



Teachers' Perceptions of Training and Professional Performance: A Qualitative Study in Nepal

Sabin Bisunke¹, Sachina Maharjan², Ghanshyam Prasad Shah³, Gunja Kumari Sah^{*4}

^{1,2} Mega Management College, Lalitpur, Rajarshi Janak University, Nepal

³ Faculty of Management, Mega National College, Lalitpur, Tribhuvan University, Nepal

⁴ Faculty of Management, Patan Multiple Campus, Lalitpur, Tribhuvan University, Nepal*

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Correspondence

E-mail: gunja.sah@pmc.tu.edu.np

A B S T R A C T

Teacher professional development is widely recognized as essential for improving instructional quality; however, limited context-specific evidence explains how teachers perceive the contribution of training to their professional performance and the challenges associated with its implementation in Nepalese school settings. This study explored teachers' perceptions of training and its contribution to professional performance in government and private schools in Godavari Municipality, Lalitpur, Nepal. Using a qualitative exploratory design informed by Guskey's Teacher Professional Development Model, semi-structured interviews were conducted with 10 purposively selected participants comprising principals, academic coordinators, and teachers from government and private schools. The interview data were analyzed thematically to identify common, divergent, and school-specific experiences. The findings indicate that participants generally perceived training as contributing to increased confidence, improved pedagogical and classroom management practices, stronger communication skills, curriculum implementation, and professional growth. Government-school participants emphasized curriculum delivery, educational policies, and classroom management, whereas private-school participants placed greater emphasis on innovation, technology integration, and specialized professional development. Across both settings, limited resources, insufficient training time, and an excessive emphasis on theoretical rather than practical content constrained effective implementation. The study contributes context-specific qualitative evidence showing that teacher-training outcomes are shaped not only by training participation but also by institutional conditions and implementation priorities. The findings support more practical, sustained, and context-responsive professional development in both government and private schools.

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1. Introduction

Training is an important function of human resource management of every organization, focusing on enhancing employees' skills, knowledge, and abilities so they can perform their work efficiently and effectively (Beattie et al., 2014; Bryan, 2006; Hervie, 2018; Hurd, 2008). Training and development have become the most important components in today's corporate and academic world, as they increase both individual and organizational performance (Faudiah et al., 2023; Hervie, 2018; Maritasari et al., 2020). Every institution's primary human resource is essential to its outstanding performance (Beattie et al., 2014; Bryan, 2006; Pokhrel & Behera, 2016). Every educational institution needs good teachers to improve overall performance.

Knowledge and abilities of its pupils, even though many other important variables contribute to their academic development (Acharya, 2025; Hervie, 2018). Professional upgrading is accomplished through teacher education, training, and development, which addresses all developmental tasks aimed at preserving and improving their professional competence (Acharya, 2025; Bonnes & Hochholding, 2020; Pokhrel & Behera, 2016).

Training provides the necessary skills, knowledge, and abilities to improve teachers' performance. It helps teachers to learn new abilities, working methods, and modern technologies (Hervie, 2018; Pokhrel & Behera, 2016). Training is the vital process of improving an employee's knowledge and abilities for a specific position. It is a planned process to improve performance and capabilities. It improves performance by bringing about changes in knowledge, skills, positive behaviour, and attitudes. Training is therefore frequently regarded as a means of enhancing worker performance to accomplish organizational objectives (Bonnes & Hochholdingner, 2020; Maritasari et al., 2020; Pokhrel & Behera, 2016).

Thus, teacher training matters for professional competence and instructional performance because the perceived quality of education depends on teachers' professional performance. It equips educators with the knowledge, skills, and abilities necessary to ensure high-quality instruction and promote students' learning (OECD, 2026; UNESCO, 2018). Professional educators can develop strategic plans for students, employ effective teaching methods, manage classrooms, integrate educational technology, and assess students' learning outcomes (Ulferts, 2019). Teachers can also enhance their teaching abilities and knowledge by staying current on curriculum changes, new educational regulations, and innovative teaching methods through professional development (OECD, 2026).

