PERCEPTIONS AND PRACTICES OF PROFESSIONAL DEVELOPMENT OF COMMUNITY SCHOOL TEACHERS

Submitted By:

TANKA RAM GAUTAM

Roll No. : 08/2012

T.U. Reg. No. : 51743-1991

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"Dedicated to the Memory of

Jhanahari Bhattarai

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RECOMMENDATION

This is to certify that the Thesis

Submitted by

Tanka Ram Gautam

Entitled:

"Perceptions and Practices of Professional Development of Community School Teachers"

has been prepared as approved by this program in the prescribed format of the Faculty of Management. I recommend this thesis for submission.

Thesis Supervisor

Prof. Dr. Rajib Bikram Rana

Central Department of Public Administration

Faculty of Management, Tribhuvan University,

Kathmandu, Nepal

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DECLARATION

I hereby declare that the work reported in this entitled "**Perceptions and Practices of Professional Development of Community School Teachers"** submitted to Central Department of Public Administration , Faculty of Management, Tribhuvan University has been completed as per the prescribed format of Tribhuvan University and this is my original work done for the partial fulfillment of the requirement of the degree of Master of Philosophy in Public Administration (M. Phil) under the guidance and supervision of **Prof. Dr. Rajib Bikram Rana**, Professor of   Central Department of Public Administration, Balkhu, Kathmandu.

Tanka Ram Gautam

Roll No. : 08/2012

T.U. Reg. No.:51743-1991

Central Department of Public Administration

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ABSTRACT

Professional development is a deliberate process, guided by a clear vision. It is a consciously designed to bring about positive change and improvement. The main objective of this study was to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices. The theoretical framework based upon Guskey's (2000) model of teacher change and evaluating professional development. According to this model, significant change in teachers' perceptions and practices occurs primarily after they gain evidences of improvements in students learning achievements. They rarely become committed to a new instructional approach until they have seen it (new instructional approach) work in their classrooms with their students.

Quantitative research methodology was used to conduct an evaluation of perceptions and practices of professional development activities in community school of Kathmandu district. The researcher developed a set of survey questionnaire on the basis of five point likert scale around the five critical levels of Guskey's model and literature. Only one hundred five teachers 52.5 % (out of 200 target sample) could be included in this study.

This study found that seventy five percent of teachers were aware of their professional goals and plan. They believed that their professional development experiences had the impact on their student learning achievements. One of the major findings of this study was the strong correlation between teachers' implementation of new knowledge and skills in the classroom practices and impact on student learning achievements. At the same time, there was low correlation between organizational support and the change in teachers' attitudes and beliefs. The result of the study supported the Guskey Model and research literature indicating that there was the significant relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices.

Key Terms: Professional Development, Perceptions and Practices, Guskey Evaluation Model, Community School, Significant relationship

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ABBREVIATIONS AND ACRONYMS

CAS   Continuous Assessment System

CERID   Research Center for Educational Innovation and Development

CLC   Community Learning Centre

DDC   District Development Committee

DEO   District Education Office

DoE   Department of Education

EFA   Education For All

EGRA   Early Grade Reading Assessment

EMIS   Educational Management Information System

ERO   Education Review Office

ETC   Education Training Centre

GoN   Government of Nepal

LRC   Lead Resource Centers

MoE   Ministry of Education

NASA   National Assessment for Student Achievements

NCED   National Centre for Education Development

NEB   National Examination Board

NPC   National Planning Commission

OCE   Office of Controller of Examinations

PTA   Parent Teacher Association

RC   Resource Centre

SDG   Sustainable Development Goal

SIP   School Improvement Plan

SMC   School Management Committee

SSDP   School Sector Development Plan

SSRP   School Sector Reform Programme

TPD   Teacher Professional Development

TSC   Teacher Service Commission

UNESCO   United Nations Educational, Scientific and Cultural
            Organization

CHAPTER - I

INTRODUCTION

1.1   General Background:

The profession of teaching has become very complex in this rapidly changing knowledge based society. This complexity demands the high standards of professional practice to perform well. In Nepalese society, until today teachers are the key components of education. Due to lack of essential texts, and learning materials, teachers are the main sources of knowledge, skills, wisdom, and inspiration for the students. Therefore, the bedrock of education system is the teacher. So, education system cannot function well without qualified teachers. The educational productivity and outcomes largely depend up on the quality of the teacher. In other words, the teacher's role is central in facilitating meaningful education and students' learning. Students learning achievements are directly associated with the teachers' quality.

In a literate society, parents' expectation, irrespective of whether they live in urban or rural areas, or whether their income level is high, moderate or low or whether their level of education is high or low, is better education to their children. Parents as well as students expect up-to-date input from their teachers. As we raise our expectations for our children, we also expect teachers to learn more and do more. However, teachers have to face enormous problems and challenges while gaining new knowledge, skills and ongoing professional development keeping up themselves with the changes in society. In response to an increasingly complex society and a rapidly changing, technology-based economy, schools are asked to educate the most diverse student's in our history to higher academic standards than ever before. It is now generally accepted that teachers need special professional development. Selection of candidates with professional promise is essential, but proper teacher professional development can contribute much to the development of effective teacher.

Professional development is an aspect of school reform that is receiving vast attention. It is also an area about which amazingly little is known, with only a few studies that document its provision, costs and effect. There are demands for

demonstrating and justifying the results of professional development efforts from policy makers, international donor agencies, and public.

Effective professional development is a necessary component in all educational improvement efforts. Every proposal to reform, restructure or transform education emphasizes the role of the classroom teacher to meet the needed change. Since effective professional development is so critical and it is the center of educational reform its impact needs to be studied (Guskey, 2000).

Many education reforms rely on teacher learning and improved instructions to increase student learning. In fact, education reform is often synonymous with teachers' professional development. Thus, understanding what makes professional development effective is critical to understanding the success or failure of many education reform programs mostly depend on the teachers' professional development (Guskey & Huberman, 1995).

A growing body of research in the nation indicates that improving teacher knowledge and teaching skills are essential to raise student performance (NCED, 2010). To meet the goals of reform including standards, assessments, and accountability, teachers must make changes that involve much more than learning new teaching techniques. The changes from the core of what it means to teach and learn (Mathema & Bista, 2006). Our country's policy makers and funding agencies also recognized that fact and included the Teacher Professional Development activities in the educational plan.

Professional development evaluation is not a new topic in education. For many years, educators have been evaluating professional development activities and providing the results of these evaluations to school administrators, board members, state departments of education, and other funding agencies (Guskey, 2000). Evaluations of professional development programs are essential to the improvement of teacher knowledge, skills, instructional pedagogy and student learning achievements.

1.2   Statement of the Problem

Nepal has made commitment to providing "Education for All Citizens" in the Constitution of Nepal (2072) and different international conventions and covenants. In course of time, the Government of Nepal has been implemented various

educational plan and policy such as: EFA, TEP, SSRP and SSDP to achieve these national commitments from different plan periods. Over the half century, we have witnessed the coming and going of many plans and policies designed to increase the teachers knowledge and skills as well as students learning achievements through the restructuring of schools and programs and the development of standards, curricula, teaching materials, teachers training and workshops. Yet, in spite of billions of Rupees spent on teachers training of short terms and long terms, student's performance has been affected very little. Due to lack of sufficient professional teachers, productivity and outcomes from the educational sectors are always questionable. (Mathema & Bista, 2006) "When the SLC results are published, the entire nation goes in shock due to the poor performance of public school students. Poor SLC results produce a lot of 'blame game' annually. Educational planners and administrators are quick to blame head teachers and teachers for not teaching children properly. Schools place the responsibility for this extraordinary record of failure upon the children themselves, their families, and communities. Parents either criticize their teachers or their own children. Teachers will criticize the government for not providing sufficient funds, preparing a tough curriculum, and not supplying enough teachers. Students will relate their failure to their misfortune and bad luck."

The main reason for that failure is that too little attention has been paid to what actually goes on in the classroom. Teachers are doing in the class room more or less same thing they did a generation ago. If we do what we've always done, we will get the results we have always gotten. The other reasons for failure of these education plans and policy are often attributed to incompetent and non professional teachers, who cannot understand and translate national educational goals into action. Furthermore, the lack of professional teachers greatly contributes towards systematic failure. Professional teachers are not born; they are made. Due to educational low achievement, the interest in evaluating professional development has grown, but planners have not spent time on professional development evaluation. Policy makers haven't paid much attention to evaluating teachers' professional development efforts. Many consider evaluation to be time consuming, costly, and unproductive.

In the light of the research problem this study has been designed to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices in the context of Nepalese

society, especially community school of Kathmandu district. I have selected the eight community school teachers in this research as the respondents to explore how they perceive and practice the professional development experience in their classroom and school on the basis of five criteria of Guskey Model: a) Participant reaction and satisfaction b) Participant learning c) Organizational support and change d) Implementation of teachers' new knowledge, and skills e) Teacher perception of student learning. This research has tried to answers is there a relationship between teachers' perceptions and selected school variables?

1.3   Objectives of this study:

Objective is the main guidelines of the action. This study also based on the following two objectives.

To determine the relationship between the professional development activities provided for the teachers and the change of teachers' perceptions and practices in terms of the five levels of Guskey Professional Development Evaluation Model.

To explore the professional development process, format and content practiced in the community school of Kathmandu district.

 Asking important questions, gathering relevant information, and analyzing that information on meaningful ways are the bases of this study. In order to accomplish these objectives, this study was framed around the following research questions:

1.4   Research Questions

1. What is the nature of the Professional Development Process, format and Content in the Community school of Kathmandu District?
   a) Are teachers aware of the goals of our Country's Professional Development Plan?
   b) Is the Teacher Professional Development Plan linked to Student Achievement and teacher evaluation process?
   c) What types of Professional Development Models or Activities are being implemented?

d) Who makes the decisions about what professional development topics are offered to teachers in the nation?

2. To what extent does the organizational support the professional development activities?

3. To what extent does student learning achievement change?

4. What is the relationship between the professional development activities provided for the teachers and the change of teachers' perceptions and practices in terms of the Five Levels of Guskey Professional Development Evaluation Model?

1.5   Rationale of the study

"The Quality of an education system cannot exceed the quality of its teacher" (Mourshed, 2007). Educational plan and policy concentrate on improving student achievement. Student achievements will increase if teachers change their instructional practices. Instructional practices will change through professional development. In order for change to endure, teachers must become committed to new practices in education. Therefore, a change in teachers' attitudes and beliefs is essential.

Generally, teachers in community schools have taken in-service workshops to improve their skills about the latest educational trends and practices. These professional development experiences do not contribute to the betterment of the school as a whole. In order to improve the weakness of current professional development practices, teachers need to learn to collaborating techniques with each other. Professional development activities needs are to be directly connected to their daily work with students, and address real-life problems. Outdated models of professional development such as one-shot workshops, seminars, and expert lectures are not adequate.

"Education is a dynamic professional field with a continually expanding knowledge base. Students' knowledge in nearly every subject area and academic discipline is expanding. To keep abreast of this new knowledge and understanding, teachers at all

levels must be continuous learners throughout the entire span of their professional careers." (Guskey, 2000, p. 19)

1.6   Scope and Limitations of the Study:

The scope of this research is limited to eight community schools in Kathmandu district and the aim is to provide a picture of sample group. This study focuses here was much narrower, concentrating on the perspectives and activities specifically related to showing perceptions and practices of professional development. This study did not consider evaluations of personal performance, institutions, professional development centers, professional development schools, or service agencies that provide professional development activities for educators. The study was based on Guskey's Evaluation Model of professional development. Institutional schools teachers were not included in this study.

