

Institutional Support for Talent Development: Employees' Insight in Community Colleges, Nepal

Hari Lal Mainali 

Campus Chief, Chaturbhujeshwar Janata Multiple Campus

Article Info.

Email

hari.mainali35@gmail.com

Article History

Received: 2025, June 18

Revised: 2025, July 14

Accepted: 2025, August 24

Cite

Mainali, H. L. (2025). Institutional support for talent development: Employees' insight in community colleges, Nepal. *Apex Journal of Business and Management (AJBM)*, 4(2), 83–92. <https://doi.org/10.61274/apxc.2025.v04i02.007>

Abstract

This study investigates institutional support for talent development in community colleges of Madhesh Pradesh, Nepal, focusing on employees' insights and gender-based differences. Grounded in Human Capital Theory, the research explores how institutional practices affect employee insight of talent development. A descriptive and exploratory design was employed, drawing data from 205 teaching faculties using a structured questionnaire. Quantitative analyses, including regression and ANOVA, revealed a statistically significant model explaining variance in employee insights. Peer learning emerged as the strongest positive predictor, while recognition and reward systems showed a significant but negative relationship, indicating potential gaps between institutional efforts and employee expectations. Gender-based analysis revealed males aligned more with growth opportunities and recognition practices, whereas females favored peer learning and feedback mechanisms, with peer learning showing the most significant gender disparity. Other institutional practices such as workshop participation and inclusive work environments were found statistically insignificant, suggesting inadequacies in implementation. The study highlights the need for more inclusive, transparent, and evidence-based talent development strategies. It also identifies gaps in current practices and emphasizes the importance of peer learning and gender-responsive frameworks. Limitations include the study's cross-sectional design, reliance on self-reported data, and exclusion of non-binary perspectives, underscoring the need for broader, more inclusive future research.

Keywords: talent development, institutional support, peer learning, gender differences, community college

Introduction

Talent development encompasses a variety of strategic approaches aimed at enhancing employee competencies and potential in alignment with organizational goals. These approaches include mentorship programs, leadership development initiatives, skill enhancement efforts, and structured frameworks for continuous skills development

(Kwon & Jang, 2022). It is an ongoing process that not only seeks to strengthen employees' current knowledge, skills, and abilities but also prepares them for future roles and responsibilities (Zepeda, 2019). The overarching objectives of talent development initiatives are to close skill gaps, improve organizational performance, and cultivate a sustained culture of learning and professional

growth. Institutions should play a critical role in talent development and management by fostering employee motivation and enhancing performance. This requires adopting equitable approaches that provide consistent opportunities and support to all employees across the institutions (Gallardo-Gallardo et al., 2020).

Talent development has evolved from early skills-based training to competency-focused models and later to strategic alignment with organizational goals through integrated learning systems. The 2010s introduced continuous, digital, and personalized learning with a focus on agility and inclusion. In the 2020s, the approach has become more human-centric and AI-driven, emphasizing skill-based hiring, internal talent marketplaces, and democratized learning (Watson, 2022). Therefore, organizations must prioritize talent development and management to ensure success by attracting, developing, and retaining skilled individuals in the current era (Abdullahi & Urme, 20230).

Talent mobility and competitiveness have intensified globally, as high-performing professionals increasingly transcend national boundaries, thereby elevating the importance of knowledge transfer and continuous learning. In light of these dynamics, the domain of talent development has notably broadened in recent years (Lam & Rui, 2023). However, there is still a dearth of empirical research on talent development practices in higher education institutions in developing countries like Nepal.

The topic Institutional Support for Talent Development is important for community colleges in Nepal because it helps improve the quality of education by ensuring that teachers and staff have the training, motivation, and opportunities they need to grow. Many colleges face challenges like limited resources (Gupta & Shiwakoti, 2024) and high staff turnover, so studying how they support talent can help find better ways to keep skilled people, improve job motivation and satisfaction. It also promotes fairness by identifying whether all employees have equal chances for development.