Teacher training is widely regarded by several researchers as improving students' academic performance, instructors' practice, motivation, and teaching confidence (Popova et al., 2022; Kunter et al., 2013). As a result, it is regarded as one of the most effective ways to promote sustainable educational growth at the institutional and national levels, and to improve the standard of the education sector and the effectiveness of the teaching profession (Schleicher, 2016; UNESCO, 2018).

Godavari is a municipality in Nepal's Kathmandu Valley, situated in the southern region of Lalitpur. It is renowned for its agriculture, tourism, religious sites, woods, and natural beauty. Godavari has 14 wards, with a total area of approximately 96.11 square kilometers. Godavari, Thecho, Chapagaun, Lele, Badikhel, Chhampi, and Bishankhunarayan are all part of the municipality. One of the significant educational municipalities in the Lalitpur District is Godavari. Godavari Municipality contains about 92 schools, according to the most recent educational statistics released by the Center for Education and Human Resource Development (CEHRD, 2025).

There are 52 private schools and 40 government/public schools. The Central Bureau of Statistics National Population and Housing Census 2021 indicates that Godavari Municipality's overall literacy rate is 82.96%. The literacy rates for men and women are 90.32% and 75.87%, respectively (CBS, 2021). So, Godavari Municipality has a literacy rate of about 82.96%, which is comparatively high when compared to many other parts of Nepal (CEHRD, IEMIS Report 2025).

In Godavari Municipality, Lalitpur, training programs for school teachers are mostly funded by academic institutions, universities, and professional development initiatives run by the government or non-governmental organizations. The primary objectives of teacher training are to improve instructional strategies, curriculum implementation, child-centered learning, leadership, and educational quality. Teachers in Lalitpur's Godavari Municipality face a variety of training challenges. Many schools do not offer regular training opportunities

due to a variety of problems, such as limited budgets, insufficient resources, ineffective learning environments, a lack of school support systems, and inadequate educational planning (Deshar & Maharjan, 2024; Rajbhandari, 2024).

Basically, performance is the outcome of effective training, development, motivation, and satisfaction across all sectors (Mamy et al., 2020; Sah & Pokharel, 2022) and in school education (Beattie et al., 2014; Bryan, 2006; Pokhrel & Behera, 2016). For this, effective training, positive perceptions, and motivation are necessary to improve teachers' quality, abilities, and skills to maintain school education. Thus, it supports both teachers' and students' performance in school education.

A review of the literature conducted across different countries reveals both similarities and differences based on key themes and key findings

Table 1. Review of Literature based on geographical context, major themes, objectives, methodology, and key findings

Authors	Country	Themes	Objectives	Methodology	Key Finding
Hurd (2008)	UK	-	Examined the effects of trainee teachers on secondary school student outcomes.	Quantitative research of 1,222 secondary schools, representing 40%	Insignificant impact on A-level, but negative to significant positive depending on trainee levels.
Sturko and Gregson (2008)	USA	Teacher professional development	Explored teachers' learning and collaboration during a professional development program.	Qualitative multi-case study involving 6 Career and Technical Education (CTE) teachers involved in two professional development programs.	Professional development enhanced teachers' pedagogical knowledge, collaboration, reflective practice, and professional growth.
Jacob et al. (2010)	Global	Pre-service teacher preparation	Analyzed the value of a global perspective of pre-service teacher education programs.	Qualitative case study involving pre-service teachers in six countries.	Global teaching experiences enhanced pedagogical skills, cultural competence, and professional confidence among trainee teachers.
Postholm (2012)	Norway	Attributes of Effective Professional Development	Reviewed theories and practices of teachers' professional development.	Systematic theoretical review of teacher professional development.	Professional development effectiveness based on collaborative, school-based classroom practice and teachers' learning attitudes.
Chong and Kong (2012)	Singapore	Collaborative Learning and Teacher Self-Efficacy	Analyzed the role of lesson study in improving teachers' self-efficacy.	Qualitative study using lesson study with school teachers.	Collaborative professional development improved teachers'

