

Training and Development for Teacher Competency Enhancement: A Case of Community School Teachers

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Abstract

This study aims to examine the level of competency related to training and development with new structures and roles in the community school teachers. Enhancing competency is a priority in training and development as it helps teachers provide high-quality teaching and learning experiences. In this study, a qualitative multiple database document analysis approach was employed. Questions about training and development for competency enhancement were posed in an attempt to find answers from the associated literature review of community school teachers. Primarily in settings with limited resources, community schools are essential for educating large numbers of students. Yet, the quality of the teachers at these institutions has a major issue in their efficacy. Human resource development in educational organizations should outline the goals and outcomes of training and development in order to give community school teachers more competency. In order to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all students, it is crucial to improve the competency of community school teachers through training and development. The community, as a whole benefits, when teachers are empowered via training and development programs. Educational officials should prioritize providing financial aid and encouragement for training and development programs, as community school instructors are essential to achieving educational equity. Enhancing the competency of community school teachers through training and development is not just a moral obligation but also a strategic investment in the future of entire communities.

Keywords: community school, competency, multidimensional concept, new structure, training

Introduction

Background

In every context, teacher development and training is the key to achieve the intended results of teaching and learning activities. The foundation and primary

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resource of any organization is its human capital (Khan et al., 2016). Using structured methods to impart knowledge and help individuals develop the skills necessary to do their professions well is known as training. The primary objective of development is to enhance each person's potential and ability by providing them with educational possibilities (Armstrong, 2009). As a result, training enhances job performance through modifications in knowledge, skills, attitudes, or behaviors, while development provides learning experiences for growth, not limited to current roles (Bernardin, 2012). Similarly, training imparts essential job skills to new or current employees, and dissatisfaction can lead top achievers to seek different professions (Dessler, 2013). In a simple sense, training is a short procedure that employs instruction to handle technical challenges, it serves a specific purpose as it relates to a work environment. on the other hand, development is a long, marathon process in which organizations and their employees actively look for the knowledge, skills, and abilities to deal with any future challenges (Ferreira, 2016).

Competencies comprise traits, information, convictions, aptitudes, experiences, drive, ideals, attitudes, practices, and self-control. With an emphasis on attaining realistic goals and improving employee knowledge and skills for accomplishing both corporate and individual goals, training and development are essential components of human resource management for enterprises (Kapur, 2018). Implementing training and development programs is crucial to enhance the effectiveness of educators in the classrooms and establishing the foundation in order to expand educational institutions.

When we talk about continuous professional development, it is crucial for maintaining and enhancing teacher competency. The training provided to teachers before their employment, known as pre-service training, is usually mandatory. For example, M.Ed. and B.Ed. programs offered by universities. Likewise, the life of their career in education, teachers receive ongoing in-service training (Borg & Consult, 2023). Educational institutions have aided in the preparation and growth of teachers in the Nepalese context although a large number of instructors have received training, stakeholders are currently worried about the value and perception of training among teachers.

It is reported how pupils' academic performance is declining over time. By way of example, statistics reveal that 25.29% of candidates were successful in mathematics, 23.63% in integrated science, and 50.29% in English. Additionally, a large percentage of students who took the examinations in 2016 failed the core subjects of science, social studies, math, and English (Hervle et al., 2018). It's hard for students to learn even the most fundamental things which could not be connected with teachers training and development for competency enhancement. The majority of issues are somewhat difficult for students to understand. Less than 50% of the curriculum has actually been finished or mastered by the great majority of students in all subject areas.

Regarding the higher-order thinking questions, the majority of students were unable to respond (MOEST, 2020). Training educators who are both professionally and intellectually qualified is challenging. The government federal Nepal has made large financial investments in a variety of educational plans and projects, and each one has an important element on teacher development. Thus, teacher training has been financed in large part by public funds. There are questions such as, why does Nepal still face such a significant issue with teacher professional development in spite of current scenario? The uncertainty policy regarding teacher training is another critical issue which has affected negatively (Bhandari, 2013). Students' accomplishment levels are greatly influenced by their instructors and quality of education can only be raised by trained teachers, yet because of their low competence, community schools are usually accused of providing low-quality education in Nepal.