1.7   Organization of the Study:

This study is presented in five chapters: chapter one includes the general background, statement of the problem, purpose of the study, rationale of the study, and organization of the study. Chapter two reviews the literature about the evaluating Teacher Professional Development. Chapter three includes the research design and methodology, population and samples of the study, research instruments, data collection techniques and the statistical techniques used for data analysis. Data analysis and result are presented in chapter four. The discussion and conclusion of the study are reported in Chapter five.

2.1 Introduction

This chapter discussed the literature associated with the Professional Development. It Included elements of historical context, how it has changed over the years; theoretical context and the intended purpose of professional development. This chapter also makes an attempt to review the available literature in the contexts of the development of teacher professional development activities in the country. This study tries to make a brief review of major available literature in the development of teacher professional development activities. A number of teacher professional development programs have been initiated with changes in the system of education in the modern contexts. Finally it also attempts to present the trends and gaps in the studies.

Nowadays there is an increasing demand for competence among all groups of professionals. A commonly felt need for every professional is the ability to carry out his/ her duties at the highest possible standards of character and competence. One essential way to meet this need for professionals is to engage in continuing learning.

2.2 Concept of professional development:

"The school education cannot be better than the quality of its teacher" (Guskey, 2000)

Concept of the Teacher Professional Development differs according to educational traditions and contexts. In education systems where teacher education programs are well established, (Rogan, 2003) Teacher Professional Development is described as a process embracing all activities that enhance professional career growth (Fullan M. , 1996) as formal and informal experiences throughout the teacher's career.

Professional development is an intentional process:

Professional development is a purposeful and intentional process. It is a consciously designed effort to bring about positive change and improvement. True professional development is a deliberate process, guided by a clear vision of purposes and planned

goals. These goals form the criteria by which content and materials are selected, processes and procedures developed, and assessments and evaluations prepared.

Guskey (2000) unfortunately, many professional development endeavors proceed without well-defined purposes or goals. In a recent review of professional development conducted in Kentucky since the enactment of the 1990 reform legislation, for example, a few efforts were found to begin with clearly stated goals. As a result, most "evaluations" of these efforts were not evaluations at all, but merely documentation: descriptions of the topics presented, the time involved, the number of participants, and the total credit-hours earned (Cody & Guskey, 1997).

1. Begin with a clear statement of purposes and goals.

2. Ensure that the goals are worthwhile.

3. Determine how the goals can be assessed.

Professional development is an ongoing process:

Education is a dynamic professional field with a continually expanding knowledge base. Our knowledge in nearly every subject area and academic discipline is expanding. To keep abreast of this new knowledge and understanding, teachers at all levels must be continuous learners throughout the entire span of their professional careers.

Guskey (2000) views that professional development as special events that occur on 3 or 4 days of the school year severely restricts educators' opportunities to learn. If we view professional development as an ongoing, job embedded process, every day presents a variety of learning opportunities. These opportunities occur every time a lesson is taught, an assessment is administered, a curriculum is reviewed, a professional journal or magazine is read, a classroom activity is observed, or a conversation takes place with another teacher or administrator. The challenge is to take advantage of these opportunities, to make them available, to make them purposeful, and to use them appropriately.

Professional development is a systemic process:

Harsh lessons from the past have taught educators that fragmented, piecemeal approaches to professional development do not work. One reason for their failure is that, as a rule, they offer no guidance on how the new strategies fit with those advocated in years past. This leads educators to see new idea as passing fancies or simply "this year's new thing" (Guskey, 1997c). Another reason for the failure of such approaches to professional development is that they are unclear or misleading about the kind of organizational support required for implementation. As a result, educators end up trying to implement innovations that they do not fully understand in organizations that often maintain structural or procedural barriers. True professional development is a systemic process that considers change over an extended period of time and takes into account all levels of the organization.

Reimers (2003) professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically," (Glatthon, 1995, p. 41) "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically.

UNESCO (2003) Professional development includes formal experiences (Such as attending workshops and professional meetings, mentoring, etc.) and informal experiences (such as reading professional publications, watching television documentaries related to an academic discipline, etc.). This conception of professional development is, therefore, broader than career development, which is defined as "the growth that occurs as the teacher moves through the professional career cycle". Glatthon (1995, p. 41) and broader than staff development, which is "the provision of organized in-service programmes designed to foster the growth of groups of teachers; it is only one of the systematic interventions that can be used for teacher development" (Glatthon, 1995, p. 41).

2.3 Traditional Perspectives of Professional Development:

By the 1980s the professional development of teachers had been defined by focusing on three main domains of human development, namely knowledge, skills and attitudes. The definitions provided by (Bolam, 1982; Harris, 1989; Duttweiler, 1989;

Holly, 1989) clearly indicate the focus on the three domains as a means of improving the teaching-learning process in order that children can be educated more effectively.

Williams (1982) professional development is the provision of activities designed to enhance the knowledge, skills and understandings of teachers in ways that lead to enhance their thinking and classroom behavior. Duttweiler (1989) any activity or process intended to promote positive changes in knowledge, skills and attitudes.

The definition is typical of the 1980s literature that emphasizes the three major domains of knowledge, skills and attitudes of teachers in the context of teacher development. The object of positive change should be reflected not only in the individual teacher's behavior, but also in the teaching-learning process of attaining goals and outcomes.

Harris (1989) professional development as a process that improves the job-related knowledge, skills or attitudes of employees. This general definition relates to the same categories of knowledge, skills and attitudes with emphasis on the relationship to the job to be performed. In this definition it is assumed that professional development would lead to the outcome of the 'job well done'.

In-service education, as related to professional development of teachers, also focuses on the operational aspect of improving teacher performance. Holly (1989) define in-service education as follows: In service education is operationally improving skills, knowledge attitudes or techniques relative to the teacher's role, predominantly that of instructor.

From the above mentioned definitions, it is clear that By the end of the 1980s, the professional development of teachers, often called in-service education or staff development, has been conducted for different purposes and in different forms. Greenland (cited in (Reimers, 2003) identifies four categories of in-service education by purpose: for certification of unqualified teachers, to upgrade teachers, to prepare teachers for new roles, and curriculum related dissemination or refresher courses. Regardless of the purpose, traditional in-service education/teacher professional development programmes are delivered in the form of workshops, seminars, conferences or courses (Hargreaves, 1992; Phillips, 1991; Reimers, 2003). These efforts have been criticised by many researchers as being brief, fragmented,

incoherent encounters that are decontextualised and isolated from real classroom situations (Fullan, 2006; Reimers, 2003). The traditional approaches to professional development of teachers, which Fullan, (1996) stated the following:

"Nothing has promised so much and has been so frustratingly wasteful as the thousands of workshops and conferences that led to no significant change in practice when the teachers returned to their classrooms."

The same line argument is observed in the research on professional development of teachers in developing countries (Villegas-Reimers, 2000; Fullan, 2006). In many developing countries, professional development of teachers has been neglected because of budget constraints and heavy emphasis on pre-service education, but when it is provided, the cascade approach is popular for reaching many participants in a short time (Leu, 2006).The cascade or multiplier approach transmits the knowledge or information from the top to the lower stratified groups of teachers. This consequently entails training-the trainer to ensure that the message flows down from experts and specialists, eventually to the teachers. In theory cascade training is cost effective as those who have been trained can then train others, thus limiting expenses.

The cascade model can be "an effective strategy to transmit messages about aspects of educational reform" Leu, (2006) but the cascade model of teacher professional development was designed and operated under the same paradigm of teacher professional development criticised in developed countries in which learners were passive receivers of knowledge. Beliefs about what teachers should know are linked intrinsically with beliefs about the type of knowledge worth teaching in schools. In most countries schooling is characterized as using a transmission model where teaching is telling, and learning is absorption. This description fits most teacher education as well (Tatto, 1997).

The 1990s witnessed a shift away from the development of individual teachers to the development of the school as an institution. The development of not only teachers but the students as well as the school system, as a whole, was central to the concept of professional development of teachers during this decade. The conceptual definitions provided by (Burden, 1990; Johnson, 1995; Phillips, 1991; Fullan, 1996) highlight the holistic approach needed in achieving much broader changes in the education system.

Burden (1990) view of professional development is not a separate and isolated event but a part of the overall career-long process for individual teachers in an approach finally justified in terms of lifelong development. Moving towards a more complete definition of professional development, Phillips (1991) defines professional development as a complex process incorporating the sum total of all activities, in which teachers improve and develop their instructional skills, their curriculum development, implementation and evaluation skills, carried out to promote teachers' growth, students' learning and development of the school.

Similarly, Fullan (1996) defined professional development as a lifelong process, which begins with the initial preparation of teachers and continues throughout their teaching career. He states that continuing professional growth is the sum total of formal and informal learning experiences throughout one's career from pre-service teacher education to retirement. Further, he points out that, professional development cannot be separated from school development and professional development and school improvement go hand in hand.

Hargreaves and Fullan (1992), see professional development of teachers as knowledge and skill development, as development in self understanding, and also as social change. They highlight the influential and determining dimensions of the person, the social group and context in the process of teacher change. Further they develop a three-dimensional approach to teacher development as knowledge and skill development to provide pupils improved opportunities to learn, development of teachers as professional persons, and teacher development as ecological change which highlights the working environment.

Professional development is described as an ongoing process which promotes and supports both professional and personal growth of all employees. It reflects a vision of excellence and is an essential component of the school improvement process (Killion, 1991). Similar to this explanation, Guskey and Huberman (1995) argue that professional development is at the centre of every modern proposal to enhance education. Regardless of how schools are formed or reformed, structured or restructured, the renewal of staff members' professional skills is considered fundamental to improvement.

Many education reforms rely on teacher learning and improved instruction to increase student learning; in fact, education reform is often synonymous with teachers' professional development. Thus, understanding what makes professional development effective is critical to understanding the success or failure of many education reforms mostly depend on the teachers' professional development (Guskey and Huberman, 1995).

Barker (1997) closely linked to the influences of school culture and climate on teaching style is the issue of professionalism. Sachs (1999) as "a teacher who is engaged with a career path that encourages, fosters, and rewards constant professional growth that reflects directly and positively back on classroom practice". This engagement depends upon the teacher's professional identity: the way he or she relates to the norms and values of the profession.

Many definitions of professional development are found in the literature on teachers' education. Interpretations of these definitions depend on the understanding of what is intended to be achieved. Various terms are used in relation to Continuing Teacher Development. Professional development, professional learning, in-service education, in-service learning, renewal, human resource development, lifelong learning and professional growth are just a few of such terms (Wools, 1991; Hoban, 2002; Villegas-Reimers, 2000; Chand, 2000; George, 2002), The ultimate aim indicated in all these concepts is the improvement of student learning through enhanced teacher performance.

Professional development has been a part of teaching since the early days of formal education. Cat, (2010) World Cat search conducted on January 4, 2010 revealed a pattern. From the onset of formal public education through the 1970s, teacher training was generally referred to by the public as "teacher education" or "in-service". By the 1980s, with education under closer scrutiny, it became "staff development". In the 1990s, a push to "professionalize" teaching careers gave birth to the term "professional development". Finally, in 2006, Fullan suggested "professional learning" as a more appropriate term, putting the focus on overall intent – that of lifelong learners who educate others via their professional careers.