This research can guide community colleges to become more effective and responsive to changing needs. This research provides deeper insights into talent development practices and institutional processes that foster academic skills, knowledge, and competencies in Nepalese community colleges. Additionally, it builds upon previous studies by further exploring talent development within learning organizations.

Research Objective

To examine employees' perceptions regarding the effectiveness of talent development practices in colleges of Nepal.

Literature Review

Research shows that employees' perceptions of talent development practices are key indicators of these practices' effectiveness. Koirala and Mishra (2022) emphasize the role of HR analytics as an effective auditing technique that enhances transparency and efficiency in human resource operations, thereby improving talent development outcomes by making data-driven decisions. Tamang et al. (2022) further highlight that organizational support significantly influences teachers' engagement in professional development, indicating that when institutions actively support talent development, employee perception and participation improve.

Moreover, Mishra et al. (2025) and Mishra & Mishra (2024) discuss how emerging technologies like artificial and emotional intelligence can augment employees' learning experiences and emotional well-being, enhancing the impact of talent development initiatives. Mishra (2018), adds that assessing human resource capacity is fundamental to tailoring development practices effectively, which aligns with employees' favorable views when their needs and capacities are adequately addressed.

Human Capital Theory

Human Capital Theory (Becker, 1964) conceptualizes knowledge, skills, and competencies as forms of human capital that can be enhanced

through investment in education, training, and development, thereby improving motivation, performance, and productivity among employees in the organization (Brewer & McEwan, 2010). Motivated employees who take on difficult tasks intend to develop and stay with the company as human capital for a long time, which is the main theme of the theory. So, how much insight into this theory is implemented in community Nepalese colleges in relation to talent development practices and brain drain is necessary for the study.

This theoretical framework provides a valuable perspective for examining how institutions support talent development. It highlights various initiatives, including opportunities for promotion and growth, the implementation of 360-degree feedback, succession planning, recognition and rewards systems, peer learning, fostering an inclusive work environment, and encouraging participation in conferences and workshops. The strategic significance of faculty development as a tool for both individual professional development and institutional advancement is emphasized by this theory. It offers a methodical justification for comprehending how these expenditures enhance the caliber of education and demonstrate an organization's dedication to sustained success.

Institutional Supports

Educational institutions can support talent development by creating opportunities that enhance the skills, knowledge, and professional growth of their faculty and staff. This includes organizing training programs, workshops, and seminars that help employees stay updated with current practices (McLean et al., 2008). Institutions can also promote peer learning and collaboration through mentoring and team-based activities (Qureshi & Stormyhr, 2012). Providing leadership and career development programs helps prepare employee for greater responsibilities. A recognizing and rewarding employee achievement motivates continued growth and performance. Additionally, supporting research and innovation by offering resources and time encourages

academic excellence (Zhao, 2024). A supportive and inclusive institutional environment, along with regular feedback and evaluations, further contributes to continuous professional development of employees and overall institutional success (McLean et al., 2008).

Talent Development

Talent development in higher education institutions refers to the systematic efforts to enhance the skills, knowledge, and competencies of faculty and staff to improve institutional performance and educational outcomes. It includes various types such as professional training, mentoring, peer learning, leadership development, and research opportunities so on (Kwon & Jang, 2022). The value of talent development lies in fostering academic excellence, increasing employee engagement, and promoting innovation. By investing in human capital, higher education institutions can strengthen their capacity to deliver quality education and adapt to changing academic and societal needs (Febrian & Solihin, 2024). Febrian and Solihin (2024) conclude that employee engagement, talent management, and human resource training and development significantly contribute to the enhancement of organizational culture. The other findings revealed that talent management and employee performance, mediated by perceived value and organizational culture, found a significant positive correlation in a private university in China (Ghimire et al., 2025). However, employee perceptions of compensation systems are negatively associated with innovative work behavior, whereas perceptions of information sharing and supportive supervision are positively associated with it. Moreover, the influence of information sharing and training and development are moderated by an innovative organizational climate, amplifying the effect of information sharing while diminishing the impact of training and development (Bos-Nehles & Veenendaal, 2017). The findings of the study related to government campuses in Nepal indicate moderate efforts given by the institutions managing talents. The

result shows positive and significant associations between talent retention and talent attraction and development, as well as talent motivation (Tamang et al., 2022).