Teachers' skill and dedication are ultimately transform a classroom into a learning environment, even though well-designed facilities, equipment, and literature are important. (Gautam, 2016). While globalization seeks to supply the world economies with better workers, many educators are confronted with harsh working conditions, inadequate compensation, and overwhelming workloads (Unesco, 2022). Teacher professional development (TPD) is a critical component of recent reforms and advances in education quality. However, the implementation of TPD at school level is lacking, and various indicators can be used to evaluate it (Poudel, 2022). In an effort to provide teachers in Nepal with effective pedagogical tools to enhance student achievement, the government has also invested a substantial sum of money on teacher training. But the review of the literature that is currently accessible on teacher preparation in Nepal shows that not much has changed. Training and development always concern with competency enhancement and the competency of teachers is a multidimensional concept that encompasses knowledge, skills, and attitudes, all working together to create a conducive learning environment and support student success.

As a least developed nation Nepal needs to effectively solve its serious social, political, economic, and environmental problems. The majority of Nepal's youth have been working in the Gulf and sending remittances, which currently constitute the primary source of funding for the GDP of the nation (Gaudel, 2007). Socio-economic growth was seen when democracy was restored in 1990, but the real achievements have been hidden by the weak political-economic character of the ruling class (Devkota, 2007). Education and a nation's socioeconomic and human resource development are closely linked and Nepal's socio-economic development and economic growth are significantly influenced by the greatest educational policies (Dahal, 2016). Therefore, it may be concluded that the primary driver of socioeconomic change is teacher educational policy. Thus, it is crucial to investigate community teachers' competency levels through training and development.

It is essential to require both performance management and development of skill and competency. Performance management has the potential to be the area that contributes most to organizational and individual learning, increases organizational effectiveness, and fosters growth (Adhikari, 2010). However, it is crucial to build the human capital basis through mechanisms for competency enhancement in human resource development in order to participate and benefit from the competition.

A Glimpse at the Relevant Literature

Several studies have been carried out in the field of training and development. Aligning with the study, Adhikari (2010) demonstrated that understanding and overcoming competition is a need for every organization and nation. To compete and gain an advantage over rivals, it is crucial to develop human capital through training and performance management development processes. In the same way, Beydoun and Saleh (2023) found that the training and development contribute to an institution's capacity to gain a competitive edge, are essential to keeping up with global concerns and innovation, and above all are ongoing as long as the organization is operating. Sharma and Taneja (2018) stated that training and development are important instruments that enable individuals to reach their full potential and improve their effectiveness, productivity, satisfaction, motivation, and originality at work. Mensah Hervie (2018) claimed that the direct relationship between low student achievement and teacher performance, emphasizing the importance of training and development in managing human resources. K C (2021) found that the trained teachers in Nepal did not significantly improve their professional development and in-service teacher inspiration, despite their training sessions.

According to Khan et al. (2011), efficiency of an organization is significantly impacted by training and development, on-the-job training, training design, and delivery style, all of which have a beneficial impact. It implies that it improves the efficacy of the organization as a whole. Phauja and Malhotra (2017) found that the process of recognizing one's accountability for both employee skills and superior organizational performance is known as quality of work life. Nessipbayeva (2019) claimed that the effective teaching abilities are a prerequisite for high-quality education usually. Teaching competencies are more than simply knowledge and talents; they also include the capacity to meet demanding requirements in a given setting by utilizing psychological resources.

Parajuli and Das (2013) revealed that compared to institutional schools, where only 15% of pupils are enrolled, community schools score poorly academically and this situation is the failure to improve the competency of community school instructors through training and development. Tweedale &

Staufenberg (2020) stated that any school's ongoing professional development program for teachers won't be of high enough if the leadership team doesn't see itself as an essential partner and enabler of that process. Chapagain (2020) found that the majority of pupils attending community schools perform below average. It has to do with the education, experience, and skill levels of instructors.

