

Teacher's Motivation in Community Campus of Rupandehi Districts

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Abstract : *This research examines the various factors that affect teacher motivation within community campuses located in the Rupandehi district of Nepal. It places particular focus on elements such as campus facilities, salary and benefits, opportunities for professional development, support from the local community, and the overall work environment. The study aimed to understand how each of these factors shapes teachers' motivation and to what extent they influence teaching effectiveness. A total of 384 teachers from different community campuses participated in the survey, which was conducted using purposive sampling. The responses were analyzed using descriptive statistics and correlation methods. Results showed that professional development opportunities and strong community involvement had the most significant positive effects on teacher motivation. Teachers pointed to chances for career growth and active participation from parents and community members as the main drivers behind their motivation to perform well. Although infrastructure also played a role, its impact was slightly less strong. Financial incentives such as salary and benefits were found to have a moderate influence, suggesting that money alone may not be enough to sustain long-term motivation. The work environment, including relationships with colleagues and administrators, contributed positively but had the least overall effect. The findings suggest that a balanced approach is necessary to improve teacher motivation – particularly by strengthening professional development programs and encouraging deeper community engagement. These insights are useful for policymakers and educational leaders aiming to support teacher performance and improve educational outcomes across Nepal.*

Keywords: *Teacher motivation, community campus, professional growth, community support, salary, infrastructure, working environment, Rupandehi district, Nepal.*

Background of the study

In Nepal, community campuses are instrumental in higher education, enrolling nearly 80% of the nation's college-level students. Despite their critical role, these institutions grapple with persistent challenges such as inadequate infrastructure, insufficient teaching resources, and

limited avenues for professional development, all of which contribute to low levels of teacher motivation (Ministry of Education, 2023). Although numerous factors affect educational quality, the issue of teacher motivation often receives insufficient attention, even though it is essential for effective teaching and student achievement (UNESCO, 2023).

According to the Education Sector Plan (2022–2030), less than 35% of faculty members at public campuses regularly participate in professional development programs, and only 28% are involved in in-service training. This limited engagement restricts their skill enhancement opportunities and adversely affects their job satisfaction. Furthermore, many faculty members in community campuses are employed without formal job security, competitive salaries, or essential benefits such as sick leave or retirement pensions. These employment conditions foster high levels of occupational stress and dissatisfaction, prompting many educators to consider leaving the profession (Sharma & Bhandari, 2020; National Campaign for Education Nepal, 2022).

The situation is further exacerbated by political interference in faculty recruitment and management processes. This has created a work environment that many perceive as inequitable and discouraging, especially for dedicated educators who lack political affiliations (Aryal & Sharma, 2017). A study conducted by Acharya and Maharjan (2017) revealed that 42% of teachers in community campuses contemplated leaving their jobs within five years due to dissatisfaction, highlighting a significant concern for teacher retention.

The lack of motivation among teachers has a ripple effect on the entire educational system. It undermines student learning outcomes, diminishes classroom engagement, and weakens the overall academic performance of institutions (Tschannen-Moran & Woolfolk, 2007). In light of these challenges, this study specifically examines the issue of teacher motivation within Nepal's community campuses. It explores how various factors - including infrastructure quality, compensation and benefits, opportunities for professional growth, community involvement, and the broader work environment - influence teachers' morale and long-term commitment to the profession.

Literature Review

Theoretical Review

Herzberg's Two-Factor Theory, originally developed in the 1960s, remains a foundational model for analyzing job satisfaction and employee motivation, particularly in education systems within developing countries (Herzberg, 1966). According to this theory, two categories of factors influence workplace motivation: motivators and hygiene factors. Motivators are intrinsic to the job and include elements such as achievement, recognition, the nature of the work itself, responsibility, and opportunities for personal growth. These factors are considered essential for promoting job satisfaction and encouraging individuals to perform at higher levels. In contrast, hygiene factors are extrinsic, such as salary, working conditions, institutional policies, and job security. While hygiene factors do not necessarily motivate employees when present, their absence can lead to

significant dissatisfaction (Herzberg, 1966; Robbins & Judge, 2019).

