

## Education Policies and Practices for Ensuring Quality Education in Nepal

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### Abstract

**Background:** Nepal's education policies and practices focus on enhancing the quality of education by implementing guidelines, regulations, and initiatives established by the government and educational institutions. The policies and practices are carefully crafted to address various aspects of the education system, ensuring that all students can access equitable, thorough, and effective educational opportunities.

**Objectives:** This study examines the education policies and practices implemented in Nepal to ensure high-quality education.

**Method:** An analytical and descriptive research design has been applied to analyze the data. Data were collected through a comprehensive field survey. Questionnaires were distributed to students, teachers, and guardians, while head teachers were interviewed. Additionally, policy experts and local leaders participated in a focused group discussion.

**Results:** The study found a strong correlation between various dimensions of quality education and the overall quality of education. Specifically, motivation, teaching-learning pedagogy, school environment, and training and development were found to be statistically significant in improving the quality of education. However, no significant relationship was found between resources and the quality of education. The regression results also showed similar findings.

**Conclusion:** Based on the hypothesis, it can be inferred that there was a positive impact of motivation, teaching-learning pedagogy, school environment, and training and development on the quality of education, even in primary and basic education settings. The study suggests that resources do not have a significant impact on the quality of education in primary and basic education.

**Novelty:** The researcher has expected that by implementing education acts, policies, and programs, Nepal's school education will be improved ensuring education quality.

**Keywords:** descriptive statistics, education policy, Nepalese socio-economy, practices, quality education

## **Introduction**

The newly enacted constitution of Nepal has opened up a significant avenue for the growth and development of educational opportunities. The effective implementation of existing educational policies is essential in order to ensure that a country's educational system produces citizens with a high level of education. The quality of the outcomes can be influenced by the educational policies and practices that are appropriate and practical. Currently, the management of the education system for schools is handled by local governments. [Espinoza \(2009\)](#) emphasized that education policy pertains to the actions that governments undertake in relation to educational practices.

[Neupane \(2020\)](#) focused on the effectiveness of policy implementations of basic and primary education in Nepal. That study has anticipated that the involvement of local authorities in the management of educational institutions on the part of local governments would lead to more efficient governance across the nation. Basic and primary level of education is the child's first formal and organized learning which provides the tools for learning the essential and basic skills, understandings, attitudes, and habits that are crucial to educating a citizen.

Education at the basic level plays a crucial role in eliminating illiteracy and promoting the overall development of children's mental, moral, emotional, and physical abilities ([Ministry of Education, 1956](#)). Primary education plays a crucial role in shaping young minds and fostering their overall growth. It not only equips children with essential knowledge and skills but also helps in instilling values and cultural awareness. Furthermore, it enables children to comprehend the progress and development of society and the nation as a whole. The School Sector Reform Plan prioritizes the use of the mother tongue for early grade introduction in primary education and recognizes basic education as a fundamental human right, as mandated by law ([Ministry of Education, 2015](#)).

Basic and primary education aims to ensure that everyone has access to free, compulsory, and high-quality primary education for all school age children by 2015. Acts, rules, regulations, guidelines, and laws are some of the means of implementing policies. Every resident of Nepal is guaranteed the right to free, mandatory basic education as well as the secondary level under the Constitution of Nepal ([Government of Nepal, 2015](#)). The strategic connection between a nation's educational vision and the day-to-day operations of its educational system and the extensive education programs, decision-makers and personnel may grasp their roles and obligations within the established limitations ([Viennet & Pont, 2017](#)).

Nepal is developing education policies and programs whereas education momentum for citizen conciseness starts in school. Nepal's education policies now prioritize inclusion and access. Evaluation of education policies and provisions is needed to ensure quality education. The continuous research is needed to identify policy effectiveness and focus the study. This study

aims to analyze Nepal's basic education policies for ensuring quality education and to identify issues with their implementation.

## **Review of Literature**

Education policy is the sequence of actions which focused on a long-term goal having a specific issue. [Andrew et al. \(2015\)](#) analyzed the impact of special needs education policy on hearing impaired students' access to secondary school education in Kenya. The effect of national policies for enhancing instruction and the learning environment in schools on student success has been studied by [Kyriakides et al. \(2017\)](#).