Adhikari (2023) found that in the classroom, applying the knowledge, abilities, and strategies learned during the training to use in practice is essential. A variety of factors, such as limitations in their training capacities, disbelief about more recent methods, difficulty breaking old habits, lack of subject-matter expertise, lack of motivation, teachers' indifference, and a result-oriented focus, can make it challenging for licensed educators to apply their newly acquired skills in the classroom. Upadhyay et al. (2012) stated the need to provide the training required for teachers who do not yet have training. Due to the inadequate pre-service teacher preparation, the following actions should be taken to enhance pre-service training: Enrollment limitations in the Faculty of Education adopting innovative, scientific teaching-learning techniques, Students' and teachers' self-control; emphasis on practical rather than academic courses for graduation; and use of the laboratory school concept for efficient instruction. Political interference should not be allowed in the teacher transfer system. It is necessary to implement a system of mandatory and periodic transfers. Teachers should have a 50/50 weighting for internal competitiveness and file development.

Khan and Abdullah (2019) found that the improving effectiveness and productivity of teachers has always been encouraged by training and development. The study leads to the conclusion that there are significant and beneficial links between teacher productivity and training and development. Gambo (2015) said that the corporate development and organizational performance are largely dependent on the training and development of the workforce. Apriliyanti (2020) claimed it is believed that professional development programs for teachers are crucial to improving the competencies of teachers. Darling-Hammond (2013) found the information and abilities that pupils need for success, as well as the instructional strategies and procedures necessary for all students to attain them, are being rethought by school systems. Indrawati and Octoria (2016) emphasized to increase professionalism, ongoing professional development is conducted in a way that is sustainable, planned, and compatible with needs. Self-development, scholarly publications, and creative works are some of its constituent parts.

Solov (2020) emphasized the new instructional competencies are developed in novel circumstances. The first category is associated with advanced teacher training in education, pedagogy, and psychology. The second group is associated with information and communication technology training and includes abilities related

to online platform usage, and distance learning. Lastly, the third category is made up of unique professional competencies, as well as competencies in fields related to its thematic domains, which enable students to develop a unified perspective and learn how to apply the knowledge they have learned. Linh (2021) emphasized the most important responsibilities of teacher educational institutions is teacher preparation. Hafizi et al. (2022) found that the planning, organizing, implementing, and assessing teacher competency development and training programs to improve learning quality is relatively limited. Richard (2016) found in order to shape a country and equip educators for transformative learning, teacher education is essential. However, teachers do not possess critical thinking abilities, and there are insufficient high-quality programs.

Theories of Training and Development

In this study, researchers have used technology integration theory in which 'technological pedagogical content knowledge" (TPACK) refers to the types of information that educators need in order to effectively integrate technology into their classes. The TPACK framework places special emphasis on the relationships that arise between instructors' technological, pedagogical, and subject knowledge and how those relationships combine to produce effective teaching (Spector et al., 2014). Teacher training programs concentrate on successfully integrating technology into teaching and learning in light of the growing usage of technology in education.

Another theory used in this study is the system theory. According to this theory, society is made up of a variety of components that interact with one another to keep everything in balance. Any system, whether social or not, is made up of many interconnected and mutually reinforcing components; when one component changes, it impacts the system as a whole. According to (Jacobs, 2014) system theory of HRD, an organization is a system that is designed to accomplish specific objectives. According to this idea, an organization's procedures, inputs, and outputs are all important for accomplishing its objectives and running its day-to-day business. The phrase "inputs" describes the resources-people, money, material assets, etc.-that enable an organization to run.

This study has also been guided by Mezirow's theory of transformational learning which offers valuable ideas like the conversation of collaborative action, empowering learning, learning fields, and critical analysis (Fleming, 2018). The idea of transformational learning, formulated by Jack Mezirow, looks into the process by which people undergo radical shifts in their attitudes, beliefs, and viewpoints through critical analysis and discussion. This theory emphasizes the significance of encouraging critical thinking, questioning presumptions, and encouraging a growth mindset in educators during the teacher preparation process.

Methodology

Increasing the effectiveness of community school instructors, it is fundamental to comprehend the relationship between competency and training. We can use relevant resources, the study conducted empirical research on the topic using qualitative research and document analysis methods. In this study, literature review, includes policy documents and online peer-reviewed studies about training and development for community school teachers' competency enhancement that were published between 2010 and 2023 (Røkenes & Krumsvik, 2014). Literature reviews on the related key terms have used the Google and Google Scholar multiple databases.

