



## Teacher Management Practices in Institutional Schools of Kathmandu Valley

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### **Abstract**

Effective teacher management is essential for ensuring teachers' professional competence, ongoing development, job satisfaction, and long-term career stability. It is equally important for the smooth operation and the success of schools. Considering these facts, this study was carried out to find the status of teacher management practices in the institutional schools of the Kathmandu valley with reference to recruitment and selection, participation and empowerment, training and professional development, performance appraisal and reward system, working conditions, and teachers' facilities. Quantitative research with a survey questionnaire was conducted among 381 teachers of institutional schools of the Kathmandu valley from a total of 4,627 teachers through a multistage sampling method. The data collection was done from July to November 2025 (Shrawan to Kartik 2082 BS). The results yielded from the statistical analyses, one-sample test, and ANOVA, show that the institutional schools of the valley have different teacher management practices. Schools that had leveled up to grade 12 provided better facilities to teachers than other schools (p-value: 0.032). The recruitment and selection practices, as well as the working conditions of Grade-A Schools, were better than those of others. The schools having student numbers 700-900 had better training and professional development practices, performance appraisal and reward system, and teacher facilities than other schools. This study concluded that the institutional schools need to carry out written examinations, including psychological tests of the candidates during the teacher selection process, and should develop a culture of respect for teachers from both parents and students' sides. In the same way, the school administrators and policy makers need to understand that



the facilities provided by institutional schools to teachers are not satisfactory; therefore, they need to improve teachers' facilities for their motivation and job satisfaction, which in turn increases the educational outcome of the institutions.

**Keywords:** empowerment, institutional schools, performance appraisal, professional development, recruitment, teacher management

## 1. Introduction

A teacher is one of the important components in the education system and is at the forefront of carrying out educational goals. Teachers are among the key agents of education responsible for the advancement and development of a nation (Özcan & Koca, 2019). They can play a significant role in uplifting the educational system of a nation to a global standard. In this regard, Wiseman and Kumar (2021) stressed that teachers are key persons in the education system and should be highly qualified, innovative, responsible, accountable, and up to the minute towards their subject matters and new teaching pedagogies.

There is a wide international understanding that a teacher management system is essential for making teachers competitive, qualified, updated, satisfied, and stable in their jobs. Various studies demonstrated that effective teacher management practices result in job satisfaction of teachers, which in turn leads to an increase in teachers' tenure (Ronfeldt et al., 2013). But, effective teacher management is a big challenge for school of the nation and abroad. Issues related to effective recruitment, selection, right placement, professional development, training of workforce, etc., are challenging in Nepal and abroad. A study conducted by ADB regarding the school sector reform plan, with the support of education experts, concluded that there are issues in teacher management in the schools of the country (Shams et al., 2013). They claimed that the recruitment and selection procedure of teachers lacks an important part, i.e., class demonstration in schools, especially in community schools. They further declared that there are many problems, such as professional development, performance appraisal, reward, and promotion. They stated that there is a separate body for the recruitment and selection of teachers in community schools, but there is no such separate body in institutional schools of Nepal. The appointment of teachers in institutional schools is done mostly by the principals on a contractual basis. There are issues in teacher promotion in community as well as institutional schools.

There are 8,149 institutional schools (grade 1 to 12) registered up to 2025, which is 22.98% of the total number of schools in Nepal (Centre for Education and Human Resource Development [CEHRD], 2025). A total of 91,279 teachers are working in institutional schools (grades 1 to 12), which is 32.37% of the total. Similarly, there are 23,68,079 students (grades 1 to 12) studying in institutional schools in Nepal, which is 33.77% of total students studying in schools in Nepal (CEHRD, 2025). There is an attraction of guardians and students towards institutional schools because of better care, quality education, frequent interaction with stakeholders, focus on ECAs and CCAs, project work- based education, etc. Therefore, there is a significant contribution of institutional schools in the education system of Nepal.

