

Teacher's Perceptions toward Teaching-Learning Pedagogy and Professional Development: Insights from Nepal

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Abstract:

Introduction: Teachers' views on teaching-learning pedagogy include effective instructional methods, learning preferences, assessment strategies, and classroom management. This study aims to investigate the viewpoints of teachers regarding the teaching-learning pedagogy and professional development opportunities of the school teachers that are available in the field of education.

Methods: Purposive and multistage sampling and quantitative and qualitative analysis are used. This method allows for thorough research area exploration. This method enhances data quality and makes research findings more applicable to real-world education.

Results: The findings offer a thorough overview of the perspectives, attitudes, and experiences of educators regarding instructional approaches and opportunities for growth in their field. A comprehensive investigation reveals the importance of educators' perspectives in shaping classroom practices, embracing new ideas, and fostering a culture of ongoing learning.

Discussion: As per the findings, teachers get allowances, training, meetings, seminars, and further courses to advance professionally. Policies affect teacher training and benefits. Some parents were enthusiastic about free education, while others were moderate or supportive, according to instructors.

Limitations: This study has focused primarily on the development of basic and primary education in Nepal, both in the past and present.

Conclusions: Educational institutions can tailor development programmes to teachers' needs by acknowledging and addressing these perceptions. Policymakers can use the findings to raise awareness of the changing landscape that promotes mandatory and accessible high-quality education.

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Introduction

Teachers' attitudes, beliefs, and comprehension of many facets of their teaching methods as well as their personal professional development are all factors that influence their perspectives on teaching-learning pedagogy and professional development. This concerns the ways in which teachers view the methods and strategies they use in the classroom to improve student learning and the ways in which they view chances for continued professional development. Gaining an understanding of teachers' perspectives in these areas can help us better understand their teaching strategies, motivations, difficulties, and areas for growth.

This element relates to how educators view and comprehend different approaches, methods, and tactics used in teaching and learning. It comprises their opinions on what constitutes good teaching and learning, their go-to teaching strategies, and their perspectives on cutting edge pedagogy. For instance, whilst some educators view project-based learning as an effective way to get students interested and help them develop a thorough understanding of the material, others may favour more conventional lecture-based approaches.

This feature emphasizes how crucial it is for educators to understand the value of lifelong learning, professional development, and skill enhancement in their specialized disciplines. The viewpoints offered encompass a broad spectrum of growth options, such as workshops, conferences, courses, cooperative learning chances, and mentoring schemes. A teacher's excitement for lifelong learning, adjusting to new trends in education, and honing their craft can be influenced by their perspective on professional development. The way that teachers approach their teaching strategies and ongoing professional development greatly influences their classroom tactics and overall efficacy as educators.

1 Literature review

A willingness to explore new teaching techniques, actively look for opportunities for personal growth, and modify instructional practices to suit the requirements of varied learners can all be attributed to positive perspectives. Muyunda et al. (2023) pointed that development programmemes affect teachers' careers. The study seems well-regarded and aimed at improving Zambian teachers. Continuous growth improves teaching, pedagogy, and content knowledge, so instructors value it. The literature review examines educators' views on teaching, learning, and personal growth. These studies were thoroughly analyzed to inform the researchers' research. Nurkolis and Sulisworo (2018) examined successful

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schools and school policies in delegated education. Effective schools require developing human resources, engaging with the community, providing facilities and infrastructure, improving educator skills, fostering student and instructor achievement, monitoring student progress, ensuring adequate education funding, and acknowledging local government support.

Hung (2020) investigated what motivates foreign language instructors to teach well. The researcher found that compensation and job security motivate teachers to perform well. The author contends that effective teaching-learning can be realized through the engagement of skilled and motivated teachers. Job satisfaction is increased by responsibility, accomplishment, and personal and career development. Altinyelken and Hoeksma (2021) showed how a teaching-learning method can improve education and develop students' talents. Active learning involves students taking charge of their education and actively participating in the teaching-learning process.