The studies were collected, evaluated and combined using Creswell's (2018) five-step method, which suggests to follow; choose important search terms, find relevant literature by searching multiple sources and databases, assess and choose the literature critically, arrange the literature, and compose a review of the literature (Creswell, 2018, p. 81). This study is entirely based on reviews or library research (Pasa & Kharel, 2020). System theory, transformational learning, technological integration, national policy devices, and other empirical findings are used to evaluate areas of study regarding training and development for community school teachers' competency enhancement.

Results

The degree of competence attained by community school teachers via training and development has not been widely acknowledged, as demonstrated by the academic progress of their students. Teachers are the key players in the educational process. Their readiness, knowledge, and level of performance are what render training and education successfully. Effective teaching skills are typically a requirement for a high-quality education. More than only skills and knowledge, teaching abilities also involve the ability to use psychological resources to handle challenging objectives in a particular situation. The training and development (T&D) and efficiency of teachers are positively correlated. Effective T&D are crucial tools that enable individual teachers to reach their full potential and improve their effectiveness, satisfaction and motivation. The competency framework for community school teachers describes and justifies the competencies that teachers need to possess and strive toward. The new instructional competencies are developed in rapidly changing circumstances.

The state of practicing teachers' continuing professional development (CPD) and initial teacher training are presented in the context of modifications to Nepalese educational administration. Under the new federal government, local and provincial governments are now in charge of continuing professional development

for teachers. Ineffective preservice teacher education is often the root cause of the problems that CPD aims to solve, and reform at this level can have a significant impact on the standard of teachers and training. Education programs are having difficulty bringing in enough qualified candidates, which is believed to be a reflection of a larger deterioration in the nation's teaching standards. Innovation and change are required as a result of the growing use of digital technology in education. The implementation of these reforms requires strong administrative and leadership abilities. The open systems theory, which takes an organization's relationship with its environment to be considered, suggests that schools should be viewed as open social systems.

Over many years, teacher management has been marked by an ongoing struggle among teachers to obtain an increasing number of advantages and this has had a direct or indirect impact on the professional growth and competency enhancement of Nepalese community school teachers. A superior program for training and development needs to incorporate goals, career advancement, and knowledge to advance both the teachers and the organization. A teacher's pursuit of excellence requires competency. To handle the complex difficulties of today's environment, educators require a broad range of competencies. A successful training program must include teaching competency as a fundamental component.

The study investigated that the value of professional development and training initiatives in raising community school teachers' levels of competency. For teacher competency to continue to increase over time, the study addresses the significance of ongoing professional development. Programs for mentorship, educational resource access, and collaborative learning environments are essential elements of continuous training. Extensive evaluation methods, such as instructor appraisals, student achievement indicators, and opinions from stakeholder channels, are used to measure the results of development and training programs. The principles and guidelines of theories have poorly been implementing into practices in enhancing competency of community school teachers through training and development. The socioeconomic background of Nepal has an impact on teacher training and development aimed at improving community school quality.

Integrating diverse skills and perspectives, cross-functional teams offer a holistic approach to training and development efforts. Organized guidance and instruction programs promote knowledge transfer, a supportive learning environment, and ongoing support. Strategies for performance-based practice connect training and development to the needs of individual teachers, addressing deficiencies in skills and career goals. Learning management systems are technologically advanced learning environments that enhance the flexibility and availability of training. To prepare future leaders, leadership development

programs place a strong emphasis on competencies, strategic thinking, making choices, and originality.

To address a variety of issues, teacher education needs to adopt a proactive stance. Changing the methods for managing teachers and developing their capacity is one of the key ways to bring about change. Regarding teacher competency, this section highlights particularly successful implementations of hiring, training, induction, ongoing professional development, evaluation, leadership, and career progression procedures and policies. Teacher professional development is conducted in a way that is sustainable, planned, and compatible with needs. Self-development, scholarly publications, and creative works are some of its constituent parts of competencies development.