Community Colleges in Nepal

Nepali community colleges are locally governed, non-profit institutions affiliated primarily with Tribhuvan University, aimed at expanding access to affordable higher education in underserved areas. They are managed by campus management committee and receive academic oversight from the affiliating university (Mainali, 2023), with additional support from the University Grants Commission and, increasingly, local governments (Gupta, 2022). Community campuses follow the curricula and evaluation standards of the affiliated university, they independently design and implement HR policies such as faculty recruitment, and development often referencing university norms but adapting them locally, leading to significant variations campus by campus (Mainali & Verma, 2021).

Although institutional support is recognized globally as a key driver of effective talent development, there is limited empirical evidence from the context of community colleges in developing regions like Nepal. Most existing studies in Nepalese higher education have concentrated on governance structures, student outcomes, or access to education (Gupta & Shiwakoti, 2024), while the

institutional mechanisms that support employee development, such as training opportunities, performance recognition, and career progression, remain underexplored. In Madhesh Pradesh, where community colleges operate with diverse governance models and resource limitations, the inconsistency in human resource practices further complicates the implementation of structured talent development initiatives. Moreover, employee insights into how institutional support affects their motivation, retention, and professional growth are largely missing from current literature. This highlights a critical analysis of academic leadership by understanding the issues (Mishra et al, 2024), calling for localized, evidence-based studies that can inform more equitable and sustainable talent development strategies tailored to the specific needs of community colleges in Madhesh Pradesh, Nepal.

Conceptual Design and Hypothesis

The conceptual framework posits that multiple dimensions of institutional support such as promotions and growth opportunities, 360-degree feedback, succession planning, recognition and rewards, peer learning, an inclusive work environment, and participation in conferences and workshops function as independent variables that collectively influence the dependent variable, namely employees' insight.

Figure 1

Conceptual Design and Hypothesis



Illustration of the Hypothesized Model Being Tested

- H0: Employee perceptions of talent development procedures in community colleges do not significantly correlate with institutional support.
- Ha. Employee perceptions of talent development procedures in community colleges are significantly correlated with institutional support.

Methodology

The purpose of the study is to evaluate the insight of employees' on talent development practices in community colleges of Madhesh Pradesh Nepal. The study employed a descriptive cum exploratory research design to examine the selected variables. The total population consisted of 580 individuals, from which a sample of 205 respondents was drawn using a simple random sampling technique to ensure equal representation. Data were collected using a self-operated questionnaire based on a five-point Likert scale,

with the reliability of the instrument confirmed through Cronbach's alpha values ranging from 0.82 to 0.87, indicating acceptable internal consistency. Among the respondents, 199 completed the questionnaire in hard copy format, while responses from the remaining 6 were gathered via telephone interviews. The collected data were analyzed using cross-tabulation, chi-square tests, and regression coefficient t-tests to explore relationships and differences among variables. Ethical considerations were rigorously adhered to, including obtaining informed consent from all participants ensuring confidentiality and voluntary participation throughout the research process.

Results and Discussion

Genders Insight on Talent Development Practices in Community Colleges

The study gathered insights from male and female employees regarding the talent management culture using a 5-point Likert scale. The findings have been presented through a gender lens below.

