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Unveiling the Factors for Teachers' Professional Development in Nepal

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Abstract

Community schools and institutional schools are providing education for all types of children in Nepal. The community schools are fully government funded and institutional schools are run by themselves from the student fees and other monetary sources. The professional developmental activities for community schoolteachers are conducted by government agencies and the institutional schoolteachers are deprived from such kind of opportunity. In such situation, this study aimed to examine the factors associated with teachers' professional development in their teaching career. Mixed methods research design along with sequential explanatory design involving quantitative followed by qualitative had been employed in this study. Ten schools including each of five community and institutional schools from Bhaktapur district were purposively selected. From the participant school, total 40 teachers including 20 mathematics and Nepali teachers were taken as respondents. The respondents were sent Google form by mentioning the

variable as monetary and non-monetary incentives for teacher professional development. The responses obtained from the Google forms were tabulated in excel sheet to form percentage of frequency table. The findings revealed that the monetary incentives such as salary (95.5%), allowance and bonus (80%), insurance (77.5%) have high impact for teacher professional development and non-monetary incentives embraces promotion and security (87.5%), training and field visit (87.5%), attending in international conference(75%), inauguration (72.5%),praise and rewards (65%) have also commentary role for TPD. Financial well-being is directly improved by the financial incentives, which increases the appeal of professional development. The overindulgence in financial incentives but an excessive dependence on financial incentives might occasionally sap a teacher's intrinsic enthusiasm. Likewise, non-cash rewards including access to seminars and training, mentorship, career growth chances, promotion, appreciation, and prizes can encourage sustained involvement. They can boost a culture of collaborative learning, boost job satisfaction, and foster a sense of accomplishment.

Keyword: monetary and non-monetary incentives, professional growth, interpretive phenomenology, promotion and security

Introduction

Teaching profession seems to be very popular, natural and prestigious jobs around the world. This profession is considered as science and art both seeking updated knowledge and skill. It was developed from beginning of human civilization and evolved throughout the history (Avalos 2011). The ancient teaching was limited to teacher centered and confined to small group but now it is becoming broader and challengeable due to the diversity appeared in the classroom based on learning needs. The teaching is not merely delivering content but also the process of inspiring, counseling, guiding, facilitating, and motivating students toward learning. It guides pupils to actively engage in problem solving activities with full of their potential(Baraily and Rai 2022). Teaching by its nature is service oriented profession with recursive study with the motives of public service and welfare(Bautista and Ortega-Ruiz 2015). Teaching contributes and facilitates for the development of innate power of pupil to lead whole society (Joshi,2010). The teachers have to develop their professional strength(Badri, Alnuaimi et al. 2016). Since professionalism requires honesty, dedication,

efficiency and accountability for the growth and progress of teacher in their career development. The teacher professional development seeks continuous learning along with acquisition of innovative ideas and knowledge (McIlveen, Brooks et al. 2011).

In fact, teacher professional development is a type of learning that cultivates their knowledge and expertise to fulfill the need of society. The teacher's motivation and inspiration play crucial role for the professional development (Zalenski and Raspa 2006). The teacher has own need, interest and motivation to enrich their career. According to the Maslow (1954), hierarchy of needs, self-esteem is highest level of desires that needs to be fulfilled. This level also drives the teaching profession to goal-oriented path (Postholm 2012). The teacher with poor motivation cannot satisfy with their teaching profession. Therefore, the teacher's self-motivation creates better platform for professional development. The intrinsic motivation is determined by the nature of incentives. The monetary incentives are provided as cash to fulfill the basic needs. The non-monetary incentives are likely to be obtained by promotion, insurance, recognition, security, rewards and field visit. The attainment of field visit and training opportunity are taken as non-monetary incentives that can affect to professional development of teacher. The intensity of incentives aligns with the motivation of teacher that guides to the career build up activities. In the above context, this study aimed to examine the effects of monetary and non-monetary incentives to enhance the professional efficacy of teacher.

Literature Review

Need of Professional Development for Teacher

Teacher Professional development refers to the process of enhancing teachers' professional skills, knowledge, and competence to meet the demands and expectation of students (Kyriakides, Creemers et al. 2009). The teacher professional development involves the development of practical knowledge and teacher's identity construction to accomplish various professional roles in academic institution (Buczynski and Hansen 2010).

