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Factors associated with Teachers' Professional Development in Nepal

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Abstract: Community schools and institution schools are providing education for children in Nepal. The community schools are fully government funded and institutional school are not funded run by themselves from the student fees and other monetary sources. The professional developmental activity for community school teachers is conducted by government sector and the institutional schoolteachers are deprived from such opportunity. This study aimed to examine the factors associated with teachers' professional development. Mixed methods research design along with sequential explorative involving quantitative followed by qualitative (Quan+Qual) had been employed in this study. Ten schools including five community schools and five institutional schools from Bhaktapur district were purposively selected. Total 40 mathematics and Nepali teachers including 20 from each community schools and institutional school were taken as respondents. The respondents were sent Google form by mentioning the variable as monetary and non-monetary incentives for teacher professional development. The response obtained from the Google form were tabulated in excel sheet to form percentage of frequency table. The findings revealed that the monetary incentives such as salary (95.5%), allowance and bonus (80%), insurance (77.5%) have high impact for teacher professional development and non-monetary incentives embraces promotion and security (87.5%), training and field visit (87.5%), attending in international conference (75%), inauguration (72.5%), praise and rewards (65%) have also commentary role for TPD. The monetary incentives play vital role for strengthening the professional efficacy of teacher. Likewise, non-monetary incentives are also the paramount importance as monetary incentives and lacks behind in the absence of it in the lines of teacher's professional growth.

Keywords: monetary and non-monetary incentives, Professional growth, interpretive phenomenology, promotion and security

1. Introduction

Teaching profession is one of the prestigious jobs around the globe and country as well. This profession is considered as science, art both seeking updated knowledge, and skill. It was developed from beginning of human civilization and evolved throughout the history (Avalos, 2011). The ancient teaching was limited to teacher centered and confined to small group but now it is becoming broader and challengeable due to the diversity appeared in the classroom based on learning needs. The teaching is not merely delivering content but also the process of inspiring, counseling, guiding, facilitating, and motivating students toward learning. It guides peoples to actively engage in problem solving trajectory with full of potential (Baraily & Rai, 2022). Teaching by its nature is service-oriented profession with recourse study with the motives of public service and welfare. Teaching contributes and facilitates for the development of innate power of pupil to lead whole society). The teachers have to develop their professional strength. Since professionalism requires honesty, dedication, efficiency and accountability for the growth and progress of teacher in their career development. The teacher professional development seeks continuous learning and acquisition of innovative knowledge (McIlveen *et al.*, 2011).

In fact, teacher development is a form of learning that cultivates their knowledge and expertise with respect to demand of society. The teacher's motivation and inspiration play crucial role for the professional development (Zalenski & Raspa 2006). The teacher has own need, interest and motivation to enrich their career.



According to the Maslow's Hierarchy of needs, self-esteem is highest level of desires that needs to be fulfilled. This level also drives the teaching profession to goal-oriented path (Postholm, 2012). The teacher with ill motivation cannot satisfy with their profession. Therefore, the teacher's self-motivation creates better platform for professional development. The intrinsic motivation is determined by the incentives. The monetary incentives that are provided as cash and that results to fulfill the basic needs. The non-monetary incentives are likely to be obtained by promotion, security and field visit and so forth. The attainment of field visit, training opportunity is taken as non-monitory incentives that severely affects to profession development of teacher. The magnitude of incentives determines the motivation of teacher, which profoundly guides to the career build up activities. The aim of this work is to examine the role of monitory and non-monitory incentives for teachers' professional development.

2. Literature Review

2.1 Need of Professional Development for Teacher

Teacher Professional development refers to the process of enhancing teachers' professional skills, knowledge, and competence to meet the demands and expectation of students. The teacher professional development involves the development of practical theories and the construction of teacher's professional identity and the ability to take on various professional roles in academic institution that can uphold the professional status of teacher (Buczynski & Hansen 2010).

