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Perspectives on Teacher Promotion in Nepal: Voices from Stakeholders and English Teachers

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Abstract

The issue of teacher promotion in Nepal is often the subject of controversy. This empirical study aims to explore the perspectives of stakeholders and secondary level English language teachers on the effectiveness and challenges of teacher promotion system in Nepal. I employed narrative inquiry as a research design to collect data from nine participants, which included five permanent English teachers, two officials at Education Development and Coordination Unit Dang, and one/one from Ministry of Education Science and Technology, Singhdurbar and Teacher Service Commission, Bhaktapur. I collected the information through semi structured interviews with the participants who were selected using purposive sampling method. I strictly followed the ethical guidelines including obtaining informed consent from all participants, ensuring confidentiality and anonymity, and allowing voluntary participation and withdrawal at any point without consequence. Utilizing thematic analysis, I transcribed the interviews, developed codes and generated themes to draw the findings of the study. The findings of the study highlighted that teacher promotion is necessary for quality education, motivation and teachers' professional growth and development. The study also revealed that seniority has less impact on the teacher's promotion as it is strongly depended on teacher's performances including their academic degree. There are biases and technical errors so that teachers are not getting promotion for a long period of time. Similarly, the government of Nepal has not added quotas for long time affecting teacher promotion in Nepal. It is hoped that this study will provide a better understanding of teacher promotion in general and in Nepal in particular.

Keywords: Teacher Promotion, Seniority, Performance, Permanent Teacher, Community School

Introduction

The process of moving up from one's current position to a more senior one that carries more responsibility, status, and pay is known as promotion (Mbokazi et al, 2022). Similarly, (Kanwetuu et al, 2020) defines promotion as a key component in deciding how far a person

can go up the organizational ladder, according to Kanwetuu et al. (2020). The purpose of promotion processes in an organization is to help employers hire the most qualified applicants for senior positions (Ekabu et al., 2018). Furthermore, promotion is the advancement of an employee from one job position to another job position that has a higher salary range, a higher-level job title, and, often, more and higher-level job responsibilities. It is an upward movement of an employee in the organization's hierarchy. This can also mean ability to command, more responsibilities, better working conditions and better working environment. Regarding this, (Prasad, 2003) states that, promotion is one of the internal human resources mobility (movement to higher hierarchical levels). The need for this kind of internal mobility of personnel. It is an essential feature of an individual career. It is advancement in the organization which involves a change from one job/position to another that is better in terms of status and responsibility. It is normally accompanied with increased monetary compensation privileges. Regarding this, (Gupta, 2012) views promotion as the advancement of an employee in organization's hierarchy, to another job commanding greater authority, higher status and better working conditions. Furthermore, promotion is advancement of an employee from one job position to another that has a higher job title, higher level job responsibilities, a higher salary range and is associated with higher skills or experience (Heathfield, 2000).

Promotion facilitates the achievement of corporate goals in both private and public organization. Promotion is adopted by organizations for various purposes including rewarding and motivating employees for their job performance (Scarborough, 1999:196). Sometimes, unfair promotion practices and policies cause labor turnover, also lack of promotion opportunities creates discontents and frustrations among employees.

The employees of all organizations need promotion. The educational sector cannot remain untouched from it. Teacher promotion is an important issue in school administration that deserves more academic attention. It leads to self-actualization and fulfillment of one's potential. Regarding this, (Wong & Wong, 2010) observe that teacher promotion is an important issue particularly because pay levels in education unlike in the business world are relatively fixed leaving promotion as an important reward tool through which teachers can strive to meet standards set by their employers. Through promotion, teachers are enabled to find roles which satisfy them at different positions in the job hierarchy reversing possibilities of negative reaction mechanism when teachers are dissatisfied with their current job positions.