Teacher professional development is ongoing process which has greater impact on student learning as well as the attainment of the educational goals (Avalos 2011). Bautista and Ortega-Ruiz (2015) stated as "the ultimate worth of development for teacher is the essential role that plays in the

improvement of students that means the teacher must pay attention to the result of professional development on the job permanence ,organizational effectiveness and the success of all students". Similarly,Anney (2013) claimed that teachers professional development is directed towards both the institutional goals and teachers own personal goals. From the view of teacher, the professional development areas such as content knowledge, pedagogical competency, self-awareness, understanding of learners, understanding of curricular material and career development courses might be identified (Guskey ,2002;Buczynski & Hansen , 2010). With the institutional prospective, teacher professional development is directly connected with the goal of institutional development and enhances the level of student learning (Mavezera, Dudu et al. 2024).An adequate number of research tasks have been carried out in the field of teaching and learning, however, a very few of them have been conducted in the domain of teacher professional development. Some of the research accomplishment related to this study is reviewed s below.

Watts and Sultana (2004) Conducted research entitled 'Need assessment model for professional development of college teacher in Pakistan'. The study objectives were to examine the different training program, which are already being run for professional development training for college teachers in Pakistan. She used cluster sampling and selected 60 colleges from Pakistan. The participants were principal, five teacher and 20 students from each college as the respondents' respondents were equal number of male and female. The structured questionnaires and interview guidelines were employed for data collection. The research site was visited for non-participatory observation. The research report revealed that professional training through technology was milestone for college level teacher to enhance their professional strength. It also delineated about modern teaching techniques, technology driven pedagogy, assessment techniques and social administrative skills.

Herzallah (2011) conducted research entitled 'professional development for teacher of English in United Arab Emirates, Dubai (UAE)'. The study was intended to find out the information about different issues related to teachers' professional development to assess their level of awareness and perception of its importance and benefit for them and their students.117 female English

teachers were purposively selected for this study. The study revealed that most of the teacher were aware about the necessity of professional development activities and indicated that they need to have training and professional development opportunities. The study also shown that majority of the teacher was in favor of frequent learning and development regardless of their qualification, experience and nationalities. Furthermore, she claimed that teacher's professional development has direct impact on their student development. This study implicated in the necessity of teacher professional development for improving better learning outcomes based upon their needs. Soproni (2007) conducted research entitled "The way teacher of English learn: through the eyes of Novice and Experienced teachers" with the objectives of finding out how to EL teacher's perception of experienced teachers compare with those of novices. Six English teachers who have more than 20 years of experience were purposively selected. Among six teachers, five were male and one was female. The participants were in-depth interviewed and responses were audio recorded. The findings of the study revealed that professional development mostly comes from the teaching experience of teacher and gave high priority by participants.

Gnawali (2013) conducted research about the strategies and opportunity for professional development. The study concluded that although there was apparent difference, majority of teacher realized that they made substantial improvement in their performance due to the factors like, knowledge, skills, challenges and responsibilities dealing with their needs and interest, professional discourse and decision making. In the study of Thapa (2010), the primary level teacher were not practiced reflective teaching for professional development. However, the study concluded that reflective teaching is best way of professional development.

In the above studies, technology-based training, which is non-monetary incentives, is essential factor for developing professionalism that enhances the professional strength. In the study of Herzallah, student advancement and teacher professional development are directly correlated. Similarly, Soproni's (2007) reported that teaching experience plays a major role in professional progress. Gnawali (2013) claims that decision-making; difficulties, knowledge, and abilities help most teachers perform better. Likewise, Thapa declared that the most effective strategy for primary level

instructors to improve their abilities is through reflective teaching. Therefore the non-monetary incentives are leading to professional development of teacher.

Transformation of TPD in Classroom Teaching

The transformation of teacher professional development into classroom teaching practices is critical goal for enriching learning outcomes. But, there is challenges to implement what the teacher learn in professional development activity and how they apply those strategies in their classrooms. Buczynski and Hansen (2010) conducted a study on "An Inquiry Learning Partnership (ILP) for professional development (PD)" in a university, science center, and two urban schools by taking 4-6th grade teachers. From pre/post-content exams result, PD surveys and focus group discussion, data analysis was carried out by suitable techniques, the study revealed that teachers increased their science content knowledge, implemented inquiry practices in their classrooms. Moreover, their students experienced incredible gains knowledge and skills from the teachers sharing to their classrooms.