Teacher professional development is ongoing process which has crucial role to impact on student learning as well as the attainment of the educational goals (Avalos, 2011). Bautista and Ortega-Ruiz (2015) stated as " the ultimate worth of development for teacher is the essential role that plays in the improvement of students. The teacher must pay attention to the result of professional development on the job permanence, organizational effectiveness and the success of all students" as cited in (Kyriakides *et.al* 2009). Similarly, Anney (2013) says that teachers professional development is directed towards both the institutional goals and teachers own personal goals. From the point of view of teacher's professional development, number of areas of professional development may be identified such as content knowledge, pedagogical competency, self-awareness, understanding of learners, understanding of curricular material and career development courses (Guskey, 2002, Buczynski & Hansen, 2010). Likewise, from the institutional prospective it has the goal of institutional development, career development and enhanced level of student learning (Mavezera *et.al*, 2024). Every investigator needs to observe the fundamental background of the related subjects and past studies. However, the number of research tasks have been carried out in the field of teacher's professional development, a very few of them have been conducted in the field of teacher's professional development. Some of the research studies related to this study are reviewed as below.

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

Herzallah (2011) conducted research entitled 'professional development for teacher of English in United Arab Emirates, Dubai (UAE)'. The study was intended to find out the information about different issues related to teachers' professional development to assess their level of awareness and perception of its importance and benefit for them and their students. 117 female English teachers were purposively selected for this study. The study revealed that most of the teacher were aware about the necessity of professional development activities and indicated that they need to have training and professional development opportunities. The studies also shown that majority of the teacher were in favor of frequent learning and development regardless of their qualification, experience and nationalities. furthermore, she claimed that teacher's professional development has direct impact



on their student development. This study implicated in the necessity of teacher professional development for improving better learning outcomes based upon their needs. Soproni (2007) conducted research entitled "The way teacher of English learn: through the eyes of Novice and Experienced teachers" with the objectives of finding out how to EL teacher's perception of experienced teachers compare with those of novices. Six English teachers who have more than 20 years of experience were purposively selected. Among six teachers, five were male and one was female. The participants were in-depth interviewed and responses were audio recorded. The findings of the study revealed that professional development mostly comes from the teaching experience of teacher and given high priority by participants.

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

2.2 Transformation of TPD in Classroom Teaching

Buczynski & Hansen (2010) studied entitled an Inquiry Learning Partnership (ILP) for professional development (PD) was formed between a university, science center, and two urban school districts to offer 4–6th grade teacher's specific science content and pedagogical techniques intended to integrate inquiry-based instruction in elementary classrooms. From pre/post-content exams, PD surveys, focus group, and assessment data, teachers increased their science content knowledge, reported implementing inquiry practices in their classrooms and their students experienced modest gains on 5th grade standardized science achievement exams. While some teachers were transferring knowledge/skills gained in professional development to their classrooms, others encountered barriers to implementing PD. These obstacles included limited resources, time constraints, mandated curriculum pacing, language learning, and classroom

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

The study by Komba (2008) examined the attitudes and practices of six schools' worth of teacher head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and school committee members regarding TPD. A purposive sample of 186 respondents was obtained and replied. A combination of questionnaires, interviews, and observation checklists were used to collect information on the significance, structure, motivation, suitability, and support of TPD. The qualitative replies underwent coding, categorization, and thematic analysis. Percentages were used in the analysis of the quantitative data. Because it enhances teachers' professional, intellectual, and technical skills, the majority of respondents thought that teacher professional development was crucial. The majority of respondents, however, felt that it lacked sufficient motivation and support. The results pointed out to a teacher professional idea and practice.

3. Methodology

This study employed constructivist paradigm, which creates the knowledge from the social setting. Subjective and multiple realities are the ontological base and deep understating of phenomena with profound interaction within social setting deserves as epistemological instance. Mixed method design along with sequential explanatory design (Creswell & Creswell, 2005) was used for this study. The sequential explanatory includes



quantitative research design is followed by the qualitative with phenomenological approach for answering the research question. Altogether eight schools consisting four government schools and four private schools located in Bhaktapur district were purposively selected. 20 mathematics teachers from community schools and 20 mathematics teachers from institutional school were purposively selected. The respondents were sent Google form of structured questionnaire and requested to respond as soon. After the response of all participant, the responses were transformed into excel sheet for quantitative analysis. Using the data of responses, frequency table was created by converting into percentage. The variable percentages were critically analyzed by linking with literature support. The association between the variable was also explained with the percentage. Altogether 10 teachers including five teachers from community school and five from institutional school were taken from each school for focus group discussion. Focus group discussions with teachers about role of the monetary and non-monetary incentives were conducted and drew authentic conclusion. The focus group discussion was conducted in appropriate location of participants so that they can access their home easily. The quantitative findings were authenticated by the qualitative findings as deduced from the focus group discussion regarding the role of monetary and non-monetary incentives for professional development of teachers. The report was authenticated by the peer debriefing and expert judgment.