Discussion

The roles and structures among Nepalese community school teachers have investigated various factors and in which training and development adjusts competency enhancement with the strategic goals of the corporation to ensure that actions are in line with the direction of education. It comprises evaluating the strategic needs, figuring out the skills and expertise needed, and implementing training and development plans as necessary. Training and development focuses on enhancing teachers' expertise, skills, and proficiency to assist with strengthening an educational staff. It aims to improve teachers' effectiveness in their present roles and get them ready for greater responsibilities in the future. Classroom instruction, on-the-job training, mentoring, workshops, seminars, e-learning, and self-paced learning are some of the strategies that might be employed, depending on the objectives and anticipated outcomes of the institution. Training focuses on acquiring job-specific skills, whereas development has a broader focus and gets teachers ready for future a variety of duties. This finding is consistent with Beydoun and Saleh (2023), Sharma and Taneja (2018), Khan and Abdullah (2019) and in contrast with some others (K C (2021; Parajuli & Das 2013; Adhikari, 2023).

The job of enhancing teachers' competencies is essential to training and development since it makes them more knowledgeable, capable, and equipped to support organizational objectives. Nonetheless, the Nepalese community school has several challenges. Inadequate needs assessments lose time and money, and competencies hinder the implementation of effective strategies. Teacher reluctance to training programs hinders organizational growth, and program performance and long-term planning are compromised by a lack of assessment. The poor acceptability of technology also limits the effectiveness and breadth of competency enhancement. To solve these issues, Nepalese community schools should make investments in improving competency resources and align training and

development initiatives with strategic goals. This finding is consistent with Nessipbayeva (2019), Apriliyanti (2020) and Solov (2020) and in contrast to Hafizi et al. (2022) and Richard (2016).

Conclusion and Implication

The conclusion of this study suggests that training and development for competency enhancement can benefit from new roles and structures in a variety of ways. Cross-functional teams provide a range of skills and perspectives that improve learning activities and promote cooperation. A specific learning and development section guarantees efficient programs and particular attention. Organized coaching and mentoring programs foster a positive learning atmosphere and enhance staff development. Programs for performance-based development concentrate on gaps in abilities and career goals. Learning management systems provide open and flexible training via innovative networks.

Fewer experiments have been carried out to address issues that arose during the implementation of programs aimed at improving the standard of education at the school level. In Nepal, the scheduling of school teachers is in confusion. The way that qualified educators behave in the classroom suggests that an extensive restructuring of the current pre-service and in-service training program is required.

Reviewed literature indicates a significant positive correlation between training and development and the competency of teachers. Training and development significantly improve teacher skills and morale, impacting individual accomplishments. Various studies indicate an ongoing connection between training and development and teacher performance, with training leading to an improvement in teaching performance. Apart from providing outstanding instruction to a workforce that is changing all the time, educators must continue receiving new training. Despite the implementation of TPD for secondary level teachers the competencies in Nepalese community schools are not fully improved. Independent learning is crucial, and students should be prepared for holistic development and lifelong learning. To address a variety of issues, teacher education needs to adopt a proactive stance. Promoting teacher professional development can assist community school teachers in providing outstanding instruction in the classroom and in having a more positive impact on the communities in which they work. Higher role of pupil retention, better learning outcomes for students, and greater community involvement with the school are all correlated with higher competency of teachers. Community school teachers face training and development problems such as lack of learning culture, professional skills, performance-based promotions, incentives, funding, and increased teacher unionization. Training and development creating a culture of continuous learning is necessary for achievement. Financing initiatives that support the professional

growth and training of community school teachers is essential to improving academic standards and fostering overall community development. Enhancing the competency of large school teachers through training and development initiatives is essential to improving the overall quality of education in mass areas. Competencies are a dynamic, multifaceted idea that constantly changes and gets better as a result of numerous cause-and-effect connections between distinct contexts.

Every study has its implications and scope for further investigation, studying of professional development and training for community school teachers is highly significant in and of itself. It is believed that providing teachers with opportunities for training and development will inspire them to think positively about their career development. Additionally, the study will benefit educational institution policy makers by providing guidance on how to develop and implement effective policies and initiatives. Moreover, scholars and researchers might use this work as a resource to conduct follow-up research on a relevant topic Educational officials should prioritize providing financial support and encouragement for training and development programs, as community school teachers are essential in achieving educational equity. It is not just morally required but also a calculated investment in the future of entire communities to raise the skill level of community school instructors via training and development. The benefits of investing in human resource development for Nepalese community schools are numerous. A few of these include developing a positive learning environment, raising general performance, and improving decision-making, retention of expertise, and student satisfaction. These elements work together to foster schools' expansion and profitability, which ultimately helps Nepal achieve its development goals within the expected period of time.

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