In the last decade of the 20th century, competency development was central to the professional development of teachers. Villegas-Reimers (2000) describe professional

development of teachers as a process influenced by a number of factors, both personal and contextual, and which has a significant effect on the opportunities for learning that teachers offer their students and thus the effectiveness of the teaching-learning process.

In the new era of globalization and rapid growth and change in technology, the professional development of teachers is seen as a continuous facilitative process to keep up with all the changes in the education system and in the globalised understanding of theoretical and practical knowledge and attitudes of whom the system is composed (Mackenzie, 1999).

Social change is not a static phenomenon. It is a continuous process. Many educators have asserted that continuing teacher development is a process up to their retirement age (Hargreaves, 1992).

Loeb, (2009, p. 212) Professional development and teacher education policies have the potential to greatly affect teachers' abilities to teach and, as a result, students' abilities to learn. States can play varied roles in the provision of teacher education and professional development.

From the above mentioned literature review we can define professional development have placed emphasis on different aspects of the concept, which can be arranged on the following manner.

Enhanced Knowledge skills, attitude of teacher	Enhanced students' performance	Improved school system	Enhance competency of teachers to respond social change

(1980)   (2000) ⟹
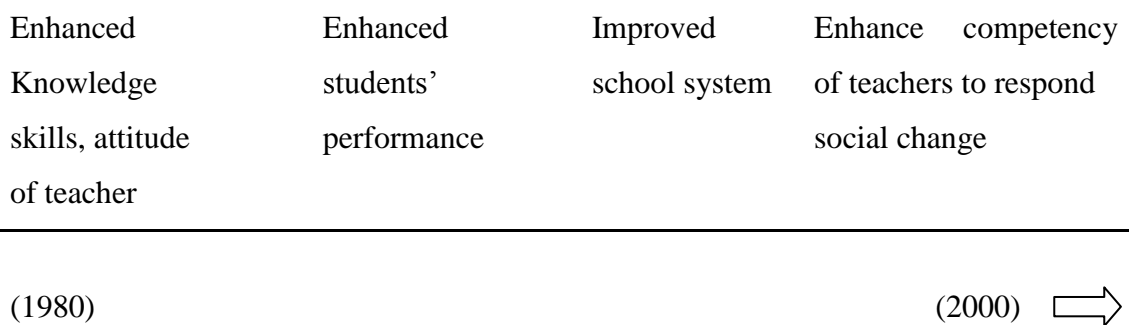
Figure 2.1 Emphasis in Defining Continuing Professional Development (Lalitha, 2005)

Figure 2.1 shows that at the 1980 times one could find emphasis on teachers' enhanced individual competency and on the right hand end of the line one would find emphasis on teacher empowerment and social change. In between, emphasis is placed on student, school system and the broader education system.

This does not mean Professional Development is not in chronological order. Three decades ago, Williams (1982) has suggested that staff development, a related term to professional development is "a process by which individuals, groups and organizations learn to be more effective and efficient." Williams, (1982) ; Hargreaves, (1992) who focused on change process, saw professional development as part of social change. What can be observed in here is a shift of predominant focus from individual teacher performance to a more holistic concept leading to social change over time.

Reimers in 2003 reviewed international literature on teacher professional development and considers professional development of teachers as one of the key elements in most of the educational reforms currently in progress in the world. She emphasises the relationship between educational reform and professional development of teachers and further states that: Currently in the world, most societies are engaged in some form of educational reform. Regardless of the scope of the reform, the relationship between educational reform and teachers' professional development is a two way, or reciprocal, relationship … educational reforms that do not include teachers and their professional development have not been successful. Professional-development initiatives that have not been embedded in some form of structures and policies have not been successful either (Reimers, 2003, p. 24)

Although professional development lies at the heart of nearly every educational effort to improve teaching and learning, it is not the panacea for all problems. In fact many models of professional development do not achieve their ambitious learning goals. Yet professional development is still seen as the best means to change teaching practice (Guskey, 2000).

2.4   New Perspectives of professional development:

The rise of constructive approach to learning coupled with criticism of traditional teacher professional development efforts lead to an alternative paradigm of professional development in the 1990s. Advances in brain research support the understanding that the human brain is constantly searching for meaning and seeking patterns and connections (Darling-Hammond, 1999). Based on this notion, it is implied that learners construct knowledge of their own by deconstruction,

interpretation and reconstruction when engaged in activities and in social discourse that take place in a certain context. In other words, knowledge is situated and is socially and culturally constructed Barker, (1997) put it, knowledge is in part "a product of the activity, context and culture in which it is developed and used". The constructivist theory of learning is backed up by brain research for rethinking what is taught, how it is taught and how learning is assessed (Guskey and Huberman, 1995). Partly in response to this interpretation of learning, an alternative approach to teacher learning has been proposed Liberman (1994) argue that "the principles of learning and their implications for designing the learning environment apply equally to child and adult learning". They maintain that professional development programmes should be learner centred, knowledge centred, assessment centered and community centred to optimise teacher learning. Reimers, (2003) suggests that a new perspective of professional development should be,

- based on constructivism;

- perceived as a long-term process;

- perceived as a process that takes place within a particular context;

- intimately linked to school reform;

- conceived as a collaborative process;

- very different in diverse settings.

A similar classification is offered by Cochran-Smith and Lytle (2001). They describe three approaches, or systems of professional development, that "co-exist in the world of educational policy, research and practice and are invoked by differently positioned people in order to explain and justify quite different ideas and approaches to improving teaching and learning" (Cited in (UNESCO, 2003, p. 47)

1. **Knowledge-for-practice:** Assumes that university-based researchers generate formal knowledge and theory for teachers to use in order to improve practice.

2. **Knowledge-in-practice:** Some of the most essential knowledge for teaching is perceived as 'practical' knowledge, or knowledge that is embedded in practice.

3. **Knowledge-of-practice:** Knowledge is not divided into formal and practical knowledge. Teachers gain knowledge for teaching when they have the opportunity to reflect on their practice and use a process of inquiry in their own environments to learn more about effective teaching.

2.4.1 Characteristics of new perspective of professional development:

1. It is based on constructivism rather than on a 'transmission-oriented model'. As a consequence, teachers are treated as active learners Liberman, (1994) who are engaged in the concrete tasks of teaching, assessment, observation and reflection (Darling-Hammond, 1999).

2. It is perceived as a long-term process as it acknowledges the fact that teachers learn over time. As a result, a series of related experiences (rather than one-off presentations) is seen to be the most effective as it allows teachers to relate prior knowledge to new experiences (Liberman, 1994). Regular follow-up support is regarded as an 'indispensable catalyst of the change process (UNESCO, 2003).

3. It is perceived as a process that takes place within a particular context. Contrary to the traditional staff development opportunities that did not relate 'training' to actual classroom experiences, the most effective form of professional development is that which is based in schools and is related to the daily activities of teachers and learners (Darling-Hammond, 1999). Schools are transformed into communities of learners, communities of inquiry, professional communities and caring communities because teachers are engaged in professional development activities, (Liberman, 1994). The most successful teacher development opportunities are 'on-the-job learning' activities such as study groups, action research and portfolios (UNESCO, 2003).

4. Many identify this *process* as one that is intimately linked to school reform (Guskey, 2000) as professional development is a process of culture building

5. and not of mere skill training which is affected by the coherence of the school program.

6. A teacher is conceived of as a reflective practitioner, someone who enters the professional with a certain knowledge base, and who will acquire new knowledge and experiences based on the prior knowledge (Liberman, 1994). In so doing, the role of professional development is to aid teachers in building new pedagogical theories and practices (Darling-Hammond, 1999).

7. Professional development is conceived of as a collaborative process (Darling-Hammond, 1999). Even though there may be some opportunities for isolated work and reflection, most effective professional development occurs when there are meaningful interactions not only among teacher themselves, but also between teachers, administrators, parents and other community members (UNESCO, 2003).

2.5   Review of Major Modalities of Professional Development

The major models of professional development are described in the research of Sparks and Loucks-Horsey (1989) and Drago Severson (1994) (cited in Guskey, 2000). They include the following: a) training b) observation/assessment c) involvement in a development/improvement process d)Study group e) inquiry/action research f) individually guided practices, and g) mentoring.

2.5.2   Training:

"In the mind of many educators, training is synonymous with professional development. It is the most common form of professional development and the one with which educators have the most experience. Training typically involves a presenter or team presenters that share ideas and expertise through a variety of group based activities (Guskey, 2000). Presentations or demonstrations /Workshops or Seminars / Conferences and Expert Lectures or Motivational Speeches are the examples of training.

2.5.3   Observation/Assessment:

One of the best ways to learn is by observing others, or by being observed and receiving specific feedback from that observation. Analyzing and reflecting on this information can be a valuable means of professional growth (Guskey, 2000). The observation/assessment model of professional development uses collegial observation to provide educators with feedback on their performance. Peer coaching and clinical supervision are both examples of this model. Observations of classroom teachers may focus on lesson design, instructional practices, classroom management, or other issues.

2.5.4   Involvement in a Development/Improvement Process:

Educators are often brought together to develop or review a curriculum, design a new program, plan strategies to improve instruction, or solve a particular problem. Processes such as these generally require participants to acquire new knowledge or skills through reading, research, discussion and observation. Reviewing a new curriculum, for example, might require additional content knowledge, whereas designing a program to solve a specific problem is likely to require the review of relevant research. Involvement in these development/improvement processes is a valuable form of professional development.

2.5.5   Study Groups:

The study groups model of professional development involves the entire staff of a school in finding solutions to common problems. Staff members are generally divided into groups of four to six members each. Groups may be homogeneous or heterogeneous, and generally, they stay together for at least a school year with rotating leadership. Although all groups focus on the same general issue or problem, each group selects a different aspect of the problem on which to concentrate.

2.5.6   Inquiry/Action Research:

The model is based on the belief that educators have the ability to formulate valid questions about their own practice and pursue objective answers to those questions. It can be sued by individuals, small groups of educators, or an entire school staff (O'Hanlon, 1996, Cited in Guskey, 2000). The inquiry/action research model of professional development helps educators become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers (Sparks & Simmons, 1989, cited in Guskey, 2000).

2.5.7   Individually Guided Activities:

In the individually guided professional development model, educators determine their own individual professional development goals and then select the activities that they believe will result in the achievement of those goals. The model is based on the assumption that individuals can best judge their own learning needs and are capable of self-direction and self-initiated learning. It also assumes that individuals are more motivated to learn when they initiate and plan their own learning activities. The steps or phases involved in individually guided models of professional development include the following: (a) identification of a need or interest, (b) development of a plan to meet the need or interest, (c) learning activities, and (d) assessment of whether the learning meets the identified need or interest (Sparks & Loucks-Horsely, 1989 cited in Guskey, 2000).

2.5.8   Mentoring:

The mentoring model of professional development typically involves pairing an experienced and highly successful educator with a less experienced colleague. Regular opportunities are then provided for discussions of professional goals, the sharing of ideas and strategies on effective practice, reflection on current methods, on-the-job observations, and tactics for improvement. These interactions are most effective when mentors and their less experienced colleagues collaborate on developing the goals and procedures of the mentoring relationship (Guskey, 2000).