Table 1

Gender Insights on Talent Development Practices in Community Colleges

Statement		p = 0.05					Total	x ² (2 sided)
		NT	SWT	N	T	VT		
The college offers employee growth and development opportunities	Male	25	43	27	71	12	178	13.599 ^a
		14.0	24.2	15.2	39.9	6.7	100	
	Female	3	14	2	4	4	27	0.009
		11.1	51.9	7.4	14.8	14.8	100	
The college conducts a 360-degree feedback evaluation system	Male	41	45	47	43	2	178	7.875 ^a
		23.0	25.3	26.4	24.2	1.1	100	
	Female	3	3	9	12	0	27	0.096
		11.1	11.1	33.3	44.4	0.0	100	
The college adopts succession planning for future leadership	Male	35	42	41	49	11	178	4.719 ^a
		19.7	23.6	23.0	27.5	6.2	100	
	Female	8	8	3	8	0	27	0.317
		29.6	29.6	11.1	29.6	0.0	100	
The college recognizes employee contributions through promotions and public acknowledgment	Male	44	37	44	43	10	178	7.946
		24.7	20.8	24.7	24.2	5.6	100	
	Female	6	10	9	2	0	27	0.094
		22.2	37.0	33.3	7.4	0.0	100	

Statement		p = 0.05					Total	x ² (2 sided)
		NT	SWT	N	T	VT		
The college promotes peer learning through ongoing feedback exchange	Male	72	26	40	28	12	178	17.866 ^a
		40.4	14.6	22.5	15.7	6.7	100	
	Female	6	5	3	13	0	27	0.001
		22.2	18.5	11.1	48.1	0.0	100	
The college fosters a diverse, equitable, and inclusive workplace	Male	33	49	19	58	19	178	5.322 ^a
		18.5	27.5	10.7	32.6	10.7	100	
	Female	5	11	5	4	2	27	0.256
		18.5	40.7	18.5	14.8	7.4	100	
The college sports employee participation in conference and training to stay updated	Male	33	49	19	58	19	178	7.282 ^a
		18.5	27.5	10.7	32.6	10.7	100	
	Female	5	11	5	4	2	27	0.122
		18.5	40.7	18.5	14.8	7.4	100	

Note. NT= No True, SWT= Somewhat True, N=Neutral, T= True, VT= Very True (Researchers' Field Survey 2024)

The crosstab analysis of gender insight on talent development practices in community colleges presents a comparison of male and female insight to various statements regarding organizational practices. The study findings reveal gender-based differences in employee insight across several organizational practices at the college. Males generally expressed stronger agreement regarding growth and advancement opportunities, succession planning, and recognition of employee efforts, while females responded more favorably to the 360-degree feedback system and peer learning processes. Notably, the perception of peer learning showed the most significant gender disparity

($\chi^2 = 17.866$), with females demonstrating a more positive view. Although both genders

acknowledged the college's commitment to diversity, equity, and inclusion, females exhibited a wider range of opinions. Likewise, while both male and female respondents agreed on the importance of learning opportunities, their views varied significantly ($\chi^2 = 7.282$). Overall, the results underscore statistically significant differences in perceptions by gender in several key areas, suggesting the need for more inclusive and communicative organizational strategies.

Hypothesis Testing

To test the study's hypothesis, the ANOVA coefficient t-test was performed and the results were presented below in the table.

Table 2

Testing Hypotheses Applying Regression Coefficient t- Test (Anova^a)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	50.550	7	7.221	6.285	.000 ^b
Residual	226.347	197	1.149		
Total	276.898	204			

Note. (a) Dependent Variable: Employees' Insight

Predictors: Opportunities of participation in workshop and conference, peer learning opportunities, 360-Degree feedback collection system, succession planning practices, inclusive work environment, recognition and rewards practices, promotions and growth opportunities

The results of the ANOVA analysis indicate that the regression model significantly explains the variation in employees' insights toward talent development, based on seven predictor variables. The model accounts for a substantial proportion of the total variance, with a regression sum of squares (SSR) of 50.550 out of a total sum of

squares (SST) of 276.898. The F-statistic value of 6.285, accompanied by a significance level ($p = 0.000$), confirms that the overall model is statistically significant. This suggests that at least one of the predictor variables makes a meaningful contribution to explaining the variance in the dependent variable.