Authors	Country	Themes	Objectives	Methodology	Key Finding
					self-efficacy and core competence.
Curwood (2014)	Australia	Professional Identity and Technology Integration	Examined teachers' experiences in technology-based professional development.	Ethnographic case study of high school teachers.	Professional development supported teachers' professional identity and technology integration.
Flores et al. (2014)	Portugal	Teacher Preparation and Reflective Practice	Examined pre-service teachers' views of their teacher education program.	Qualitative study based on 47 written narratives from pre-service teachers.	Participants valued teaching research and mentorship to improve teacher preparation.
Pokhrel & Behera (2016)	Nepal	Teachers' professional development expectations	Researched the expectations of teachers' professional development	Qualitative research design included 8 teachers for the interview	Expectations of Teachers from Teachers' Professional Development were not completely fulfilled.
Hervie, (2018)	Ghana	-	Researched the effect of training and development on teachers' performance.	Quantitative research design included 30 teachers for the study	Reduced performance due to a lack of frequent training, materials, motivation, and supervision.
Khan & Abdullah (2019)	Iraq	-	Investigated the Impact of training on teachers' productivity	Mixed methods; proposed 58 teachers for the interview	Significant positive impact of training and development on teachers' performance
Mamy et al., (2020)	Bangladesh	Training and teacher performance	Evaluated the influence of training and development on performance	Mixed-method descriptive and analytical	Significant positive impact of training facilities on performance
Maritasari et al., (2020)	Indonesia	-	Investigated the effect of training and supervision on teachers' performance	Quantitative research considered 100 school teachers	Strong positive effect of training and supervision on teachers' performance
Hang (2023)	China	-	Explored the effect of management and teaching performance	Quantitative research considered 239 teachers	Weak and negative correlation between school management and performance.
Faudiah et al., (2023)	Indonesia	-	Analyzed the impact of training and development on teachers' performance	Quantitative research approach, data from 50 teachers	Training research, methods and participants had a positive influence on teacher performance
Deshar & Maharjan (2024)	Nepal	-	Analyzed job satisfaction among	Quantitative research considered 94 school teachers	Private school teachers were more

Authors	Country	Themes	Objectives	Methodology	Key Finding
			teachers in private and public schools	in Godavari Municipality	satisfied than public schools
Rajbhandari (2024)	Nepal	-	Examined the motivation practice on performance	Quantitative research approach, data from 9 interviews with teachers	Motivational practices of the teachers improved overall performances
Acharya (2025)	Nepal	Teachers' perceptions of professional development	Researched the perceptions towards teaching-learning on professional development	Mixed research design with Purposive and multistage sampling	Teachers' perspectives are crucial for teaching and learning in professional development
Barathnivash & Sheela Mary (2026)	India	Training and organizational performance	Analyzed the effect of training on firm productivity	Review-based research approach	Virtual training platforms increased employees' performance.

Table 1 shows several studies reported a positive impact of teacher training on performance, particularly in Iraq, Bangladesh, and Indonesia (Khan & Abdullah, 2019; Mamy et al., 2020; Maritasari et al., 2020). Similarly, recent studies from Nepal highlighted the importance of teacher motivation, professional development, and teachers' perspectives in enhancing educational quality (Rajbhandari, 2024; Acharya, 2025).

In contrast, some research found negative effects. Hurd (2008) found that trainee teachers had no significant impact on A-level and GCSE outcomes in the UK, while Hang (2023) reported a weak negative relationship between training and educational performance in China. Likewise, Hervie (2018) also reported that inadequate training may reduce performance in Ghana.

