Motivation and Professional Development of Faculty Respondents in Community Colleges: A Case Study in Eastern Nepal

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Abstract

This research article investigates the design of professional development programs for community college lecturers in Nepal that meet their needs and increase their motivation. Using Maslow's Hierarchy of Needs and Herzberg's Dual-Factor theory, the study aims to identify the hygiene factors and motivators that influence lecturer motivation to participate in professional development opportunities, assess their level of motivation, and provide recommendations for effective program design. The research objectives are to identify strategies for designing professional development programs that address both hygiene factors and motivators influencing lecturer motivation and to improve the quality of education. Data from 125 full-time and part-time faculty members from 15 community campuses in specific regions of Nepal were collected. The study provides valuable insights into the factors that impact the professional development and motivation of community college lecturers. By addressing their needs, institutions can create a positive learning environment and better meet the needs of a diverse student population. The article concludes that the study's findings can inform policy decisions related to professional development opportunities for community college lecturers in Nepal and other similar contexts, providing a framework for designing and implementing effective professional development programs worldwide. The study has some limitations in sample size and representativeness, but it provides a starting point for further research in this area. Overall, this research article emphasizes the importance of addressing the needs of community college lecturers in Nepal and similar contexts to improve the quality of education and empower low-income individuals.

Keywords: Community, campus, motivation, professional, development

Introduction

Background of the Study

Community campuses in Nepal are renowned for their active involvement in higher education. Community colleges in Nepal, subsidized by the local community, have been preparing students to be productive members of the nation's future. The role of community colleges seems crucial in contributing to the field of Nepali academia from the date of its establishment. Community colleges were established with the goal of educating and

empowering individuals from poor and low-income backgrounds. Community campuses in Nepal are those that were established with the aid of public funding and materials, enjoyed widespread local support, and were overseen by a campus management committee without the benefit of financial compensation (Mandal, 2016).

Community colleges play a vital role in providing access to higher education for a diverse student population. In order to effectively meet the needs of their students, community college lecturers must be well-prepared and motivated. Teacher professional development means teachers' learning, how they learn to learn and how they apply their knowledge in practice to support pupil learning ((Avalos, 2011). Professional development is especially crucial for lecturers working in community campuses in Nepal. These campuses often have a large number of students enrolled, and the lecturers play a vital role in providing quality education to these students. Without professional development, lecturers may not have the necessary skills and knowledge to effectively teach their students, which can ultimately affect the quality of education provided. It is important for institutions to recognize the value of professional development for community campus lecturers and provide adequate support, such as funding and resources, to ensure that they have access to the necessary opportunities to improve their skills and knowledge.

Professional development and motivation are closely intertwined, as professional development opportunities can provide lecturers with the knowledge, skills, and resources needed to improve their teaching practice and stay current in their field. This, in turn, can lead to increased motivation, as lecturers feel more confident in their abilities and are better equipped to meet the needs of their students. Teachers, job satisfaction may have strong implications for student achievement. However, access to professional development opportunities can be limited for community college lecturers, and maintaining motivation can be a challenge.

This article will explore the connection between professional development and motivation for community college lecturers, including the benefits of professional development, the challenges faced by lecturers in accessing professional development opportunities, and strategies for increasing motivation.

Statement of Problem

The problem statement of the research is focused on addressing the issue of designing professional development opportunities that meet the needs of community college lecturers and increase their motivation. The research aims to explore the specific physiological, safety, love and belonging, esteem, and self-actualization needs of community college lecturers, as well as the hygiene factors and motivators that influence their motivation. The research also aims to identify best practices for designing and implementing professional development opportunities based on the theories of Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Dual

Theory of Motivation. Finally, the research aims to evaluate and measure the effectiveness of professional development opportunities in meeting the needs of community college lecturers and increasing their motivation using these theories as frameworks.

Research Question

The research article will thoroughly examine and provide insights on the research question posed, addressing all related inquiries within the body and conclusion sections.

a) How can professional development opportunities be designed to meet the physiological needs of community college lecturers, as described by Maslow's Hierarchy of Needs theory, and increase their motivation for teaching?

b) To what extent do hygiene factors and motivators, as described by Herzberg's Dual Factor Motivational Theory, influence the motivation of community college lecturers to participate in professional development opportunities?

c) What strategies can institutions use to design professional development opportunities that address both the hygiene factors and motivators that influence the motivation of community college lecturers, as described by Herzberg's Dual Factor Motivational Theory, and increase their engagement in teaching and learning?