2.6 Review of Main Evaluation Models:

Evaluation process is highly complex in nature. Generally, these processes are multifaceted and include a wide variety of activities and procedures. Fortunately, this difficult task has been made easier by evaluation experts who have developed specific evaluation models. Each of these models stems from a different theoretical perspective and conceptual framework. The models of evaluation most applicable in evaluating professional development include Guskey, (2000) a) Tyler's Evaluation Model, b) Metsfessel and Michael's Evaluation Model, c) Hammond's Evaluation Model, d) Scriven's Goal-Free Evaluation Model, e) Stufflebeam's CIPP Evaluation Model, f) Kirkpatrick's Evaluation Model, g) Guskey Professional Development Model for Teacher Change. This review of literature presents unique advantages as well as notables limitations of each model.

2.6.1 Tyler's Evaluation Model:

One of the earliest and well accepted evaluation models was developed by Ralph W. Tyler (1942). Tyler viewed evaluation as the process of examining to what extent the goals of a program was being met. His model was comprised of seven steps that provided a systematic approach to evaluation:

1. Establish broad goals or objectives.

2. Classify or order the goals or objectives.

3. Define the goals or objectives in observable terms.

4. Find situations in which achievement of the objectives is demonstrated.

5. Develop or select measurement techniques.

6. Collect performance data.

7. Compare performance data with the stated objectives.

This model has had a significant influence on other evaluation models Guskey (2000) one weakness noted by the researcher was that the model does not evaluate the

organizational support that is critical to successful professional development evaluation.

2.6.2   Metsfessel and Michael's Evaluation Model:

Tyler's model had a significant influence on Metsfessel and Michael's Evaluation Model (1973). This model identified eight steps in evaluation.

1. Involve the total school community as facilitators in the evaluation process.
2. Formulate a cohesive model of goals and specific objectives.
3. Translate objectives into a communicable form applicable to facilitating learning in the school environment.
4. Select or construct instruments to furnish measures allowing inferences about program effectiveness.
5. Carry out periodic observations using content-valid tests, scales, and other behavior   measures.
6. Analyze data using appropriate statistical methods.
7. Interpret the data using standards of desired levels of performance over all measures.
8. Develop recommendations for the further implementation, modification, and revision of broad goals and specific objectives.

This model encourages the evaluator to use a broad range of data collection tools, which can generate broadly applicable results (Guskey, 2000). One weakness of the model noted by the researcher was a lack of evaluation regarding organizational support of the teacher professional development activities.

2.6.3   Hammond's Evaluation Model:

Tyler's work was further extended by Hammond (1973) who proposed an even more detailed structure for evaluation. Hammond did not believe that it was sufficient for a detailed evaluation to determine merely if the goals were met. He felt that answering the question why goals were or were not achieved was necessary to gain useful information from an evaluation process. He constructed a three-dimension model to organize the questions. The model was based on the following three dimensions.

1. Characteristics of the program or activity being evaluated.
   (Organization, content, method, facilities, and cost)
2. Characteristics of the individuals or groups involved in the program or activity.
   (Students, Teachers, Administrators, Educational specialists, Family and Community)
3. Characteristics of the objectives of the program or activity being evaluated.
   (Cognitive, affective, psychomotor)

The model required the expert to develop questions for each of the 90 cells. The resulting model was informative, but extremely complex and time-consuming. The researcher regards the complexity of this model as a practical weakness limiting its usefulness.

2.6.4 Scriven's Goal-Free Evaluation Model:

All the models evaluated above focused on evaluating based on the goals of the program or activities. In 1972, M.S. Scriven developed a goal-free evaluation model based on the belief that the appropriateness of the goals of a program or activity should not be assumed. Instead, the goals should also be evaluated. This type of model focuses on the actual outcomes rather than the intended outcomes resulting with an increased possibility that unintended outcomes could be identified and noted (Guskey, 2000).

2.6.5 Stufflebeam's CIPP Evaluation Model:

Stufflebeam developed the CIPP evaluation model which focuses on decision making process. The model was designed to provide four types of information: Context evaluation, Input evaluation, Process evaluation, and Product evaluation. The model is best known by the acronym (CIPP). Each of these evaluations collects data for the different managerial decisions by working through a series of evaluation steps to provide structure for the evaluation. This model provides decision makers with the knowledge needed to make effective decisions.

2.6.6 Kirkpatrick's Evaluation Model:

Kirkpatrick (1959) developed the model to evaluate supervisory training in business and industry. Though model was not originated in education, the model has provided an effective means of evaluation. Kirkpatrick outlined four levels of this evaluation Model. These levels are: reaction, learning, behavior, and results. The reaction evaluation focuses on how participants feel about the program. Learning evaluation measures the knowledge, skills and attitudes participants acquires as a result of training. Behavior evaluation focus on what type of change actually took place in job performance. Results evaluation is designed to assess the bottom line of the business such as profits and performance (Guskey, 2000, p. 55).

2.6.7 Guskey's Teacher Professional Development Evaluation Model:

According to Guskey (2000), there are some 'guidelines for success' that must be followed when planning and implementing professional development opportunities for teachers. In the book, Evaluating Professional Development, Guskey outlines five procedural guidelines for developing professional development activities. They are:

- to recognize change as being both an individual and an organizational process;
- to think big, but start small;
- to work in teams to maintain support;
- to include procedures for feedback on results;
- to provide continuous follow-up, support, and pressure;
- to integrate program.

Guskey (2000, p. 8) "Professional development evaluation is not a new topic in education. For many years, educators have been evaluating professional development activities and providing the results of these evaluations to school administrators, board members, state departments of education, and other funding agencies."

2.6.8 Evaluating teacher professional development-(Five levels from Guskey Model)

1. **Participants' Perception** - the level of perception the participants felt about their professional development experiences in the nation in general.

2. **Participants' learning** - the level at which the participants acquired the intended knowledge and skills through professional development offered by the Community.

3. **Organizational support and resources** - the level at which the school management shows support for professional development by allocating resources and incentives for teachers.

4. **Use of new knowledge, and skills** - the extent to which the participants applied their new knowledge and skills in their classroom teaching.

5. **Participants' perception of student learning** - participants' perception of how their learning through professional development affected student performance in their classroom.

2.6.9 Others Evaluations Standards:

1. **Professional development process** – the design of the country's Teacher Professional Development Program and whether or not it is linked to national goals and teacher evaluation

2. **Professional Development content** - the topics of professional development offered to teachers in each of the school.

3. **Professional development format** - when and how the teachers are participating in professional development opportunities.

2.7 Theoretical Framework:

In his book, Evaluating Professional Development, Guskey (2000), states that professional development evaluation should focus on measuring its impact in terms of

change in the knowledge, skills, attitudes and beliefs of teacher participants. In order for staff development to have an impact on students, Guskey (2000) suggests that it must first have an impact on the teachers who participated in teacher professional development.

Generally, teachers in community schools have taken courses or in-service workshops to improve their skills or to learn about the latest educational trend. These professional development experiences do not contribute to the betterment of the school as a whole. In order to improve the weakness of current professional development practices, teachers need to learn to collaborate with each other. Professional development needs to be directly connected to their daily work with students, relate to content areas, addresses real-life problems. Outdated models of professional development such as one-shot workshops, seminars, and expert lectures are not adequate. It is critical to understand the relationship between professional development and teacher change in order to maximize the effect on increasing student achievement.

Education is a dynamic professional field with a continually expanding knowledge base. Our knowledge in nearly every subject area and academic discipline is expanding. To keep abreast of this new knowledge and understanding, teachers at all levels must be continuous learners throughout the entire span of their professional careers.

Guskey's model (2000) describing the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices.
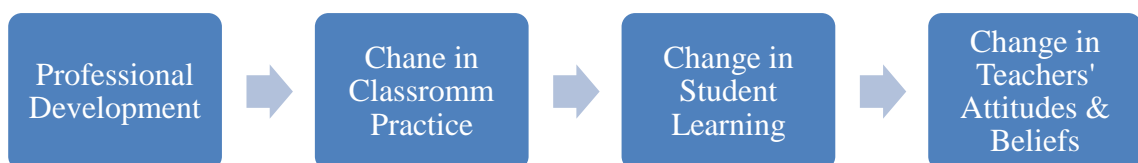
Figure 2.2 Guskey's Model of Teacher Change

Thus, through to this model, Guskey (2000) believes that this process is more cyclical than linear. Changes in attitudes and beliefs are likely to urge additional changes in practice that bring further change in student learning, and so on. Teachers rarely

become committed to a new instructional approach until they have seen it work in their classrooms with their students. In other words teachers are more likely to change their attitudes and beliefs once they see evidence of positive student achievement.

Evaluations must look at how to better understand the influence of professional development on teachers and document its impact on student learning. As a holistic evaluation process for evaluating professional development in education, Guskey (2000) developed five levels of the evaluation process that he outlines in detail in his book, Evaluating Professional Development. Guskey (2000) also suggests a model for evaluating professional development. The model includes five levels of gathering information about professional development and it is hierarchically arranged from simple to complex. For example, level one addresses participants' reaction to the professional development. Level two addresses the participants' learning from the professional development. Level three explores the degree of organizational support and organizational change in terms of policy improvements, resource allocation and difference in organizational climate as a result of the professional development. Level four assesses participants' use of the new knowledge and skills in the appropriate work setting. Finally, level five evaluates changes in student learning outcomes. The Guskey model can evaluate both the short-term and long-term effects of professional development activities, beginning in the training room itself and ending in the participant's classroom (Guskey, 2000).

Based on the review of evaluation models documented above, the researcher selected the Guskey Professional Development Model because of its relevance and practicality. On the basis of this model this study was conducted in the field of Teacher Professional Development in community schools in Kathmandu district.

2.8 Review of previous study reports on teacher professional development in Nepal

The tradition of education in Nepal can be traced back several centuries, when teaching knowledge and skills were strictly a "family matter". For the most part, education was religion-based, and Hindu priests and Buddhist lamas were the teachers.

2.8.1 Teacher professional development in Nepalese Perspectives in Brief:

The formal and systematic planning of education began after the National Board of Education's recommendation to adopt the National Education Planning Commission (NEPC) in 1954.

2.8.2 Teacher training as recommended by NNEPC 1954

In the modern context the need for teacher training in Nepal was first realized immediately after the political change of 1951. This is clearly enunciated in the report of the Nepal National Education Planning Commission (NNEPC) of 1954. The major purposes of teacher training were as follows (1954, p. 155)

- To provide competent teacher to staff the schools of Nepal.
- To provide for the development of a common curriculum and common methods for schools, and to contribute to the continuous improvement of education.

With this purpose in mind, the commission aimed at producing teachers who had to be:

 i.   professionally competent;
 ii. academically possessed with a good general education to serve them as teacher and as adults;
 iii. personally competent in the basic vocational crafts and in the skills required to teach them; and
 iv. personally developed and skilled in the process of continuously improving themselves.

To fulfill the objectives, the commission suggested four types of training that had to be coordinated under a single institutional organization constituting:

 i.   short term training courses for large number of primary teachers
 ii. courses for training staffs of the teacher training centre
 iii. courses for the upgrading of the present teacher and finally
 iv. a degree granting college of education

As suggested by the commission, the curricula of teacher training were to include general education, craft education, professional education and personal development of the teachers as per need. This training program has to be taught by the most modern method known and evaluated along lines consistent with modern education. A system of teacher certification was also suggested to insure that only qualified teacher were permitted to teach in the schools. Forming of a national teachers association was recommended to setup standards and codes of ethics and to strengthen the teaching profession. As salary scale based on training and experience along with provisions for leave, retirement and amenities were also recommended to keep up motivation among the teacher cadre. (NCED, 2010).