As per the various studies, active learning involves students taking responsibility for their learning, actively participating in a variety of activities, collaborating with peers, and staying focused. Teachers supervise and help students learn. Students working together to co-create information can improve learning, according to research. The school focuses on a good teaching-learning environment to provide quality education. The school environment shapes and improves intelligence. Sah (2016) found that teacher quality greatly affects education. These educators are vital to education. Compensation, academic success, dedication to their profession, training quality, and opportunities for advancement and professional growth motivate teachers.

The researchers, parents, teachers, policy makers as well as educational administrators suggested to be students' friendly school environment with require facilities. The teachers' training has improved teacher-student interactions by encouraging student participation in their education and increasing project work facilitated by qualified teachers. The training programme covers personality, social skills, and pedagogy in three modules. The school environment includes the physical, social, and learning aspects, and relates to the variety of facilities provided by the school. In their study, Fonllem et al. (2020) emphasized the importance of the school environment and how it is shaped by various factors within the educational institution.

They highlighted the significance of the relationships that exist among members of the school community, as well as the structural, personal, and functional aspects that contribute to the overall environment. Training and development in an organization involve educational activities aimed at enhancing the knowledge and skills of employees, as well as offering guidance on performing tasks more efficiently. Younas et al. (2018) highlighted as training and development are the processes of investing in people so that they would equipped to perform.

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Motivation is the cognitive process that drives, guides, and maintains action towards specific objectives. Motivation is a dynamic process where a learner engages with their surroundings, going through stages of arousal, commencement, intensification, and sustained goal-oriented behaviour. Effective pedagogy involves the implementation of various strategies and techniques by instructors to effectively instruct and guide students. The primary goal of education is to facilitate learning, which is a major priority for teachers. To effectively facilitate learning, teachers need to have a thorough understanding of the subject matter.

Education resources are utilized in a professional setting to enhance and assist individuals in their development and acquisition of knowledge. The educational resources encompass a wide range of elements that play a crucial role in the teaching-learning process. These elements include tangible and intangible components, such as physical resources, materials, human resources, and financial inputs (Agi & Uba, 2020). An excellent education is one that places a strong emphasis on the holistic development of every student, encompassing their social, emotional, mental, physical, and cognitive progress. Based on Agnihotri's (2017) research, a high-quality education prioritizes the holistic growth of all students, encompassing their social, emotional, mental, physical, and cognitive well-being, regardless of their gender, race, ethnicity, and other factors.

Mohammed and Sakyi (2022) examined educators' views on the pedagogical importance of lesson study activities. Math teachers were surveyed regarding the effects of lesson study. The survey produced favorable outcomes. The mathematics instructors enhanced their pedagogy by employing lesson plan. Ashari and Hushairi (2018) recommended play-based learning in learning disabled preschools. The study examined how teachers' play pedagogy affects learning disabled preschoolers' cognitive and social development.

Herro and Quigley (2017) studied 21 southeastern middle school teachers' perspectives and methods. Those teachers attended STEAM literacy workshops. That study examined educators' behaviour before and after a STEAM project-based learning development programme. Studies examined a nearby river's political, social, economic, environmental, and historical aspects. Teachers increased their STEAM knowledge to teach the subject and saw STEAM professional development as a first step in changing their teaching methods. Collaboration and seamless tech-integrated learning were stressed.

Immediacy, validity, and pedagogical love affect Saudi university student motivation and engagement (Shoaib, 2023). The study recommended blending these three dispositions. Also discussed were emphasizing emotional connections over language goals and incorporating cultural and social values into teaching. The study stressed the importance of authoritative figures' respect and teachers'

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physical and intellectual efforts in shaping students' learning environment acceptance. Ismagulova (2023) examined Kazakhstani English teachers' pre-advanced training needs Akmola Region English Language Teachers Association (ARELTA) and U.S. An English teacher's perspective is crucial for assessing colleagues' needs and professional growth. The digital technology has changed teachers' teaching and learning methods (Shaikh, 2023). The study examined instructors' views on digital pedagogy and its effects on teaching, learning, and evaluation. The study found that digital teaching can improve students' critical and analytical thinking when used properly.

