

Factors Associated with Teacher's Professional Development for Classroom Delivery: An Evidence from Community School in Kathmandu, Nepal

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Abstract

The main aim of this study is to examine the impact of teacher's professional development on classroom delivery. This study has adopted quantitative research design collecting primary data through the structured questionnaire based on cross sectional data. The findings show that the effectiveness of training beliefs on teachers' professional development and non-financial benefits have a significant impact on better classroom delivery than the financial rewards and role of training. The study also reveals that the training and capacity development programs have a significant impact on classroom delivery, classroom management, learning and teaching materials, ICT application in the classroom, and professionalism. Thus, findings of the study show that non-financial motivational tools need to introduce for effective and efficient classroom delivery rather than financial rewards. The results of the study would help teachers, planners, local government, and the federal government educational body to take effective action in order to improve teachers' classroom delivery for better student achievement.

Keywords: Classroom Delivery, Financial Motivation, Non-Financial Motivation, Professional Behavior, Professional Development, Student Achievement.

INTRODUCTION

Professional development (PD) supports an individual's improvement in professionalism. Teachers are at the center of educational development because they must make efforts to ensure that the students meet high standards. Teachers are made rather than born (Nelson et. al, 2002; The American Federation of Teachers, 2002). Education is a crucial component in the development of a country like Nepal. In today's world, education in rural areas is a hot topic in most developing countries. Around the world, the educational system has evolved with time. Many societies are embarking on major and promising educational reforms as the new millennium begins. According to Evans (2008) a rising body of evidence shows that teachers are among the most important influencers of students' learning as well as teachers' own learning and professional growth. Professional development (PD) refers to the process that supports an individual's improvement in professionalism (Evans, 2008). Thus, Professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement.

Classroom management, teaching materials, class atmosphere and professional development strategies are being responsible as factors influencing the teachers' classroom delivery. Teachers, on the other hand, are lifelong learners (Pandey, 2016). Teachers must be professionally capable through management development programs such as professional development, seminar, training, and workshop to keep up with their career and classroom problems. Professional development programs for high-quality teaching, collaborations, a learning environment, evaluation, and teacher training are essential and linked with learning achievement in the classroom (NCED, Government of Nepal 2009).

Continuous lifelong learning is essential in today's economy to ensure that workers have the knowledge and skills to compete in the global economy (Wallace, 1991). Organizations have been considering the training and development of employees as a fixed investment rather than regular expenses (Pandey, 2016). The success of any organization depends on the development of its professional employee. Hence, an organization needs to develop its employee's capacity to ensure their essential knowledge and skills for classroom achievement

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(Pandey, 2016). Thus, Professional development for teachers is a continuous and ongoing process that builds teachers' capacity and knowledge. A teacher is a mentor who guides and facilitates the learner and makes them acquire knowledge, skills, and attitude cooperating for problem solving (Easton, 1997; Head, et al., 1997). Teacher capacity building is becoming increasingly important for successful class room management and students' assessments.

The degree of skill that the teacher has need to develop for applying various strategies such as on-the-job training (OJT), off-the-job training, school management, and planned curriculum management. Nepal has been unable to compete in international educational competitions due to a lack of resources allocated to education. In comparison to other developing countries, Nepal's government spends only 3.7 percent of its GDP on education (Economic survey, 2021). But there is no clear and specified information on the allocation of budget in TPD. The necessity of investing in education and human development as a national goal has been underlined by most competitive economies. As a result, without proper investment, particularly in the educational sector, we cannot expect quality workers. As a result, we should invest appropriately in the educational sector's development and innovation.

Training enhances the knowledge and skills of a trainee for a specific job, developing aptitude, ability, and changing their attitudes. It fulfills the gap between required knowledge, skills, and attitude and existing skills, knowledge and attitude (Pandey, 2016). A teacher's professional development is considered as sum total of the formal and informal learning approaches experienced by the teacher which reflects dynamic change (Fullan, 1995). Further, training develops knowledge, competencies and skills of the trainee in formal way for doing a specific job (Cohen, 1998). It is found that the motivation level, classroom delivery, result, and reputation increase the teachers' professionalism and reduce the absenteeism (Pandey, 2016). In addition, the study found that trained teachers were more updated and instrumental in the physical improvement of the school regarding public relations, image building, and the center for excellence with parental expectation as well (Subedi, 2015; Pandey, 2016). Teachers are the most important factor in determining the quality of education that children receive (UNESCO, 2006). The issue of teacher motivation is important because of its linkage with the quality of education. Therefore, the motivation of teacher is most significant that directly links with quality of education.