Research Objectives

This study is carried out to accomplish the following research objectives.

a) To assess how applying Maslow's motivation theory in community college impacts lecturer professional development.

b) To determine the current state of professional development opportunities available to community college lecturers.

c) To identify the hygiene factors and motivators that influence the motivation of community college lecturers to participate in professional development opportunities.

d) To assess the level of motivation of community college lecturers to participate in professional development opportunities.

e) To provide recommendations for designing effective professional development programs based on the findings of the study.

Significance of the Study

The rationale of the study is:

a) The study addresses the lecturers' physiological, safety, love and belonging, esteem, and self-actualization needs can improve the quality of education for students.

b) The study shows that professional development opportunities can help lecturers effectively teach and empower students.

c) The study provides insights into best practices for designing professional development opportunities for community college lecturers in Nepal.

d) The study findings can inform policy decisions on professional development opportunities for lecturers in Nepal and similar contexts.

e) The study has significant implications, including improving education quality, empowering low-income students, contributing to Nepali academia, and informing policy decisions on professional development for lecturers.

Limitations of the Study

While the mini research study on professional development and motivation among community college lecturers in Nepal provides valuable insights into this topic, there are several limitations that need to be acknowledged. First, the study only collected data from 15 community campuses located in a specific region of Nepal, namely Dhankuta, Tearthum, Bhojpur, Shankshawa, Jhapa and Sunsiri districts. This means that the findings may not be representative of community college lecturers in other regions of Nepal or in other countries. The sample size of 125 faculty members is also relatively small, which may limit the generalizability of the results. The study only collected data from full-time and part-time faculty members, and did not include input from other stakeholders such as students or administrators. Finally, the data was collected during a relatively short time period of February to April 2023, which is the limited time period to collect the data .

Review of Literature

Motivational process consists of needs which are geared towards achieving desired goals. The drives are action oriented to approach certain goals to alleviate an individual need. It's the process of activating the willingness potentials of the employees. Motivation can be understood from two dimensions. Psychological and management perspectives. Psychological perspective refers to the internal mental state of an individual relating to the internal initiation, direction, persistence, intention and termination of behavior (Mullins, 2005).

In management motivation is an activity that mangers do to their employees in an attempt to boost their productivity in the organization. (Mullins, 2005). It is in terms of outward behavior. Those motivated exert extra effort to perform given tasks unlike those not motivated. (as cited in the article Moison 1997) show that improvement in teacher's motivation has benefits for both students and teachers. Teachers with strong positive attitudes had students with high esteem for teachers are not merely educators but role models. (Ruthman, 1991).

Faculty are the key determinants in the success of a community college. Although strong leadership on the part of the president and the board of trustees is necessary, it is not sufficient. The faculty— their training, expertise, professionalism, attitudes set the tone and the reputation of a college. Because faculty play such a crucial role in the community college (Wallin, 2003).

(Patricia L. Hardré, 2012) has explored in his study the motivational characteristics of community college faculty and the contextual factors that support or thwart their engagement and productivity. It focused on three key professional activities: (a) basic or applied research, (b) classroom action/teaching research, and (c) faculty professional development. Findings indicate that community college faculty are motivated for all three activities primarily by intrinsic and value-related factors rather than by extrinsic or contextual factors. Further, article presented that faculty members present somewhat different motivational profiles for the three work activities. Their motivations also demonstrate responsiveness to workplace characteristics as faculty perceive and interpret them.

In general, from the above literature review of different article suggests that participation in professional development opportunities is positively associated with motivation for community college lecturers. The studies have shown that by providing the knowledge, skills, and resources needed to improve teaching practice, and the sense of collaboration and support within the profession, professional development opportunities can lead to increased motivation and job satisfaction among community college lecturers.