Teacher Promotion in Nepal: An Overview

Teacher promotion is kept under teacher management in Nepal. The Teacher Service Commission was established under Section 11 (Ka) of the Education Act, 2028 (with amendments) to carry out the recommendation for the appointment and promotion of teacher and staff positions in community schools across Nepal based on the staffing structure approved by the Government of Nepal. The Commission primarily performs the tasks of recommending teacher selection and promotion based on the merit system, issuing teaching permits to individuals who wish to teach, developing and approving the curriculum for

teacher positions and teaching permit examinations, and providing suggestions to the Government of Nepal on matters related to teacher service, terms, and benefits.

Teacher promotion is the process of upgrading the position of teachers in their profession (Teacher Service Commission Regulation, 2057). Teacher promotion results for fruitful learning achievement and teacher efficiency if it is well maintained. Since the teachers are important personal to bring change in teaching learning activities and outcomes their need and demands should also be fulfilled (Teacher Service Commission Regulation, 2057). When they are satisfied enough, they can contribute much more too educational field uplifting the quality of teaching and education. Moreover, teacher promotion plays the role of energizer enriching both external and internal motivation in teachers expects some exceptional cases. There are multiple criteria for teachers' promotion in Nepal including educational qualification, training, seniority, research works and work performance to promote the teachers. It is less explored area in teachers' education though being a critical issue. Community schools' teachers who are permanent are getting promotion in two ways in Nepal. File promotion is often popular over internal competitive examination. This section is discussed in literature review section in detail.

Objectives of the Study

To find out the provision and criteria governing teacher promotion in Nepal.

To explore the perspectives of stakeholders and secondary level English language teachers regarding the effectiveness and the challenges of teacher promotion in Nepal.

Literature/Document Review

In this research, I have reviewed Education Act 2028 and Education Regulation 2059, Teacher Service Commission Regulation, 2057 and School Sector Development Plan (2073-2080) to explore the provisions on teacher promotion in Nepal.

The Provision of Teacher Promotion in Education Act 2028 and Regulation 2059

Teacher Service Commission (TSC) is established in 2057 under Education Act 2028 to work on teacher selection and promotion in Nepal. (Education Act, 2028) 11B. clearly states that a Teacher Service Commission shall be constituted to appoint teachers in the vacant positions in accordance with the positions approved by Government of Nepal for the community schools and to recommend the promotion of such teachers as appointed in such post. This act also provided a right of teacher promotion to local body and school management committee (Section 11M).

Education Act (2028) and Education Regulation (2059) have made a provision of separate teacher promotion for primary, lower secondary and secondary levels. Teachers are eligible for promotion at each of these levels, once they become permanent. For promotion purpose, three classes have been created at each level. In the beginning, teachers for each are appointed in the third class and later they are promoted to second class and then first class on

the basis of predetermined criteria. To date, Teacher Service Commission has been performing the task of teacher promotion.

Education Act 2028 and regulation 2059 mentioned that the number of teachers for promotion has determined by Education Development and Coordination Unit (former district education office). If the total number of teachers is four, number of teachers in third rank should be three, second should be one and no first rank. Similarly, if total number is five, third rank should be four and second rank should be one. If total number is six, third rank should be five and second rank should be one. In the same way, if the number of total teachers is seven, third rank should be five and second should be two. And if the total number of teachers is eight, and nine, the number of third rank should be six, and second should be two and three respectively. If the total number is ten, third rank six, second rank three and first rank one.

The Provision of Teacher Promotion in Teacher Service Commission, 2057

This is the major legal document for teacher promotion in Nepal. TSC Rules (2057), in chapter four, mentions the provisions relating to promotion. The rule 27- in order to be a candidate for promotion, one shall have to be a permanent teacher having completed the service period of five academic years in the post of the concerned class but if the person who wants to be candidate has been suspended, during the period of suspension, or if promotion is suspended or if decreased to the lower rank for two years or if the salary increment is suspended for the period of one year from the date of suspension, he/she can't be a candidate for the promotion.

