0	0	0	1.37	9
2	My logbook clearly records classes, Tutorials, and other academic work	51	28	23	0	0	0	1.45	8
3	Using the logbook helps me stay organized	51	20	22	9	0	0	1.78	7
4	The logbook helps me reflect on my daily teaching activities	51	15	31	5	0	0	1.8	6
5	Administrators review my logbook periodically	51	14	24	13	0	0	1.98	5
6	I receive feedback based on what I record in the logbook	51	5	27	19	0	0	2.27	1
7	Maintaining the logbook is time-consuming	51	5	32	9	4	0	2.27	1
8	The purpose of the logbook has been clearly explained to me	51	5	33	13	0	0	2.16	3
9	I find the logbook useful for improving my performance	51	10	32	4	5	0	2.08	4

Note. Primary Survey 2026

Table 2 shows a most favorable view and pretty high approval among the teachers with regards to the use of logbooks. Every participant was of the same opinion that they are keeping their logbooks regularly and that these are very good records of academic activities, thus very good practices in documentation are present. Faculty has given their support to the view that the logbooks help to organize and reflect on teaching by a moderate vote, while the presence of some neutral opinion

indicates that not all have yet experienced these benefits. On the other hand, the higher average scores related to feedback and the view of logbooks as time-consuming point out the main difficulties, notably the absence of regular feedback and uncertainty about purpose. Teachers are aware of the potential of logbooks for the enhancement of performance, but lack of supervision from the administration and limited feedback may cause the overall effectiveness to be reduced.

Table 3

Work Plan and Academic Planning

S.N.	Particulars	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Rank
1	I prepare a work plan before the start of each semester	51	28	18	0	5	0	1.65	5
2	The work plan clearly states learning objective and outcomes	51	15	32	4	0	0	1.78	3
3	The work plan helps me plan assessments and assignments	51	18	33	0	0	0	1.65	5
4	My work plan aligns well with the course syllabus	51	19	32	0	0	0	1.63	7
5	I follow the work plan throughout the semester	51	27	19	5	0	0	1.57	8
6	I will revise the work plan when needed	51	22	29	0	0	0	1.57	8
7	Management encourages us to develop work plans	51	5	42	4	0	0	1.98	2
8	Work plans reduce the pressure of last-minute teaching pressure	51	10	28	13	0	0	2.06	1
9	Work plans improve my classroom preparation	51	15	36	0	0	0	1.71	4

Note. Primary Survey 2026

According to Table 3, the general attitude towards the use of work plans among the teaching staff was rather positive. Most of the participants indicated that they made a work plan for the new semester before the semester started and they stuck to it all over the semester, which is shown by the low mean scores. The teachers were very much in agreement that the work plans were in perfect conformity with the course syllabus and that they were also very helpful in planning the evaluations and the assignments, thus underlining their participation in the systematic teaching and scholarly continuity. The teachers also indicated that they were ready to change their work plans whenever it was needed, which might be seen as the use of flexible teaching planning.

On the other hand, statements concerning institutional support and workload management received relatively higher mean scores. Although management was recognized to encourage the workshops which led to the work plans, the impression that the work plans had been effective in the matter of teaching pressure at the last-minute was still feeble compared to the previous one. Summing up, in spite of the fact that work plans are very much used and appreciated for classroom readiness and curriculum synchronization, still, stronger institutional backing and clearer strategies for implementation can bring about an increase in the effectiveness of workplans.