Debbağ and Fidan (2021) examined how Vlogs motivate trainee instructors during their practicum. Personal development through Vlogs is also discussed. The experimental group collected qualitative data via semi-structured interviews. Vlogs boosted self-efficacy, intrinsic goal orientation, control beliefs, and work value. As per the study, teachers can learn techno-pedagogy from Vlogs. Self-assessment pedagogy was used to study pre-service teachers' reflective practices in Australia, Bhutan, and Canada (Deluca et al., 2022). Candidates' views on self-assessment's learning and growth impact were sought. These themes examine how self-assessment improves reflection and professional growth. Many US educational institutions have adopted ubiquitous computing, but few teachers have reached a pedagogical developmental stage that allows them to use technology for education.

Regarding the innovative teachers with advanced teaching practices to understand advanced pedagogical development. Everyone preferred learner-centered, ubiquitous computing to classrooms. Comparative case interviews ended. Positive coworker collaborations helped them overcome phobias and advance professionally. Teachers must improve student learning with technology. Innovative teachers improve learning. Research and training use teachers' experiences.

Abakah (2022) examined Ghanaian educators' continuing professional development (CPD) and development needs. 25 teachers and five key informants are interviewed qualitatively. The results show that teachers need ongoing training in pedagogical content, technology integration, and school and student management. The feedback from teachers suggests that current CPD interventions do not meet their development needs. Teachers blamed reduced involvement and control in CPD programme development, structure, and execution for its ineffectiveness.

Fadilla (2020) stressed teacher development. Pre-service teachers' teacher professional development (TPD) views matter. The perception includes TPD topics and learning activities that can boost teachers' skills. Pre-service teachers realize they must improve classroom management and subject-specific instruction. This study should inform teacher training. The findings' targeted

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application revealed the best learning and personal development methods. The relevant institution should design teacher preparation programmes using these insights.

Othman and Masum (2017) emphasized teacher development at East Java's Darussalam Modern Islamic Boarding School. The study examined how development opportunities affect boarding school teachers' confidence. Most DMIBS teachers like professional development (PD). The study finds that advanced academically credentialed teachers teach better. That study found no difference in effectiveness between DMIBS-qualified and degreed teachers. Fleur and Dlamini (2022) remarked that high-quality professional development improves teacher skills and student learning. The study stressed mixed-methods qualitative finding focusing on student-centered learning, study examined teachers' best digital technology use and its impact on modern classrooms. Results showed digital technology and learner-centered teaching need improvement.

Kenny et al. (2020) recommended planned learning experiences for non-specialist teachers' professional development to maximize long-term learning and application. Paper describes a government-funded programmes to help science and math teachers teach elsewhere. Teachers' perceived disruptions to learn were examined. The 'boundary crossing' theory is used to examine how these disruptions affect teachers' perceptions of their modified teaching methods. Teacher confidence in relational content, pedagogy, and curriculum increased. Future non-specialist teacher programmes will matter.

Kassim and Al-Mekhlafi (2023) examined Yemeni new teachers' mentoring development. The study was analyzed using quantitative and qualitative methods. The observation checklist and questionnaire were used. Ten new teachers surveyed in 2020 received six months of mentoring. Mentoring was popular in the study. Participants' teaching, classroom management, resource and technology use, and student evaluation improved with mentoring. For professional development, schools mostly used workshops, in-service training, and continuous learning. Kriplani (2023) examined instructors' views on E-learning, their issues, and the benefits of digital platforms for teaching and learning. The study examines the complex relationship between teacher attitudes and higher secondary E-learning integration.

By means of an examination of educators' viewpoints, convictions, and inclinations concerning teaching methodologies and individual growth, interested parties can cultivate an environment of ongoing enhancement within learning establishments, so augmenting the caliber of education offered to learners. This research identifies the situation and tries to have ways to see and act by the nation for its people's prosperity. So, this study is fruitful to those interested person, students, researchers, civil society, other stakeholders,

teachers, policy makers, businessmen and government for academically as well as policy prospective.