[Alharbi \(2019\)](#) has examined recent and up-and-coming problems in educational policy where the big class sizes have a negative impact on student success. Local governments were forced to raise class sizes over the permitted number of students as more kids entered the educational system. National Education Policy (NEP-2020) of India acknowledged the need of achieving universal proficiency in literacy and mathematics. The education policy of India emphasized a more robust preschool education that is congruent with the widespread understanding that the early years are crucial for the development of cognitive and socio-emotional abilities ([Government of India, 2020](#)).

Education policies address a wide range of topics, including equity, the overall standard of educational outcomes, learning environments in schools, and the system's ability to prepare students for the future, in addition to issues like funding, efficient governance, or mechanisms for evaluation and assessment ([OECD, 2015](#)). [Ranjan and Prakash \(2012\)](#) evaluated the amount and quality of education in Bihar both in absolute terms and in comparison to other Indian states. [Mukhopadhyay \(2014\)](#), quality in teacher education is a responsibility of quality management, which aids in program design to address global concerns and provide quality outcomes in order to better serve its clients.

The primary education policy in Zanzibar was evaluated by [Suleiman et al.\(2017\)](#) to improve the standard of instruction and guarantee that every kid crating access to school. The impact of motivation on learning and guaranteeing the quality of education was explored by [Filgona et al. \(2020\)](#). The students' motivation was thought to be crucial to their academic progress in school as well a crucial component of academic and future success, instructors frequently ignore students' motivation.

[Sah \(2016\)](#) pointed that the quality of education is mostly affected by the quality of teachers, who are the most significant aspects in education. Teachers are motivated by a variety of things, including pay, classroom achievement, their commitment to the job, the training they get, and the chance for promotion and career progression. [Hung \(2020\)](#) has come to the conclusion that extrinsic and intrinsic factors, including pay and job security, are important motivators to enhance teachers' performance, with good performance from the teachers ensuring the quality of teaching-learning.

[Altinyelken and Hoeksma \(2021\)](#) remarked that an active teaching-learning pedagogy improves educational quality while also fostering the growth of students' talents. By taking part in a variety of learning activities, staying focused the majority of the time, and engaging with classmates and teachers who were expected to be completely engaged in their learning in

Malawi. The effective teaching-learning environment supports the creating quality education. A conducive atmosphere, rich learning resources and has a pleasant climate encourages pupils to focus deeply on their academic work, which leads to excellent academic achievement ([Kweon et al., 2017](#)).

As per [Usaini et al. \(2015\)](#), students who attend schools with academic resources, qualified teachers, and a positive environment perform better. [Ramdhani et al. \(2012\)](#) noted that the teacher quality improvement (TQI) program improves teachers' skills and creates engaging learning environments. [Savasci and Tomul \(2013\)](#) examined Grade 7 students in Turkey and found negative and significant correlations between SBS scores, average teacher tenure, lack of qualified science and local qualified teachers, lack of laboratory technicians, library, and educational resources and academic achievement.

The major restriction on educational institutions is the requirement to uphold the general public's faith and confidence and legitimacy by adhering to institutional norms, values, and technical lore. Institutional theory therefore examines the processes through which institutions, such as plans, rules, norms, and routines, come to be established as authoritative standards for social conduct ([Meyer & Rowan, 1977](#)).

[Benavot \(2012\)](#) has conducted a research on policies toward quality education and student learning where the author discussed on constructing a critical perspective. The researcher argued that there has highly interconnected world, education models, practices, evidence and policies which are quickly following across borders as well as comparative information and science-derived knowledge toward foreign education systems.

[Gumus \(2020\)](#) reviewed education policies that had been cancelled as a management approach in light of the changing world that led governments to restructure schooling. The author proposes change processes for total quality management implementation that require deeper data exploration. The Nepalese government created the School Sector Development Plan (SSDP) in July 2016 to improve the learning environment, curriculum, teaching and learning materials, teaching methods, assessment, and exams to help students' learning ([Ministry of Education, 2016](#)).

[Subedi \(2015\)](#) remarked that teacher training has improved teacher-student interactions by encouraging students to actively participate in their education and having more project work offered by qualified teachers. The study showed that receiving more information and training in new abilities assisted in boosting teachers' confidence. [Neupane \(2017\)](#) study indicated that public schools are not granting good quality education due to preferences of parents to private schools.