Table 4

Faculty Performance and Accountability

S.N.	Particulars	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Rank
1	Logbooks have improved my punctuality and class management	51	13	28	10	0	0	1.94	5
2	Work plans help me deliver content on time	51	14	32	5	0	0	1.82	6
3	Student engagement in my classes has improved	51	0	42	9	0	0	2.18	3
4	I feel more accountable for my teaching performance	51	19	32	0	0	0	1.63	8
5	These tools support transparency between faculty and administration	51	19	28	4	0	0	1.71	7
6	My performance appraisal is considered logbook and work plan records	51	5	32	9	5	0	2.27	2
7	I receive recognition when I maintain records properly	51	5	28	13	5	0	2.35	1
8	Using these tools motivates me to improve	51	5	33	13	0	0	2.16	4

Note. Primary Survey 2026

The data in Table 4 indicate that logbooks and work plans have a positive influence on the aspects of teaching accountability and classroom management. The faculty's moderate agreement on the issue points out that the tools have led to the enhancement of punctuality, class management, and timely delivery of course content, which are all indicators of their support for structured teaching practices. The feedback from the respondents also mentioned that there was an increase in accountability and transparency between the faculty and the administration which was mirrored by the relatively low mean scores for these statements.

On the other hand, the respondents' views were not so favorable about the connection between institutional recognition and performance appraisal. The mean scores for the statements concerning recognition and the logbook and work plan records being considered in performance appraisal were higher thus indicating a weaker agreement which points towards limited institutional support. Nonetheless, the faculty accepted that these tools do to some extent motivate improvement and encourage student engagement but the neutrality of the respondents indicates that the motivational impact is not uniformly felt. The overall conclusion is that, even though logbooks and work plans are instruments for accountability and instructional organization, their contribution could be made more effective through a clearer integration into the appraisal systems and formal recognition mechanisms.

Table 5

Challenges and Perceptions

S.N.	Particulars	N	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean Score	Rank
1	Maintaining both tools creates extra administrative burden	51	9	24	18	0	0	2.18	4

2	I need more training on how to use logbooks effectively	51	0	9	38	4	0	2.9	2
3	I need guidance on designing effective work plans	51	0	19	28	4	0	2.71	3
4	Sometimes faculty fill the logbook only for formality	51	9	5	19	13	5	3	1
5	Digital systems would make the process easier	51	10	32	9	0	0	1.98	5
6	Overall, logbooks and work plans are beneficial for faculty performance	51	23	28	0	0	0	1.55	6

Note. Primary Survey 2026

Table 5 displays contrasting opinions about the difficulties and advantages that come with the use of logbooks and work plans in general. The faculty concurred to a moderate degree that the management of both instruments is an extra burden on their administration, therefore they are concerned about the workload. The hints at the high level of neutrality and relatively higher mean scores for the statements related to training and guidance suggest that a good number of faculty members think that they are not provided with sufficient capacity-building support for effectively using logbooks and designing work plans. Moreover, the highest mean score was recorded for the statement that alleged the logbooks are sometimes filled out just for formality, and this points to concerns of superficial compliance.

Nonetheless, the faculty members' positive perception of the tools' usefulness was very strong. There was unanimous agreement that digital systems might ease the process and the lowest mean score showed agreement that logbooks and work plans are beneficial for faculty performance. Thus, the overall results indicate that, although logbooks and work plans are regarded as instruments for improved performance, their efficacy could still be enhanced through digitalization, focused training, and more robust institutional follow-up mechanisms.

Thematic Analysis of Open-Ended Responses

Thematic analysis was implemented to the open-ended responses to reinforce the quantitative findings. The responses from the faculty members were categorized, combined, and presented in the form of main themes showing their experiences with the use of logbooks and work-plans.

Theme 1: Improved Academic Organization and Teaching Accountability

Logbooks and work plans were reported by participants as very beneficial for academic organization, progress monitoring, and even accountability. Almost all faculty remarked that restricting pedagogical planning and syllabus coverage led to a better correlation which in turn, allowed systematic monitoring of the topics that had been covered and that were still left. The use of these tools resulted in the prompt completion of the program, less pressure on teaching during the end, and better management of the classroom. Besides that, the participants mentioned that there was greater transparency and uniformity in the teaching methods, as well as better time management and motivation towards reaching the learning goals that had been set.