This theory has been widely applied in educational research to explain the drivers of teacher satisfaction and retention, especially in low-resource settings like Nepal (Tamang, 2023; Khanal, 2020). In the context of community campuses, where financial constraints, lack of institutional autonomy, and limited professional opportunities are common, Herzberg's model offers a practical lens to differentiate between conditions that merely reduce dissatisfaction and those that actively contribute to improved morale and motivation (Singh & Manandhar, 2021). Thus, Herzberg's framework is particularly relevant for exploring the distinct contributions of salary, infrastructure, training, and institutional climate on teachers' intrinsic motivation and long-term commitment to teaching roles.

Empirical Review

• Salary and Benefits

Compensation remains one of the most cited factors affecting teacher motivation globally. In the Nepalese context, Tamang (2023) found that salary dissatisfaction is a key demotivating factor among faculty members in community campuses, particularly those employed on a part-time or contract basis. Teachers without access to benefits such as paid leave or retirement funds often report low morale and consider exiting the profession. This aligns with broader findings from Judge et al. (2010), who emphasize that while salary alone is not a sufficient motivator, inadequate compensation can significantly contribute to dissatisfaction and stress. Similarly, Pokhrel and Awale (2020) highlight that perceived salary injustice and lack of performance-based incentives contribute to teachers' disengagement in public institutions across Nepal. Moreover, research in South Asia indicates that fair compensation, including non-monetary benefits, influences not only recruitment and retention but also impacts classroom performance (Chudgar & Luschei, 2012). Thus, in alignment with Herzberg's theory, salary and job security must be treated as baseline conditions that prevent dissatisfaction, enabling intrinsic motivators to take effect.

• Campus Infrastructure

Physical infrastructure and access to essential facilities play a crucial role in shaping teachers' work experiences and student outcomes. According to UNESCO (2023), inadequate campus infrastructure such as poor classroom conditions, lack of sanitation, and limited teaching resources undermines teacher morale and the ability to deliver quality education. Acharya and Maharjan (2017) also note that many community campuses in Nepal lack proper buildings, libraries, and ICT resources, making it difficult for faculty to implement modern pedagogical methods. Such conditions act as significant hygiene factors; while improvements may not dramatically increase motivation, substandard environments certainly diminish job satisfaction and hinder teacher performance (Baral, 2021).

International research supports these findings. For example, Earthman (2004) found

a strong correlation between campus infrastructure and teacher retention rates, with poorly maintained facilities leading to higher turnover. In Nepal, where many community campuses struggle with insufficient funding, the quality of infrastructure remains a critical, yet often neglected, component of teacher motivation.

- **Professional Development**

Opportunities for professional development are directly linked to intrinsic motivation, career growth, and job satisfaction. Loyalka et al. (2019) assert that continuous training improves teacher efficacy and promotes engagement in the learning process. However, the situation in Nepalese community campuses is disheartening. Sharma and Bhandari (2020) found that less than one-third of teachers have access to regular in-service training, and even fewer benefit from career advancement programs. This stagnation contributes to a sense of professional isolation and undermines long-term career aspirations.

Research from similar contexts supports this observation. In India and Bangladesh, studies show that teachers who attend regular workshops and skill enhancement programs demonstrate improved instructional quality and greater job commitment (Majumdar, 2011; Khan & Ahmed, 2019). Professional development thus functions as a powerful motivator, reinforcing Herzberg's view that opportunities for growth and achievement are key drivers of satisfaction.

- **Community Support**

Community engagement is another dimension influencing teacher morale, especially in community campuses that are partially governed and financed by local stakeholders. Basnet and Rai (2019) argue that a strong school-community relationship increases teacher accountability and social recognition, which in turn enhances motivation. Adhikari and Shrestha (2019) further emphasize that schools with active parent committees and community involvement often witness better teacher performance and reduced absenteeism. In such settings, recognition from the local community acts as an intrinsic motivator, fostering pride and a sense of purpose.