[Subedi \(2018\)](#) examined the policy provisions and practices of the local curriculum at primary education based on the field data and highlighted the problems of effective implementations due to little information to the head teachers, teachers and other stakeholders which cause the difficult to ensure the quality education. As per [Khanal et al.\(2019\)](#) study findings, public schools were mapped out toward the schools objectives as well as how the schools could achieve their goals which would foster both teaching and learning environment.

[Dei \(2019\)](#) examined Ghana's IHL quality assurance growth and use. The researcher surveyed higher education quality-controlling staff and officers using mixed methods. The researcher

found that insufficient funding has caused several institutions to neglect their quality control departments. Quality policies, procedures, and practices improve African business and management education ([Akoto & Akoto, 2018](#)). They suggested that an all-encompassing quality framework could help African business schools achieve global accreditation and improve management education. Only a few African business schools are recognized by the best quality indicators and global accrediting systems.

[Niure and Shrestha \(2023\)](#) defined cognitively disabled children's inclusive education. Quality education and adulthood preparation are prioritized. They prioritized preventing major social issues, while teachers must set high expectations and provide strong support to ensure equal access to the general curriculum. According to [Oosterhoff et al. \(2020\)](#), early childhood educators worldwide are frustrated by their inability to use their skills and uphold their values, while accountability policies hinder education progress.

[Quick \(2021\)](#) discovered that the proficiency of lecturers in employing efficient linguistic and pedagogical techniques to cater to the requirements of multilingual and multicultural students differed, even though they had a grasp of the challenges in English teaching. [Khan and Ahmad \(2021\)](#) discovered a correlation between teacher education and the effectiveness of the education system. They thoroughly researched UNESCO reports and guidelines prior to conducting their own study. Exploring the international Indigenous Framework for Quality Assurance in Teacher Education and emphasizing teacher licensing for standardized Pakistani education.

[Snoddon and Murray \(2023\)](#) recommended inclusive education for deaf students with communication disorders. The study aims to improve access, policy, and training for free sign language education for deaf students and their families in low-income countries like Nepal. [Omasta et al. \(2021\)](#) interviewed fourteen elementary drama teachers to phenomenologically examine assessment theories and practices. The study suggested state, district, and school policy changes to improve assessment measures, empower teachers in assessment development, and improve elementary drama education.

[Mensa et al. \(2022\)](#) examined the university's educational quality strategies and arrangements. The study included advanced students and faculty from several schools and the Academic Planning and Quality Assurance Directorate. The study found that university quality assurance systems improve teaching and learning and recommend comprehensive policy guidelines for programs and awards. Promote university excellence and awareness.

[Murtazaliev \(2021\)](#) examined university lawyer-training programs' constitutional, theoretical, organizational, and legal aspects. Regional and Russian law improved professional legal education theory. [Te Ava \(2020\)](#) examined high-quality, eco-friendly education in Pacific developing nations. Pacific economic growth requires quality, accessible educations in culturally appropriate schools, which Pacific nations have struggled to create.

[Li and Santoro \(2021\)](#) justified internationalizing teacher education with quality assurance, intercultural dialogue, and world-class teacher production. ESD's impact on education in 18 countries was examined by [Laurie et al. \(2016\)](#). Students learn skills, perspectives, and values to contribute to a sustainable society through sustainability-focused curriculum and pedagogies. Political and union affiliations have overshadowed competence and qualifications

in South African principal selection, hindering quality education and empowerment ([Dube & Tsotetsi, 2020](#)). Unprofessional principals struggle in competence, performance, and discipline, so the study advised the basic education department to prioritize principal qualifications.

[Saad et al. \(2023\)](#) found that lecturers' emotions and spirituality affected their emotional social intelligent and classroom teaching. They focused on effective partnership and academic advancement help emotional intelligence and social quotient institutions succeed. [Bombardelli \(2020\)](#) examined gifted education and staff training for diverse students. As per the researcher, inclusivity, empirical research, assessing learners' academic and personal growth, and improving teaching and guidance are crucial.

[Gandharba et al. \(2020\)](#) analyzed the indicators of successful quality education that support to measure the performance of successful quality schools and explores the narrative public schools in Nepal. The public schools of Nepal are providing quality education through learner-centered pedagogy with innovative, creative and self-motivated learning rather than performing excellent to ensure good governance and accountability to meet the diverse needs and expectations of children and parents.