Conceptual Framework

This study focuses on exploring how motivation theories can be utilized to enhance professional development opportunities for community college faculties. The study aims to measure the key concepts or variables of professional development opportunities, physiological needs, hygiene factors, motivators, and motivation for teaching using self-report questionnaires. The study is informed by Maslow's Hierarchy of Needs theory and Herzberg's Dual Factor Motivational Theory. Maslow's theory suggests that human needs are arranged in a pyramid, whereas Herzberg's theory proposes that job satisfaction and dissatisfaction are influenced by hygiene factors and motivators. The study seeks to understand how professional development opportunities can affect the motivation of community college lecturers and address the gaps or limitations in these theories. The conceptual framework will guide the research design, data collection, and analysis of the study. The study's findings can be used to enhance the professional development of community college faculties and improve the quality of education for students.

Table 1

Framing the Conceptual Framework

Dimension	Sub-Dimension	Indicator
Physiological well-being	Satisfaction	Level of happiness and fulfilment of basic salary and good working environment related with drinking water, canteen etc
Physiological well-being	Safety	Level of security and pension

Dimension	Sub-Dimension	Indicator
Physiological well-being	Resources	Availability and accessibility of teaching-related resources ICTs and other multimedia, Smart Classroom
Physiological well-being	Balance	Level of harmony and equilibrium between faculties
Physiological well-being	Application	Used of Maslow's theory for professional development
Professional development	Satisfaction	Level of happiness and fulfillment with one's career growth
Professional development	Support	Level of assistance and guidance from others
Professional development	Accessibility	Ease of access to learning and development resources
Professional development	Importance	Level of priority and value given to learning and development
Motivation	Security	Level of stability and predictability in one's work environment
Motivation	Compensation	Level of reward and recognition for one's work performance
Motivation	Work-life balance	Level of harmony and equilibrium between work and personal life
Motivation	Career advancement	Level of opportunity and potential for career progression
Motivation	Support	Level of assistance and guidance from others
Participation	Likelihood	Probability of engaging in learning and development activities
Participation	Importance	Level of priority and value given to learning and development activities
Participation	Motivation	Level of desire and interest in learning and development activities
Participation	Job satisfaction	Level of happiness and fulfillment with one's work performance
Participation	Confidence	Level of self-efficacy and belief in one's abilities
Program design	Tailored	Level of customization and personalization of learning and development activities

Dimension	Sub-Dimension	Indicator
Program design	Hands-on	Level of practicality and applicability of learning and development activities
Program design	Alignment	Level of consistency and coherence between learning and development activities and organizational goals
Program design	Online	Level of use and availability of online platforms and tools for learning and development activities
Program design	Networking	Level of interaction and collaboration with others in learning and development activities

Materials and Methods

The research design of this study is quantitative. The primary data source was a self-administered questionnaire that was completed by 125 part-time and full-time faculty members from different community colleges. The questionnaire consisted of two sections: one section asked about the demographic characteristics of the respondents, and the other section contained Likert items that measured five dimensions: Physiological well-being, Professional development , Motivation ,Participation and Program design . Each dimension was assessed by 5 Likert items that ranged from 1= Strongly Disagree to 5 = Strongly Agree.

Results and Discussion

The presented mini research analyzes and presents data on the motivation and professional development status of faculty respondents in community colleges in the eastern part of Nepal. The research is based on the Dual Factors Theory of Herzberg and the Need Hierarchy Theory of Abraham Maslow, which are two well-established theories in the field of motivation.

The research analyzes the total respondent answers to the question and tries to draw conclusions about the frequency of respondent answers to the question. The results of the research are presented in a simple manner, making it easy for readers to understand the faculty respondents' status on the basis of motivation and professional development.

The research is valuable as it provides insights into the motivation and professional development status of faculty respondents in community colleges, which is an essential aspect of higher education. The findings can be used by administrators to design policies and programs that promote motivation and professional development among faculty members, leading to improved teaching quality and overall institutional performance.

Figure-3

Comparing of two Theories
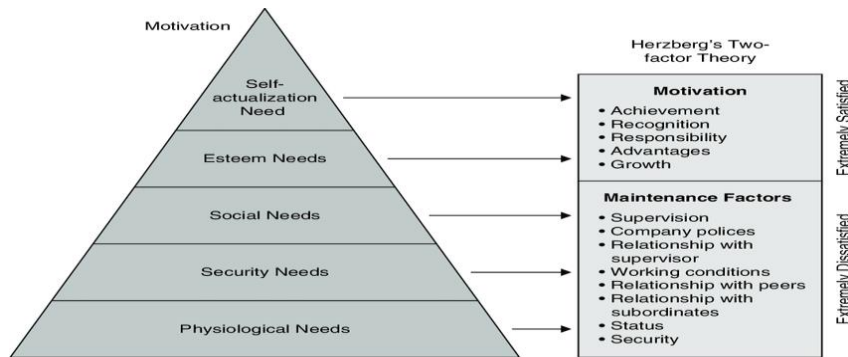
Note: (Comparison-of-Maslows-and-Herzbergs-theories).