The rule 28 (1) gives the rule of posts for promotion and basis for promotion. Out of the vacant posts of the first and second class of the primary, lower-secondary and secondary levels, twenty-five percent of the posts shall be fulfilled through internal competitive examination and seventy-five percent shall be fulfilled on the basis of work performance evaluation. (2) The commission shall, while making recommendation of teachers for promotion, recommend on the basis of the work efficiency of the teachers. The maximum of 100 marks shall be given as such- 30 marks (for seniority of service), 15 marks (academic qualification), 15 marks (training) and 40 marks (for work performance evaluation). The commission shall make recommendation of the teacher getting highest marks first. In case of teachers getting equal marks, recommendation for promotion shall be made on the basis of seniority of service.

The Provision of Teacher Promotion in School Sector Development Plan 2073-2080

In the same way, School Sector Development Plan 2073-2080 has included some basis for teacher promotion. SSDP has strategies to develop teacher performance appraisal system that recognize outstanding teacher with certification and link the system to further career development opportunities and incentives. In addition, it has strategy to introduce career path for basic and secondary level with the provision of internal promotion from basic and secondary level, and four career stages introduced in each level for both level teachers.

The stages are beginners, experienced, masters, and experts. There has time bound of five years for upgrading of the teachers to the higher stage which is based on indicators like tome of tasks, seniority, qualification, training and students' achievements. Furthermore, there has also been the provision of fast-track promotion for the teachers having additional qualification.

Research Gap

I didn't find single research conducted on this issue separately in Nepal till this date. However, (Khanal & Phyak, 2021), conducts research on 'Teacher Motivation' where they discussed promotion as a policy related factor affecting teachers' motivation. They didn't discuss much on this issue separately. Similarly, (Bhattarai, 2022) conducts a study on teacher management focuses on the general teacher career development without providing an in-depth analysis of the factors influencing teacher promotion in Nepal. Though it is a burning issue, no significant researches have been conducted in this area. So, I decided to conduct research in this area as I have been working as a secondary level English teacher at one of the community schools of Dang district since 2017 and experienced the phenomena as well.

Theoretical framework

For this study, I employed Herzberg's Two Factor Theory or Theory of Motivation. Herzberg's Two-Factor Theory (also called the Motivation-Hygiene Theory) was developed by Frederick Herzberg in the 1950s. Herzberg was an American psychologist and a professor of management and his theory is based on research that he conducted with workers to understand what motivates them at the workplace.

According to Herzberg's Two-Factor Theory, motivation is influenced by two distinct categories of attitudinal factors: Motivators (also known as "Satisfiers") and Hygiene factors (or "Dissatisfiers") (Herzberg, Mausner, & Snyderman, 1959; Schwab, DeVitt, & Cummings, 1971). These categories are fundamentally different and independent of each other (Maidani, 1991). In Herzberg's original research, he identified six intrinsic Motivator factors that are determined by the individual employee. These include recognition, achievement, opportunities for growth, advancement, responsibility, and the nature of the work itself. Motivators are classified as "job content" because they are intrinsic to the job and are derived from the personal rewards employees' experience (Herzberg, Mausner, & Snyderman, 1959; Maidani, 1991).

This theory is relevant to my research agenda as promotion is associated with motivation of teachers. It encourages teachers to perform well in the future. By examining both hygiene factors including salary, job security, and working conditions and motivational factors such as career growth opportunities, recognition, and job fulfillment, the researcher can identify key areas for improving teacher satisfaction and motivation, potentially leading to more effective promotion policies. The theoretical perspectives that govern the theme findings are the focus of this discussion. Furthermore, teacher promotion guides the research

throughout this piece.

Methodology

This study is grounded upon qualitative approach and followed narrative inquiry research design to explore the perceptions of stakeholders and secondary level English language teachers regarding the effectiveness and the challenges of teacher promotion in Nepal. To this end, I purposively selected five secondary level English teachers teaching at different community schools located in Dang, Banke and Kanchanpur districts. Additionally, stakeholders, including a representative from TSC, Bhaktapur, and two representatives from EDCU Dang, two representatives from Local Education Unit, Dang and a representative from Ministry of Education Science and Technology provided insights on the promotion process. The teacher participants had at least 10 years of teaching experience. Code T is given to teacher participants and P is to rest of the participants from different government offices. I conducted semi-structured interviews to collect data from the participants where each interview lasted for 50 minutes and followed by follow-up Zoom interviews. The process involved developing interview schedules, gaining consent, and securing permissions from school authorities and administrations. I recorded the interviews with participants' consent for the analysis purposes. Data analysis followed Creswell and Creswell's (2018) five-step thematic analysis procedure: transcription, member checking, coding, and theme development.