In the context of Nepal, The government of Nepal developed a teacher's professional development framework for enhancing teacher competency through self-initiative will result in observable changes in the way teachers behave, improve instructional methods, and help students learn more (Thapaliya, 2016). The teachers' professional framework has strong emphasis on certification training, which is created for 10 days, 5 days for institution-based training, and 10 days for modular courses. This improves flexibility in the training delivery and ensures a minimum level of competence. Regular training assessments are also allowed, and these may cover things like participation, attendance, contributions, and learning. The Professional Development Framework for Digital Learning (2017) sees digital learning (which includes e-learning and mobile learning) as a more advanced form of ICT integration, which is in turn a more expansive idea than IT skills focusing on particular teacher knowledge and practice requirements.

The rest of the study is divided into following sections: the second chapter deals with a review of literature which includes theoretical and empirical review, conceptual framework of the study. The third section comprises research design, nature and source of data, data processing. The fourth section consists of presentation and analysis data. The final chapter contains the discussion, conclusion and future scope of the study.

Problem of Study

One of the key elements of the educational process is the preparation of excellent teachers (Borko, 2004). The well run training course has shown to drastically alter teachers' classroom conduct (Pandey, 2016). The study conducted in Nepal faces difficulties with regard to both facets of teacher quality, though. The motivation of the teacher affects the caliber of the instruction given. Both intrinsic and extrinsic elements, such as aptitude and competence, consultation, successes, acknowledgment, and strong interpersonal interactions, have an impact on teachers' motivation. Salary and perks, career growth, promotions, and reward programs are

examples of extrinsic variables. Due to its connection to educational quality, the problem of teacher motivation is crucial. Based on educational statistics assessment of 2017, for class 9/10, enrolment is 970720 pass out (34%)-330044 however 640676 cannot achieve successful educational objective. As of in-depth analysis only 20 percent students are found to appear in university including Nepal and abroad (Mishra, 2022). However, teachers of community schools are not trained, professional, dedicated, motivated, and less sound in their subject due to poor capacity development programs and unrecognized there in the teaching profession (NTCF, 2015).

Teachers are acknowledged as key players in the development of Nepal's human resources, the fact that so many of them are dissatisfied with their positions is alarming. Teacher motivation is deteriorating daily as a result of dissatisfaction, which has an immediate impact on students' access to high-quality instruction. Teachers must be driven to do their jobs well in order to provide high-quality instruction. In light of the aforementioned assertion, the study set out to examine the connection between teacher motivation and the provision of high-quality instruction in classrooms. According to the findings of various research regarding classroom delivery, which is not yet being studied in school areas, a study to examine the factors affecting teachers' classroom delivery in community based schools is required.

Research Questions

What is the association between teachers' training and teacher's classroom delivery?

Is there relationship between financial/non-financial motivation and improvement in teacher's' classroom delivery?

Significance of the Study

The study examines the usefulness and logic of teachers' professional development (TPD) for efficient classroom delivery, teacher's capacity building, and minimizing change-related hurdles. Along with TPDs, other government agencies who provide guidelines for educational institutions helps teachers improve professionalism among the teachers by offering fresh ideas and acting as a catalyst for social and economic change. Furthermore, this study is useful for policymakers, administrators, trainer, government, and regulatory authorities for future improvement. In addition, the associations anticipated in this study are tested with cross-sectional data, whereas future studies can be done with longitudinal data extending the size of observation and more variables. Thus, the study attempts to assess the relationship between teachers' training and the teacher's classroom delivery and examine the association between financial / non-financial motivation and improvement in teachers' classroom delivery.

Term of the Study

The research project accomplished in six months consisting data collection, analysis, interpretation, and building the entire body of research paper. The researchers pursued ethical standards throughout the development of research work.

Limitations of the Study

The research work has been accomplished representing merely the community school of Tokha area in Kathmandu, Nepal. This study mainly examined the impact of training and financial/non-financial, motivation for classroom delivery based on cross-sectional data.