Table 3

Regression Analysis

Model	Unstandardized Coeffs.		Standardized Coeffs.		t	Sig
	B	Std. Error	Beta			
(Constant)	2.964		.399		7.427	.000
Promotions and growth Opportunities	.156		.087	.164	1.790	.075
360-Degree feedback collection system	-.064		.081	-.062	0.791	.430
Succession planning practices	-.039		.070	-.042	-.562	.575
Recognition and rewards practices	-.347		.075	-.361	-4.643	.000
Peer learning opportunities	.279		.065	.317	4.257	.000
Inclusive work environment	.032		.072	.036	.437	.663
Conference and workshops participation practices	-.052		.054	-.070	-.962	.337

Note. Researchers' Field Survey 2024

The regression analysis indicates that the proposed research hypothesis is statistically rejected in favor of the alternative hypothesis, as the p-value (.000) is below than significance threshold of 0.005. This result provides sufficient empirical evidence to support the conclusion that employees' insights of talent development in community colleges are significantly positive.

With respect to the variable that peer learning opportunities indicate statistically significant and positive, suggesting that employees perceive the peer learning environment in community colleges as positive. Similarly, recognition and reward practices were also found to be statistically significant; however, the relationship was negative, indicating employees' did not find positive with these practices. The remaining all talent management practices could not be statistically significant. This suggests that the institutional provisions for promoting of conference and workshop participation, an inclusive work

environment, succession planning, 360-degree feedback mechanisms, and promotion and growth opportunities are perceived as inadequate. Notably, the confidence intervals for several predictors included zero, suggesting uncertainty in their effects. Overall, the model suggests that while certain practices, particularly peer learning, strongly and positively influences employees' insight and the remaining other variables may require reevaluation or enhancement to have a meaningful positive impact.

Discussion

The study investigates gender-based differences in insight of talent development practices among employees in community colleges. It reveals statistically significant distinctions in how male and female employees' insight various aspects of talent development. Male employees show stronger alignment with institutional strategies such as promotion and growth opportunities, succession planning, and recognition, suggesting

these practices align more closely with their expectations and experiences. In contrast, female employees express more favorable perceptions of peer learning and 360-degree feedback, indicating a preference for collaborative and reflective development processes. The most significant gender difference emerged in perceptions of peer learning, with women reporting notably higher positive insight. Similarly, notable variations were observed in attitudes toward learning opportunities, emphasizing those male and female value different components of talent development. Although both genders recognized the importance of diversity, equity, and inclusion (DEI), female responses were more varied, indicating a heightened sensitivity or differentiated experience regarding DEI practices. These findings align with prior research (Qureshi & Stormyhr, 2012), and highlight the need for gender-responsive policies.

The rejection of the null hypothesis in favor of the alternative indicates that employees generally possess significantly positive insights regarding talent development, a finding consistent with Abdullahi and Urme (2023). Though, this positivity is not uniformly distributed across all practices. Among the various predictors, peer learning culture emerged as the most influential and positively associated factor. This statistically significant relationship indicates that employees highly value peer learning environments, suggesting that such collaborative and participatory learning mechanisms are effectively fostering a sense of talent development and engagement. The strong insights of peer learning underscores its potential as a cornerstone in talent development strategies. Conversely, recognition and reward practices, while statistically significant, were found to have a negative relationship with employee insight. This inverse association points to a possible disconnect between institutional recognition efforts and employee expectations or experiences. Rather than motivating or affirming employees, current recognition and reward systems may be perceived as inadequate, inconsistent, or lacking transparency, thereby diminishing their intended impact. The

finding shows inconsistent relationship with the findings of Ndungu, (2017).

Notably, other critical talent development practices including opportunities for conference and workshop participation, an inclusive work environment, succession planning mechanisms, 360-degree feedback systems, and professional growth avenues are found to be statistically insignificant. The lack of significance suggests these practices are either underdeveloped or not effectively implemented, leading employees to view them as insufficient in supporting their talent development. Furthermore, the confidence intervals for several predictors included zero, indicating a level of uncertainty regarding their true influence. This statistical ambiguity further supports the interpretation that many institutional development practices may lack robustness or fail to address the nuanced needs of employees.

In conclusion, the findings point to peer learning as a vital and effective component of talent development in community colleges, meriting further investment and expansion. Meanwhile, the ineffectiveness of other practices particularly recognition and rewards calls for a strategic reassessment. Institutions must adopt a more evidence-based, inclusive, and employee-informed approach to redesigning their talent development frameworks, ensuring they are equitable, transparent, and responsive to employees need across all dimensions of the talent development.