I also analyzed relevant documents including Education Act 2028, Education Regulation 2059, Teacher Service Commission Regulation 2057 and SSDP were reviewed for the study. I used focused reading above documents to collect relevant data for policies and provisions on teacher promotion in Nepal.

Results and Discussion

This section presents the results of data analysis into three themes: motivational impact, systemic challenges, and stakeholder perspectives.

Motivational Impact

Teacher promotion is necessary, because it motivates teachers to be professional teachers and also towards their profession. Promotion is defined as 'the permanent movement of an ongoing employee from one position to another position in the teaching service with a higher attainable maximum salary than the employee's substantive position' (Victoria State University, 2020). Teacher promotion criteria should always be transparent, equitable, standardized, and tailored to the post (ILO, 2012). Various promotion criteria exist, including qualifications, seniority or years of experience, and performance (ILO, 2012). In Nepal, teachers are getting promotion in two ways: File promotion and Internal Examination. File promotion takes too long time to get promotion whereas a young and fresher can get chance to promote after being selected for teachers' permanent post. Both kinds of promotion need five academic years of completion. All participants shared similar opinions on this matter,

agreeing that teacher promotion is essential for their growth and development. P1, a section officer at EDCU Dang, stated that:

Promotions motivate teachers to do their best in the future. It also raises their motivation, which helps them do better in the classroom as well. Motivated teachers are more likely to achieve in their field, which results in better outcomes for the students as well. Therefore, teacher promotion is crucial.

Similarly, T1, an English teacher and principal of a secondary school in Dang, stated that:

Teacher promotion also increases the responsibilities of the teachers in the classroom and the field. More importantly, promotion serves as a motivation for them to improve their performance, which ultimately contributes to better quality education in the future.

T2, an English teacher from Kanchanpur, emphasized the importance of promotion and said that:

Teacher promotion is vital for producing experienced teachers. In the absence of career advancement opportunities, many skilled teachers may feel discouraged, which can lead to dissatisfaction and a higher turnover rate. Promotions serve to acknowledge and reward their hard work, helping to keep them motivated and dedicated to their profession.

P2, a participant from Teacher Service Commission (TSC), Bhaktapur, shared a similar view to T2. He put his views as:

Many young teachers are discouraged from pursuing a career in teaching due to the lack of promotion opportunities over the years. I remembered a female teacher who was appointed as a secondary level English teacher in a school in Lalitpur district. She was selected from an open competitive examination. She was working as a trainer also. After working for five years, she resigned and moved to Canada last year. This is just the representative example. It highlights a broader issue within the educational sector, where promotion is just one of many challenges. Moreover, teaching is not considered a preferred career choice by many young people in Nepal.

With all these views it can be discussed that long awaited promotion and fewer facilities in teaching profession can be one of the reasons behind not choosing this profession by the young generation of Nepal. Promotion is often associated with political agenda in Nepal. All my teacher participants blamed that ‘if teachers have different political ideologies than that of head teacher and local education officer, it will be very difficult to get promotion’. Kanwetuu et al. (2020), have similar views with my participants. They said that employees may leave the institution in search of better opportunities if the promotion is not handled fairly and equally. Similarly, Ekabu et al. (2018) assert the same thing, saying that possibilities for promotion opportunities encourage job satisfaction and promote employee retention.

In conclusion it can be said that teachers need promotion for professional growth,

increased motivation, and recognition of their hard work and experience. It boosts their confidence, encourages innovation in teaching, and helps enhance their overall contribution to student development and academic quality.