LITERATURE REVIEW AND PREVIOUS STUDIES

The theoretical review elaborates the subject of the study and help to better understand it while also providing support for the current study. Its objective is to examine the body of theory that has developed in relation to a particular problem, idea, theory, or phenomenon. The theoretical literature review is useful in identifying what

theories already exist, how they relate to one another, how thoroughly they have been researched, and how new concepts are being developed. In this regards, professional development is the process of a person's career development while working in a specific job or trade. A variety of career theories and models have been established around the world (Pandey, 2016). There isn't a single word that adequately describes the vast field of career development. The following are some theories of motivation which are related with motivation for better achievement in classroom delivery.

Theories of Motivation

Reinforcement variables are a group of approaches in human psychology and behaviorism that have a direct impact on human behavior. We'll discuss about some human psychological and behaviorism theories about motivation. Maslow (1946) and Herzberg (1968) developed motivational theories for job satisfaction and both scholars are known as content theorists. This theory focuses on the question of what arouses, sustains, and regulates goal-directed behavior which is what particular things motivate people. There is the assumption that everyone responds in much the same way to motivating pressures and that there is, therefore one best way to motivate everybody and it focuses on the needs of an individual.

Vroom (1969), and Porter and Lawler (1968) who are process theorists emphasized the process of motivation and the importance of rewards. The process theory on the other hand changes the emphasis from needs as in content theory to the goals and processes by which workers are motivated. They attempt to explain and describe how people start, sustain and direct behavior aimed at the satisfaction of needs or the elimination or reduction of inner tension (JAM ET AL., 2014). It focuses on the rewards of the individual. Taylor's theory of motivation to work is related to rewards and penalties are to performance. As the motivational aspect is critical for increasing the level of dedication, distinguished motivational procedures take place in both academic and nonacademic institutions. Thus, the proportion and pattern of motivational tools used by institutions affects teacher professional development. As a result, it appears appropriate to conduct the study while keeping motivational theories in mind.

Theory of Equity

Adam's equity theory, also known as the Equity Theory of Motivation, was developed by Adam's (1963), workplace behavioral psychologist. Equity Theory rests on the idea that the individuals are motivated by fairness. In simple terms, equity theory explains that if an individual identifies equity between themselves and a peer. An individual will adjust the work as per the situation to get an equal result. As an example of equity theory, if an employee gets to know that a peer is doing exactly the same job and is earning the same theory, then they may choose to do less work by creating fairness in their eyes. Understanding this, Adams equity theory suggests to us that if there is a higher individual's perception of equity (fairness), then there will be more motivation. Similarly, an individual will be demotivated if they observe any type of unfairness.

The main aim of this theory is the principle of balance or equity. As per this motivation theory, an individual's motivation level is associated with his perception of equity, fairness, and justice exercised by the management. So, an individual also seeks an equal amount of fairness in the job training as well. While evaluating fairness or equity, an employee compares the job input in terms of contribution to outcome in terms of compensation and also compares the same with that of another peer. This theory demonstrates that individuals are bothered with their own rewards and also with what others get in their comparison. It is seen that the teaching staffs are expected to treat equally with fair and justice way to promote their efficiency for better performance. Thus, it links with boosting the ability of teachers as major components of motivation.

Review of the Empirical Literature

Most of the research has been conducted related to teachers' development in different countries with different dimensions. Most of the study has been also focusing factors affecting teachers' professional development. In this background, the following related literature is available from different sources which are classified and presented herewith.

Teacher professional development is generally considered one of the key aspects necessary for educational reform to improve student achievement in public schools. The government of Nepal has initiated a National Educational Plan (NEP) for academic qualification and professional qualifications for the first time which was a milestone for educational reform. The professional qualification for the teachers consists of training of at least ten months (Shrestha, 2017; NESP, 1971). It shows the importance of teacher's professional development and it's essential for better pedagogical activities. In addition, it enhances quality education for improvement of student's achievement. Thus, government focused on teachers' professional development through on the job training which depicted the importance of teachers' professional development.