By reviewing different national and international literature toward the teachers' perceptions toward teaching learning pedagogy and professional development, the researchers investigate the perspectives of educators regarding teaching-learning pedagogy and professional development. Their perspectives, convictions, and experiences in relation to various teaching approaches and opportunities for continuous professional development are most likely investigated in this document. Continuous training in pedagogical content, technology integration, and school and student management would be beneficial for teachers, according to the findings, which suggest that such training would be beneficial.

2 Purpose of the study

The main goals of the study are to analyze the teaching-learning pedagogy and initiatives related to educators' development activities. The specific objectives of this is to examine the perceptions of teachers toward teaching-learning pedagogy and highlight the teachers' professional development activities in the study area.

3 Methodology

To comprehensively explore the implications for educational leadership and policy, particularly emphasizing the importance of understanding and addressing educators' viewpoints, the chosen research methodology is a combination of qualitative approaches, specifically purposive and multistage sampling techniques. This method is designed to gather in-depth and context-specific insights from a select group of participants, which, in this study, includes 66 teachers from 11 different schools across three distinct municipalities: Kathmandu Metropolitan, Chandragiri Municipality, and Kirtipur Municipality within Kathmandu district.

Purposive sampling: The initial phase of the sampling process is purposive sampling, which involves intentionally selecting participants who possess specific qualities relevant to the study objectives. In this case, the teachers were chosen based on their engagement in different levels of education primary, lower secondary, and secondary and their subjects of teaching which range across disciplines like Nepali, Mathematics, English, and Sciences among others. This strategy ensures that the data collected are directly relevant to exploring how educational policies impact teaching practices across varied educational stages and subjects.

Multistage sampling: Following purposive sampling, the multistage sampling method was applied to further refine the participant pool. This involved a systematic selection process across different layers starting from the municipality

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level, then moving to specific schools within those municipalities, and finally focusing on teachers within those schools. This approach helped in managing the complexity and scope of the study, making the data collection process more manageable and focused on the research goals.

Data collection and analysis: Data were collected through field surveys conducted between 2020 and 2022. These surveys included both structured questionnaires and semi-structured interviews, which allowed researchers to gather quantitative data (such as demographics, educational qualifications, and years of experience) and qualitative insights (such as perceptions of professional development and interactions with educational policies). The collected data were then analyzed using descriptive statistics to illustrate the distribution of various characteristics and responses among the participant group. For example, the analysis of teaching levels showed a significant number of teachers involved in primary education, indicating a focus area for educational leadership and policy implications. Further, the subjects taught by these teachers were categorized and analyzed to see predominant disciplinary focuses which may influence how educational policies are perceived and implemented across different academic subjects.

Implications: The use of purposive and multistage sampling in this qualitative study allows for a nuanced understanding of how educational policies affect teaching practices from the perspectives of those directly involved in the educational process. By focusing on specific educators who experience daily interactions with policy outcomes, the study provides actionable insights into improving the effectiveness of teaching and enhancing student academic performance through more informed and responsive educational leadership and policy-making.

4 Results

The researchers had applied purposive and multistage sampling method collecting information from the study area. The researchers selected 66 teachers from 11 schools through the 3 municipalities' vs Kathmandu metropolitan, Chandragiri municipality and Kirtipur municipality in Kathmandu district.

Table 1

<i>Level of Teaching</i>	<i>Frequency</i>	<i>Percent</i>
Primary Level	30	45.5%
Lower Secondary Level	24	36.4%
Secondary Level	12	18.1%
Total	66	100%

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Table 1 shows that there are a total of 66 school teachers participating as respondents, representing 11 schools from the Kathmandu district. Educators were providing instruction at the primary level (45.5%), lower secondary level (36.4%), and secondary level (18.1%).

Table 2

Subject of teaching

<u>Subjects</u>	<u>Frequency</u>	<u>Percent</u>
Account	2	3.03
Computer	3	4.55
Economics	2	3.03
Economics and Population	1	1.52
English	10	15.15
Health, Science and Population	3	4.55
Health Studies	1	1.52
Maths	12	18.18
Math and EPH	1	1.52
Math and Nepali	1	1.52
Maths and Science	4	6.07
Nepali	13	19.70
Nepali and Social Studies	1	1.52
Population	1	1.52
Science	6	9.09
Social Studies	5	7.57
Total	66	100.00

As per the field study, there are slightly more teachers' participants from Nepali subjects (19.70%), followed by Mathematics (18.18%) and English (15.15%). In the study areas, few teachers have been found teaching single subjects but most of teachers have found teaching more than single subjects (Table 2). There were more male teachers participated in the study with 53.03%, whereas the female teachers' participants represented 46.97%. This shows that the schools have more male teachers in the comparison to female teachers.