Even though there is an attraction of guardians and students towards institutional schools and the contribution of institutional schools to the Nepalese educational field, there is a lack of an efficient teacher management system compared to other sectors. While working as a teacher in various institutional schools of the valley for 15 years and as a principal in an institutional school for the last 12 years, the principal author witnessed several problems related to teacher management practices. Teachers are recruited and selected on a contractual basis, irrespective of rules and regulations. Participation of teachers in the formulation of plans and policies and the decision-making process is rare in institutional schools. The teachers of community schools are entitled to receive financial benefits equal to that of civil servants such

as 13-month salary, 10% addition to the provident fund, gratuity if the teacher leaves the job before retirement, pension after 20 year- service period, medical fund, subsidy of accumulated home and sick leave, but teachers of most of the institutional schools are deprived of such benefits (Shrestha, 2008). There are no other extra facilities like study leave, bonuses, overtime facilities, etc. in institutional schools (Upadhyaya et al., 2013). It is said that teachers are not provided with career development and professional development opportunities. There is no distinct teacher appraisal and promotion system in institutional schools. In most of the schools, superiors are not supportive of subordinate teachers. Teachers do not get a chance of promotion to higher levels as in the civil services; only their grade or class will increase (Shrestha, 2008).

There must be proper teacher management for the effectiveness of both community and institutional schools. There are several studies carried out regarding teacher management practices in schools of both types abroad. Few such studies are carried out in community schools of Nepal, whereas there is a dearth of studies in institutional schools, despite their significant contributions to the educational outcome. Therefore, we felt it necessary to explore teacher management practices in institutional schools. The purpose of this study was to find teacher management practices in institutional schools of Kathmandu Valley. It raised the research questions as: 1). What are the teacher management practices in institutional schools of Kathmandu Valley, and 2). How do teacher management practices differ in institutional schools based on grade, level, and number of students?

Based on research questions, the following hypotheses were formulated:

1. H<sub>1</sub>: There is a significant difference in teacher management practices across school characteristics based on the level of the school.
2. H<sub>2</sub>: There is a significant difference in teacher management practices across school characteristics based on the grade of the school.
3. H<sub>3</sub>: There is a significant difference in teacher management practices across school characteristics based on the number of students in the school.

This study was significant as it addresses a critical research gap in the teacher management practices in institutional schools of Nepal. This is also important in offering empirical evidence and actionable recommendations for policymakers and school managers to improve the motivation and job satisfaction among teachers and enhance overall educational outcomes. However, this study was delimited to the selected components of teacher management in a school, such as recruitment and selection process, empowerment and participation, training and professional development, performance appraisal and reward, and working conditions and facilities for teachers. It also only focused on upper basic level school teachers, i.e., teachers teaching in grades six to eight in the institutional schools of Kathmandu, Lalitpur, and Bhaktapur districts. Henry Fayol's administrative management principles were taken into account while analyzing the data.

### **1.1 Teacher Management Practices in the Nepalese Context**

Teacher management is a crucial determinant of school effectiveness and educational quality. In response to it, Bhattarai (2022) states that major components of teacher management include recruitment and selection, participation and empowerment, training and professional development, performance appraisal and rewards, facilities provided, and working conditions. These elements collectively influence teacher motivation, job satisfaction, performance, and retention.

Recruitment and selection are essential for attracting qualified teachers. Jonyo and Jonyo (2017) emphasized that qualified teachers have become one of the most valuable human resources in both developed and developing countries. In Nepal, community schools follow a centralized recruitment process through the Teacher Service Commission (TSC), which ensures standardized procedures. In contrast, institutional schools do not have a separate

recruitment authority; instead, principals, supported by vice-principals and coordinators, manage the recruitment and selection of teachers.

Teacher participation and empowerment are vital for effective school management. As key stakeholders, teachers should be involved in planning, policy formulation, and decision-making processes. Churngchow and Sittichai (2014) highlighted that granting teachers' authority in decision-making and implementation enhances organizational effectiveness. Similarly, Ghimire and Koirala (2020) found that autonomy and empowerment foster higher levels of teacher engagement and commitment to school quality when accompanied by clearly defined responsibilities.