Research by Sahlberg (2011) indicates that collaborative governance and community partnerships contribute to improved campus climate and faculty morale in Finland—offering a model adaptable to Nepal's decentralized education system. When communities invest in teachers, both symbolically and materially, it affirms their value and strengthens their connection to the institution.

- **Work Environment**

Finally, the broader work environment – including interpersonal relationships, administrative support, and organizational culture – has a significant influence on teacher motivation. Ghimire (2022) found that many teachers in Nepalese community campuses experience hierarchical management, lack of autonomy, and limited collegial support. Such conditions contribute to workplace stress and diminish professional satisfaction. The OECD's Teaching and Learning International Survey (TALIS, 2021) confirms that a positive and collaborative work climate is essential for teacher well-being and effectiveness.

Moreover, studies by Skaalvik and Skaalvik (2017) reveal that emotional exhaustion and burnout are directly tied to workplace dynamics rather than teaching itself. In Nepal's context, political interference in faculty appointments and lack of transparency in institutional management exacerbate feelings of injustice and demotivation (Sharma & Bhandari, 2020; Aryal & Sharma, 2017). Promoting a supportive, inclusive, and merit-based institutional culture is thus critical for sustaining motivation and performance in community campuses.

Herzberg's Two-Factor Theory offers a valuable framework for understanding the multiple dimensions that shape teacher motivation in Nepal's community campuses. While hygiene factors such as salary, infrastructure, and job security are necessary to prevent dissatisfaction, intrinsic motivators like professional development, recognition, and community support – are essential for fostering sustained engagement and commitment. Addressing these areas through strategic policy reforms and community collaboration is essential to revitalizing the quality and equity of higher education in Nepal.

Research gaps

Despite the significant role teachers play in the functioning and quality of Nepal's community campuses, empirical research on their motivation remains limited and fragmented. While Herzberg's Two-Factor Theory has been widely used in international studies to assess workplace satisfaction, only a few studies in Nepal have directly applied this framework to examine the motivation of faculty working in community campuses (Tamang, 2023; Khanal, 2020). There is a clear gap in research that empirically links critical factors such as compensation, professional development, infrastructure, and community engagement with teacher motivation in the context of Nepal's decentralized education system. For instance, rural community campuses continue to face critical infrastructural deficits, with more than 70% lacking basic educational facilities including libraries, ICT access, and standard classrooms (Center for Education and Human Resource Development [CEHRD], 2023). These challenges are often overlooked in national studies, which tend to focus on urban or centrally located campuses. Moreover, approximately 40% of the teaching workforce in community campuses consists of contract-based teachers who frequently face unstable employment conditions, inadequate benefits, and minimal professional support (Ministry of Education, Science and Technology [MoEST], 2022). However, their experiences are rarely represented in formal academic research or policy assessments. Another critical oversight in the existing literature is the limited exploration of leadership and community involvement in shaping teacher morale and retention. Leadership practices – especially in decentralized institutions like community campuses – play a key role in fostering positive work environments, yet few studies systematically examine this relationship in Nepal's context (Ghimire, 2022). Similarly, while community participation has been widely endorsed in national education policies, its influence on faculty motivation, recognition, and accountability remains under-investigated. Many of the

studies available on these issues are either outdated or rely heavily on qualitative methods, limiting their applicability for evidence-based policymaking (Singh & Manandhar, 2021). The absence of robust, quantitative data on teacher motivation significantly hinders the development of targeted interventions to improve retention and performance in community campuses. This highlights the need for updated, data-driven research that incorporates measurable variables aligned with modern theoretical frameworks to guide strategic reforms in Nepal's higher education sector.

Research Methodology

This study adopts a descriptive and causal-comparative research design to explore what affects teacher motivation in Nepal's community campuses. The design helps examine real-world conditions without manipulating any variables (Ghimire, 2022; Herzberg, 1966). The target population includes teachers working in community campuses within Rupandehi District. A sample of 384 teachers was chosen using Krejcie and Morgan's (1970) formula to ensure statistical accuracy. Stratified random sampling was used to include different types of teachers based on academic level, employment status (permanent or contract), and whether they teach in urban or rural areas (CEHRD, 2023).