Therefore, international research has shown that teacher education improves teachers' professional competence, teaching methodologies, classroom management, and students' learning. The study also demonstrates that instructors' positive perceptions of training increase the likelihood that they will use the newly learned skills and knowledge in the classroom.

Similarly, studies conducted in Nepal demonstrate that teacher training improves professional growth and instructional strategies. However, its efficacy is still hampered by a lack of training parity, post-training assistance for trainees, and a lack of connection between training material and real-world classroom situations. It is evident from both international and Nepalese research that assessing how instructors view their training is essential to determining how it creates a positive perception of their performance.

Although prior research has already established the benefit of teacher training, the majority of studies have focused on the efficacy of teacher training rather than instructors' opinions of the training process. The majority of research has been based on quantitative studies using a cross-sectional design. Furthermore, teachers' self-evaluation of how training has affected their performance has received less attention, as objective measurements have been employed more frequently to evaluate teacher performance.

In the local context of Godavari Municipality, very few studies have been done on teacher training experiences and their perceived performance, despite the growing body of information regarding teacher training. It is challenging to determine if existing training programs satisfy teachers' professional needs and hence enhance their teaching performance due to the lack of context-specific evidence. Therefore, this study examines how teachers in Godavari Municipality's community schools view their training and how that impression relates to their perceived performance. Thus, this study explores the perception of teachers' training in Godavari Municipality's community schools and the relationship between that perception and their reported performance.

In general, the perception of teachers' training is one of the issues that must be considered by all schools, as teachers who are positive in their perception of training tend to be more active in training and can put into practice what they have learned and acquired from the training in the learning process. Effective training can be a factor in improving the professionalism of teachers in the classroom. The training obviously must be customized for the problems and needs of classroom teachers in the field.

Teachers from Godavari Municipality's public and private schools were contrasted using a qualitative method of inquiry to obtain a context-specific picture of their training experiences, which gives factual data on how teachers perceive training and how it affects their professional activity in different settings.

Therefore, this study focused on the following research problem:

- What are teachers' perceptions of the contribution of training to their professional performance?
- What challenges do teachers perceive in obtaining and implementing training?
- How do these perceptions differ between government and private schools?

Based on the research problems, the study focused on the following research objectives:

- To explore teachers' perceptions of the contribution of training to their professional performance.
- To identify challenges in obtaining and implementing training.

To analyze the differences in teachers' perceptions of training between government and private schools.

Thus, this study contributes to the literature by providing qualitative insights into teachers' training experiences and perceived professional performance. In practice, the results can be used to improve educational management in both public and private schools by developing teaching strategies and tactics, and to guide the creation of professional learning programs tailored to specific contexts.

2. Methods

The study employed a qualitative approach with an exploratory design to analyze the perception of teachers' training on professional performance in schools within Godavari Municipality, Lalitpur. The research employed an exploratory design to gain in-depth knowledge, perceptions, and experiences of participants regarding the significance of training in enhancing professional development.

The research themes were derived from Thomas R. Guskey's Model of Teacher Professional Development (2002), which describes how professional development affects

instructors. Guskey contended that teachers' attitudes and views change only after they successfully adopt new teaching strategies and see gains in student learning, in contrast to conventional models that presume instructors' beliefs change first.

Guskey's Model (2002) consists of four basic components: improved student learning outcomes, changes to classroom practices, changes in teachers' attitudes and beliefs, and professional development. The paradigm states that as instructors successfully implement new strategies and observe improved student learning, their viewpoints change.

Ten participants, including principals, coordinators, and teachers who had participated in teacher training programs, were selected from both public and private schools through purposive sampling. The study included ten participants comprising two principals, two academic coordinators, and six teachers from five public and five private schools in Godavari Municipality. Participants were selected to ensure representation from different school types and leadership roles.

Purposive sampling was employed to recruit participants with direct experience of teacher training and school management. Eligible participants, such as principals and academic coordinators, had at least five years of administrative experience, and teachers had at least two years of teaching experience.