By reviewing different national and international literature toward the education policies and practices for ensuring, the researcher has identified that research gaps in Nepalese education policy perspectives. There is hardly any study in Nepal related to this proposed study. Therefore, this study is fruitful to those interested parties, scholars, policy makers, educationalists, civil societies, businessmen, governments and international communities for academically as well as policy perspectives.

While motivation, teaching & learning pedagogy, school environment, training and development, and resources explained quality education variance, this research focused on the dependent variable. According to the literature review, quality education is linked to motivation, teaching and learning pedagogy, school environment, training and development, and resources. Motivation, teaching & learning pedagogy, school environment, training and development, and resources have been linked to high-quality education, according to the researcher.

The researcher believes that the present study does not represent Nepal's education policy and practices, but it shows how to solve the issues covered by the research for better policy formation in basic and primary education. Research identifies the situation and seeks ways for the nation to act for its people's prosperity. This study is useful to interested parties, students, researchers, civil society, stakeholders, teachers, policymakers, businessmen, and government from an academic and policy perspective.

## **Research Methodology**

This study has applied the descriptive research design because this study describes about education policy provision and practices, growth trends of basic and primary level education in Nepal. This study also applies explanatory design because it explained about the cause and effect of basic education policies on quality education in Nepal.

The targets of population of this study are public school students and their guardians studying basically in primary and basic level, teachers teaching mostly basic level and secondary level, head teachers, policy experts and educationalists as well as the local leaders who are directly belong to the practices of education policy. This study focuses on public schools in the sample areas as the sample representation where there is direct investment and monitoring by the government. The researcher has collected information from students, guardians, teachers, head teachers, educationists, education policy experts and local leaders from the sample study areas. Purposive and convenience sampling techniques have been used for the selection of the schools and respondents.

Data were collected through questionnaires with teachers, students, guardians and education policy experts, interview with head teachers and educationists and focus group discussion with local leaders and field survey from selected schools. The interview was focused on education policies and practices focusing on basic and primary education in Nepal. The most important skills and characteristics for an interviewer are qualified qualitative interviewers. The focus group discussions were also conducted to gather data from respondents about the perception while implementing policies. The respondents belong to educationists, education policy experts and local leaders were participated in focus group discussions.

The questionnaires were developed with yes/no, multiple choice type questions, open ended and five point Likert Scale opinion statements. As per the Likert scale 5 indicates the totally agree, 4 denotes agree to some extent, 3 indicates agree, disagree to some extent mark 2 and totally disagree mark 1. The researcher has applied interviews techniques to collect data as well as information gathering.

The FDG guidelines were designed to carry out the discussion with the policy experts and educationalists to get required information about education policy provisions and the challenges of education policies relation to its effective implementation ensuring quality education and future direction for Nepal. Similarly, the researcher has collected the secondary data from various sources published and unpublished and different archives like, published books, journals, different policies, plan documents, study reports, school documents of sample schools, publication by government of Nepal.

### **Research Hypotheses**

The researcher has pre-determined the following research hypothesis by reviewing the various studies and as per the research objectives of the study.

H<sub>1</sub>: A positive effects of motivation on quality education in primary and basic education

H<sub>2</sub>: A positive effects of teaching and learning pedagogy on quality education in primary and basic education.

H<sub>3</sub>: A positive effects of school environment on quality education in primary and basic education.

H<sub>4</sub>: A positive effects of training and development on quality education in primary and basic education.

H<sub>5</sub>: A positive effects of educational resources on quality education in primary and basic education.

H<sub>6</sub>: The degree of combined effect of motivation, teaching & learning pedagogy, school environment, training and development and resources on quality education in primary and basic education has been expected to be positive.

### Method of Data Analysis

The collected primary data were cleaned up, tabulated and analysed using SPSS V-24. The collected data were applied to generate descriptive statistics as well as inferential statistics. The inferential statistics uses were t-test, f-test, Pearson's correlation coefficient test and regression analysis were used. A regression analysis approach was applied measuring the simultaneous effect of relationships between all independent and dependent variables.