The questionnaire included sections on salary, infrastructure, training, community support, and workplace environment. Items were adapted from reliable sources: Tamang (2023) and Judge et al. (2010) for salary and benefits; UNESCO (2023) and Acharya & Maharjan (2017) for infrastructure; Loyalka et al. (2019) and Sharma & Bhandari (2020) for training; Basnet & Rai (2019) and Adhikari & Shrestha (2019) for community support; and OECD (2021) and Ghimire (2022) for work environment.

Herzberg's Two-Factor Theory was used to frame the study, dividing factors into motivators (like training and recognition) and hygiene factors (like salary and job security). A multiple linear regression model was run using SPSS to measure how much each factor contributes to overall teacher motivation (Tamang, 2023; Poudel & Bhandari, 2021).

Results

Table 1: Correlation

Variables	Teacher Motivation	Salary & Benefits	Campus Infrastructure	Professional Development	Community Support	Work Environment
Teacher Motivation	1					
Salary & Benefits	0.624	1				
Infrastructure	0.589	0.482	1			
Professional Development	0.673	0.441	0.455	1		
Community Support	0.561	0.416	0.402	0.548	1	
Work Environment	0.604	0.507	0.489	0.521	0.478	1

The correlation matrix shows that teacher motivation is most strongly linked to professional development ($r = 0.673$), highlighting the value of ongoing training and skill-building (Poudel & Bhandari, 2021; Loyalka et al., 2019). Motivation is also positively related to salary and benefits ($r = 0.624$), aligning with Tamang (2023) and OECD (2021), who noted that financial security improves morale.

Other meaningful relationships include work environment ($r = 0.604$), which reflects the role of supportive leadership and manageable workloads (Sharma & Bhandari, 2020), and infrastructure ($r = 0.589$), pointing to the impact of adequate facilities on teacher satisfaction (UNESCO, 2023; Ghimire, 2022). Community support ($r = 0.561$) also matters, showing that social recognition and engagement boost motivation (Basnet & Rai, 2019; Adhikari & Shrestha, 2019).

These findings support Herzberg's Two-Factor Theory (Herzberg, 1966), showing that both intrinsic motivators and extrinsic conditions jointly influence teacher motivation.

Table 2: Regression Coefficient

Variables	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
Constant	1.372	0.248		5.532	0.000
Salary & Benefits	0.234	0.058	0.246	4.034	0.000
Campus Infrastructure	0.195	0.054	0.203	3.611	0.000
Professional Development	0.298	0.067	0.305	4.448	0.000
Community Support	0.182	0.053	0.197	3.434	0.001
Work Environment	0.221	0.059	0.239	3.746	0.000

The multiple linear regression analysis identified five significant predictors of teacher motivation in community campuses. Professional development had the strongest influence ($\beta = 0.305$, $p < 0.001$), highlighting the importance of continuous learning opportunities in enhancing teacher engagement (Poudel & Bhandari, 2021; Loyalka et al., 2019). Salary and benefits were also significant ($\beta = 0.246$, $p < 0.001$), supporting previous findings that financial incentives and job security are crucial for maintaining teacher morale (Tamang, 2023; OECD, 2021).

Work environment ($\beta = 0.239$, $p < 0.001$) was another strong factor, emphasizing the role of supportive leadership and manageable workloads (Sharma & Bhandari, 2020). Infrastructure ($\beta = 0.203$, $p < 0.001$) positively influenced motivation, indicating that access to adequate facilities contributes to job satisfaction (UNESCO, 2023; Ghimire, 2022). Finally, community support ($\beta = 0.197$, $p = 0.001$) was also significant, showing that social recognition and involvement enhance teacher commitment (Basnet & Rai, 2019; Adhikari & Shrestha, 2019).

Overall, the regression model confirms that both intrinsic and extrinsic factors significantly shape teacher motivation, consistent with Herzberg's Two-Factor Theory (Herzberg, 1966).