Semi-structured interviews were used to gather primary data, allowing participants to freely share their thoughts and experiences. The questionnaire had open-ended questions including teachers' training experiences, opinions, challenges, and perceived professional performance. The interview process was reviewed by experts in educational research and pilot-tested to improve clarity and content validity.

Participants who met the eligibility requirements were invited to voluntarily participate after receiving permission from the relevant schools. Face-to-face interviews were conducted in either Nepali or English, based on the participants' preferences, and all information was audio recorded with consent from the participants. Each 15- to 25-minute interview took place in person or via a smartphone for audio recording, depending on the participants' availability and convenience.

The raw interview data were coded, transcribed, and subjected to a thematic analysis. Thematic analysis made it easier to spot recurrent trends and important topics about how training affects teachers' self-assurance, pedagogical abilities, classroom management, communication, and general professional efficacy. Participants' answers were thoroughly examined and analyzed to ensure the validity and reliability of the results, while upholding confidentiality and ethical research standards throughout. Participants' responses were presented in narrative textual form.

3. Results

The interview was conducted at those schools that regularly organize teacher training and workshop programs, typically two to three times a year. Ten participants responded based on their experiences, both on-the-job and off-the-job training facilities. Overall, participants perceived training as having a favourable effect on their performance. They mentioned that training helped them improve their teaching strategies, classroom management style, communication abilities, teamwork, and problem-solving skills. Several participants further emphasized that training increased their self-confidence and made them more motivated in their work. Therefore, the results indicate that frequent teacher training

improves teachers' instructional competence, confidence, motivation, and overall job performance, all of which are beneficial to their professional development.

Table 2. Demographic *Characteristics of the Participants*

Characteristics	Number	Number	Percent (%)
Gender	Male	6	60
	Female	4	40
Age	Below 25	1	10
	26-30	1	10
	31-35	2	20
	36-40	2	20
	Above 40	4	40
Position	Principal	2	20
	Academic Coordinator	2	20
	Teacher	6	60
School	Government School	5	50
	Private School	5	50

Table 2 demonstrates a summary of the study participants' demographics. The table shows that six (60%) of the participants were men and four (40%) were women. In terms of age group, people above 40 made up the largest group (4, 40%), followed by people between the ages of 31 and 35 (2, 20%) and 36 and 40 (2, 20%), and people below 25 and between the ages of 26 and 30 (1, 10%). Teachers made up the bulk of participants (6, 60%), followed by principals (2, 20%) and academic coordinators (2, 20%). There were five (50%) participants from government schools and five (50%) from private schools, resulting in a 50:50 split between the two types of schools. Participant coding based on position and school type is shown in Table 3.

Table 3. Participants' Coding Based on Private and Government School

Position	Government School	Private School
Principal	GP1	PP1
Academic Coordinator	GAC1	PAC1
Teacher	GT1, GT2, GT3	PT1, PT2, PT3

The study participants' coding scheme is shown in Table 3. Each participant received a unique code that matched their position and type of school to maintain confidentiality and facilitate data processing. The codes distinguish between the roles that students from private and public schools play in their careers.