### Multiple Regression Model-1

Independent variables (Motivation, teaching & learning pedagogy, school environment, training and development and resources) to and dependent variable of quality of education.

$$\hat{Y} = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + e_i$$

Where,

$\hat{Y}$  = Dependent variable (Quality of Education)

$X_1$  = Independent Variables (Motivation)

$X_2$  = Independent Variables (Teaching and learning pedagogy)

$X_3$  = Independent Variables (School environment)

$X_4$  = Independent Variables (Training and development)

$X_5$  = Independent Variables (Resources)

$\alpha$  = Constant

$\beta_1$  = (Beta value) Coefficient of slope of regression model

$e_i$  = Error term

## Results and Discussion

### Descriptive Analysis

The perspective of the quality of education measured with five dimensions including teachers' motivation, teaching and learning pedagogy, school environment, training and development and resources related to the five dimensions and the quality of education. The 5-scales Likert Questionnaire was used to understand the responses. It responses given as: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree and 5- Strongly Agree.

Table-1: Descriptive Analysis of the Dimension of the Quality of Education

Code	Opinion Statements	Mean	Std. Deviation
1.	Motivation	3.88	0.598
2.	Teaching and Learning Pedagogy	3.43	0.617
3.	School Environment	3.77	0.557
4.	Training and Development	3.76	0.588
5.	Resources	3.52	0.557
Quality of Education		3.94	0.646



N=132

Source: Results from data analysis.

The detail descriptive analysis is presented in [Table 1](#) which shows the status of the quality of education in five dimensions. They can respectively be understood to signify teachers' motivation, teaching and learning pedagogy, school environment, training & development and resources. The statements are mostly in agreement with the mean value being above 3.5. The level of the teachers' motivation is moderate, the responses in regards to Motivation ( $M=3.88$ ,  $SD=0.598$ ), which implies that the respondents are moderately agreed to the dimension of their motivation.

The level of the teaching and learning pedagogy is moderate, the responses in regards to teaching and learning pedagogy ( $M=3.43$ ,  $SD=0.617$ ), which implies that the respondents are moderately agreed to the dimension of the teaching and learning pedagogy in school. In regards of the school environment that supports the quality of education in the school has a moderate present status having school environment ( $M=3.77$ ,  $SD=0.557$ ). Similarly, training and development are the integral part of the quality of education. In this regards the respondent have training and development ( $M=3.76$ ,  $SD=0.588$ ), which implies that the training and development is also having a moderate condition in the schools.

Likewise, the resources have ( $M=3.52$ ,  $SD=0.557$ ), shows that the resource are in moderate conditions, needed to upgraded. To fulfill the resources for the quality education is still in inadequacy. In the same way the overall quality of the education is moderate and still further to go, the result shows the quality of Education ( $M=3.94$ ,  $SD=0.646$ ) is moderately agreed by the respondents.

### Correlation between the Dimensions of the Quality Education at School Level

The quality of education varies by country and location. It is influenced by a variety of situations, including resources, teacher motivation, teacher training and development opportunities, pedagogy, and the school environment. In order to improve the quality of education in a particular area, it is necessary to analyze the dimensional relationship to the quality of education. The following section presents the understanding of the relationship between the variables in this study framework. This section deals with the relationship of the dimensions with the quality of the education.

The interpretation of correlation analysis in this research study is based on the interpretation scale described. Correlation analysis using Pearson correlation was performed on all independent and dependent variables. The results of the correlation analysis are shown in [Table 2](#).

Table 2: Correlation Analysis between Dimensions of Quality of Education

Variables		Quality of Education	Result
<b>Resources</b>	Pearson Correlation	0.278*	Weak-to-moderate
	Sig. (2-tailed)	0.041	
	N	132	
<b>Motivation</b>	Pearson Correlation	.668**	Strong

	Sig. (2-tailed)	0.000	
	N	132	
<b>Teaching and learning pedagogy</b>	Pearson Correlation	.507**	Strong
	Sig. (2-tailed)	0.000	
	N	132	
<b>School Environment</b>	Pearson Correlation	.663**	Strong
	Sig. (2-tailed)	0.000	
	N	132	
<b>Training and Development</b>	Pearson Correlation	.685**	Strong
	Sig. (2-tailed)	0.000	
	N	132	
** Correlation is significant at the 0.01 level (2-tailed).			*
Correlation is significant at the 0.05 level (2-tailed).			

Source: Results from data analysis.

As per the results of correlation indicates that there was found a moderate to strong relationship between dimensions of quality education as well as overall quality of education in school level. The range for correlation of the *resources* and *quality of education* has  $r = 0.278$ , ( $p = .041$ ), *motivation* and *quality of education* has  $r = 0.668$ , ( $p = .001$ ), *teaching and learning pedagogy* and *quality of education* has  $r = 0.507$ , ( $p = .001$ ), *school environment* and *quality of education* has  $r = 0.663$ , ( $p = .001$ ), *training and development* and *quality of education* has  $r = 0.685$ , ( $p < .001$ ).