The government of Nepal established National Centre for Educational Development (NCED) as a teachers' training institute under the Ministry of education to provide teachers with professional development opportunities as in-service programs to enhance the efficiency of teacher in classroom delivery (NCED, 2009). Training has positive impact on better student classroom achievement which they beliefs across among the teachers and students. Teacher training programs improve teachers' professional skills and teaching capacity; however, the effectiveness of teacher training programs must be effectively evaluated by an independent institution and outsider's professional expert (Pandey, 2016). Teacher professional development programs have significant positive effects on teacher knowledge, skills, and changes in classroom practices. Active learning in professional development increases knowledge and skills and changes teachers' classroom practices (Bayar, 2014). Nepal has a career track that promotes a positive relationship between teacher advancement and the performance of their students, its implementation is not without challenges and needs further strengthening to ensure teachers are motivated and accountable to build student achievement as a component of their professional growth (Singh 2015; Nepal education sector analysis report, 2021, Govt. of Nepal).

A teacher's professional development program is critical for instructors' learning and teaching conduct. Teacher professional development is one of the most effective ways to adopt child-friendly activity-based education in the twenty-first century. Teachers' professional development program helps teachers develop professional skills, information, and concepts that are useful in solving classroom challenges (Pokheral and Behera, 2016).

There are both formal and informal ways to help instructors learn new skills, broaden their knowledge, gain unique insights into their practices and pedagogy, and identify their own needs (Joshi, 2012). The Nepalese government has released its 15th development plan (2019-20/2023-2024) which prioritized teacher professional development, educational qualification, training, skills, and learning. The plan has concentrated on a good curriculum, learning materials, and trainers. As a result, teachers' professional development is strongly linked to classroom delivery, educational progress, quality, and efficient learning and sharing activities.

A National Teacher Competency Framework (2015) was developed and includes standards relating to teachers having competencies in formative assessment, being able to assess and adapt instruction accordingly, inclusive practices, differentiation of instruction of various types of learners, and student-centered pedagogy (MoE, 2009; MoE, 2015). Professional growth is a lifelong process of learning that is creative, analytical, and reflective. Learning received knowledge, activating past experiential knowledge, regular practice, and continual reflection is a more complex and dynamic process (Wallace, 1991). As a result, teachers' professional development requires creative learning, analytical skills, knowledge transfer, and continuous learning behavior. Teacher's training program has a substantial impact on instructors' classroom behavior, as well as their existing professional behavior and efficiency. As part of their professional development, well-managed training strengthens instructors' capacity and changes the behavior of teachers and administrators (Pandey, 2016). As a result, well-managed training and orientation improve teachers' changing behavior in the field of learning and teaching activities.

Teachers had become the driving force behind increasing pupils' capacity for knowledge and inventiveness, as well as instilling in them a "first-class mentality." Teachers must be strengthened and developed as competent managers of teaching and learning through the use of computers, laptops, and LCDs, as well as other intrinsic and extrinsic benefits. Similarly, non-financial and financial factors influence the level of motivation among

teachers and physical facilities also improve the teachers' professionalism (Jamil et al., 2011). Continuous professional development (CPD) has enhanced teachers' status, career prospects, and financial benefits and as imparted indirect benefits to teachers claiming that these facilities increase the effective classroom delivery for better students' achievement (Opfer et al., 2011).

The building block in teacher quality relates to overcoming inadequate in-service training where the current system does not regularly follow up on the application in the classroom, its effectiveness, or even its input, on teacher content knowledge and pedagogical knowledge (Gautam, 2022; British Council, 2020; NESAs, 2021, Govt. of Nepal). Teacher professional development is necessary to guarantee that all teachers have the necessary knowledge and abilities to properly aid students' learning processes (MoE, 2009). Teachers are expected to satisfy high standards of teaching and enhance success levels in schools and colleges in today's environment of rapid change and development (MoE, 2009).

Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically and training enhances the skills needed for better classroom delivery (Glatthorn, 1995). Professional development includes formal experiences (such as attending workshops and professional meetings, mentoring) and informal experiences (such as reading professional publications and watching television documentaries related to an academic discipline) (Ganser, 2000). Professional development is, therefore, broader than career development, which is considered as a path of growth that occurs as the teachers move through the professional career cycle (Glatthorn, 1995). There must be examination of the content of the experiences in its processes by which the professional development occurs, and focus on the contexts (Ganser, 2000; Fielding & Schallock, 1985).