Table 3: Anova

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	32.487	5	6.497	141.24	0.000
Residual	17.513	378	0.046		
Total	50	383			

The ANOVA results indicate that the regression model significantly predicts teacher motivation in community campuses. The model explains a substantial portion of the variance in motivation scores ($F = 141.24$, $p < .001$), with the regression sum of squares ($SS = 32.487$) accounting for most of the total variance ($SS = 50$). The residual sum of squares was notably lower ($SS = 17.513$), and the low mean square error (0.046) suggests good model precision.

These results confirm that the combination of independent variables – salary and benefits, infrastructure, professional development, community support, and work environment – provides a statistically sound model. This supports the use of Herzberg's Two-Factor Theory (Herzberg, 1966) as a theoretical framework for understanding teacher motivation in the Nepalese context.

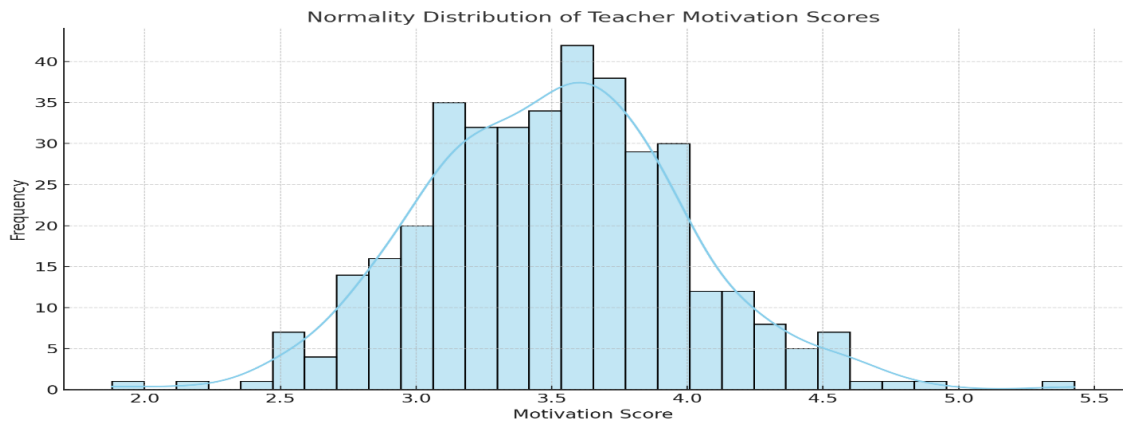


Figure 1: Normality Distribution

The histogram illustrates the distribution of teacher motivation scores across the sample. The shape closely approximates a normal distribution, with most scores clustering around the mean range of 3.5 to 4.0. The frequency gradually tapers off on both tails, indicating a symmetrical pattern and minimal skewness. This suggests that the motivation scores are normally distributed, which supports the use of parametric statistical tests such as regression and ANOVA in this study (Field, 2018). The bell-shaped curve confirms that the assumption of normality was met, ensuring the validity of the inferential analyses.

Table 4: Reliability

Constructs	Number of Items	Cronbach's Alpha
Teacher Motivation	5	0.821
Salary and Benefits	4	0.788
Campus Infrastructure	4	0.762
Professional Development	5	0.841
Community Support	4	0.774
Work Environment	4	0.796

The internal consistency of all constructs was assessed using Cronbach's alpha. All six constructs demonstrated acceptable to high reliability, exceeding the recommended threshold of 0.70 (Nunnally & Bernstein, 1994). Professional development showed the highest reliability ($\alpha = 0.841$), followed by teacher motivation ($\alpha = 0.821$), indicating strong internal consistency. Other constructs, including salary and benefits ($\alpha = 0.788$), work environment ($\alpha = 0.796$), community support ($\alpha = 0.774$), and campus infrastructure ($\alpha = 0.762$), also demonstrated good reliability. These results confirm that the items used in the questionnaire were consistent and suitable for measuring the intended variables.