Training and professional development enhance teachers' professional competence and instructional practices. According to Khanal and Adhikari (2020), the main objective of professional development is to improve student learning outcomes by transforming teachers' pedagogical practices and belief systems. In Nepal, teacher training initiatives began in the 1970s, while a more systematic approach was introduced with the establishment of the National Centre for Education Development (NCED) in 1993 (Poudel, 2022).

Performance appraisal and reward systems significantly affect teacher motivation and performance. Regarding this, Pandey (2020) emphasized the importance of accurate and valid appraisal systems to promote professional growth. In addition, Khadka (2019) noted that incentives and rewards positively influence employee performance. These rewards may include financial benefits such as salary increments, bonuses, provident funds, insurance, and pension schemes, as well as social rewards like recognition, praise, and constructive feedback (Khadka, 2021).

Facilities and working conditions are also crucial components of teacher management. Financial facilities such as salary, allowances, gratuity, provident fund, and pension, along with fringe benefits like transportation, health insurance, study leave, and free education for teachers' children, contribute to teacher satisfaction and motivation (Khanal & Phyak, 2021; Vashistha & Khan, 2020). Furthermore, working conditions, including class size, working hours, collegial support, school culture, administrative workload, and access to modern technologies, strongly influence teacher retention and professional commitment (UNESCO, 2024). In addition, teachers should enjoy their professional rights; however, a study found that institutional school teachers are prohibited from enjoying professional rights (Chatkull & Aryal, 2020). Podsakoff et al. (2006) stated that positive working environments characterized by safe schools, reasonable workloads, and opportunities for professional growth enhance teacher motivation, whereas poor conditions reduce the attractiveness of the profession.

## **2. Research Methodology**

### **2.1 Research Design**

The study was carried out using the quantitative descriptive research design. The principal researcher collected the data through a survey approach, and we analyzed the data by using statistical tools such as mean and ANOVA.

### **2.2 Study Site, Population, and Sample**

The population included teachers teaching in grades 6-8 in the institutional schools of Kathmandu, Lalitpur, and Bhaktapur districts. The total population of this study was 4,627 teachers. A multistage sampling technique was employed, combining stratified random sampling and cluster sampling to select 381 teachers from three districts. The total number of samples for this study was taken proportionately from three districts: Kathmandu, Lalitpur, and Bhaktapur.

### **2.3 Data Collection Tool and Methods**

The study was entirely based on the primary data. Quantitative data were collected through a closed-ended questionnaire. The questionnaire, as a data collection tool, was developed after going through a literature review and reviewing questions used by Khadka (2021). The questionnaire was divided into two different sections. Section 'A' contained 18 items of general information about the respondents, addressing personal attributes. Section 'B' contained statements related to teacher management practices. Six statements contained the dimensions of recruitment and selection, six statements were related to participation and empowerment, five statements were related to training and professional development, five statements were related to performance appraisal and reward system, seven statements were related to the working conditions, and six statements were related to the teachers' facilities. Management practices of the schools were measured with the help of a five-point Likert Scale from 'always' to 'never'. Since the Likert data can be treated as interval in nature to allow for mean-based comparisons, for the data analysis in this study, mean values were calculated to describe teacher management practices, and ANOVA was employed to determine significant differences based on these characteristics.

The reliability of the research tool was satisfied by maintaining Cronbach's Alpha more than 0.70 through piloting of the primary instrument. In the second pilot study, the value of Cronbach's Alpha of the questions of recruitment and selection, participation and empowerment, training and professional development, performance appraisal and reward system, working conditions, and teachers' facilities were 0.70, 0.76, 0.70, 0.80, 0.76, and 0.70, respectively.

In this study, content validity was assured through a rigorous literature review and by incorporating the feedback and suggestions obtained after discussion with subject experts. Similarly, the constructs used in the questionnaire were developed by reviewing literature and teacher management theories. Ultimately, the criterion-related validity was assured through comparison of the findings of this study with the findings of the previous studies. The researchers analyzed the primary data obtained from the study through statistical tools. An inferential statistical tool named ANOVA was used to find the teacher management practices based on grade, level, and number of students in the schools.