Hypotheses of the Study

Based on the theories and previous empirical findings, the study proposes following research hypotheses:

H₁: There is a significant positive relationship between beliefs on training for teachers and the teacher's classroom delivery.

H₂: There is a significant positive relationship between training and the teacher's classroom delivery.

H₃: There is a significant positive relationship between financial motivation and teachers' classroom delivery.

H₄: There is a significant positive relationship between non-financial motivation and teachers' classroom delivery.

Conceptual Framework

The following figure clearly shows the determinant factors of teachers' professional development for effective teaching. This framework states here a chart with independent variables and dependent variables including moderating variables indirectly affects both dependents and independents variables.

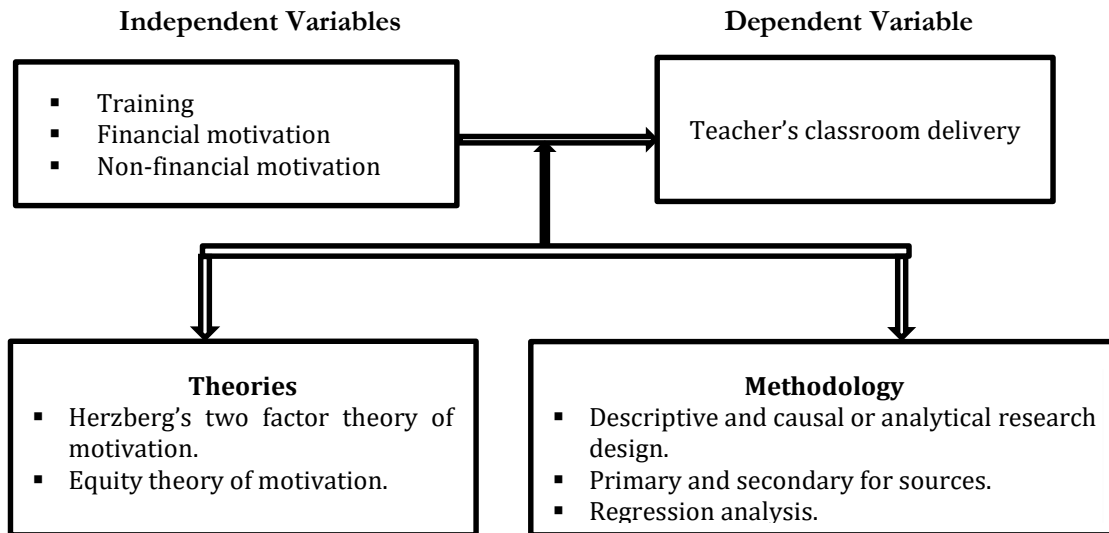


Figure 1. Conceptual framework for teacher's classroom delivery.

Source: (Maslow, 1946; Herzberg, 1968).

Reliability and Validity

In order to guarantee external validity, measures were taken to collect a sample that is as representative as possible. However, the sampling frame of this study was limited to professionals who were willing to participate in the study. The researcher requested respondents regarding questionnaire to overcome their confusion while filling the questionnaire. The researcher verified the data by using SPSS. Cronbach's alpha was calculated to test the reliability. The pilot test for the research has been conducted including ten respondents related to the study area. The final questionnaire distributed among the respondents after taking the pilot test.

Table 1 shows all the variables are reliable because the value of Cronbach's alpha is greater than 0.7 for all variables. It means all variables are reliable in this model to fulfill the objectives of the study i.e. teachers' classroom delivery.

Table 1. Reliability Test.

| Variables | Items | Cronbach's Alpha |
|-----------------------|-------|------------------|
| Teachers Beliefs | 10 | 0.728 |
| Training Roles | 10 | 0.73 |
| Financial awards | 7 | 0.782 |
| Non-Financial Rewards | 17 | 0.711 |
| Overall | 44 | 0.784 |

METHODS

To achieve the research question, the researcher adopted a quantitative approach for the collection and analysis of data. The descriptive and causal or analytical research design has followed (Creswell, 2014). The study consists primary data which was collected from the individual respondents of community managed school Tokha, Kathmandu district. This study was also focused on teachers teaching in 8 community schools in Tokha municipality. Out of the 179 population, the respondents was 116 in total (Sample size calculator.net) which is 65 percent of population. The researcher adopted simple random sampling methods. The researcher adopted the sampling determination techniques using the source of sample determination which was based on website. Structured questionnaires relating to teachers' professional development. This study uses five points Likert-scale having strongly disagree, disagree, neutral, agree, and strongly agree to meet the research objectives. The values assigned for strongly disagree equal to one, disagree equal to two, neutral to three, agree for four, and

strongly agree to five. The researcher is take a pilot test for questionnaire validity before finalizing the questionnaire to know the feedback of the prospective respondents.