2.8.3 The National Education Plan, MOE, (1971) States:

It is essential that talented people be attracted to the teaching profession and be induced to stay on in order to reform and improve the quality of education. In the plan period, therefore, high priority will be assigned to a program aimed at ensuring security of service, promotion prospects and equitable pay scale. The present practice is to appoint teachers and lecturers in the Community schools and colleges on recommendation by the Public Service Commission. Their services are then guaranteed under the Civil Service Act and Rules there under. In our country, however, there are more Institutional schools and colleges than Community institutions of the same categories. It is, therefore, essential that security of service be guaranteed to teachers and lecturers on the staff of such schools and college.

2.8.4 Teacher Professional development under NESP

The national education system plan (NESP) prepared for a five year period (1971-76) was based on the experiences of implementing different educational reforms in the country. It was based on a number of practical observations and experiences, the report looked like a planned document rather than being as study report. The planned document clearly stated that the paucity of trained and qualified teachers had created a big obstacle on the way to the development of modern methods of teaching and pedagogy, as the education sector could not attracted talented and more qualified individuals who instead considered teaching a profession of low priority. The NESP

document also mentioned a number of measures that were to be adopted in order to implement teacher training activities in the country. Most important of these measures included the following (NESP, 1971):

- Increasing the number of trained teachers
- Raising standards of training
- Placements of teachers on the job after training
- Improving teaching service and the life

The adoption of NESP in 1971 opened new prospects for the development of teacher education. NESP also posed a new challenge to teacher education institutions. To meet this challenge, all teacher training institutions, the College of Education, the Primary School Teacher Training Centers, all under the MOE were amalgamated into the Institute of Education (IOE) under the Tribhuvan University (T.U.). The IOE became the sole agency responsible for teacher training and related activities.

Education traditionally remained a family matter among the ruling class and a few elite families for many centuries. Hindu monarchs who had absolute power molded education to suit their needs. Education did not become part of the national public policy until the mid-20th century. described the nature and development of education in Nepal (Shrestha 1982 cited in (Niraula, 2002).

Teacher education programs had been constantly criticized on the ground that they put too little emphasis on content and too much emphasis on methods and teaching theory. (Yadava, 1986)**.** Education in those days did not have its own separate identity apart from religion. The Pandits in temples and the Gurus (Preachers) imparted Hindu education at their own houses. Buddhist education, which was relatively well organized, was imparted in Buddhist Vihars (school) in Kathmandu Valley (Dhaubhadel, 1990, p. 124)**.**

Education planning commission 1992 Explains teacher education and teacher training have become an unavoidable necessity for, those who wish to take up the teaching profession, or who have already done so. Only a teacher who has command over the subject and is professionally competent can play the role of a catalyst in the all-round development of the students through the medium of effective teaching. The propriety of the teacher training program has been readily conceded on all hands because, if

education is the corner-stone of national development, efficient teachers accelerate the growth of education and make it more meaningful. And the main aim of teacher education and teacher training program is to produce competent teachers (Education, 1992).

2.8.5 Teacher Development Program (Policy Provisions, 2005):

The policies under this area intend to develop professional competence in working teachers of all levels of school education in order to cope up with the need for improvement in the quality of teaching. Focus is also placed on developing the teachers and maintaining them in the profession through different schemes. The policies primarily cover provision of in-service training programs both certification and recurrent.

2.8.6 Teacher Professional activities Under the Education for All (EFA) 2004-2009:

The Education for All [2004-2009] core documents, 2003 clearly recognized that trained and effective teachers were 'instrumental for ensuring holistic development and high learning achievement of children' (MoE, Education for All, 2004). It also prescribed a number of strategies for enhancing quality and relevance of education, the first which was directly related with the training. As specified in the core documents, strategies to improve teaching learning would be two pronged. While it would include, at one level, both certificate and recurrent teacher training, at another level, it would also include 'resolving issues of deployment, teacher motivation and recruitment of female teacher in each school (MOE, 2004-2009).

2.8.7 Teacher professional development under SSR Program [2009-2015]

The School Sector Reform, Main Document, 2008 specified major reform initiatives to be implemented in the school education system. It has a section on teacher development which categorically prescribed major policy statements and strategies to be adopted for implementing the policy. The Teacher professional development policy has made mandatory provision for a special teacher's preparation course

recognized as an independent professional qualification on top of the minimum academic qualification for entry into the teaching profession. The strategy to implement the policy initiatives has devised for a four-runged teacher career path: beginner, experienced, master and expert teacher. It also has devised to link this carrier structure with professional development of the teacher.

2.8.8 Effect of the training program in classroom practice:

This was the title of a study conducted by NCED in 1998: (NCED, 1998). This study focused more on to monitor the progress made by NCED trained teachers in the improvement of teaching learning situation in the classroom. The main objective of the study was to assess the performance of trained teachers in classroom instruction. As per the purpose of the study, the sample covered 12 districts which included 700 teachers and 49 trainers. Questionnaires and observations forms were used as the tools of the study. The findings of the study have shown positive effects of training program in classroom teaching practice. A number of findings are presented that appear to suggest this overall finding. For example, almost one third of trained teachers had prepared annual plans as against only $2/5^{th}$ of the untrained teachers. Trained teachers mostly used group methods of teaching and also used outside environment for motivating students to improve learning. About a third of the teachers were also using locally made teaching materials. However, most of the trained teachers were found to use mostly theoretical questions to evaluate students learning, although a few teachers had also used observation and homework as effective evaluating techniques.

2.8.9 Effective class room teaching learning: Transfer of training skills in the classroom delivery:

This study was conducted by CERID in 2003 under the formative research project funded by NORAD. (CERID, 2003).The study examined different layers of training in the cascade model and found that there were different layers of performance of trainers so that quality of training could not be maintained uniformly. The training was also affected by lack of training materials. Activities carried out primarily and consistently would promote better transfer of training skills. The study findings were

based on a sample of 20 schools from 6 districts and the information was analyzed qualitatively.

Discussion, demonstration and practice were such activities. The major deterrent factors for transfer on the part of trained teachers were the following.

- Skepticism for newer techniques/methods
- Lack of competency on subject matter
- Inadequate practice of skills
- Attitude to serve

Similarly, factors identified as supportive and promoting to transfer were the following.

- Sufficient opportunity to discuss, demonstrate and practice
- Positive attitude towards training
- Proper and consistent practice of the skills
- Up to date and useful curriculum materials
- Heightened motivation of the learner

Main suggestion of the study included the following.

- Provide focused training covering basic essential skills emphasizing discussion, demonstration and practice
- Provide required materials as part of the training package
- Adopt appropriate evaluation techniques periodically
- Provide training to the trainers to update their skills
- Monitor the use of training skills at classroom level

2.8.10 Teacher Professional Development on SSDP 2016-2023:

The quality of the teaching workforce will be regulated at the national level through a teacher competency and licensing system, which will also guide teacher preparation courses, teacher qualification requirements, and guidelines for selecting teachers at the lower levels including for managing teachers. Diverse teacher professional development programmes will be strengthened including one-month in-service certification training, refresher courses and other on-demand short courses including

online self-learning courses and courses responding to specialized needs like special needs education. Also, schools and district education officers will be encouraged to implement school and cluster-based teacher development activities ranging from mentoring to participation in professional forums. Finally, in-service certification courses will be standardized both in terms of design and implementation, and will be implemented through Education Training Centers (ETCs) and lead resource centres (LRCs).

Ensuring quality and needs-based teacher professional development and performance-based and accountable teacher management is one of the main elements in SSDP's theory of change. With an investment of around 70% of the total SSDP budget, teacher salaries are considered as the prime resource to establish quality education. Strong ownership of SSDP's programme by teacher professional organizations is crucial.

Objectives and strategies

SSDP's teacher management and professional development objectives are as follows:

To enhance teachers' qualification and professional competencies to better facilitate student learning processes.

To ensure that teaching-learning days and teachers' time on task is in line with community directives and guidelines.

To maintain high morale and motivation practices for teaching and learning among teachers and students.

2.8.11 Teacher Professional Development Strategies on SSDP 2016-2023

a) Redefine roles and responsibilities among the institutional arrangement for teachers' professional development, such as (local) resource centres and ETCs.

b) Run teacher preparation programmes to supply adequate teachers to teach core subjects such as science, mathematics and English, as well as Technical Vocational Education (TVE) subjects.

c) Develop teacher performance appraisal systems that recognise outstanding teachers with certification and link these systems to further career development opportunities and incentives.

d) Introduce career paths for the promotion of teachers to higher levels.

e) Develop a mentor programme that enforces peer support for and the monitoring of the translation of professional development into improved quality classroom teaching-learning practices with special consideration for an induction year for new teachers.

g) Strengthen (Continuous Assessment System) CAS as a tool that guides teachers in self- and peer assessment on applying student-centred and child-friendly teaching methodologies.

h) Engage with universities to reform and strengthen the preparatory courses for teachers and to strengthen student-centred and child-friendly learning methodologies.

i) Make teacher professional development (TPD) mandatory using centrally designed modules for teachers of different levels and subjects, including on early grade reading (especially focusing on the teaching of languages), the use of basic science kits, student assessments (including formative and summative), activity-based learning, and English, maths and science at secondary level.

j) Provide demand-based as well as needs-based short and medium term training programmes for teachers.

k) Provide training for teachers on teaching children with a first language other than Nepali, Nepali as a second language, and teaching multiple languages, including the transition between languages.

l) Develop strategies to respond to the professional development needs of teachers in the context of disaster-affected areas (for example strengthening counselling and multi grade multi level teaching in temporary facilities) (MoE, SSDP, 2016-2023).

2.8.12 Teacher Professional Development on Joint Evaluation of Nepal's SSRP 2009-2016

It is evident that the impact and sustainability of teacher training and management depends strongly on the personal commitments of the teachers. Head teachers stated that only those teachers who have demonstrated willingness have performed well. As was already mentioned in many instance teachers are highly politicised and many are de-motivated to do their assigned tasks (MoE, 2016).

2.9 GAP

The Above mentioned most of the literature (In Nepalese context) have gone beyond the periphery of educational reform. These reform oriented documents reviewed by consultants and experts. By nature, the reform oriented documents or technical assessments present basically in the form of review reports although their emphasis rests on cost and effect of program. Almost all of these studies have been carried out in a holistic approach with the program target. They have contributed very little in the fundamental knowledge on the learning behavior of students or teaching behaviors of teachers. The major gaps of the studies can be mentioned as follows:

- The studies have been carried out mostly by reform based motives and they have not paid attention to the actual perceptions and behavior patterns of teachers, and not covered the environment under which the trained teachers have to work in schools.

- None of these studies examined teacher professional development experience in the perspective of this Guskey model of teacher change.

CHAPTER - III

RESEARCH METHODOLOGY

3.1   Introduction:

The purpose of this study was to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices. The subject in this study consisted of permanent school teachers in community school of Kathmandu district. This research evaluates teachers' perceptions and practices of professional development experience using Guskey's (2000) model of teacher change and evaluating professional development at five critical levels   such as : (1) Participant reactions, (2) Participant learning, (3) Organizational support and change, (4) Participant implementation of new knowledge and skills, (5) participant perception of student achievement. This study also examined three variables such as: professional development format, process, and content. This chapter outlined in detail the research methodology used in this study and the research questions that were the basis for this study design.