Systemic Challenges

Usually, ‘teachers are promoted to new roles and titles based on their evaluation, with a salary rise attached.’ (IIEP-UNESCO, n.d.: 1). That evaluation criteria should be in line with ‘an appropriate level of difficulty according to teachers’ roles and responsibilities at the different stages of the career structure...criteria must be stringent enough to confirm teachers’ expectations of the value of moving to a higher position or salary level, yet also attainable so as not to discourage teachers from seeking professional advancement’ (Tournier et al., 2019: 15-16). *In Nepal, teacher promotions primarily result in salary increases rather than changes in job roles, as teachers are promoted to first and second class, but their positions do not change like other civil servants*, according to P3. He emphasized that this is a key issue that lawmakers should address. Similarly, T5 proposed that *when teachers are promoted and meet the required qualifications, they should be given the option to teach higher-level classes*. T4 had a similar experience, noting that he obtained a second-class promotion through a file promotion last year after 21 years of service. Despite having a qualification of master’s degree, he stated that the school administration has not allowed him to take classes in grade 11 and 12. He further said that there are teachers who are appointed as teachers of higher secondary level in the schools teaching at that level, but this is not only the reason for not giving classes in higher classes. He added that school education is inevitably intertwined with politics. Other participants shared similar views to those of T4.

P4, a representative from the Ministry of Education, Science, and Technology, further shared that during a visit to Sri Lanka last year with colleagues from Nepal and abroad, he discovered that the head of the National Education Board is appointed from among senior teachers. He further mentioned that in India, instructors are given both promotions and the opportunity to teach higher-level courses. However, in Nepal, teacher promotions are confined to income increments without any changes in post. He stressed that this is a critical problem that stakeholders in Nepal must solve. The Punjab education department has upgraded 301 master cadre teachers (who teach grades 6–10) to English lecturers for grades 11 and 12 (The Indian Express, Journalism of Courage, 2024).

Teacher service is a special service created by the government. i. e service conditions of teachers of community schools is not very different from that of the civil service of the government. Teacher’s service has been provided with all the perks and benefits like annual grade increase, promotion within the level, gratuity and pension. However, there are some limitations imposed on the teacher service said participant 4 from the Ministry of Education, Science and technology. *A person who enters the secondary teacher service would remain secondary teacher for life i.e. maximum he or she can go is the first-class secondary teacher. Even if s/he is appointed a principal of a secondary school, he remains a secondary teacher.* Accumulation of higher academic degrees or professional training would not help him receive higher level of status. As there is no higher secondary teacher service, a secondary

teacher starts as a secondary teacher and ends as a secondary teacher (Shrestha, 2008).

All the participating teachers shared the same view on this matter. They argued that salary increases should be only one aspect of a promotion, and those position advancements should also be included alongside the salary raise. This is the biggest systemic challenges for the concerned authorities that they should look teachers' promotion differently.

Performance Based Teacher Promotion

File promotion has been given emphasized over internal competitive examination in Nepal. In the file promotion, seniority has given more marks than rest of the other criteria. All the teachers agreed that majority of the teachers are not receiving promotions, even as they approach retirement. In response, T5 mentioned:

"My headmaster is retiring next year, but he's still in the third class and hasn't received a promotion." T4 further added that there are limited quotas in the internal competitive examination. It prevents young teachers who have fewer years of teaching experiences from getting promotions, even if they have the potential and capabilities to get promotion.

He further added that *the government should allocate 50% of the quotas to the internal examination so that younger and fresher teachers can be promoted earlier in their careers.* T2 responded by saying that *the weight of seniority marks should be reduced. It currently takes 15 years to earn full seniority marks.* T2 also shared that they passed the internal exam last year, but under an alternative option. They don't expect to be promoted through file promotion and are instead focusing on preparing for the internal examination.

Stakeholders, including the TSC representative, EDCU head and officers, and Local Education Officers, generally hold positive views about seniority. They all agreed that seniority has limited relevance to teacher promotions. While they acknowledged that senior teachers possess valuable experience due to their long experiences. They viewed that seniority is a mark of respect. In this regard, P4 expressed that seniority holds little significance for them, pointing out that there are other criteria in place. They questioned why teachers haven't received promotions despite their seniority, highlighting the importance of qualifications and training in teacher promotions, even for file promotions. P4 further clarified that seniority is not the sole determining factor. P3 echoed P4's sentiments, adding that the promotion process is highly scientific. All the participants shared similar views on the quota system, noting that file promotions are prioritized over internal examinations. They agreed that the quota should be balanced to ensure that young teachers also receive timely promotions.