The chart above displays the connection between professional development and motivation for community college lecturers, using the theories of Frederick Herzberg's Dual Theory of Motivation and Abraham Maslow's Hierarchy of Needs, could look like this:

Hygiene Factors. Hygiene factors refer to the essential elements in a work environment that, when absent, can lead to dissatisfaction and lower motivation among employees. They include:
- Physiological needs: Adequate compensation and benefits
- Safety needs: Job security and working conditions
- Love and belonging needs: Opportunities for networking and collaboration

Motivators. Motivating factors, also known as motivators, are elements in the workplace that contribute to employee satisfaction and intrinsic motivation. It includes:
- Esteem needs: Recognition and validation for efforts
- Self-actualization needs: Opportunities for personal growth and development, and the ability to improve teaching practice and the learning experience for students.

Professional Development Opportunities. Professional Development Opportunities are essential for educators to stay updated and enhance their knowledge and skills.
- Workshops: Focusing on specific topics or skills
- Seminars: Covering a broader range of topics
- Conferences: Bringing together community college lecturers and other educators to share ideas and best practices
- Online professional development: Flexible and convenient opportunities to learn.

Results and Discussion

The tables presented in this study provide insights into the factors that impact the professional development and motivation of community college lecturers. The questionnaire

used in the study aimed to identify whether faculty members were familiar with the theory of motivation and whether professional development opportunities were utilized in their respective colleges. By analyzing the results, the study aimed to achieve the objectives mentioned above.

Table 2

Work-Life Balance Satisfaction Levels

SN	Questions	SD	D	N	A	SA	Total	Missing
1	To what extent do you feel that your basic physiological needs are being met at work?	3 2.4%	2 1.6%	3 2.4%	99 79.2%	18 14.4%	125 100%	Nill
2	How important do you think it is for your job security environment are being met at your institution?	87 69.6%	10 12.5%	6 4.8%	9 7.2%	13 10.4%	125 100%	Nill
3	How satisfied are you with the facilities and resources provided by your workplace for your smart class room?	33 26.4%	39 31.2%	13 10.4%	28 22.4%	12 9.6%	125 100%	Nill
4	To what extent do you feel that your work-life balance is being respected by your workplace?	6 4.8%	78 62.4%	21 16.8%	14 11.2%	6 4.8%	125 100%	Nill
5	How important do you think Maslow's motivation theory application in institution is most important for professional development of lecturer ?	2 1.6%	1 0.8%	3 2.4%	56 44.8%	63 50.4%	125 100%	Nill

Table 2 present the aims to assess the impact of applying Maslow's motivation theory in community colleges on the professional development of lecturers. The data was collected through a questionnaire with five questions related to lecturers' basic physiological needs, job security environment, satisfaction with facilities and resources provided for smart classrooms, work-life balance, and the perceived importance of Maslow's motivation theory application in institutions for lecturer professional development.

The results indicate that a majority of lecturers (79.2%) feel that their basic physiological needs are being met at work. In terms of job security environment, 69.6% of respondents rated it as very important. Regarding satisfaction with facilities and resources provided for smart classrooms, 57.6% of respondents rated it as good or very good. In terms of work-life balance, 62.4% of respondents felt that their workplace respected it to a great extent.

Regarding the perceived importance of Maslow's motivation theory application in institutions for lecturer professional development, 44.8% of respondents rated it as very important, while 50.4% rated it as important. The study findings suggest that community colleges should consider the application of Maslow's motivation theory in order to enhance the professional development of their lecturers, particularly in addressing lecturers' physiological needs and ensuring a safe and secure job environment.