Table 3

Education qualifications of teachers

<u>Level of Education</u>	<u>Frequency</u>	<u>Percent</u>
SLC	4	6.0
Intermediate	6	9.1
Bachelor	22	33.3
Masters	34	51.5
Total	66	100.0

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Likewise, 51.5% teachers had Master's Degree and 33.3% had Bachelor's Degree (Table 3). This was due to the study which is based on high schools, where more experience and at least bachelor qualification are selected for teaching.

Table 4

Years of experiences of teachers

<u>Years</u>	<u>Frequency</u>	<u>Percent</u>
1 to 5	19	28.79
6 to 10	16	24.24
11 to 15	9	13.64
16 to 20	4	6.06
21 to 25	5	7.58
26 to 30	11	16.67
31 and above	2	3.03
Total	66	100.00

Average experience: 2.4 years

Likewise, the majorities of teachers were working experience of 1 to 5 years, consist of 28.79% of teachers, followed by 6 years to 10 years of experiences that consist of 24.24%. The average year of experience of the teachers was found 2.4 years (Table 4). Similarly, more of the teachers (56.06%) were permanent teaching jobs and 28.79% were temporary and 15.15 % were hired as the relief quota. It signifies that there has found consistency of teachers availability in the sample schools.

4.1 Teachers professional development and benefits

It is widely accepted that instructors should engage in continuous development to enhance their teaching methods, create a better school environment, and support their students' learning outcomes. Learning opportunities are available to individuals in various settings, such as professional development programmes and teaching research groups that offer formal mentoring programmes. Teachers' responses revealed the crucial elements of an activity system that foster professional development in the field.

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Table 5

Policy for the teacher's development

<u>Development perception</u>	<u>Frequency</u>	<u>Percent</u>
As per need	2	3.03
Average	2	3.03
Good	12	18.94
Need to improve	1	1.52
Learning mentality and better environment	2	3.03
No all good	3	3.78
No knowledge of Policy	1	1.52
Policy management is good to some extent	1	1.52
Professional training	3	4.54
Reduced training	1	1.52
Satisfactory	38	57.57
Total	66	100.00

There is an existing policy for teachers' development, 57.57% of teachers were satisfied with the avenues the teachers getting for their development. However, the rest of the teachers have a mixed reaction on their development. They had a perception of improving the development process professionally. As 3.78% of the teachers felt that the development policy is not good at all. This indicates that challenges were existing while setting common goals for teachers in professional learning and development groups (Table 5).

Table 6

Effort of school for developing teacher's profession

<u>Effort of school for developing teacher's profession</u>	<u>Frequency</u>	<u>Percent</u>
All provision	4	6.06
As per policy	1	1.52
Average	1	1.52
By use of experts	1	1.52
Dairy available and education material	1	1.52
Discussion and meeting	1	1.52
Education material and training	1	1.52
Helps other	1	1.52
Interaction	1	1.52
No any provision	8	12.12
Professional Training, seminar, workshop and tour	46	69.70
Total	66	100.00

After discussing the school's role and efforts in teacher development, the teachers mentioned that the schools arrange various training programmes, seminars, workshops, and tours to improve teachers' skills and knowledge (69.70%). However, a significant number of teachers, 12.12% to be precise,

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stated that their schools did not offer any opportunities for professional development. The study found no evidence of adequate opportunities for teacher development and growth, which is essential for empowering teachers in a sustainable manner (Table 6). During the field study period, the selection of instructors was conducted by the Teacher Service Commission (74.24%) and the School Management Committee (27.27%).