## **3. Results**

### **3.1 Teacher Management Practice in Institutional Schools**

Based on the first research question, 'What are teacher management practices in institutional schools of Kathmandu Valley?', data obtained from the study were analyzed, and the following results were obtained.

During recruitment and selection of teachers, schools published advertisements in online media or newspapers frequently, which was supported with a mean value of 4.21. Written examination during the selection of teachers was rare in institutional schools, whereas class observation of candidates was done, which was validated with a mean value of 4.48. The institutional schools gave priorities to both academic qualifications and experiences of candidates during the selection process, which was verified with a mean value of more than 4.00.

In regard to participation and empowerment, teachers were involved in the decision-making process and were given access to teaching materials and autonomy in communication with guardians, which was verified with a mean value of more than 4.00. Teachers were given freedom to use their own teaching pedagogies and share knowledge with other teachers, which was substantiated by the mean values of more than 4.00.

In response to training and professional development practices, institutional schools sent their teachers to training organized by other institutions, which was supported with the

mean value of 4.19, whereas they sometimes organized training themselves, which was verified with the mean value of 3.01. The schools sometimes performed needs assessment for finding areas of training and encouraged teachers for implementation of skills of training, which was supported with a mean value of 3.00.

Regarding performance appraisal and reward system practices, institutional schools frequently prepared performance standards, which were approved with a mean value of 4.09. The school management provided feedback to teachers regarding their performance and used the performance appraisal to determine pay scale and promotion, which was confirmed with the means of 3.45 and 3.56, respectively. The institutional schools provided rewards to the teachers in both monetary and non-monetary forms, which was validated with the mean value of 3.54.

In response to the working conditions, teachers had access to required materials and focused on student-centered teaching pedagogies, which was substantiated by the mean value of more than 4.00. In institutional schools, there was an environment of administrative and colleague support and cooperation among teachers that was confirmed with the mean value of 4.3. There was less respect from parents and students for the teachers, which was substantiated by the mean value of 2.47. The institutional schools sometimes organized recreational activities, which was approved by the mean value of 3.21.

In regard to the teachers' facilities, teachers of institutional schools did not get a salary as the standard set by the government, which was verified with the mean value of 2.01. The teachers of institutional schools got limited leave facilities and limited festival allowances, which were confirmed with the mean value of 3.04 and 3.08, respectively. The institutional schools did not provide insurance facilities and retirement benefits to their teachers, which was affirmed with the mean value of 2.08 and 2.05, respectively. Children of teachers of institutional schools were provided with a scholarship, which was validated with a mean value of 4.06.

### 3.2 Different Teacher Management Practices

Based on the second research question, 'How do teacher management practices differ in institutional schools of Kathmandu Valley based on level, grade, and number of students?', data obtained from the study were analyzed, and the following results were obtained.

#### *Teacher Management Practices based on the level of Schools*

ANOVA results based on the level of schools show that there was no significant difference in recruitment and selection, participation and empowerment, training and professional development, performance appraisal and reward, and working conditions across levels of schools, as the p-value was more than 0.05. ANOVA further showed that facilities provided by the school to teachers were different across levels of schools because the p-value was less than 0.05.

**Table 1:** ANOVA Results Based on the Level of Schools

		Sum of Squares	df	Mean Square	F	Sig.
Mean@Recruitment_TMP	Between Groups	0.188	2	0.094	0.401	0.670
	Within Groups	88.624	378	0.234		
	Total	88.812	380			
Mean@PE_TMP	Between Groups	0.166	2	0.083	0.197	0.821
	Within Groups	159.298	378	0.421		
	Total	159.464	380			
Mean@TPD_TMP	Between Groups	0.078	2	0.039	0.057	0.945

	Within Groups	257.981	378	0.682		
	Total	258.058	380			
Mean@Performance_TMP	Between Groups	0.806	2	0.403	0.590	0.555
	Within Groups	258.084	378	0.683		
	Total	258.890	380			
Mean@Working_TMP	Between Groups	1.482	2	0.741	1.521	0.220
	Within Groups	184.095	378	0.487		
	Total	185.577	380			
Mean@Facilities_TMP	Between Groups	7.562	2	3.781	4.446	0.012
	Within Groups	321.438	378	0.850		
	Total	329.000	380			

Further Post Hoc (Tukey's Test) was employed to compare the levels of schools. The result showed that secondary schools up to grade 12 provided better facilities to the teachers than other schools, as the p-value was 0.032.