Table 3

Professional Development Satisfaction and Support Level

S.N	Questions	SD	D	N	A	SA	Total	Missing
1	How satisfied are you with the current professional development opportunities provided by your workplace?	79 63.2%	28 22.4%	7 5.6%	7 5.6%	4 3.2%	125 100%	Nill
2	To what extent do you feel that your workplace supports your professional development?	86 68.8%	23 18.4%	8 6.4%	5 4%	3 2.4%	125 100%	Nill
3	How frequently are professional development opportunities offered by your workplace?	97 77.6%	17 13.6%	5 4%	4 3.2%	2 1.6%	125 100%	Nill
4	How accessible are the professional development opportunities provided by your workplace?	98 78.4%	21 16.8%	3 2.4%	2 1.6%	1 0.8%	125 100%	Nill
5	How do you think it is for your workplace to offer professional development opportunities?	119 95.2%	4 3.2%	2 1.6%	0 0%	0 0%	125 100%	Nill

Table 3 presents the results of a survey conducted to assess the current state of professional development opportunities available to community college lecturers. The survey

aimed to determine the level of satisfaction of the respondents with the professional development opportunities provided by their workplace, the extent of support they receive from their workplace for their professional development, the frequency of professional development opportunities offered, the accessibility of such opportunities, and the perceived importance of ongoing professional development opportunities.

The survey aimed to determine the current state of professional development opportunities available to community college lecturers. The survey included five questions, each with a five-point Likert scale response option, ranging from "Strongly Disagree" to "Strongly Agree." A total of 125 respondents participated in the survey, and no missing data were recorded.

The results of the survey showed that a majority proportion of respondents are not satisfied with the current professional development opportunities provided by their workplace, as 63.2% of respondents strongly disagree with current professional development. Additionally, a substantial number of respondents (18.4%) do feel some supported in their professional development by their workplace.

However, the frequency of professional development opportunities provided by their workplace is generally dissatisfactory for a significant proportion of respondents, with 77.6% agreeing that professional development opportunities are offered in small number. The accessibility of the professional development opportunities offered by their workplace was also found to be dissatisfactory for the majority of respondents, with 78.4% agreeing that they are not accessible.

Lastly, professional development opportunities were highly valued by the respondents, with 95.2% agreeing that it is important for their workplace to offer them. In conclusion, the survey revealed areas of improvement in terms of satisfaction and support for professional development opportunities, but also highlighted the importance and value of ongoing professional development opportunities for community college lecturers

In conclusion, the survey results suggest that while the majority of respondents are dissatisfied with the current professional development opportunities provided by their workplace, but only small number of respondent working in community college are satisfied. There is need of improvement in terms of support, frequency, and accessibility. Additionally, professional development opportunities are highly valued by the respondents, and it is important for workplaces to prioritize them to support the growth and development of their faculty.

Table 4

Motivational Factors in Professional Development Participation

S.N	Questions	SD	D	N	A	SA	Total	Missing
1	To what extent do you feel that job security and stability influence your motivation to participate in professional development opportunities?	0 0%	0 0%	2 1.6%	4 3.2%	119 95.2%	125 100%	Nill
2	How important do you think it is for your workplace to offer competitive compensation and benefits to motivate you to participate in professional development opportunities?	0 0%	0 0%	2 1.6%	3 2.4%	120 96%	125 100%	Nill
3	To what extent do you feel that work-life balance influences your motivation to participate in professional development opportunities?	0 0%	1 0.8%	3 2.4%	3 2.4%	118 94.4%	125 100%	Nill
4	How important do you think it is for your workplace to offer opportunities for career advancement and recognition to motivate you to participate in professional development opportunities?	0 0%	1 0.8%	1 0.8%	3 2.4%	120 96%	125 100%	Nill
5	To what extent do you feel that your colleagues and supervisor's support and encouragement influence your motivation to participate in professional development opportunities?	0 0%	0 0%	1 0.8%	3 2.4%	121 96.8%	125 100%	Nill

Based on table 4 it provides the information, we can identify the hygiene factors and motivators that influence the motivation of community college lecturers to participate in professional development opportunities. The hygiene factors, which are necessary to prevent

dissatisfaction, are job security and stability, competitive compensation and benefits, and work-life balance.

From the data, we can see that the majority of respondents (95.2%) feel that job security and stability strongly influence their motivation to participate in professional development opportunities. Similarly, 96% of respondents believe that offering competitive compensation and benefits is important to motivate them to participate in professional development opportunities. This indicates that these factors are critical to preventing dissatisfaction among community college lecturers.