The result indicates that the relationship was significantly moderate to strong. Motivation, teaching and learning pedagogy, school environment and training & development have the strong relationship with the quality of education (1% level of significance), wherein the resource has a weak-to-moderate with the quality of education (5% level of significance). The highest correlation between training and development of teachers and followed by motivation, school environment, teaching and learning pedagogy and resources.

### Impact of the Dimensions of Quality Education on Overall Quality of Education

The regression analysis between the five variables is the subject of quality education. The researcher applied regression analysis to investigate the interaction of variables. The effect of the independent variable on the value of the dependent variable is calculated using regression analysis. The Adjusted-R square value of the regression analysis represents the percentage change effect. The modified R-square value is obtained to evaluate the mediation effect and the significance of the mediating variable is examined in a classic technique of mediation analysis.

Table-3: Regression Analysis

<i>Model Summary</i>						
Model	R	R Square	Adjusted Square	R	Std. Error	
1	0.735 <sup>a</sup>	0.540	0.521		0.44683	
<i>a. Predictors: (Constant), Resources, Teaching and learning pedagogy, Training and Development, Motivation, School Environment</i>						
<i>ANOVA<sup>a</sup></i>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	29.483	5	5.897	29.534	.000 <sup>b</sup>
	Residual	25.157	126	0.200		
	<b>Total</b>	<b>54.640</b>	<b>131</b>			
<i>a. Dependent Variable: Quality of Education</i>						
<i>b. Predictors: (Constant), Resources, Teaching and learning pedagogy, Training and Development, Motivation, School Environment</i>						
<i>Coefficients<sup>a</sup></i>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
<b>1</b>	(Constant)	0.619	0.359		1.726	0.087
	Motivation	0.320	0.105	0.297	3.046	0.003
	Teaching and learning pedagogy	0.106	0.089	0.064	0.064	0.049
	School Environment	0.243	0.132	0.210	1.846	0.047
	Training and Development	0.323	0.124	0.294	2.606	0.010
	Resources	0.021	0.071	0.018	0.294	0.770
<i>a. Dependent Variable: Quality of Education</i>						

Source: Results from data analysis.

[Table 3](#) shows the regression analysis between dependent and independent variable. This displays the results of the regression analysis which shows a 54.0% of variance in the quality of education due to the education quality dimensions. Also the model summary shows the significance of the model  $p=0.001$ . Similarly, the table shows the Beta coefficient, which was applied to reveal the relative importance of independent variables having the contribution of independent variable. Motivation has the 32.0% of variance in the quality of education ( $\beta=0.320$ ,  $t=3.046$ ,  $p=0.003$ ), teaching and learning pedagogy has the variance of 10.6% ( $\beta=0.106$ ,  $t=0.064$ ,  $p=0.049$ ), school environment has the 24.3% of variance in the quality of

education ( $\beta=0.243$ ,  $t=1.846$ ,  $p=0.047$ ), training and development has the 32.3% of variance in the quality of education ( $\beta=0.323$ ,  $t=2.606$ ,  $p=0.010$ ), and Resources has the 2.1% of variance in the quality of education ( $\beta=0.021$ ,  $t=0.294$ ,  $p=0.770$ ).

Impact of motivation, teaching and learning pedagogy, school environment, training and development found to significant at 1%, 5%, 5%1%, 1% level of significance, however, resources were found insignificant as p value is above 0.05 level. The highest impact has on the teachers' motivation, followed by training and development, school environment, teaching and learning pedagogy.

**Results of Hypothesis:** As per the hypothesis test, all hypothesis H1, H2, H3, H4, and H6 were accepted except the hypothesis number H5. As per this hypothesis, it can be concluded that there is no positive effect of resources on quality education in primary and basic education. The quality education and lifelong learning opportunities for all are central to ensuring a full and productive life to all individuals regarding the realization of sustainable development. Having considerable progress in school environment, millions of children remain out of school due to cause of educational systems struggle to keep up with population growth.