To enhance gender-responsive talent development, community colleges should broaden research beyond their sector, adopt longitudinal approaches, and integrate mixed methods for deeper insights. Incorporating intersectional analysis and adapting policies to cultural and institutional contexts will ensure greater inclusivity. Stakeholders must also address non-binary identities, foster supportive leadership and organizational culture, and establish transparent feedback systems. These actions can help develop equitable and effective talent strategies. The study holds significant value as it highlights gender-based perceptual gaps and guides stakeholders

toward inclusive practices, ultimately improving employee engagement, satisfaction, and the overall impact of talent development initiatives in community colleges.

The study offers important insights into gender-based insights of talent development in community colleges but is subject to several limitations. Its findings may not be generalizable beyond the specific institutional context, and the cross-sectional design limits understanding of changes over time. Reliance on self-reported data may introduce bias, while the lack of intersectional analysis overlooks factors like age, ethnicity, and role. Cultural and institutional context may also skew results, and a focus on quantitative methods quits richer qualitative insights. Additionally, the binary gender framework excludes non-binary perspectives. Addressing these issues can improve future research and support more inclusive talent development in the community colleges, Nepal.

Conclusion

This study demonstrates clear gender-based differences in employees' perceptions of talent development practices in community colleges. Male employees tend to value institutional strategies like promotion, succession planning, and recognition, while female employees favor collaborative practices such as peer learning and 360-degree feedback. Peer learning emerged as the most influential and positively perceived practice across genders, highlighting its vital role in talent development. However, recognition and reward systems showed a disconnect with employee expectations, indicating areas needing improvement. Several other key practices lacked significant impact, suggesting underdevelopment or ineffective implementation. To enhance talent development effectiveness and inclusivity, community colleges must adopt evidence-based, gender-responsive policies, foster collaborative learning cultures, and ensure transparent, equitable recognition systems. Future research should address existing limitations by incorporating intersectional perspectives and longitudinal approaches to better understand evolving employee needs.

References

- Abdullahi, D. N., & Urme, U. N. (2023). The impact of talent management strategies on employee retention. *International Journal of Science and Business*, 28(1), 127–146. <https://doi.org/10.58970/IJSB.2209>
- Becker, G. S. (1964). *Human capital: a theoretical and empirical analysis, with special reference to education*. University of Chicago Press.
- Bos-Nehles, Anna. C., & Veenendaal, A. A. R. (2017). Perceptions of HR practices and innovative work behavior: The moderating effect of an innovative climate. *The International Journal of Human Resource Management*, 30(18), 2661–2683. <https://doi.org/10.1080/09585192.2017.1380680>
- Brewer, D. J., & McEwan, P. J. (2010). *Economics of education*. Elsevier Academic Press.
- Febrian, W. D., & Solihin, A. (2024). Analysis of improving organizational culture through employee engagement, talent management, training and development human resources. *Siber Journal of Advanced Multidisciplinary*, 1(4), 185–195. <https://doi.org/10.38035/sjam.v1i4.86>
- Gallardo-Gallardo, E., Thunnissen, M., & Scullion, H. (2020). Talent management: Context matters. *The International Journal of Human Resource Management*, 31(4), 457–473. <https://doi.org/10.1080/09585192.2019.1642645>
- Ghimire, S., Mishra, A. K., & Bhaumik, A. (2025). Enhancing safety climate through occupational safety and health practices mediating by management commitment in the hospital setting. *International Journal of Occupational Safety and Health*, 15(1), 15–26. <https://doi.org/10.3126/ijosh.v15i1.70114>
- Gupta, S. P. (2022). Funding community colleges in Nepal: Issues and mitigation measures. *Shiksha Shastra Saurabh*, 23(1), 1–12. <https://doi.org/10.3126/sss.v23i1.51928>
- Gupta, S. P., & Shiwakoti, R. (2024). Community colleges in Nepal and the quest for sustainability: Challenges, prospects and SDG alignment. *Shiksha Shastra Saurabh*, 24, 1–15. <https://doi.org/10.3126/sss.v24i1.75364>