Table 7

Provision regarding the teachers' other benefits

<i>Teacher's other benefits</i>	<i>Frequency</i>	<i>Percent</i>
Additional class	32	48.48
Allowances	5	7.58
Free training	3	4.55
Meeting and seminars	7	10.61
No benefits	15	22.73
Tiffin and internet facility	3	4.55
Training and tour	1	1.52
Total	66	100.00

The teachers were provided with additional classes as benefit (48.48%), likewise, they were provided with the allowances (7.58%), training (4.55%) and meeting & seminars (10.16%). However, it was found inadequate for the development of the teachers that could contribute significantly through the teachers' teaching and professional development programmes (Table 7).

The teachers were provided with the leave provisions, as per the law wherein they were entitled for 12 days leave (87.88%) whereas 7.58% was followed by applying for leave. They were provided with dress code (92.42%). While analyzing the policy provisions regarding to the female teacher in primary level, 74.24% under 5 to 10 provisions whereas 4.55% response none of them. As per the teacher's professional development and benefits, the policy provisions pre-determine the development of teachers. The research appears to be adequate for the development of instructors in their field. The value of learning is widely acknowledged in various settings, including skill enhancement programmes, educational and research organizations, and formal mentorship programmes.

Table 8

Teacher-guardians' interaction

<i>Teacher-guardians' interaction</i>	<i>Frequency</i>	<i>Percent</i>
Sometimes discussion/meeting	23	34.85
Interaction after term exams	27	40.91
Interaction and parents meeting	3	4.55
Interaction between parents' committee and teacher	2	3.03
Mothers meeting	3	4.55
No provision / any implementation	2	3.03
Regular interaction	3	4.55
School only focus on higher class	3	4.55
Total	66	100.00

As per reported by the teachers toward the teacher-guardians interaction, 40.91% pointed after term exam, 34.85% said that there has been conducted sometimes discussion meeting. Besides these, the interaction meeting of teacher-guardians occurred interaction and parents meeting, interaction after term exams, meeting with mothers as well as regular interaction has been conducting in the schools (Table 8).

4.2 Descriptive analysis: Perception of teachers

This section explores the management of school education from the viewpoint of teachers. Prior to analysis, the data was carefully prepared to avoid any potential issues, such as missing data. A thorough analysis was conducted on different perspectives regarding schooling. The focus is on how teaching methods affect student progress. The participants' responses were assessed using a five-point Likert scale, which spanned from disagreement to strong agreement. The average score for the statement on providing technology and training to implement new policies in community schools was 4.39, with a standard deviation of 0.828. The respondents' views show that technology and training are crucial to community schools' new policy implementation. The existing grading system has contributed to the improvement of quality education and it is necessary to implement ICT in the current education policy had the lowest average values. It appears that the school's grading system is not improving Nepal's education quality. ICT is essential for school-level implementation of the new education policy (Table 9).

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Table 9

Perception of the school teachers' on present education management at school level

<u>Opinion Statement</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>Strongly agree (%)</u>	<u>Agree to some extent (%)</u>	<u>Agree (%)</u>	<u>Disagree to some extent (%)</u>	<u>Strongly disagree (%)</u>
The state of education in schools is satisfactory.	3.95	0.87	30.3	39.4	25.8	4.5	0
The existing school education policy exerts a substantial influence on teaching and learning endeavors.	3.69	0.71	13.6	48.5	34.8	3	0
The implementation of current educational policies has had a positive impact on the development of students' cognitive abilities.	3.56	0.76	8.33	43.94	41.67	6.06	0
It is necessary to reevaluate the policy regarding education in schools.	4.09	0.87	39.4	28.8	27.3	1.5	0
Students, teachers, and guardians played a significant role in shaping the current school education policy.	3.37	1.18	21.21	24.24	29.54	16.7	8.4
The policy on promoting the liberal class, the implementation of a continuous evaluation system, and the introduction of a new examination policy.	4.33	2.47	42.4	24.2	21.2	6.1	1.5
A mandatory and complimentary assessment policy has been introduced at elementary level.	4.17	0.88	40.9	36.4	16.7	1.5	1.5
To effectively implement the new policy in community schools, it is crucial to ensure the provision of both technology and training.	4.39	0.83	4.54	58.33	18.94	16.67	1.52
The implementation of the safety education policy in schools has demonstrated significant efficacy.	3.87	0.92	7.57	28.78	27.27	31.82	4.54