Badri, Alnuaimi et al. (2016) carried out research in Abu Dhabi for the perception of teacher toward professional development. Using the data collected this study explored teachers understanding of the concept about TPD, its applicable approach and barrier they face. The research report showed that the teachers have less understating of TPD and TPD meant subject specific content knowledge upgrading after the revisit of university and other viewed as attending workshop and seminar. The challenges they faced were shortage of time, inadequate of fund, ill motivation and support from the administration and government as whole. The teacher education needs to incorporate professional development activity from the preservice teachers training. Teachers with low self-esteem should be motivated through attendance of conferences, workshops and group activities at local level (Badri, Alnuaimi et al. ,2016).

The study by Komba (2008) examined the attitudes and practices of six schools' worth of teacher head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and school committee members regarding TPD. A purposive sample of 186 respondents was obtained and replied. A combination of questionnaires,

interviews, and observation checklists were used to collect information on the significance, structure, motivation, suitability, and support of TPD. The thematic data analysis technique was accomplished by coding, categorization the data. The study revealed as, the majority of respondents thought that teacher professional development was crucial. However, they felt that it lacked sufficient motivation and support.

Research on different teaching scenarios, subjects and career stages is few and there is little investigation on adjusting teacher professional development (TPD) to individual needs. To assess long-term effects on teaching methods and student outcomes, longitudinal research is required for cultivating teaching efficiency. Additionally, the significance of ongoing psychological scaffolding for everlasting changes is not adequately studied.

Methodology

This study employed constructivist paradigm in which the knowledge is created from the social setting through the human experience. Subjective and multiple reality are the ontological base and deep understating of phenomena with profound interaction within social setting deserves as epistemological instance. Mixed method design along with sequential explanatory design(Creswell & Creswell 2005) was used for this study. The sequential explanatory includes quantitative research design is followed by the qualitative with phenomenological approach for answering the research question. Altogether ten schools consisting five government schools and five institutional schools located in Bhaktapur district were purposively selected. Twenty mathematics teachers from community schools and twenty mathematics teachers from institutional school were purposively selected. The respondents were sent google form of structured questionnaire and requested to respond. After the response from all the participant, the responses were transformed into excel sheet for quantitative analysis. Using the data of responses, frequency table was created by converting into percentage. The variable percentages were critically analyzed by linking with literature support. The association between the variable was also explained with the percentage. Focus group discussions were conducted with five teachers from both of schools. Focus group discussion, the effects of monetary and non-monetary incentives was drawn get conclusion. The focus group discussion was conducted in library, which is appropriate for participants so that they can access their home easily. The quantitative

findings were authenticated by the qualitative findings as deduced from the focus group discussion regarding the role of monetary and non-monetary incentives for professional development of teachers. The report was authenticated by the peer debriefing and expert judgment.

Result and Discussion

The role of monetary and non-monetary incentives by the responses obtained from the participants was analyzed using percentage. The data were analyzed by quantitative data analysis techniques. The frequency distribution of the participants' responses and discussion of findings are presented below. In qualitative data analysis underlying focus group discussion, the data were coded and categorized to generate theme. The main themes were described by using the construct of literature to fulfill the goal of objectives. The data were analyzed by quantitative data analysis techniques. The frequency distribution of the participants' responses and discussion of findings are presented below.

Role of Monetary Incentives for Teachers' Professional Development

The data show that monetary incentives had major impact on the professional development of teacher than the non-monetary incentives. They had focused on the role of monetary incentives under the primary drives. The data also revealed that non-monetary incentives also play vital role for the development of professional growth. The teachers had highlighted the aforementioned incentives such as reasonable salary and pension. The responses are tabulated as below.

Table 1.

Role of Monetary Incentives for TPD

SN	Incentives	No of responses	Percentages (%)
1	Remuneration and allowance	37	92.5
2	Pension	32	80
3	Insurance	31	77.5
4	Annual salary increment	29	72.5
5	Bonus	28	70
6	Funds	22	55

The table above shows that the remuneration and allowance (92.5%) had major role in teacher professional development. Likewise, pension, insurance, annual salary increment, and bonus has greater impact on the professional development based on their respective grade. The last incentives funds also exhibit influential role for the growth of professionalism

Teachers' Preference for Non-Monetary Incentives

From the teachers' responses, it is clear that non-monitory incentives had facilitative role for teacher professional development. Under the non-monitory incentives, the promotion and security were found to have major impacts. The favorable and supportive institutional environment had also prominent role on the professional development. The teachers' responses in regard of non-monitory incentives are tabulated below.