Model Specification

$$TCD = \alpha + \beta_1 TBTPD + \beta_2 RTTCD + \beta_3 FRCD + \beta_4 NFRCD + \epsilon_i$$

In the above model, the dependent variable is classroom delivery, and the independent variables TBTPD, RTTCD, FRCD, and NFRCD are tested.

Where,

TBTPD = Teacher's beliefs on areas of training for professional Development

RTTCD = Role of training in teacher's classroom delivery

FRCD = Financial rewards

NFRCD = Non-financial rewards

α = Constant or value of TCD which is unaffected due to change in independent variable used.

β_1 = Rate of change in TCD with respect to unit change in TBTPD.

β_2 = Rate of change in TCD with respect to unit change in RTTCD.

β_3 = Rate of change in TCD with respect to unit change in FRCD.

β_4 = Rate of change in TCD with respect to unit change in NFRCD.

ϵ_i is the error term which is an identically independently distributed random term whose expected value is zero with variance ϵ^2

RESULTS

Descriptive Analysis

Table 2 shows that the majority of the respondents i.e. 64 out of 116 are females constituting 55.2 percent. Similarly, 44.8 percent of the respondents are males having 52 respondents out of 116 respondents. The majority of the respondents, i.e. 43 out of 116 lie in the age group 31-40 years, constituting 37.1 percent. 36 respondents constituting 31 percent of total respondents are of 41-50 age group. Similarly, 16.4 percent are of below 30 years out of total 116 respondents. Similarly, the majority of respondents i.e. 114 out of 116 respondents constituting 98.3 percent are full time teacher. Likewise, part-time teachers only constitute 1.7 percent out of 116 respondents. Further, the respondent's i.e. 38 respondents having teaching experience level more than 20 years which makes up 32.8 percent. Likewise, 25 respondents have experience level of 5 years which makes up 21.6 percent of total respondents. Followed by 24 respondents having experience level of 6-10 years. Similarly, 15 and 14 respondents constituting 12.9 and 12.1 percent of total respondents having experience of 16-20 years and 11-15 years. Similarly, the majority of the respondents, 75 respondents constituting 64.7 percent of total respondents are holding master's degree and above, which is followed by bachelor's degree holder by 31 that constitutes 26.7 percent of total respondents and intermediate level by 8 respondents constituting 6.9 percent and SEE/SLC level by 2 respondents constituting 1.7 percent of total respondents.

Table 2. Summary of demographic information of respondents.

| Demographic characteristics | Items | Frequency | Percentage |
|-----------------------------|--------------------|-----------|------------|
| Gender | Male | 52 | 44.8 |
| | Female | 64 | 55.2 |
| Age | Below-30 | 19 | 16.4 |
| | 31-40 | 43 | 37.1 |
| | 41-50 | 36 | 31 |
| | Above-50 | 18 | 15.5 |
| Employment Status | Full-time | 114 | 98.3 |
| | Part-time | 2 | 1.7 |
| Experience | Below 5 years | 25 | 21.6 |
| | 6-10 years | 24 | 20.7 |
| | 11-15 years | 14 | 12.1 |
| | 16-20 years | 15 | 12.9 |
| | Above -20 years | 38 | 32.8 |
| Education Level | Master and above | 75 | 64.7 |
| | Bachelor level | 31 | 26.7 |
| | Intermediate level | 8 | 6.9 |
| | SLC/SEE level | 2 | 1.7 |
| | Total | 116 | 100 |

CORRELATION

Along with various factors as being pivotal to TPD, correlation is another measure to strengthen teaching learning activities. A strong or high correlation means that two or more variables have strong relationship with each other, while a weak or low correlation means that the variables are hardly related.