3.2   Research Variables:
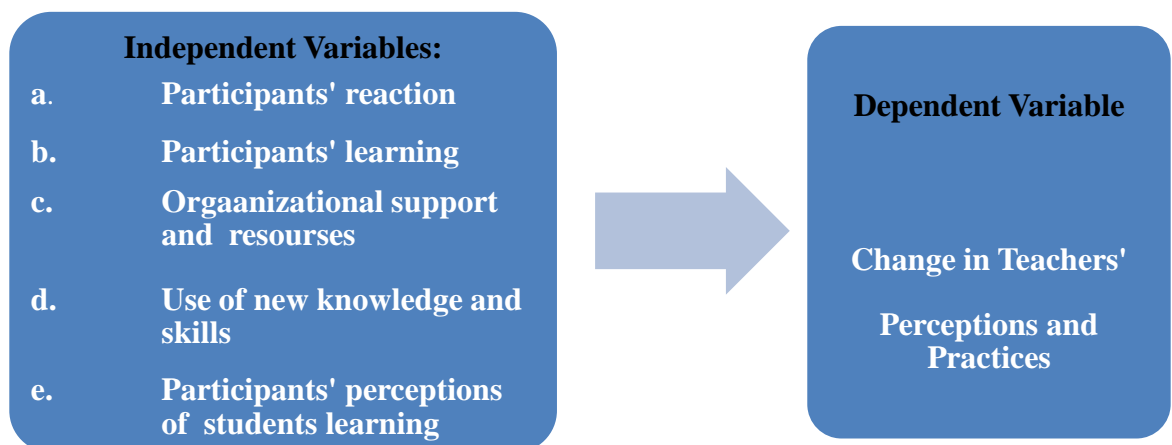
Figure 2.3 The diagram showing the Relationship between the Dependent variable and Independent Variables

Independent Variables:

1. **Participants' Perception** - the level of perception the participants felt about their professional development experiences in the nation in general.

2. **Participants' learning** - the level at which the participants acquired the intended knowledge and skills through professional development offered by the Community.

3. **Organizational support and resources** - the level at which the school management shows support for professional development by allocating resources and incentives for teachers.

4. **Use of new knowledge, and skills** - the extent to which the participants applied their new knowledge and skills in their classroom teaching.

5. **Participants' perception of student learning** - participants' perception of how their learning through professional development affected student performance in their classroom.

Dependent Variable:

- Change in Teachers' Perceptions and Practices

Others Intervening Variables:

1. **Professional development process** – the design of the country's Teacher Professional Development Program and whether or not it is linked to national goals and teacher evaluation

2. **Professional Development content** - the topics of professional development offered to teachers in each of the school.

3. **Professional development format** - when and how the teachers are participating in professional development opportunities.

3.3 Research Design:

A research design is the blueprint for fulfilling research objectives and answering research questions. (Pant, 2016, p. 106) A research design is a framework or a general plan for the study guiding the collection and analysis of data. It focuses on the data collection methods, research instruments utilized, and the sampling plan to be used. It is an integrated approach that guides the researcher in formulating, implementing, and controlling the study. The basic elements of a research design are: (a) the problem (b) the methodology (c) data gathering, (d) data analysis, and (e) report writing. (Adams, Khan, Raeside, and White, 2007) Research design is a master plan specifying the methods and procedures for collecting and analyzing the needed information. Therefore it is an overall plan of completing the resource work. It presents works of research serially from the being to the ends in a logical way.

This study is designed to provide a framework for conducting meaningful and informative evaluations of perceptions and practices of professional development. It is intended for teacher at community school who participate in the professional development activities.

This research design main purpose was to evaluate teachers' perception and practices of Professional Development through Guskey's (2000) Model of teacher change on the basis of five critical level of professional development evaluation. Data was collected from the eight community schools of Kathmandu district for the purpose of evaluation of Teachers Professional Development Experience. The research design used the quantitative methodology to measure the effects of professional development activities on teachers' perceptions and practices of teaching and learning. This study was adopted descriptive and more analytical research design. Descriptive and analytical research was designed to understand and define the research problem clearly.

3.4 Study Population and Sample

Total population of this study covered 9408 teachers of the community school from Kathmandu Valley out of these only 200 teachers in the target sample, they were invited to participate in the study. It is impractical to gather information from all

participants about their perceptions to a particular professional development experience. When this is the case, reliable information was collected by asking a smaller, simple random sample of participants. The total sample consisted of 200 respondents who were randomly selected from the community school of Kathmandu district. School Headmasters granted permission to conduct the research in their school. A set of questionnaire was administered to teachers. This survey was collected after five days by the researcher. The purpose of the questionnaire was to understand the teachers' own perceptions and practices of professional development and attitude towards students learning achievements.

Table 3.1 shows the name of eight community schools of Kathmandu district and participated number of teachers. Teachers of Bijay memorial Mavi Dillibazar were less participated in the study and teachers of Gandhi Adarsa Mavi Pepsicola were more participated in this journey.

Table 3.1   **Name of School and Number of Participants**

Name of Schools	Total No. of Question distribution	No. of Participants
1. Geetamata Mavi Bijeswori	25	18
2. Ghandi Adarsha Mavi Pepsicola	25	19
3. Gyanodaya Mavi Bafal	25	16
4. Adhinath Mavi Chovar	25	12
5. Pashupati Mitra Mavi Chabahil	25	14
6. Mahendra Boudha Mavi Boudha	25	10
7. Padmodaya Mavi Ramshahpath	25	11
8. Bijay Memorial Mavi Dillibazar	25	5
Total	200	105

Source: Field Survey 2016/2017

3.5   Data Gathering Methods and Instruments:

The researcher designed a survey instrument to collect the data related to the perceptions and practices of the teachers toward professional development activities and its, effects on teacher attitudes and beliefs and students' learning achievements. The Survey questionnaire was divided into two parts. First part of the survey questionnaire consisted background information questions which were related about demographic variables as well as school variables including; professional development process, format and content (see Appendix A). Part I of the survey was also divided in to two sections namely A and B. Section A of the survey was designed to collect demographic information such as gender, academic qualification, years of experience, grade level taught, teaching subjects, and academic training that led to a greater understanding of the sample population. Professional development process, format and content related questions were consisted in section B. This section of the survey was designed around the research questions and common standards that were derive from the literature review.

The statements in part II on the survey were framed around the research question no: 4 that was based on the Guskey professional development evaluation model. This part of the study consisted of 39 Likert type questions. These questions were answered using a five-point Likert type scale that determined the perceptions and practices of profession development of teachers. The range of the scores are the ordinal scale consisted of the following: (1) Strongly Disagree, (2) Disagree, (3) Neutral (4) Agree, and (5) Strongly Agree. This part also divided into six categories. These categories were designed according to the Guskey evaluation model. The six categories were: (a). Participant reaction (b). Participant learning (c). Organizational support and change, (d). Change in teacher knowledge and skills (e). Teacher's perception of student learning achievements (f). Change in attitudes and beliefs of teacher.

The first level of professional development evaluation is participants' reactions to the experience. This is the most common form of professional development evaluation, which teachers have the most experience. The participant reaction section contained 5 items. Such as: Were the activities in which they were the activities in which they were engaged meaningful? Was the roster trainer or instructor knowledgeable and helpful?

The participants' learning section contained 4 items of the questionnaire. This is the second level of Guskey Model which focuses on measuring the knowledge, skills, and attitudes that participants gained in eight community schools teachers of Kathmandu district. This means that specific criteria and indicators of successful learning must be outlined prior to the beginning of the professional development experience.

Organizational factors at the school levels influence what works and what does not work in professional development. Gathering information on organization support and change in this study used seven questionnaires which developed to tap issues such as the organization's advocacy, support, facilitation, and recognition of change efforts.

At Level 4, of the evaluation section this study give the attention to whether participants are using their new knowledge and skills on the practice. At this level, our central question was, "Did what participants learn make a difference in their professional practice?" The key to gathering relevant information at this level rests in the clear specification of indicators that reveal both the degree and quality of implementation. This section contained 5 items which was developed to know central question of this study.

At Level five, we address what was the impact on students? Did the professional development program or activity benefit students in any way? Level five section, contained 6 items. These items were used to examine major interest of this study which determines what students' learning behavior affected through teachers' professional practice.

The last section of the questionnaire set to collect information about the teacher attitudes and beliefs about teaching and learning perception. At this section total 12 items addressed to explore the teacher perceptions, attitudes and beliefs of professional development activities. The various research documents, progress reports, and evaluation report published by community agencies are the sources of secondary data such as: MoE, DoE and ERO- National Assessment of Students Achievement (NASA) for Grade 3 core subjects (Nepali, Mathematics) Grade 5 Core Subjects (Nepali, Mathematics, English), & Grade 8 (Nepali, Mathematics, Science and Social).

3.6   Data Analysis and Reporting:

The researcher analyzed the quantitative and qualitative data. The Primary data derived from the questionnaires were analyzed and interpreted by using the computer program, Statistical Package for the Social Sciences (SPSS) 18. In the analysis of the statistics, descriptive statistical tools such as: frequency, means, and standard deviations were made and correlation coefficient analysis was conducted to determine the meaningful differences. A Pearson Correlation coefficient analysis also helps to identify the factors most strongly associated with teacher professional development activities as well as to determine the relationship between the change in teachers' attitudes and beliefs about teaching and their perceptions and practices of professional development at each of the levels of Guskey's Evaluation Model. Results will be described in the fourth chapter.

3.7   Content Related Validity and Reliability Evidence

Reliability and validity are central issues in all measurement. Both concern connecting measures to constructs. (Newman, 2006, p. 188) Perfect reliability and validity are virtually impossible to achieve. Rather they are ideals researchers strive for. All social researchers want their measures to be reliable and valid. Both ideas help to establish the truthfulness, credibility of findings. Both terms also have multiple meanings. Here, they refer to related, desirable aspects of measurement. In line with this ideas, Joope (2000) (cited in Pant, 2016, p.129) Validity refers to the truthfulness of findings. It determines wheather the research truly measures that what was intended to measure or how truthfull the research results are. (p.37). Similarly, (Cohen, Manion, & Morrison, 2013, p. 179) In quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data.

Each question or item on this research instrument had a logical link with the research objective. Which established the face validity of the research. As well as the items and questions cover the full range of the issues being measured. Assessment of the items of an instrument in this respect was to maintain content validity. Ambiguous and redundant questions were eliminated and the format was adjusted as needed. So this

research fit on face validity and content validity. The questionnaire was approved by the supervisor to gain support for the validity.

Pant (2016) the reliability of an instrument refers to its ability to produce consistent measurements each time. When we administer an instrument under the same or similar conditions to the same or similar population and obtain similar results, we say that the instrument is 'reliable' – the more similar the results, the greater the reliability. Ambiguity in the wording of questions, a change in the physical setting for data collection, a respondent's mood when providing information, the nature of the interaction between interviewer and interviewee, and the regressive effect of an instrument are factors that can affect the reliability of a research instrument.