This result accepted the first alternative hypothesis, 'there is a significant difference in teacher management practices across school characteristics based on the level of the school'.

### ***Teacher Management Practices based on the Grade of Schools***

ANOVA results based on the grade of schools showed that there was no significant difference in participation and empowerment, training and professional development, performance appraisal and reward, and facilities provided by the schools to the teachers across levels of schools, as the p-value was more than 0.05. ANOVA further showed that recruitment and selection practices, and working conditions were different across grades of schools because the p-value was less than 0.05.

**Table 2: ANOVA Results Based on the Grade of Schools**

		Sum of Squares	df	Mean Square	F	Sig.
Mean@Recruitment_TMP	Between Groups	5.234	3	1.745	7.870	0.000
	Within Groups	83.578	377	0.222		
	Total	88.812	380			
Mean@PE_TMP	Between Groups	0.461	3	0.154	0.365	0.779
	Within Groups	159.002	377	0.422		
	Total	159.464	380			
Mean@TPD_TMP	Between Groups	0.973	3	0.324	0.476	0.699
	Within Groups	257.085	377	0.682		
	Total	258.058	380			
Mean@Performance_TMP	Between Groups	5.121	3	1.707	2.536	0.056
	Within Groups	253.769	377	0.673		
	Total	258.890	380			
Mean@Working_TMP	Between Groups	6.629	3	2.210	4.655	0.003
	Within Groups	178.948	377	0.475		
	Total	185.577	380			
Mean@Facilities_TMP	Between Groups	5.997	3	1.999	2.333	0.074
	Within Groups	323.003	377	0.857		
	Total	329.000	380			

Post Hoc (Tukey's Test) was employed to compare the grades of schools. The result showed that Grade-A Schools had better recruitment and selection practices than other grade

schools, as the p-value was less than 0.05. Similarly, the result showed that Grade-A Schools had better work conditions than other schools (especially D and C grade schools) as the p-value was less than 0.05.

This result accepted the first alternative hypothesis, ‘there is a significant difference in teacher management practices across school characteristics based on the grade of the school.’

#### ***Teacher Management Practices in Institutional Schools Based on the Number of Students***

ANOVA results based on the number of students in the school showed that there was no significant difference in recruitment and selection, participation and empowerment, and working conditions of the schools across schools, as the p-value was more than 0.05. ANOVA further showed that training and professional development, performance appraisal and reward, and teacher facilities were different across schools because the p-value was less than 0.05.

**Table 3: ANOVA Results Based on the Number of Students**

		Sum of Squares	df	Mean Square	F	Sig.
Mean@Recruitment_TMP	Between Groups	0.841	4	0.210	0.898	0.465
	Within Groups	87.971	376	0.234		
	Total	88.812	380			
Mean@PE_TMP	Between Groups	1.088	4	0.272	0.646	0.630
	Within Groups	158.376	376	0.421		
	Total	159.464	380			
Mean@TPD_TMP	Between Groups	9.750	4	2.438	3.691	0.006
	Within Groups	248.308	376	0.660		
	Total	258.058	380			
Mean@Performance_TMP	Between Groups	7.133	4	1.783	2.663	0.032
	Within Groups	251.757	376	0.670		
	Total	258.890	380			
Mean@Working_TMP	Between Groups	4.194	4	1.049	2.174	0.071
	Within Groups	181.383	376	0.482		
	Total	185.577	380			
Mean@Facilities_TMP	Between Groups	28.804	4	7.201	9.019	0.000
	Within Groups	300.196	376	0.798		
	Total	329.000	380			

Post Hoc (Tukey’s Test) was employed to compare the schools with different student numbers. It showed that schools with student numbers 700-900 had better training and professional development, performance appraisal and reward system, and teacher facilities than other schools, as the p-value was less than 0.05. These results were significant in the schools having student numbers less than 300 and student numbers 301-500, as the p-value was less than 0.05.