Table 3. Pearson's correlation.

| Variables | TBTPD | RTCD | FRCD | NFRCD | TCD |
|-----------|--------|--------|--------|--------|-----|
| TBTPD | 1 | | | | |
| RTCD | .617** | 1 | | | |
| FRCD | .341** | .469** | 1 | | |
| NFRCD | .511** | .490** | .577** | 1 | |
| TCD | .448** | .365** | .329** | .507** | 1 |

Note: **. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows the relationship between teachers' beliefs with training role is positive and significant. The relationship between teachers' beliefs with financial rewards is significantly positive. The relationship between teacher's beliefs and non-financial rewards is positive and significant. Similarly, there is significant positive relationship between training roles with financial rewards. Likewise, there is significant positive relationship between training roles and non-financial rewards.

Regression

Table 4 of the regression result shows that the 'beta' coefficient of teachers' belief and classroom delivery is found positive and significant at 5 percent level of significance as p-value is less than the alpha (5 percent). It means that the higher the teacher's beliefs in training areas, higher would be the classroom delivery. Likewise, beta coefficient of training roles and classroom delivery are found positive but insignificant. It means that higher the training role, the better would be the classroom delivery. Similarly, beta coefficient of financial rewards and classroom delivery found mere positive impact and also found insignificant as the p-value is greater than alpha usually (Alpha is taken as 1 percent or 5 percent). It indicates that increase in financial rewards does not only lead to increase in the classroom delivery of teachers in community run school. Similarly, non-financial rewards is significant as the p-value is less than alpha. It means better non-financial rewards to teachers in the community-run school would lead to the better classroom delivery for students' achievement. It shows that teacher's belief and non-financial rewards have positive impact on teachers' classroom delivery. From table we have found that coefficient of determination is 0.307 or 30.7% which means 30.7% of total variation of dependent variable is due to variation of independent variable used in the study model. We can also observe that our model significantly fits the obtained data.

From Table, shows the model using computed regression coefficients as:

$$Y = 0.505 + 0.357 \times \text{TBTPD} + 0.048 \times \text{RTCD} + 0.037 \times \text{FRCD} + 0.489 \times \text{NFRCD}$$

Table 4. Coefficients.

| Model | Unstandardized Coefficients | | Standardized Coefficients | | Sig. | R square | F-value | P-value |
|------------|-----------------------------|------------|---------------------------|-------|------|----------|---------|---------|
| | β | Std. Error | Beta | t | | | | |
| (Constant) | .505 | .581 | | .869 | .387 | .307 | 12.286 | 0.00 |
| TBTPD | .357 | .158 | .239 | 2.263 | .026 | | | |
| RTCD | .048 | .172 | .030 | .279 | .781 | | | |
| FRCD | .037 | .124 | .030 | .300 | .765 | | | |
| NFRCD | .489 | .148 | .353 | 3.306 | .001 | | | |

a. Dependent Variable: TCD.

b. Dependent Variable: TCD.

Hypotheses Testing

Hypothesis testing can be used to conjuring up the result of a hypothesis performed on sample data from a larger population.

Table 5: Summarized hypothesis result.

| Hypothesis | Conclusion |
|---|------------|
| 1. Teachers beliefs on areas of training for professional development | Accepted |
| 2. Role of training in teachers' professional development | Rejected |
| 3. Impact of financial rewards | Rejected |
| 4. Impact of non-financial rewards | Accepted |
| Dependent variable: Classroom delivery | |

Table 5 shows that teacher's beliefs on areas of training for professional development has significant effect on classroom delivery. Role of training has found insignificant but positive impact on classroom delivery. Likewise, impact of financial rewards on classroom delivery has insignificant effect. Impact of non-financial rewards has significant effect on classroom delivery.

DISCUSSION AND CONCLUSION

Discussion

Findings are the conclusion that comes after the analysis. In the study, various aspects of the topic and its area are observed carefully. Various methods and tools are used to collect, interpret and analyze the data and information. For the fulfillment of this academic research at the initial stage, the research questionnaire were distributed to the respondents i.e. teachers of community schools in Tokha Municipality. Teacher's beliefs in teacher's professional development program, role of training, impact of financial and non-financial rewards, and classroom delivery. Among them teachers classroom delivery is dependent variable proved as an outcome oriented variable. Training for professional development has significant effect on classroom delivery. It indicates trainings enhance teacher's professional capacity by enabling them to effective delivery. This findings is consistent with the theory developed by Maslow, (1946) and Herzberg (1968).