Theme 2: Administrative Burden and Implementation Challenges

Even though the advantages are recognized, the teaching staff pointed out the administrative burden as a serious difficulty. It was seen that making logbooks and work plans was a lot of time-consuming work because of the necessity to do constant updates and write documents repeatedly. The people who gave answers mentioned that they had trouble synchronizing the intended timetable with what was going on in the classroom since there were holidays, academic disruptions, and delays in student assignments. This commonly resulted in the constant modification of the existing procedures. All these limitations accumulated to stress, decreased the willingness to work, and in some instances, the records were merely maintained to fulfill a formal requirement.

Theme 3: Need for Digitalization and Institutional Support

The academic staff emphasized again the importance of implementing digital logbooks and work-plan systems, as well as reducing the quantity of paperwork and smoothing the whole process. There was a common stance in the discussions that it was necessary to have a basic, uniform, and adaptable digital format for logbooks and work plans along with weekly and not daily updates. Among the factors that were the most important for sustained institutional support were the providing of academic calendars in advance, holding regular staff training in the area of record-keeping and giving management continuous feedback. All these measures were deemed to be indispensably linked to compliance improvement, faculty motivation, and proper utilization of these tools to their full potential.

Synthesis of Qualitative Findings

In summary, the qualitative findings corroborated with the quantitative results to a large extent, revealing that logbooks and work plans contribute to the organization and accountability of teaching. Nevertheless, factors like the burden of administrative tasks, strict formats, and inadequate institutional follow-up limit their effectiveness. The research indicates that digitalization, simplification, and a systematic approach to institutional support are the main elements for enhancing academic tools' sustainability and impact.

6. DISCUSSION

The research analyzed how logbooks and work plans affect teachers' performance in a Nepalese private college. The results show that the instruments had a considerable impact on the improvement of teaching organization, syllabus alignment, and classroom accountability. Teachers indicated that they were doing better lesson planning, finishing courses on time, and practicing more reflective teaching these outcomes are in line with the earlier studies that have argued that structured documentation positively influences teaching effectiveness. (Meerkerk, 2017; Meila & Dwikristanto, 2025).

However, problems were highlighted such as heavy administration, poor training, and instances where logbooks were filled only for compliancy. Moreover, the educators reported that the

university's recognition and embedding into the systems of performance appraisal were not sufficient which resulted in the tools being less encouraging. These comments agree with previous research that have pointed out the requirement for feedback, guidance, and institutional support as preconditions for effective implementation (Gorji & Ranjbar, 2017; Timsina, 2024).

Digitalization together with institutional support were the main factors that resulted in more efficient performance. Teachers named, among other things, digital logbooks and work schedules that are easy to access, quick feedback and recognition schemes that can increase compliance, motivate and promote meaningful use as tools that can raise compliance, stimulate motivation and promote meaningful use. The study indicates that one has to join the reflective practices with administrative support if the full advantages of the logbooks and work plans in the enhancement of faculty performance are to be gained.

The research, in general, backs up the use of organized planning tools in private educational institutions with empirical evidence and also points out practical consequences for the college management, staff and decision-makers who are trying to improve the quality and control of teaching.

7. CONCLUSION

The research has found that the implementation of logbooks and work plans are the two most influential factors that can improve the performance of faculties in private colleges in Nepal. These two methods are closely related to the quality of teaching.

Logbooks along with work plans have great impact on teaching in the classroom by making the organization better, being in line with the syllabus, and making the teachers more accountable in the classroom, also being more reflective about their practices. This, then, leads to completing the course on time and better management in the classroom.

On the other hand, using these materials is limited by the challenges of administrative workload, lack of training, and insufficient institutional recognition. The digitization of these tools along with the structured feedback and performance appraisal systems can significantly increase their effectiveness.

The results grant practical advice to college administrators, faculty and policy makers, stressing systematic planning and documentation as the means to quality teaching and accountability. In the end, if these tools are used in an institutional environment that is supportive, they can contribute not only to the academic quality in general but also to the performance of higher education institutions.

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