These results supported the third alternative hypothesis, ‘there is a significant difference in teacher management practices across school characteristics based on the number of students in the school’.

## **4. Discussion**

The findings obtained from this study were discussed with previous findings, literature review, and theories.

This study revealed that the institutional schools give priority to class observation under the supervision of head teachers rather than written examination of the candidates during the

recruitment and selection of teachers. The study further revealed that the institutional schools give equal priority to both qualification and experience of candidates. The results match the findings of Ghimire and Koirala (2020), who claimed that institutional schools emphasize qualified and dedicated teachers. Khanal and Adhikari (2020) also supported these findings, stating that there is a separate body, i.e., Teacher Service Commission, for the recruitment and selection of teachers in community schools, but such works are done by principals in private schools. These results contradict the findings of the study conducted by ADB, which concluded that there is no class demonstration of the candidates in Nepalese schools (Shams et al., 2013). The study further disclosed that the recruitment and selection process of teachers differs depending upon the grade of the schools, for example, Grade-A Schools with better recruitment and selection practices. This result matches the findings of Jonyo and Jonyo (2017), which revealed that financially strong schools can attract qualified and skilled personnel in the education sector, providing sufficient financial benefits, opportunities for professional development, and promotion. As stated by Poudyal (2013), the institutional schools implemented Fayol's administrative management principles, such as equity and order, during the recruitment and selection of teachers by providing equal opportunities to all qualified and experienced candidates, and selecting the right candidates for teachers.

This study disclosed that teachers are involved in making decisions regarding academic activities and are given freedom to communicate with guardians regarding the activities of the students. The study further claimed that teachers are given autonomy to use their own teaching pedagogies and share skills and knowledge with colleagues. These findings aligned with the authority and responsibility principle of administrative principles. These findings resemble the findings of Ghimire and Koirala (2020), who concluded that private schools provide autonomy to teachers for a higher level of engagement and commitment to school quality through controlled authorities. These findings are also supported by Kersaint et al. (2007), who advocated that staff involvement, the decision-making process, etc., are provided for effectiveness in an organization. Thus, institutional schools administered the centralization principle of Henry's principles while providing decision-making and communication authority to the teachers.

This study also revealed that institutional schools are aware of teachers' training and professional development and send them to the training organized by other institutions (publications, colleges, local bodies, etc.), but they rarely organize such training themselves. These findings aligned with Khanal and Adhikari (2020), who stated that there is a National Centre for Education Development (NCED), a separate body for providing training to teachers of community schools, but not for institutional schools of Nepal. These results also resembled the findings of the study conducted by ADB, which concluded that there is a lack of opportunity for training and professional development for teachers of institutional schools (Shams et al., 2013). This study claimed that the schools sometimes carry out needs assessment for finding areas of training and encourage them to implement the implementation of skills learnt from the training. These findings do not align with the intention of SSRP, which focuses on realistic training packages based on needs. The result also revealed that schools with student numbers of 700-900 have better training and professional development practices than other schools (Shams et al., 2013).

This study claimed that management of institutional schools prepares performance standards, carries out regular performance evaluation of teachers, and provides feedback to them for improvement of their activities. The results of this study resembled the findings of Ghimire and Koirala (2020), who claimed that head teachers of private schools collect regular feedback from both parents and students and use it for performance appraisal of teachers. The study further revealed that the performance appraisal is used for determining pay scale and promotion of teachers. These results aligned with the findings of Ghimire and Koirala (2020),

who claimed that management of private schools has full autonomy of rewards and punishment, hiring and firing of teachers.

Martin et al. (2018) also focused on the fact that employees' skills and knowledge can be improved through a proper performance appraisal system, and it can be used for determining pay scale and promotion. The study also disclosed that teachers of the institutional schools are awarded in both monetary and non-monetary values, which resembled the findings of Khadka (2021), who claimed that Nepalese private schools provide both materialistic and social rewards to their teachers. Economic factors, working environment, performance appraisal, and career development opportunities have a significant impact on employees' turnover intention in institutions (Hussain et al., 2017).