Table 2
Role of Non-Monitory Incentives for TPD

S.N.	Incentives	No of responses	Percentages (%)
1.	Promotion and Security	35	87.5
2.	Training and Field visit	35	87.5
3.	Abroad study	30	75
4.	Prestige and recognition	29	72.5
5.	Praise and rewards	26	65

The above table shows that promotion and security (87.5%) had high impact on teacher professional development. Likewise, the same percentage (87.5%) of participant responded for the necessity of training and field visit toward the professional development. Similarly, one third of responses (75%) had also greater impact on teacher professional development. prestige and recognition (72.5%) had significant impact on professional development. In the table promotion and security had highest influence but in the same time, praise and rewards had lowest impact for professional development of teachers.

Teacher's Choice for the Monetary and Non-Monetary Incentives

The teachers were asked the question related to the different means of monetary and non-monetary incentives. The majority of teachers had focused on the rules of remuneration as highly influential factor of incentives for professional development. Similarly, teachers also choose pension, promotion, security, sound academic environment as the prominent initiator for their professional development. The responses are presented as below.

Table 3.

Teachers Choice of incentives for TPD

S.N.	Incentives	No of responses	Percentages (%)
1.	Remuneration	37	92.5
2.	Training and Field visit	35	87.5
3.	Promotion and security	35	87.5
4.	Pension	32	80
5.	Insurance	31	77.5
6.	Abroad study	30	75
7.	Good Institutional environment	30	75

Primacy of Incentives for Professional Development

The collected data showed that monetary incentives had considerable influence on teacher professional development. In the context of Nepal, monetary incentives were favored by the most of the participant teachers. Such kind of incentives acts as catalyst for their professional development in teaching career. Non-monetary incentives were found to have facilitative role for enhancing professional efficacy. The teachers viewed that without monetary incentives, it is impossible to strengthen their professional efficacy as well as job continuation. But non-monetary incentives add up spices on monetary incentives. On this fact, then non-monetary incentives support them to meet their spiritual needs and desires. The majority of teachers preferred monetary incentives for professional development. Similarly, they had viewed that monetary and non-monetary incentives were interrelated and inseparable. Non-monetary incentives had facilitative and supportive role for professional development. Monetary and non-monetary incentives were at the epicenter of

Table 4
Primacy of incentives for TPD

S.N.	Incentives	Responses	Percentages(%)
1.	Monitory	32	80
2.	Non -Monitory	8	20

Note. The above table shows that a good majority (i.e. 80%) revealed as monitory incentives had major impact on TPD where as 20% teachers gave priority to non-monetary incentives for their professional development.

During focus group discussions, the teachers made it clear that monetary and non-monetary incentives are already playing a decisive role in their job satisfaction and effectiveness. Competitive salaries and performance-related allowances are important motivators. For many teachers, non-monetary motivators like professional development opportunities, insurance, praise, reward, recognition and supportive work environment were also significant. They indicated that financial incentives must be integrated with those addressing autonomy, cooperation, and work-life balance in order to have an engaged and motivated teaching force. In the end, there seems to be a suggestion that these two types of incentives need to take into account a more holistic approach toward addressing teacher retention and improving student outcomes.

Conclusion

Monetary and non-monetary incentives have been encouraged in the process of developing teachers professionally. Monetary incentives involve materials with increase in salaries, bonuses and grants in which returns are tangible and directly affect the financial aspect of the teachers, while on the other hand; nonmonetary incentives involve recognition, promotion, assistance for professional growth and a decent work environment. They bring about job satisfaction, a culture of continuous learning and long-term benefits. A balanced approach in which both types of incentives are integrated has to be considered if the motivation has to be sustained and meaningful ongoing professional development in education. Monetary incentives were more important than non-monetary incentives in the context teacher's professional development. Monetary incentives had primary and non-monetary incentives had secondary role in teachers' professional

development. But, they are interrelated and cannot be separated. Further research should be conducted to find the effective ways of promotion and further study is necessary to draw such kind of conclusion particularly for area of teachers' professional development.

Therefore, the professional development activities need to be launched for all types of teachers whether they teach in community or institutional school. The teacher who teaches either school can contribute to enhance academic outcomes. The education planners and policy makers need to design about incentives strategies for gearing up the capacity of teachers. All the teachers need to be encouraged for developing academic strength with the proper access of seminar, workshops and training program. Training, research works, further study had crucial role in the professional development.

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