Discussion

The findings indicate that professional development exerted the strongest influence on teacher motivation ($\beta = 0.305$), consistent with Poudel and Bhandari (2021), who emphasized the importance of training and skill-building for motivating teachers in rural Nepal. Similarly, Loyalka et al. (2019) observed in India and China that structured development programs enhance classroom engagement and teacher retention. Salary and benefits also had a significant impact ($\beta = 0.246$), supporting Tamang (2023), who reported that low and irregular pay negatively affects the morale of contract-based teachers in Nepal. This aligns with OECD (2021), which highlights financial security as a fundamental driver of global teacher satisfaction. The work environment emerged as another key factor ($\beta = 0.239$), echoing Sharma and Bhandari (2020), who found that administrative inefficiencies and workload imbalances reduce motivation in Nepalese public schools. OECD (2021) also noted that collegial support and well-being directly influence job satisfaction. Campus infrastructure positively influenced motivation ($\beta = 0.203$), consistent with UNESCO (2023), which linked inadequate teaching facilities in Nepal to decreased performance and satisfaction, and Ghimire (2022), who noted the demoralizing effect of lacking basic amenities in rural campuses. Community support also played a meaningful role ($\beta = 0.197$), aligning with Basnet and Rai (2019), who highlighted the role of social recognition and emotional support, and Adhikari and Shrestha (2019), who found that local engagement boosts teacher motivation and accountability. All predictors were statistically significant and positively associated with motivation, reinforcing Herzberg's Two-Factor Theory (Herzberg, 1966), which underscores the

joint influence of intrinsic and extrinsic factors. The regression model showed a strong fit ($F = 141.24$, $p < 0.001$), confirming the model's robustness and aligning with similar studies by Khanal (2020) and Ghimire (2022) on teacher motivation in Nepal.

Conclusion

This study affirms that teacher motivation in Nepalese community schools is influenced by both intrinsic and extrinsic factors, aligning with Herzberg's Two-Factor Theory (Herzberg, 1966). Among the variables analyzed, professional development was the most influential, underscoring the critical role of continuous learning and training opportunities (Poudel & Bhandari, 2021; Loyalka et al., 2019). Salary and benefits also significantly shaped motivation, particularly in the context of financial insecurity faced by contract-based teachers (Tamang, 2023; Ministry of Education, Science and Technology [MOEST], 2022). A supportive work environment, including effective leadership and balanced workloads, enhanced engagement and performance (Ghimire, 2022; OECD, 2021). Likewise, adequate campus infrastructure contributed to teacher satisfaction, though many rural institutions still lack essential facilities (UNESCO, 2023; Center for Education and Human Resource Development [CEHRD], 2023). Moreover, community support played a meaningful role, with parental involvement and local collaboration fostering greater motivation and accountability (Basnet & Rai, 2019; Adhikari & Shrestha, 2019). The statistical significance of all variables, as confirmed through regression and ANOVA analyses, offers a robust foundation for evidence-based reforms in teacher motivation policy.

Recommendation

To enhance teacher motivation in Nepalese community campuses, coordinated action is required across multiple stakeholders. Policy makers must prioritize equitable and timely salary distribution for all teachers, including those serving on contract, while also investing in essential infrastructure such as classrooms, teaching materials, and sanitation facilities in rural campuses (Tamang, 2023; CEHRD, 2023). Universities should deliver consistent and practice-oriented professional development programs that foster both pedagogical competence and intrinsic motivation among faculty (Poudel & Bhandari, 2021; Loyalka et al., 2019). Moreover, academic institutions are encouraged to undertake applied research to address real-time classroom challenges and enhance teacher education systems. Community campuses can serve as local hubs for professional growth by organizing training sessions, mentorship initiatives, and collaborative research projects aimed at sustaining teacher motivation and development (Basnet & Rai, 2019; Adhikari & Shrestha, 2019). Meanwhile, local governments and Campus Management Committees (CMCs) should strengthen parent and community engagement in campus governance and teacher support. Establishing mechanisms for regular feedback and data monitoring can further guide improvements in motivation and performance (MOEST, 2022; OECD, 2021). These combined efforts form the basis for an inclusive, evidence-based approach to revitalizing Nepal's teaching force.

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