#### **Effective Implementation Education Policy**

Education has failed to achieve voluntary, results-oriented civic participation. Development needs and curriculum and textbooks are integrated at different levels of education. Teacher attendance was low in rural elementary schools. Books and other teaching materials were late to arrive, especially in remote areas ([NPC, 1997](#)). [Neupane \(2020\)](#) lists traditional and attitude barriers, economic barriers, infrastructure barriers, sociocultural barriers, mental, physical, and other health-related barriers to education policy implementation.

The head teachers struggled with timely student admission, political strikes, closed programs, political activist donations, cultural and religious holidays, and the school's environment. Due to our socioeconomic status, lack of resources, implementation mechanism, geopolitical structure, parents' perceptions, and children's psychology, results-oriented implementation is difficult.

Human resources constraints, such as teachers' management issues emerging more than a decade, lack of competent head teachers and provisions for head teachers as the right of position throughout the working period, lack of sufficient competent teaching staffs in accordance with subjects, and very limited non-teaching staffs without recent working and management ideas, were cited by 80% of educationalists.

Ninety percent of local leaders planned to allocate the budget to education development to ensure quality. They prioritized local budget allocation for school building construction, teacher management, facility expansion, especially drinking water, toilets, and compound extension. Local governments manage school education, and the central government buys textbooks and pays teachers to maintain and develop infrastructure.

#### **Major Findings**

The descriptive findings suggest that community schools need technology integration and training to properly implement a new policy. The findings suggest that the school's current grading system is ineffective in improving education quality and that ICT must be used to implement the new education policy at the school level. Education quality varies by country

and location. It depends on resources, teacher motivation, training and development opportunities, pedagogy, school environment, etc. We must analyze the dimensions' relationship with education quality to improve it.

Educational aspects and school-level educational quality are moderately to highly correlated. Educational quality is strongly correlated with motivation, teaching and learning pedagogy, school environment, and training & development, but weakly correlated with resources. Motivation, school climate, pedagogy, and resources are most important to teacher training and development. According to the data, education quality characteristics explain 54.0% of educational quality variance. Motivation, teaching and learning pedagogy, school environment, and training and development had a big impact. However, resources were scarce. Teacher motivation is most important, followed by training and development, school climate, and pedagogy.

The finding of this study is similar with the findings of [Suleiman et al. \(2017\)](#); [Subedi \(2018\)](#); [Filgona et al. \(2020\)](#); [Sah \(2016\)](#) and [Mukhopadhyay \(2014\)](#). This findings is contrast with the findings of [Ramdhani et al. \(2012\)](#), [Subedi \(2015\)](#), [Altinyelken and Hooeksman \(2021\)](#), [Kweon et al. \(2017\)](#), [Usaini et al. \(2015\)](#) and [Gandharba et al. \(2020\)](#). This finding can be explained by the fact that effective and rational practices of education policies ensured the quality education at school education in the nations.

## **Conclusion and Implication**

This study examines Nepal's basic and primary education policies and practices to ensure high-quality education. The education policy's suitability and execution determine its efficacy. This ensures policy goals are met and students receive a good education. Quality teaching and learning methods follow the same rule. Schools prioritize training and development as essential to educational quality. The resources are decent but could be improved. Motivation, teaching and learning pedagogy, school environment, and training and development affect educational quality. Resource effects on educational quality are limited. However, resources were scarce. Results depend on teachers' motivation, training and development, school climate, and teaching and learning pedagogy.

Teachers, classrooms, textbooks, and teaching materials are scarce, making it hard for children to attend school. Learning resources and facilities are scarce in many schools. There are schools without classrooms, benches, desks, playgrounds, science labs, or libraries. Some schools struggle to provide clean water and toilets. This study shows that policymakers must carefully consider all options and their potential consequences before making any policy decisions.

Policymakers should assess reform program support and emphasize supplementary programs that help current and future reforms succeed. Motivation, teaching and learning pedagogy, school environment, and training & development determine education quality, while resources have a limited impact. Motivation, school culture, pedagogy, and resources are most important to teacher training and development. Effective motivation programs should follow the latest teaching-learning theory.

The researcher examined learning outcomes and other factors in various school samples using student, teacher, and parent data. These samples included various numbers of underserved

students, teachers, parents, and research schools. Engaging professionals at these school levels can improve survey results.

Understanding these factors helps researchers manage the school's size and students', teachers', and parents' socioeconomic backgrounds. This knowledge also helps develop resilient primary education strategies, which affect policy implementation and outcomes.

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