In addition to hygiene factors, motivators that encourage participation in professional development opportunities include opportunities for career advancement and recognition, and support and encouragement from colleagues and supervisors. While a smaller percentage of respondents (2.4% and 0.8%, respectively) feel that these factors influence their motivation, it is still important to consider these motivators to create a more positive work environment and to encourage ongoing learning and growth.

Overall, the data suggests that in order to motivate community college lecturers to participate in professional development opportunities, it is necessary to ensure job security and stability, offer competitive compensation and benefits, and promote work-life balance. Additionally, providing opportunities for career advancement and recognition, as well as offering support and encouragement from colleagues and supervisors, can help to further motivate these educators.

Table 5

Perception and Motivation in Professional Development Participation

S.N	Questions	SD	D	N	A	SA	Total	Missing
1	How likely are you to participate in a professional development opportunity offered by any organization?	4 3.2%	11 8.8%	33 26.4%	36 28.8%	41 32.8%	125 100%	Nill
2	To what extent do you feel that participating in professional development opportunities is important for your career growth and development?	0 0%	0 0%	0 0%	3 2.4%	122 97.6%	125 100%	nILL
3	How motivated are you to participate in professional	0 0%	0 0%	3 2.4%	3 2.4%	119 95.2%	125 100%	Nill

S.N	Questions	SD	D	N	A	SA	Total	Missing
	development opportunities?							
4	How much do you feel that participating in professional development opportunities will contribute to your overall job satisfaction?	6 4.8%	2 1.6%	4 3.2%	5 4%	108 86.4%	125 100%	Nill
5	How confident are you in your ability to apply what you learn in professional development opportunities in your work?	6 4.8%	1 0.8%	2 1.6%	3 2.4%	113 90.4%	125 100	Nill

Table 5 displays the results of a survey administered to community college lecturers regarding their motivation to participate in professional development opportunities. The responses were categorized into five levels ranging from Strongly Disagree to Strongly Agree. The first question asked about their likelihood to participate in a professional development opportunity, and the results showed that 32.8% of respondents strongly agreed, 26.4% were neutral, and 35.2% either disagreed or strongly disagreed. The second question aimed to assess the importance of professional development opportunities for career growth and development, and the vast majority (97.6%) strongly agreed that they were important. The third question measured the level of motivation to participate in professional development opportunities, with 95.2% either agreeing or strongly agreeing that they were motivated. The fourth question explored how participating in these opportunities would contribute to overall job satisfaction, and 86.4% agreed or strongly agreed that it would. The final question assessed the lecturers' confidence in their ability to apply what they learn in these opportunities, and 90.4% either agreed or strongly agreed that they were confident. While the results suggest that lecturers recognize the value of ongoing learning and development, there is still a significant portion who may not be motivated to participate. Identifying and addressing the factors that prevent participation is essential for ensuring that all staff can benefit from these opportunities

Table 6

Preferences and Importance in Professional Development Programs

S.N	Questions	SD	D	N	A	SA	Total	Missing
1	How important do you think it is for professional development programs to be tailored to the needs of individual employees?	0 0%	0 0%	3 2.4%	4 3.2%	118 94.4%	125 100%	Nill
2	To what extent do you feel that practical and hands-on training opportunities are effective for professional development?	1 0.8%	1 0.8%	3 2.4%	23 18.4%	97 77.6%	125 100%	Nill
3	How important do you think it is for professional development programs to be aligned with the goals and objectives of your workplace?	1 0.8%	2 1.6%	4 3.2%	9 7.2%	109 87.2%	125 100%	Nill
4	How likely are you to participate in a professional development program that includes online or self-paced learning modules?	5 4%	9 7.2%	8 6.4%	36 28.8%	67 53.6%	125 100%	Nill
5	How important do you think it is for professional development programs to offer opportunities for networking and collaboration with colleagues?	2 1.6%	3 2.4%	5 4%	14 11.2%	101 80.8%	125 100%	Nill

Based on table 6 the findings of the study, several recommendations can be made to design effective professional development programs for community college lecturers. Firstly, it is important to tailor the programs to the individual needs of the employees. This could involve conducting a needs assessment before designing the program to identify the areas in which the lecturers feel they need improvement. Secondly, practical and hands-on training opportunities

should be provided as they were perceived to be effective by a majority of the respondents. Such opportunities could include workshops, simulations, and case studies. Thirdly, the professional development programs should be aligned with the goals and objectives of the workplace. This will ensure that the programs are relevant and that the lecturers see the value in participating in them. Fourthly, online or self-paced learning modules should be included in the professional development programs.