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Implementing education policy at the local level is highly effective and extremely relevant in the current context.	3.92	0.99	3.03	7.58	41.67	35.6	12.12
Applying ICT in the implementation of existing education policy is crucial.	3.3	0.36	63.63	21.21	10.6	1.52	0
A child-centric education system has been effectively implemented in schools.	3.9	0.84	25	40.15	29.55	5.3	0
Students played an active role in the formulation of the school's code of conduct.	3.72	1.167	18.18	38.64	25	11.36	6.82
The students have followed the code of conduct diligently.	3.66	0.77	10.6	43.94	34.84	1.52	1.52

All school teachers support mandatory and accessible education, which has proven effective at the foundational level. Teachers agree that the current school education policy improves teaching, learning, and student development. The special education policy for students with disabilities is still questionable, but a student-focused education policy in schools has shown promise.

5 Discussion

This study finds that over half of the professors had master's degrees, and one-third had Bachelor's. High school teachers with Bachelor's degrees and substantial experience were studied. About 28.79 percent of teachers had 1-5 years of experience, while 24.24 percent had 6-10 years. The typical teacher has 2.4 years of experience. Teachers were distributed as follows: Relief quota teachers were 15.15 percent, permanent teachers 56.06 percent, and temporary teachers 28.79 percent. Regarding the teachers' manual time, only 51.52% of teachers received their manual on time, while 48.48% did not. Instructor guides were absent from big city schools. 56.10% of instructors questioned reported adequate library administration and book availability, whereas 43.90% reported weakness. According to the field survey, 81.82% of teachers had local teaching material, while 18.18% did not.

While preparing local materials, local educational material development involves financial and time management (30.30%), skills, training (27.27%), and administrative support (19.7%) obstacles. Most teachers have expressed their satisfaction with the school's provision of development programmes and activities that support continuous learning. However, a notable number of teachers voiced their discontent with the inadequate training offered by schools. Teachers had few chances to enhance their skills and knowledge. The selection of teachers was conducted by the Teacher Service Commission, which accounted

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for 74.24% of the process, while the School Management Committee contributed 27.27%.

Toward the professional development, allowances, training, meetings, seminars, and extra classes are given to teachers. It seems insufficient for teacher development, which might considerably improve instruction and professional progress. Teachers' development and benefits are policy-driven. This study helped teachers develop professionally. Parents' excitement for the free education project ranged from very enthusiastic to medium to good, according to teachers. The findings of this study align with those of Abakas (2022), Sah (2016), Altinyelken and Hoeksma (2021), and Younas et al. (2018), while differing from the results presented by Hung (2020), Fonllem et al. (2020), and Mohammed and Sakyki (2022). Most of the teachers advised parents to help their children with schoolwork, as many do not. Many parents are unhappy with their children's grades, and fewer accept excessive TV and phone use at home. Professors were clearly knowledgeable in several fields. Many educators like the existing school policy and its effects on teaching, learning, and student participation.

Conclusions

This study has examined the perceptions of teachers toward teaching pedagogy and professional development in school education. Ultimately, this study provides insight into the intricate connection between teachers' perceptions, teaching methods, and development opportunities. By doing so, it emphasizes the importance of recognizing teachers' perspectives as crucial elements in developing successful educational strategies. By recognizing and tackling these perceptions, educational institutions can create personalized development programmes that align with teachers' needs and objectives.

This leads to a more engaging teaching environment and better student learning outcomes. The study has analyzed how evidence-based teaching techniques in selected schools can improve learning. Less experienced instructors love the teacher development policy. The absence of growth and learning possibilities in schools worries teachers. Teacher empowerment requires professional development and advancement, which are often lacking. The findings can also be used by policymakers to raise awareness of the shifting landscape that ensures mandatory and accessible education through high-quality education. This allows policy makers and implementers to collaborate to find innovative ways to improve programme coherence and optimize interactions for efficient policy implementation.

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