The result finding of non-financial rewards has significant effect on classroom delivery. It indicates non-financial rewards i.e. appreciation, recognition, promotion, challenging job, working environment and supervisor's behavior works as catalyst for classroom delivery. This finding is consistent with the expectancy theory propounded by Vroom, (1969) Porter, and Lawler (1968) respectively. Further, the teacher beliefs on areas of training for professional development has significant effect on classroom delivery. It indicates training enhance teachers professional capacity which enables teachers to delivery effectively in classroom. This result is consistent with Birman et al. (2011), and Pandey (2016). TPDs play an important role in teachers' capacity, skills, knowledge, and learning behavior, which has a direct impact on classroom delivery which is in line with studies (Joshi, 2012).

Based on result, teacher's professional development has positive impact on better classroom delivery and student achievement. Participation of the teachers in TPDPs and their perception towards their professional

development are worth some to impart and acknowledge teaching learning activities regarding subject matter and support materials management through power point presentations, flash cards, power point, and other materials could be insightful for the student's learning behavior. Therefore integrated teaching skills training (ITST) is essential for effective teaching pedagogy. Finally, trainings is proved to vital for professional development including positive attitudes in the teaching field, curriculum planning and development, creating friendly learning environment, adoption on ICT tools, time management, cooperative and sharing behavior and knowledge sharing.

Professional development of community-based school teachers in Nepal identifying needs through training, workshop, seminar, orientation, on-the-job -training, and TPD package in order to strengthen their professional behavior which is in lined with research findings with studies([Pandey, 2016](#)). TPD has a positive impact on teacher's classroom delivery and teacher beliefs in training. Besides that, non-financial rewards also have a positive relationship for better classroom delivery. There is insignificant relationship between salaries, benefits, allowances, pension package and better classroom delivery. Teachers will be motivated with their job if financial and non-financial reward packages are timely introduced by the authority equally, and suggesting some motivational tools to pedagogical improvement for effective and better classroom delivery through professionally motivated teachers.

Conclusion

A successful professional development program eventually improves the human resources akin to current behavior of the teachers involved in teaching learning activities. The professional staff must be actively engaged in TPD over an extended period of time. The objective of this research confirms that how the professional development tools and professional development program can have positive effects on classroom delivery of teachers for the students better achievement. TPD is an essential tool to promote effective classroom delivery. Based on the result and discussion, effective professional development requires intensive and need based trainings which can be both formal and informal. Similarly, the teacher's professional development practices are linked with their professional career development. The research identifies that the role of professionally motivated and capable teachers definitely deliver better than demotivated teachers. Professional development. (PDPs) training, workshop, orientation, seminar, role play, and non-financial rewards found a positive relationship for better classroom delivery. The study shows that effective and planned professional development are strongly correlated with teacher's capacity, learning behavior, student learning and better classroom delivery for students classroom achievements. There is a significant correlation between teacher motivation and the quality of the education, but not between training and financial motivation. The majority of teachers are found highly interested for their devotion towards best classroom delivery after participating in professional development programs. Thus, professional development integrating trainings, workshops, orientation, role-playing, tests, pre-tests, and ongoing learning are all crucial for better classroom delivery.

RECOMMENDATIONS

Research. This study examines factors associated with teachers' professional development in classroom delivery with limited variables due to a lack of time, manpower, and funding. The scholars who will continue to investigate this topic are advised to think about primary data with a larger population and sample size. Additional thought should be given to the inclusion of other motivations and classroom-related variables, such as teaching and learning materials (TLM), regulation, attitudes of parents, school management committees (SMC), school environment, and role of headmaster. Similarly to this, it is best to investigate cause-and-effect relationships with multiple independent variables.

Practice. Arguments on the state of professional development for better classroom delivery are drawn from the research findings. The survey gave insight into what new instructors think about the necessity for professionalism. A further aspect is determining the efficacy of the current professional development and practices as well as their applicability to growth in light of the obstacles that face new instructors.

Policy. For academic as well as policy aspects, this study will be beneficial to interested individuals, academic institutions, researchers, educators, civic society, and the government.

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