- Koirala, A., & Mishra, A. K. (2022). HR analytics as an effective auditing technique of human resource operations. *Journal of Advanced Research in Operations and Market Management*, 5(2), 1–5. <https://doi.org/10.24321/2582.5399.202201>
- Kwon, K., & Jang, S. (2022). There is no good war for talent: A critical review of the literature on talent management. *Employee Relations: The International Journal*, 44(1), 94–120. <https://doi.org/10.1108/ER-08-2020-0374>
- Lam, A., & Rui, H. (2023). Global human mobility and knowledge transfer: Highly skilled return migrants as agents of transnational learning. *Global Networks*, 23(2), 311–331. <https://doi.org/10.1111/glob.12384>
- Mainali, H. L. (2023). An examination of management committees' attitudes toward teacher motivation in community colleges. *Chaturbhujeshwar Academic Journal*, 1(1), 1–15. <https://doi.org/10.3126/caj.v1i1.63131>
- Mainali, H. L., & Verma, S. (2021). Impact of recruitment and selection practices on teaching faculties' satisfaction at community colleges of Nepal. *International Research Journal of MMC*, 2(4), 11–26. <https://doi.org/10.3126/irjmmc.v2i4.41550>
- McLean, M., Cilliers, F., & Van Wyk, J. M. (2008). Faculty development: Yesterday, today and tomorrow. *Medical Teacher*, 30(6), 555–584. <https://doi.org/10.1080/01421590802109834>
- Mishra, A. K. (2018). Assessment of human resource capacity of construction companies in Nepal. *Journal of Advanced Research in Journalism and Mass Communication*, 5(4), 14–25. <https://doi.org/10.24321/2454.3268.201804>
- Mishra, A. K., Agrawal, S., Shrestha, S., Adhikari, S. R., & Kumar, A. D. (2024). Transformative leadership in Nepalese institutions: A comprehensive review. *International Journal of Current Research and Modern Education*, 9(2), 1–6. <https://doi.org/10.5281/zenodo.12774342>
- Mishra, A. K., Nirubarani, J., Radha, P., Priyadharshini, R., & Mishra, S. (2025). *Artificial and emotional intelligence for employee*. Intellectuals' Book Palace. <https://doi.org/10.5281/zenodo.14810072>
- Mishra, S., & Mishra, A. K. (2024). AI influencing factors among students. *Rabi Sangyan*, 1(1), 39–45. <https://doi.org/10.3126/rs.v1i1.74673>
- Ndungu, D. N. (2017). The effects of rewards and recognition on employee performance in public educational institutions: A case of Kenyatta University, Kenya. *Global Journal of Management and Business Research*, 17(4), 1–11.
- Qureshi, M. A., & Stormyhr, E. (2012). Group dynamics and peer-tutoring: A pedagogical tool for learning in higher education. *International Education Studies*, 5(2), 118–124. <https://doi.org/10.5539/ies.v5n2p118>
- Tamang, S., Mishra, A. K., Ghosh, A., & Bhaumik, A. (2022). Organizational support and teachers' engagement for professional development in secondary schools of Nepal. *Jurnal Ilmiah Ilmu Terapan Universitas Jambi (JIITUJ)*, 8(2). <https://doi.org/10.22437/jiituj.v8i2.32414>
- University Grants Commission Nepal. (2024). EMIS report on higher education 2023/024.
- Watson, S. (2022). Noe, R. (2017). Employee training and development. *Human Resource Development Quarterly*, 33(2). <https://doi.org/10.1002/hrdq.21333>
- Zepeda, S. J. (2019). *Professional development: What works* (3rd ed.). Routledge.
- Zhao, M. (2024). Strategies for improving performance and motivation among academic staff in higher education. *Pacific International Journal*, 7(1), 73–80. <https://doi.org/10.55014/pij.v7i1.522>