Key Issues in Teacher Promotion in Nepal

Teacher promotion in Nepal faces several key issues that hinder its effectiveness and fairness. One of the main challenges is the reliance on seniority-based promotion, which often overlooks the qualifications, skills, and performance of teachers. Seniority is frequently prioritized over merit, leading to frustrations among younger, more qualified teachers who

may feel overlooked despite their capabilities. This system can result in a lack of motivation and hinder professional growth for teachers who are eager to advance based on their abilities and achievements.

P4 opinions that *25% Internal Competitive examination can be considered more reliable and error-free than performance evaluation. It can be viewed as an examination free from fraud and bias. It helps in measuring the teacher's capability and up-to-date knowledge. He further added that Seniority-based promotion (File Promotion) provided based on the teacher's length of service, calculating only the duration without considering any concrete and objective achievements, despite acknowledging the teacher's contribution, may not be considered scientifically valid in today's era.*

P5 holds different view that *is though the Teacher Service Commission, Bhaktapur has the responsibility to promote the teachers but there are other bodies which are also responsible for teachers' promotion including EDCU, local education office and even SMC. It seems that TSC has the responsibility to publish the results of promotion only.* Nxumalo et al. (2021) hold the similar views that are to take the initiative in appointing independent bodies' to handle promotions in order to reduce corruption and stakeholder abuse of power.

P5 further explained that *the quota for the internal competitive exam is very limited, primarily due to the small number of permanent teacher quotas available. He noted that these quotas have not been increased for a long time. Nepal has various types of teachers, including relief, temporary, ECD, and school-based resource teachers, among others. Additionally, some teachers are appointed locally. As a result of these factors, the quota for permanent teachers has not been expanded, which has led to challenges in the teacher promotion process in Nepal.*

T1 highlighted another significant issue in teacher promotion in Nepal. He explained that teachers are often transferred from one district to another, which affects the promotion system. For example, last year, a second-class teacher was transferred from Rolpa to Dang, reducing the second-class quota in Dang. This type of transfer occurs frequently in Nepal. Teachers who work in remote areas often receive faster promotions and, when transferred to urban areas, they reduce the promotion quotas available in city schools.

Teacher participants expressed that file promotions are largely influenced by political agendas and personal biases of head teacher and local education bodies. They share a common belief that head teachers exhibit significant bias in the promotion process. T2 shared an example from last year, where the head teacher awarded 6 marks to other teachers, but only gave T2 five. Similarly, T5 pointed out that *such biases also exist at the local level.* They questioned how a Local Education Officer, holding a similar position to a secondary-level teacher, could fairly evaluate and assign marks to peers. T3 echoed this sentiment, stating that *teachers are often forced to show excessive respect to receive marks, which they felt was unfair.* Consequently, they believe file promotions are not free from bias. T1 also noted that *if their political views differed from those of the head teacher or local education officer, it would be extremely difficult to receive a fair file promotion.*

T4, an English teacher, pointed out an issue with the action research criterion in file promotions. As an English teacher, he conducts a mini research project every year for this purpose and receives 1 mark for it. He believes this is a scientific process. However, T5 noted that *while supervisors are supposed to review the reports submitted by teachers, teachers often receive marks even when they have simply copied their action research reports from the internet*. T2 raised another concern, mentioning that the head teacher's primary subject is Nepali, while T2 teaches English. He questioned how the head teacher could fairly evaluate the research report of his English and other subject teachers'.