The study also revealed that the performance appraisal and reward system practices of schools with student numbers 501-700 are better than those of other schools. The teacher management practices of institutional schools regarding performance appraisal and reward systems are in line with Pandey (2020), who stated that school managers of different types of schools develop their own accurate and valid performance appraisal systems to rate teachers' performance and promote their growth.

The study revealed that teachers focus on student-centered teaching pedagogies and have access to the required materials. These findings match the findings of Shrestha (2008), which stated that management of private schools is centered and provides the required teaching materials to the teachers for effective learning. The study also revealed that there is an environment of cooperation and support, which enacted the *Espirit de corps* (spirit of cooperation) principle of management (Poudyal, 2013). The study also revealed that there is less respect for parents and students for teachers, which is aligned with the finding of Ghimire and Koirala (2020), who identified that parents are dominant over teachers, as school management gives more importance and respect to parents and students than to teachers. This finding also suggests that the institutional schools do not focus on recreational activities. Perryman and Calvert (2020) also supported this finding, which unveiled that private schools give more workload to teachers to improve students' performance, rather than recreational activities. Ghimire and Koirala (2020) declared that teachers of private schools are under close surveillance of head teachers and coordinators, and get immediate feedback on their performance; in turn, they get a chance to improve their performance with full administrative support. Such a result was obtained from this study, too. The result also claimed that Grade-A Schools have better working conditions than other schools. This finding was aided by a report published by UNESCO (2024) that revealed that good school culture can be developed to attract and motivate teachers in the profession with the investment of adequate resources.

It was also found that the teachers in the institutional schools do not get salaries and festival allowances as per the standard set by the government. These findings are consistent with the findings of Khanal and Phyak (2021), which unveiled that the teachers of Nepalese institutional schools are not satisfactory in financial aspects. The teachers of institutional schools get limited leave facilities, which supports the earlier finding of Khadka (2021). The institutional schools do not provide insurance facilities and retirement benefits to their teachers, but their children are provided with scholarships. These findings are duplicated with findings of Khadka (2021) that revealed that Nepalese private school teachers are deprived of fringe benefits like insurance, gratuity, pensions, provident fund, study leaves, etc., which are further supported by Upadhyaya et al. (2013). In contrast to the findings of this study, Vashistha and Khan (2020) claimed that some institutional schools provide fringe benefits such as transportation facilities, study leave, free education to children, tiffin facilities, lunch facilities, health insurance, social security, vacation pay, sick leave, rent allowances, employee discounts, etc. The study depicted that most of the institutional schools are in opposition to the

remuneration principle of Henry Fayol, which hampered the next principle, i.e., stability of tenure.

The results showed that teachers' facilities depend on the level of the school and the number of students in the school. The schools having grades up to 12 provide better facilities to their teachers than other schools, and the schools having student numbers 700-900 provide better facilities to their teachers than other schools. Göttelmann-Duret (2000) highlighted that there is variation in the facilities provided to teachers, including salaries, allowances, and other facilities, depending on the type, size of the schools, and income of the schools.

## 5. Conclusions

This study concludes that institutional schools in the Kathmandu Valley prioritize class observation and experience during recruitment, though they should integrate standardized aptitude tests and benchmark against Grade A schools. While performance appraisal systems are generally strong, particularly in mid-sized schools (700-900 students), there is a critical need to improve unsatisfactory teacher facilities, such as inadequate salaries and a lack of social security, to boost motivation and institutional outcomes. Furthermore, schools must conduct systematic training needs assessments, and the school leadership must actively work to foster a culture of mutual respect among parents, students, and teachers to safeguard the professional dignity of the teachers, which is often hampered in private settings. Ultimately, while this research focused on upper basic teachers in Kathmandu, future studies should encompass broader levels, locations, and qualitative methods to provide a more comprehensive view of teacher management.

## 6. Declaration

### Conflicts of Interest

None.

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None.

### Authors' Contributions

RKS carried on the fieldwork, while BA edited the manuscript and corresponded with the publication procedures. LK supported in the literature review.

### Disclaimer

AI tool 'Grammarly' was used for grammar checks and editing language.

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