The study using Cronbach's alpha to determining the reliability of the questionnaire. Since high internal validity ensures consistent and stable result. Ho (2006, p. 240) Cronbach's alpha is a single correlation coefficient that is an estimate of the average of all the correlation coefficients of the items within a test. If alpha is high (0.80 or higher) than, then this suggests that all of the items are highly reliable and the entire test is internally consistent. If alpha is low, then at least one of the items is unreliable, and must be identified via item analysis procedure. (Ho, 2006, p. 243) Further, the Corrected Item-Total Correlation shows the correlation (consistency) between each item and the sum of the remaining items. In deciding which item to retain or delete, the 0.33 criterion can be used (an item-total correlation of 0.33 indicates that approximately 10% of the variance in the scale is accounted for by that item).

Reliability is the ability of an instrument to be consistent in producing the same measure each time it is used. Internal consistency reliability was shown in the survey based on the measures for the various scales by using Cronbach's alpha coefficients. This coefficients ranged in value from .870 to .883 for each scale. Table 3.2, 3.3, and 3.4 contains the case process summary, reliability statistics and Cronbach's alpha coefficients for each scale.

Table 3.2   **Case Processing Summary**

		N	%
Cases	Valid	95	90.5
	Excluded[a]	10	9.5
	Total	105	100.0

Source: Field Survey 2016/2017

Table 3.2 shows that 95 cases were processed (which is 90.5%) in this analysis and 10 cases were excluded due to missing values in this study of total sample of 105 cases.

Table 3.3   **Reliability Statistics**

Cronbach's Alpha	N of Items
.878	39

Source: Field Survey 2016/2017

Table 3.3 displays the reliability statistics of Cronbach's Alpha is .878 which indicated that measurement of this study internally consistent and it is highly reliable.

3.8   Ethical Considerations:

This research like any other research project is guided by ethical principles and guidelines. This study did not collect the participants name and identities. Ethical principles provide directions to the researcher to make sure that no one suffers from any adverse consequences as a result of the survey. Thus, the researcher has ethical obligations towards respondents in administration of the survey, in writing the final report, and making it available for public use. Prior to administration of a survey, the researcher had provided brief information of objectives of study to the respondents and they all were the voluntary participants.

CHAPTER –IV

RESULT AND ANALYSIS

4.1   Background

The main purpose of this study was applying the Guskey's Model of Teacher Change 2000 to assess the perceptions and practices of Community school teachers who are teaching in Kathmandu District. To fulfill the objectives 200 surveys were distributed to the teachers in eight community school of Kathmandu district and 105 were returned which was 52.5 % of target sample. This chapter discussed and organized the results of the study according to research questions. Each specific research question was addressed individually with data sources and results detailed.

4.2   Analysis of Demographic Data:

What are the demographics statuses of respondents?   The survey (appendix-B) presented first six questions for demographic status of the participants. The demographic status of respondent teachers in terms of gender, academic qualification, and number of years of teaching experience, grade level, teaching subjects, and academic training related to subjects matters have been protraited in the 4.1 table.

A large percentage of the respondents academically sound (65.7%) had master or above qualification, 26.7% respondents had graduate degree and rest 7.6% of respondents had intermediate. It supports the professional development model. Male (54.3%) and female (45.7%) participated which was inclusive in nature. Different subjects' teachers were participated in this study sample such as Nepali, English, Science, Math, Accountancy, Social Science, Health and others. Different grade levels teachers' were involved in this research journey which was more inclusive in nature. A group of experience (expert teacher) teachers (70 out of 105) were respondents who had more than ten years teaching experiences. Most of the respondents (87.6%) were subject related teachers. This is the good shine for the professionalism.

Table- 4.1   Demographic Status of Teachers (Participants)

Variables	Numbers of Frequency N=105	Percent of Sample
Gender		
Male	57	54.3
Female	48	45.7
Academic Qualification		
SLC	Nil	Nil
Undergraduate	8	7.6
Graduate	28	26.7
Master or above	69	65.7
Teaching Experience in Years		
1 to 5 Years	15	14.3
6 to 10 Years	20	19.0
11 to 20 Years	41	39.0
More than 20 Years	29	27.6
Teaching Grade Level		
1 to 3 Class	11	10.5
4 to 5 Class	22	21.0
6 to 8 Class	30	28.6
9 to 12 Class	42	40.0
Currently Teaching Subject Area		
Nepali	16	15.2
English	19	18.1
Mathematics	15	14.3
Science	13	12.4
Social Studies	15	14.3
Health, Population and Environment	8	7.6
Accountancy	10	9.5
Others	9	8.6
Teaching subject related qualification		
Yes	92	87.6
No	13	12.4

Source: *Field Survey 2016/2017*

4.3 Descriptive Analysis

Descriptive statistics analysis is used to describe of this research data in terms of its frequency of occurrence, its central tendency, and its dispersion.

4.3.1 Professional Development Process

"True professional development is a deliberate process, guided by the clear vision of purposes and goals." (Guskey, 2000). To support this literature following three plans and goals related questions were examined. This main question divided in to four sub questions for detail explanations. Table no: 4.2 reveals the actual data which was related professional development process.

Table 4.2 Frequency Data Related to Teacher Professional Development Goals and Plan

Variables	Numbers of Frequency N=105	Percent of Sample
I am aware of the goals of my Country's Teacher Professional Development Plan		
Yes	79	75.2
No	26	24.8
My country's Teacher Professional Development Plan is linked to overall school improvement and increased student achievements		
Yes	63	60.0
No	22	21.0
Not sure	20	19.0
My country's Teacher Professional Development Plan is related to the teacher evaluation process		
Yes	67	63.8
No	15	14.3
Not sure	23	21.9

Source: Field Survey 2016/2017

The survey mentioned the first sub question about teacher professional planning goal of the country. Whether or not teachers were aware of the goals of our Country Professional Development Plan? More than 3/4th of the teachers (75.2% of the respondents) were aware of the country teacher professional development plan and goals and 24.8% of the respondents were not.

The professional development literature suggests that the country's teacher professional development should be linked to students' achievement and teacher evaluation process. On the basis of this literature this survey asked the second sub question to the participants, whether or not country's teacher professional development plan linked to student learning and teacher evaluation process? 60% respondents indicated that they claimed that country's teachers professional plan was linked to the student learning achievements. 21% percent disagreed and remaining 19% percent were not sure. Sixty four percent (63.8%) of the teachers indicated that country's teachers professional plan was linked to the teacher evaluation process. Twenty two percent (21.9%) were not sure about that goal and 14% teachers responded no to this goal.

4.3.2 Teacher Professional Development Format

The major models of professional development are described in the research of Sparks and Loucks-Horsey (1989) and Drago Severson (1994). They include the following: a) training b) observation/assessment c) involvement in a development/improvement process d) Study group e) inquiry/action research f) individually guided practices, and g) mentoring" (Guskey, 2000).

In the light of this literature research questions three (What types of Professional Development Models or Activities had been taken by responded teachers?) asked to the participants. This study assessed the modalities and activities of teacher professional development of the respondents. Table 4.3 discloses the survey result.

Table 4.3

Frequency Data Related to Teacher Professional Development Models and Activities

Variables	Numbers of Frequency N=105	Percent of Sample
Formal Qualification Degree		
Yes	105	100
Training/ Workshop/ Seminars/ Conferences		
Yes	95	90.5
No	10	9.5
Involvement in a Development of Curriculum and Others Educational Activities		
Yes	42	40.0
No	63	60.0
Inquiry/ Action Research		
Yes	30	28.6
No	75	71.4
Observation/Assessment/Mentoring		
Yes	33	30.4
No	72	69.6
Professional Learning Community		
Yes	2	1.9
No	103	98.1
Individually Guided Practice and Reflection		
Yes	86	81.9
No	19	18.1

Source: Field Survey 2016/2017

Table 4.3 depicts the results of teachers' responses on survey question numbers (10a), to (10g) regarding the teacher professional development format. All the participant teachers have the academic qualification from proficiency certificate level to master or above. This is because the basic formal education is compulsory for teaching

profession. This table displays the seven modalities of teacher professional development. Training is the most common form of professional development and the one with which teachers have the most experience. This survey results showed that 95 out of 105 participants (90.5%) had participated in this modality. The second most frequently practiced modality of teacher professional development format was individually guided practice and reflection. Eighty two percent (81.9%) of the teachers were involved in this model. The least frequently used teacher professional development format in this study is professional learning community, which model only adopted by 1.9% of teachers. One of the best ways to learn is by observing others, or by being observed and receiving specific feedback from that observation. Analyzing and reflecting on this information can be a valuable means of professional growth. In this research 30% respondents practiced observation and assessment activities. Teachers are often brought together to develop or review a curriculum, design a new program, plan strategies to improve instruction, or solve a particular problem. Processes such as these generally require participants to acquire new knowledge or skills through reading, research, discussion and observation. Forty percent (40%) respondents had gotten this important opportunity and majority of the respondents (60%) had far from this activities. The inquiry/action research model of professional development helps teachers become more reflective practitioners, more systematic problem solvers, and more thoughtful decision makers. But this study showed that only twenty nine percent teachers were involved in the inquiry and action research activities and majority of the participants (71%) had not practiced it.

4.3.3   Teacher Professional Development Content:

Who makes the decisions about what professional development topics are offered to you in your school? By asking the question this study found the teacher professional development content related information and facts. Table 4.5 showed the decisions maker organizations who are involved in decision what types of teacher professional content/ topics are suitable to the teachers. Most of the time, District Level Administrators made decision what types of topics are suitable and who are eligible for that professional development activities. Many teachers responded that either the district level administrators (50.5%) or department of education (14.3%) were making

decisions about the teacher professional development content. Thirty five percent respondents indicated that school level administrators and resource centres were part of the decisions makers.

Table 4.4 Frequency Data Related to Content of Professional Development

Variables	Numbers of Frequency N=105	Percent of Sample
District Level Administrators	53	50.5
School Level Administrators	21	20.0
Resource Centre	16	15.2
Department of Education	15	14.3

Source: **Field Survey 2016/2017**

Current professional development program assumed that need based professional development content are more effective rather than supply based. Our educational plans SSRP and SSDP also focus on need based theory but in reality this study result does not support the plan.

4.4   Statistical Findings of Five Critical Level of Guskey 2000/2002 Evaluation Models.

The main objective of this study was to apply the Guskey's Model of Teacher Change 2000 to assess the perceptions and practices of Community school teachers who are teaching in Kathmandu District. To achieve the objective this study systematically applied the five levels of the Guskey Professional Development Evaluation Model. This model identifies teacher perception of professional development at five levels (1) Participant reactions, (2) Participant learning, (3) Organizational support and change, (4) Participant implementation of new knowledge and skills, (5) participant perception of students' achievement. And finally change in teachers' attitudes and beliefs.

Questions regarding participants' perception and practices of professional development experience (questions numbered 12-50 which have been divided in to

six categories with statement). Some statements were given to participants for evaluation about perceptions and practices of professional development experiences. The questions scores were based upon an ordinal Likert scale of one to five, with the response (a) strongly agree assigned a value of 5, the response (b) agree assigned a value of 4, response (c) neutral assigned a value of 3, the response (d) disagree assigned a value of two and the response (e) Strongly disagree assigned a value of 1.

Therefore, upon statistical analysis, the closer the number was to 5, the more the respondent agreed with the given statement and the closer the number was to 1 the less the respondent agreed with the given statement. Results regarding each level are presented below separately.

Tables 4.5 to 4.11 represent the means and standard deviations for each question on the survey and table 4.12 displays the correlation coefficient for each level that pertain to respondents' perception so professional development at each of the five levels of evaluation and the teacher change process.