Government School Teachers' Responses to Interviews

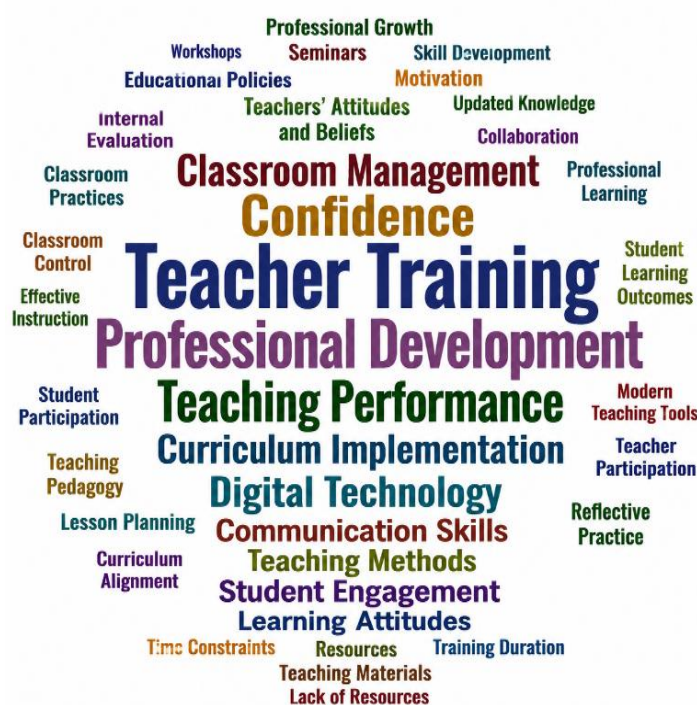


Figure 1. Word cloud based on the Government Schools Participants' Responses

Figure 1 shows the word cloud of the interviews with the principal, academic coordinator, and instructors. The figure shows that systematic training improves professional performance in government schools. Participants highlighted how training facilitates collaboration on teaching, learning, and research initiatives, increases access to academic knowledge, promotes professional networking, and enhances stakeholder communication.

Private School Teachers' Responses to Interviews

The interview replies from private school teachers also revealed that training programs have a great influence on their performance.

Most participants reported that their schools regularly organize several professional development programs, workshops, and seminars, generally two to three times a year, both on- and off-the-job. These training sessions focused on new trends in teaching, advanced technology, teaching methodologies, classroom management of regular and extra-curricular activities, communication skills, student assessment, technology integration, and subject-specific instructional strategies (PP1).

Among them, the academic coordinator, aged 35, a private school teacher, expressed that training programs are very important for improving their performance. She also mentioned that the school had recently organized a “Phoenix Training” program, which was designed to improve professional skills and introduce modern teaching practices. According to her, such programs help teachers become more skilled and efficient in their roles. She explained that insufficient time, inadequate training materials, and an overemphasis on theoretical content may limit the effectiveness of their approach (PAC1).

In response, 42-year-old school teacher Sir stated that the training program is very helpful in preserving instructor quality for the exceptional performance of the pupils. He learned to integrate digital tools and multimedia materials into teaching and learning practice,

which has enhanced students' learning experiences. However, mindset can occasionally cause issues, and individuals may find it difficult to pick up new skills (PT1).

One primary level teacher, aged 23, responded that the training programs improved classroom control skills and communication abilities, resulting in better student engagement. Training sessions strengthened their knowledge and skills, and enabled them to manage the course and other extracurricular activities more effectively and efficiently. She also felt that a positive attitude toward learning encourages participants to update and grab opportunities (PT2).

Likewise, another teacher, aged 32, found that the practical activities included in the training helped to apply new teaching methods immediately in the classroom. Their confidence has grown, and their general teaching performance has improved as a result of both on-the-job and off-the-job professional development programs, though they lack training materials (PT3).

Thus, private school instructors also stated that training programs enhanced their ability to teach through a positive mindset, learning attitude, effective and efficient classroom administration skills, engagement, and confidence. The results are consistent with Guskey's (2002) model, which indicates an increase in classroom practices, student learning, and teachers' confidence as a result of training. But due to scarcity of resources, time, and lack of hands-on training, its effectiveness was limited.

Participants also noted age disparities, time limits, a lack of rigorous evaluation, and rapidly advancing technology as general obstacles to an effective training program, as shown in Figure 2.



Figure 2. Word cloud of Information gathered from Private Schools Participants

Figure 2 shows the word cloud of the interviews with the principal, academic coordinator, and instructors, systematic training improves professional performance of private schools. Participants highlighted how training facilitates collaboration on teaching, learning, and research initiatives, increases access to academic knowledge, promotes professional networking, and enhances stakeholder communication.