3.1 Setting of the Context

The study was conducted in Bhaktapur district, Bagmati Province which located in eastern part of Kathmandu Valley. The schools were community and institutional schools located in different parts of Bhaktapur district. The majority of community schools were recognized as model schools where government disperses more budget for setting physical infrastructure. The teachers from the model community schools get more facility than the other ordinary schools. The respondent teachers have more than 10 years of experience. This district is geographically diverse with hills and planes. The schools were situated in rural and urban areas. Five community schools were selected from the Bhaktapur Municipality and three from rural areas. Five institutional schools located mostly in the urban area. The schools were recruited directly through telephone approaches to head teacher of schools. After the initial phone conversation, emails with more details on the research were sent. All 10 of the targeted schools consented to take part. After getting approval, research personnel coordinated with the relevant personnel to schedule visits and teacher surveys. We sought the opinions of teachers in both community and institutional schools. Usually at the end of the school day, the researchers went to the designated schools and gave out paper questionnaires. Participants in the face-to-face meeting, which took part in one of the five schools, filled out an online version of the survey instead of meeting in person. The survey took forty minutes to complete. Before taking part, participating teachers received information about the study in the form of a Nepali language statement (in hard copy for in-person sessions). A paper consent form was signed by participants in the in-person data collection, those who completed the online survey did so electronically.

3.1.1 Research Design

This study employed a quantitative study aiming to determine the association of professional development with the monetary incentives and non-monetary incentives by using sequential explanatory design. The research model consisted of three variables; a dependent variable (teacher professional development) and two independent variables such as monetary incentives (pension, insurance, remuneration and allowance, bonus, funds, annual salary increment) and non-monetary incentives (promotion and security, training and field visit, abroad study, prestige and recognition, praise and rewards).

3.1.2 Participants

Data from community and institutional school teachers during 2023/2024 academic session were used focusing on school of Bhaktapur District (40 teachers of mathematics and Nepali background from community and institutional schools). The data set included 40 teachers from 10 schools including 20 community schoolteachers and 20 institutional schools. During school year 2023 AD, a letter was sent to the relevant schools explaining the research objectives and their contribution to the teachers' professional development. Selected teachers filled out



online questionnaires between January and February, and responses were collected anonymously by the lead researcher.

4. Result and Discussion

The responses were taken by sending Google form for the teacher of participant school under the guidelines of objectives. The response from the Google form were received and the data were accumulated in excel sheet. The data were analyzed by quantitative data analysis techniques. The frequency distribution of the participant's responses and discussion of findings are presented below.

4.1 Role of Monetary Incentives for Teachers' Professional Development

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

Table 1. Role of Monetary Incentives for TPD

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

Source. Field Survey (2024)

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

4.2 Teachers' Preference for Non-Monetary Incentives

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

Table 2. Role of Non-Monetary Incentives for TPD

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

Source. Field Survey 2024



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

4.3 Teachers Choice for the Monetary and Non-Monetary Incentives

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

Table 3. Teachers Choice of incentives for TPD

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

Source. Field Survey 2024

The above table shows that remuneration had high effect (92.5%) in TPD. The teacher had selected remuneration as the prime incentives for their TPD. They selected from the list of monetary and non-monetary incentives.

4.4 Primacy of Incentives for Professional Development

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

Table 4. Primacy of incentives for TPD

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

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



5. Conclusion

Remuneration had crucial role in teachers' professional development rather than other components of monetary and non-monetary incentives. Monetary incentives were more important than non-monetary incentives in the context of Nepal for the professional development of teachers. Majority of teachers had viewed those monetary incentives had more effect than non-monetary incentives in the teacher's professional development. Within monetary incentives, remuneration and pension had high effect. Similarly, within non-monetary incentives, promotion, security, training and good institutional environment has major effect. Training, research works, further study had crucial role in the professional development. Monetary incentives had primary and non-monetary incentives had secondary role in teachers' professional development. However, they are interrelated and cannot be separated. Further research should be conducted to find the effective ways of promotion and further study is necessary to draw such kind of conclusion particularly for area of teachers' professional development.

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Yes

Conflict of Interest

The authors have no conflicts of interest to declare. There is also no financial interest to report. The author certifies that the submission is original work and is not under review at any other publication.

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