This will provide flexibility to the lecturers and enable them to complete the program at their own pace. Finally, opportunities for networking and collaboration with colleagues should be incorporated into the professional development programs. This will facilitate the sharing of ideas, experiences, and best practices among the lecturers, which can contribute to their professional growth and development.Overall, a well-designed professional development program that incorporates these recommendations can increase the motivation of community college lecturers to participate in such programs and ultimately enhance their effectiveness in the classroom.

Finding

The data presented in Tables 2, 3, 4, and 5 provide valuable insights into the factors that impact the professional development and motivation of community college lecturers. Table 2 reveals that a majority of lecturers feel that their basic physiological needs are being met at work, and that a safe and secure job environment is important. The study suggests that Maslow's motivation theory could be applied to enhance the professional development of lecturers. Table 3 shows that while professional development opportunities are highly valued by respondents, the current opportunities provided by their workplace are dissatisfactory, indicating a need for improvement. Table 4 identifies hygiene factors such as job security, stability, compensation, and work-life balance that influence the motivation of lecturers to participate in professional development opportunities. Finally, Table 5 reveals that while a significant proportion of lecturers are likely to participate in professional development opportunities, there is a need for better incentives and recognition to motivate others. In conclusion, community colleges should prioritize providing adequate professional development opportunities, incentivizing participation, and addressing hygiene factors to ensure the growth and development of their faculty.

Conclusion

The connection between professional development and motivation for community college lecturers is a critical aspect of their job. Professional development can help to increase lecturer motivation in a number of ways. One key way is by improving their teaching practice. By participating in professional development opportunities, community college lecturers can gain new knowledge and skills that can help them to create a more effective and engaging learning environment for their students. For example, a lecturer who participates in a

professional development workshop on using technology in the classroom may be able to integrate new tools and resources into their teaching practice, which can lead to increased student engagement and motivation.

Another way professional development can increase lecturer motivation is by connecting them with their peers. Community college lecturers often work in isolation, and professional development opportunities can provide them with an opportunity to connect with other educators and share ideas and best practices. This can foster a sense of collaboration and support, which can be motivating for lecturers.

Professional development can also help to increase lecturer motivation by providing them with new strategies for engaging and motivating students. For example, a lecturer who participates in a professional development seminar on active learning may gain new insights on how to create a more interactive and student-centered classroom, which can lead to increased student engagement and motivation.

In summary, professional development can help to increase lecturer motivation by improving their teaching practice, connecting them with their peers, and providing them with new strategies for engaging and motivating students. By participating in professional development opportunities, community college lecturers can gain new knowledge and skills, feel a sense of collaboration and support, and discover new ways to create a positive and stimulating learning environment for their students. Furthermore, professional development can help community college lecturers to discover new teaching methodologies and techniques that can be used to engage and motivate students. This can help lecturers to create a positive and stimulating learning environment that can encourage students to achieve their potential.

Implication

The study presented valuable insights into the factors impacting professional development and motivation of community college lecturers. The study suggests that Maslow's motivation theory could be applied to enhance the professional development of lecturers. The findings highlight the need for community colleges to prioritize providing adequate professional development opportunities, incentivizing participation, and addressing hygiene factors to ensure the growth and development of their faculty.

The implications of the study are significant. By addressing the physiological, safety, love and belonging, esteem, and self-actualization needs of community college lecturers, institutions can improve the quality of education provided to students. Providing professional development opportunities to lecturers can ensure that they have the necessary skills and knowledge to effectively teach low-income students and help them achieve their academic goals. The study can also contribute to the field of Nepali academia and inform policy decisions

related to professional development opportunities for community college lecturers in Nepal and other similar contexts.

Professional development can increase lecturer motivation by improving their teaching practice, connecting them with their peers, and providing them with new strategies for engaging and motivating students. By participating in professional development opportunities, community college lecturers can gain new knowledge and skills, feel a sense of collaboration and support, and discover new ways to create a positive and stimulating learning environment for their students. Overall, the study underscores the importance of professional development in enhancing the quality of education in community colleges.

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