Table 4. Distinguish Common, Divergent, and Group-Specific Findings

Guskey's Model Construct	Common Findings	Divergent Findings	Government School-Specific Findings	Private School-Specific Findings
Professional Development	Both instructors perceived systematic training as essential for improving professional performance.	Government schools emphasized professional development, whereas private schools emphasized specialized training.	Training focused on curriculum implementation, academic policies, internal evaluation, and responsibilities.	Training focused on workshops, seminars, innovation, subject-specific strategies, and professional growth.
Changes in Teachers' Attitudes and Beliefs	Instructors from both sectors reported increased confidence after training.	Government instructors emphasized self-worth, while private teachers emphasized innovation.	Greater confidence in curriculum delivery, classroom leadership, and professional development.	Stronger emphasis on positive mindset, willingness to adopt innovative learning.
Changes in Classroom Practices	Both groups reported improvements in classroom management, lesson planning, and teaching effectiveness.	Government schools focused on curriculum implementation and classroom control, whereas private schools emphasized interactive instruction.	Improved classroom control, curriculum implementation, internal evaluation, and extracurricular management.	Improved teaching methodologies, multimedia integration, and practical assessment.
Student Learning Outcomes	Both groups perceived increased student engagement and learning effectiveness following teacher training.	Government teachers associated improved learning mainly with effective curriculum implementation, whereas private teachers associated it with innovative teaching methods and technology integration.	Better curriculum understanding, classroom participation, and effective learning management.	Enhanced engagement, interactive learning experiences, and improved student performance through digital and practical instructional strategies.
Organizational Support and Implementation Challenges	Both groups identified inadequate resources, limited training time, and excessive theoretical content rather than practical components.	Government schools emphasized institutional resource shortages, whereas private schools highlighted rapidly changing technology, mindset, and training system.	Limited resources, insufficient practical theme, short duration, and inadequate support.	Rapid technological changes, age differences, and resistance to change.

The findings in Table 4 indicate that government and private school teachers had positive perceptions of all four constructs of the Teacher Professional Development Model (TPDM) of Guskey (2002), which means that teachers' professional development was enhanced, their attitudes and beliefs were enhanced, their classroom practices were improved, and their students' learning outcomes were improved. But the emphasis was different in the groups. For the government school teachers, training was mostly considered as a tool to

enhance curriculum delivery, classroom management, and adherence to educational policies, while for the private sector teachers, training was seen as a means to innovate, incorporate technology in the classroom, adopt a practical approach to teaching, and develop their own capacities for continuous professional development. Both groups concluded that teacher training should be improved by strengthening organizational support in terms of availability of resources, time for training, and delivery of training in a more practical way. The similarity in outcomes of training between school types suggests that their contexts of implementation and priorities are different.

4. Discussion

The results of the study stated that teachers in both types of private and government schools found that training was crucial to increase professional performance. Training is necessary to improve their confidence level, make a strategic plan for classroom management, enhance teaching abilities, use educational technologies, and improve overall academic performance. They also stated that a contradictory perception of the training program, such as theoretical dependence, training material, time limit, rapidly changing technology, learning attitude, age difference, and a tight budget, may create problems. Postholm (2012) also stated that a positive school culture with a good atmosphere and understanding of teachers' learning, in addition to co-operation with external resource persons, may support the professional development of teachers. Modern training platforms also enhance institutional effectiveness, as reported by Barathnivash & Sheela Mary (2026).

Therefore, the study found that several teachers suggested that training programs should be held more frequently and include more practical, interactive sessions rather than focusing solely on theory. Pokhrel & Behera (2016) stated that the workshop's training period, which includes more practical components than theoretical, must be adequate to enhance teachers' performance. As a result, educators expect training to be able to link theory to practice (Özgenel, 2019).