The participants from government offices have different opinions on this issue than those of teachers. Regarding this, P1 opinions that teachers are often unaware of the promotion process. P2 adds that many teachers avoid participating in internal competitive exams. P3 echoes P2's statement. P1 further explains that both teachers and head teachers are unclear about when to submit personal files at the school. According to the law, teachers are required to submit their promotion files within 30 days at the start of the academic year, but instead, they often submit them on the 31st of Baishakh. If the files are submitted late, they are not registered for promotion. P1 also notes that although extensive training has been provided to head teachers on this matter, they still fail to follow the procedure, indicating that the main issue lies here.

P4 further explained that forms with corrections are not included in the promotion process. He mentioned, *"I have seen many forms missing the head teacher's signature, and files with corrections."* These types of files are deemed invalid. He also noted, *"Last year, we organized a program for head teachers to address promotion-related issues."* As a result, such technical problems have become less frequent. While these issues may seem minor, they actually play a crucial role in teacher promotions, he emphasized.

The aforementioned presentation shows that there are three classes of teachers and promotion form one class to another depends on the availability of the post in the district. According to the rule, 75 percent of the promotion is based on 'file promotion' and 25 percent on 'internal examination'. However, many teachers understudy reported that this rule is just for rule's sake, as it is not implemented appropriately. Shakya (2012) writes quoting Devkota (2005) that the difficulty of being promoted to permanent status is a major source of frustration for many teachers, many of whom have waited years for a permanent position. At the same time, mass promotion of teachers with certain teaching experience is criticized to be frustrating factor for well performing teacher. This shows that due to the complexity in teacher's promotion system, many teachers are not satisfied with the promotion provision in Nepal.

Suggestions for Further Improvements

The participants provided similar suggestions and recommendations for improving the teacher promotion system in Nepal. Here are some of the notable suggestions from them.

Digitized Process

File promotion system should follow the online registration to avoid unnecessary technical and human errors. For this Teacher Service Commission (TSC) should do well preparation and it also has to prepare the other related bodies which are related to promotion like Education Development and Coordination Unit, Local Education Offices and even School Management Committee. For this online application and evaluation system should be implemented. This is needed to tracking files and publicly viewing results.

Fairness and Transparency

File promotion should be impartial. Most of the problem in promotion lies here. For this file evaluation and performance evaluation should be conducted by an independent committee. Teacher is not informed. It will be better if teachers should be informed at every stage of evaluation.

Increase in Internal Competition Quota

The government of Nepal should increase the quota for internal competitive examination which has not been updating for long period of time. The quota for internal competition should be increased to at least 50%.

Incentives for New Teachers

The young generation of Nepal has relatively less interested to enter in to education field. They don't want to become teachers even their parents are in the same files. To attract the younger generation, new teachers should be offered higher salaries and fast-track promotion opportunities.

Complaint Management

The teachers' complaints have not been listened and addressed by the concerned authority. If there are any grievances related to promotion, a system should be established for quick hearings and necessary improvements to resolve them.

Conclusion

This paper aims to examine the provisions for teacher promotion and explore how stakeholders and secondary level English teachers perceive them. In Nepal, there are two types of legal provisions for teacher promotion. The internal competitive examination has fewer quotas compared to file promotion. It appears that both provisions require a significant amount of time for promotion. It may take over twenty years to be promoted through the file system. On the other hand, the internal competitive exam is considered more scientific and unbiased as it is conducted by the Teacher Service Commission, but the issue lies in the limited number of quotas. The government has not updated or raised the overall number of teacher quotas, leaving insufficient options for advancement through file promotion and internal assessment. Promotion is a major element contributing too many young generations wills reluctance to continue the profession. File promotion should be unbiased, and the quota

ratios for both systems should be identical.

In conclusion, the study raises concern on present provisions and practices on teacher promotion in Nepal. Both English teachers and other stakeholders agree the importance of promotion and they highlighted that the promotion should be transparent, merit-based and equal approach to teacher promotion. To address the issues related to promotion, the paper suggested that there should be clear criteria for promotions. Internal competitive examination can be the best alternative over file-based promotion as most of the teacher participants have negative connotation on it. A transition to a more methodical and fair promotion procedure will benefit teachers while also supporting the country's overall goal of enhancing educational performance.

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