The findings of this study clearly show that training programs play an important role in improving teachers' performance within the school. Similar findings were also reported from (Acharya, 2025; Faudiah et al., 2023; Khan & Abdullah 2019) that the quality of teachers is influenced by the educational training system. The study found that short training sessions and a deficiency of resources and training materials led to difficulties during training. Inadequate supervision, a lack of incentives and motivation due to a tight budget, a lack of teaching and learning materials, and occasional in-service training were all found to be contributing factors to instructors' subpar performance (Deshar & Maharjan, 2024; Hervie, 2018; Hurd, 2008; Rajbhandari, 2024).

Thus, school management must focus on removing barriers to training from the educational system to implement an efficient and successful training program that will enhance teachers' professional performance. Therefore, removing these complications during the training program should be a top priority for school management to establish a professional environment that supports teachers' ongoing performance and academic results.

5. Conclusion

The study concluded that training is a crucial part of human resource development for all educational and other non-educational institutions. The study shows that training strongly influences teacher performance. Teachers' performance needs to be raised to raise the standard of education in Lalitpur. The main focus of training programs is the calibre of teachers. The Goadawari, Lalitpur Education Service must invest more in the continuous professional development of its instructors. The report states that although in-service training is often planned, problems occur because of a lack of training time and resources. Therefore, resources, training materials, and learning aids must be the main focus of the educational system. The performance of teachers was significantly impacted by in-service training programs.

Thus, this study determined that through improving their ability to teach and learn, strategically managing the classroom, and leveraging key competencies, teacher training had a significant impact on teachers' performance. Regular, practical, and well-funded training programs should be prioritized to enhance teacher performance.

This study included ten participants from specific Godavari Municipality government and private schools; therefore, future research should use mixed-methods or quantitative approaches with a larger sample from various municipalities or districts to increase the generalizability of the results. The study employed a cross-sectional qualitative research approach that considered responses at a specific point in time to examine the effect of training on teachers' performance in both public and private schools. Future longitudinal studies employing a quantitative research approach may therefore offer contextual depth.

Therefore, teachers in both public and private schools generally agreed that improving teachers' performance requires teacher training. According to Guskey's (2002) Teacher Professional Development Model, training enhanced professional development, strengthened teacher attitudes and beliefs, strengthened teacher classroom practices, and increased student learning outcomes. While government school teachers focused on curriculum implementation and classroom management, private school teachers focused more on innovation and technology integration. The three categories of inadequate resources, training time, and practical training were all recognized as major barriers to successful professional growth, despite the fact that the groups' methods varied.

The conclusion of this study may not apply to other educational contexts, as it was conducted only on teachers' perceptions in government and private schools in one municipality. Larger samples and longitudinal or mixed-methods designs in the national context with teachers' perceptions of professional development in various educational contexts could be studied in future research.

Declarations

Author Contribution Statement

Sabin Bisunke conceptualized and designed the study, collected and analyzed data, and drafted the manuscript. Sachina Maharjan contributed to data collection, literature review, data analysis, and manuscript preparation. Ghanshyam Prasad Shah provided methodological guidance, supervision, and critical review. Gunja Kumari Sah contributed to supervision, interpretation of findings, manuscript revision, and final editing. All authors reviewed and approved the final manuscript for publication.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

Declaration of Interests Statement

The authors declare that they have no known competing financial or non-financial interests that could have influenced the work reported in this study.

Additional Information

Correspondence and requests for materials should be addressed to Patan Multiple Campus, Patan Dhoka, Lalitpur, Tribhuvan University, Nepal, +9779841139897, gunja.sah@pmc.tu.edu.np

ORCID

Sabin Bisunke  [0009-0000-8103-9705](https://orcid.org/0009-0000-8103-9705)

Sachina Maharjan  [0009-0002-8766-5592](https://orcid.org/0009-0002-8766-5592)

Ghanshyam Prasad Shah  [0009-0008-0366-2487](https://orcid.org/0009-0008-0366-2487)

Gunja Kumari Sah  [0000-0003-2461-1394](https://orcid.org/0000-0003-2461-1394)

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