4.4.1 Level 1: Participants' Reactions:

The first level of professional development evaluation is participants' reactions to the experience. This is the most common form of professional development evaluation, the simplest and the level 1 at which educators have the most experience. It is also the easiest type of information together and analyze.

The questions addressed at this level focus on whether or not participants liked it. When they completed the experience, did they feel their time was well spent? Did the material make sense to them? Were the activities in which they were engaged meaningful? Was the roster trainer or instructor knowledgeable and helpful? Do they believe that what they learned will be useful? Information on participants' reactions is generally gathered through questionnaire of professional development activity. These questionnaires typically include a combination of rating-scale items (Guskey, 2000).

Teachers' Reactions to the professional development activities:

Reaction questions were organized into three categories: content, process and context. (Guskey, 2000). Data of this study to address Level 1 of Guskey's model (addressing

participant reaction) were collected from survey questionnaire. Participants' reaction to the professional development activities were addressed by Questions12 through 16 on survey. Table 4.5 summarizes the results.

Table 4.5   Frequency, Mean, and Standard Deviation for Survey Questions 12 to 16

Level 1: Participants' Reactions

Statement: **When I Participated on Professional Development Activities I usually perceive**	**No. of Frequency** **N=105**	**Mean**	**Standard Deviation**
The professional development activities meets my needs	105	4.05	.78
Professional development activities carefully planned	105	3.79	.65
The Roster trainer/ instructors who were knowledgeable and effective	105	3.79	.86
Time well spent	105	3.60	.96
The learning environment was conducive	105	3.54	.81
Valid N (list wise)	**105**		

Source: Field Survey 2016/2017

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

Content questions address the relevance, utility, and timeliness of the topics explored through a professional development experience. They focus on the new knowledge, skills, and understandings that are the basis for the program or endeavor. In this research we assess these two questions: Did the professional development activities meet your needs? And was your time well spent? Most of the participants either agreed or strongly agreed that each modal of the professional development activities met their needs (M=4.05). Professional development activities timing were well spent (M=3.60).

Process questions were related to the conduct and organization of the professional development experience. In essence, they asked about how things were done. Was the trainer knowledgeable and helpful? And were the activities in which you engaged

carefully planned and well organized? The response rate of this level was viewed as the professional activities carefully planned (M=3.79) and the Roster trainer and instructors were knowledgeable and skills full (M=3.79).

Context questions generally relate to the setting of the professional development experience. They are designed to provide information on the background and current reality of the environment in which the experience takes place. Was the learning environment conducive? The Learning environment were considered average; were perceived as having the less appropriate learning environment (M=3.54).

4.4.2   Level 2: Participants' Learning

The second level of Guskey Model focuses on measuring the knowledge, skills, and attitudes that participants gained. This means that specific criteria and indicators of successful learning must be outlined prior to the beginning of the professional development experience. Measures must be based on the learning goals prescribed for that particular program or activity. Analysis of this information provides a basis for improving the content, format, and organization of the program or activities (Guskey, 2000).

**Table 4.6   Frequency, Mean, and Standard Deviation for Survey Questions 17 to 20
Teachers' Learning**

Statement: Because of Professional Development Activities I have learned:	No. of Frequency N=105	Mean	Standard Deviation
New knowledge and skills	105	4.07	.81
Practical instructional strategies	105	4.00	.69
New concepts connected to prior knowledge	105	3.93	.74
The theory behind the practice	104	3.75	.78
Valid N (list wise)	**104**		

Source: Field Survey 2016/2017

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

To What Extent Does Participants Learn the Intended knowledge and skills?

It is believed that, who is ready to learn, learns quickly. The second level in the Guskey,s Professional Development Evaluation Model examined the question of whether participants acquire the intended knowledge and skills. The primary interest of this study was measuring the knowledge, skills, and attitudes or beliefs that participants gain from their professional development experience. This study evaluated cognitive, affective and psychomotor goals of the participants by asking four questions (17, 18, 19 and 20). Questionnaire instrument was used to assess the achievement of learning goals. Table 4.6 displays the teacher's learning result.

Psychomotor learning goals correspond to skills, practices and behaviors that participants are to acquire through a professional development experience. Questions 17 and 18 address evaluation of the psychomotor goals of the professional development experience in terms of changes in the participants' knowledge, skills and practical strategies of learning and teaching styles. The mean scores on these questions the professional development activities gave respondents a perception of improved knowledge of teaching and learning styles (M=4.07) practical instructional strategies (M=4.00).

Cognitive learning goals in professional development, especially those that relate to educators' understanding of the content they teach, the theory and rationale behind new ideas and innovations, the practices necessary for successful implementation. Affective learning goals are the attitudes, beliefs or dispositions that participants are to develop as a result of a professional development experience.

Questions 19 and 20 addressed evaluation of the cognitive and affective goals of the professional development experience in terms of changes in the participants' knowledge of learning and teaching styles. The mean scores of these questions were new concepts connected to prior knowledge (M=3.93) and the theory behind the practice (M=3.75).

4.4.3   Level 3: Organizational Support and Change

Organizational variables can be keys to the success of any professional development effort. They also can hinder or prevent success, even when the individual aspects of

professional development are done right (Sparks, 1996c) (cited on Guskey 2000). Always the lack of positive results is not due to poor training or inadequate learning. Rather, it is due to organizational policies that are incompatible with implementation efforts. The gains made at Levels 1 and 2 are essentially canceled by problems at Level 3 (Sparks & Hirsh, 1997). That is why it is essential to gather information on organization support and change.

Organizational factors at the school levels influence what works and what does not work in professional development. There are many different aspects to organizational support and change. They are as follows: organization policies, resources, collegial support, principal's leadership and support, higher-level administrators' leadership and support, recognition of success, provision of time.

Questions at Level 3 focus on the organizational characteristics and attributes such as: Was change at the individual level encouraged and supported at all levels? Did the professional development program affect organizational climate, procedures and culture? Was there administrative support for professional learning? Were the problems addressed quickly and efficiently? Were sufficient resources made available, when they were needed? Were successes recognized and received feedback? Issues such as these can be major contributing factors to the success of any professional development effort. Gathering information on organization support and change in this study used questionnaires to tap issues such as the organization's advocacy, support, facilitation, and recognition of change efforts.

Research Questions No.: 2   To what Extent Did the Organization Support the professional development activities?

A review of organizational support and change table 4.7 shows the results of these questions.

Has a positive impact on the organization as a whole? Some teachers perceived they had positive impact on the organization as a whole (M=3.99). and had gotten all the support materials when they needed for teaching and learning (M=3.53). Leads to in-service credit (M=3.53).   It often conducted during the school day (M=3.48). Headmaster is an active learner and work with teachers to improve teaching practices

(M=2.71). SMC members and head master discuss with teachers about educational goals and students' learning progress (M=2.70). Observing others teachers' classes and provide feedback to them is our school culture (M=2.69). Table 4.8 displays the organization's support and change result.

Table 4.7   Frequency, Mean, and Standard Deviation for Survey Questions 21 to 27
Level 3: Organization Support and Change

Statement: **Professional Development Activities in My School**	No. of Frequency N=105	Mean	Standard Deviation
Has a positive impact on the organization as a whole	105	3.99	.69
Relevant resources(text books, others materials) are available when they needed	105	3.53	.90
Leads to in-service credit	105	3.53	.90
It often conducted during the school day	105	3.48	.97
Headmaster is an active learner and work with teachers to improve teaching practices	105	2.71	1.04
SMC members and head master discuss with teachers about educational goals and students' learning progress	105	2.70	1.05
Observing others teachers' classes and provide feedback to them is our school culture	105	2.69	1.06
Valid N (list wise)	105		

Source: **Field Survey 2016/2017**

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

4.4.4   Level 4: Participants' Use of New Knowledge and Skills

With organizational variables set aside, this study turned our attention to whether participants are using their new knowledge and skills on the job. At Level 4, our central question was, "Does what participants learn make a difference in their professional practice?" The key to gathering relevant information at this level rests in

the clear specification of indicators that reveal both the degree and quality of implementation. Because implementation is often a gradual and uneven process, measures also may be necessary at several time intervals. This is especially true if there is interest in continuing or ongoing use. In other words, how can you tell if what participants learned is being used and being used well?

Questionnaire was used to collect the necessary information and analysis of this information provides evidence on current levels of participants used knowledge and skills.

To what Extent does the Learned Skills Transfer to the Classroom?

Teachers successfully applied teaching styles addressed in professional development activities and students were more engaged with the teachers during class. The mean scores were: Go back and experiment or practice with new instructional strategies (M=4.18) Become committed to new teaching strategies (M=4.14) Implement/apply new instructional practices (M=4.05) Make long lasting changes in my teaching (M=4.00) Note positive changes in my teaching (M=3.77). Table 4.8 depicts the results of participants' use of new knowledge and skills.

**Table 4.8   Frequency, Mean, and Standard Deviation for Survey Questions 28 to 32
Level 4: Participants' Use of New Knowledge and Skills**

Statement: **After I have Participated on Professional Development experience, I usually**	No. of Frequency N=105	Mean	Standard Deviation
Go back and experiment or practice with new instructional strategies	105	4.18	.85
Become committed to new teaching strategies	105	4.14	.72
Implement/apply new instructional practices	101	4.05	.86
Make long lasting changes in my teaching	105	4.00	.86
Note positive changes in my teaching	105	3.77	.96
Valid N (listwise)	101		

Source: **Field Survey 2016/2017**

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

4.4.5   Level 5: Student Learning Outcomes

At Level five, we address what is typically "the bottom line" in education: What was the impact on students? Did the professional development program or activity benefit students in any way? The particular outcomes of interest will depend, of course, on the goals of that specific professional development effort. In addition to the stated goals, certain unintended outcomes may be important as well. For this reason, multiple measures of student learning are always essential at Level 5 (Joyce, 1993) (cited in Guskey 2000). Table 4.9 displays the Frequency, Mean, and Standard Deviation of students learning outcomes related questions.

Table 4.9   Frequency, Mean, and Standard Deviation for Survey Questions 33 to 38 Level 5: Student Learning Outcomes

Variables	No. of Frequency N=105	Mean	Standard Deviation
It makes a positive impact on my student's learning	105	4.21	.67
Student achievement increases	101	4.20	1.03
Students are involved in their own learning	104	4.00	.68
Student achievement has risen on teacher assessments	105	3.94	.78
Classroom management has improved	105	3.92	.79
Students achievement has risen on state or district assessments	105	3.81	.82
Valid N (listwise)	100		

Source: Field Survey 2016/2017

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

Research Question No. 3 To What Extent Did Student learning achievement Change?

Major interest of this study   was to determine what students' learning behavior affected through teachers' professional practice At this level of professional

development evaluation, most of the respondents agree with this statement table 4.9 shows respondents' mean score. It makes a positive impact on my student's learning (M=4.21) Student achievement increases (M=4.20) Students are involved in their own learning (M=4.00) Student achievement has risen on teacher or classroom assessments (M=3.94) Classroom management has improved (M=3.92) Students achievement has risen on state or district assessments (M=3.81). At the same time this study also examined the ERO NASA report which published by ERO in 2015.

National Assessment of Student Achievement (NASA)

NASA report clearly shows that students' learning achievement of community school at grade 8 on downward trends. National average on the same grade level was also poor it is not a good shine for the nation. Grade 3 and Grade 5 data also lower level. This results raised the questions marks for our educational policy makers and implement agents. National average indicates that students learning rate were below 50%. Kathmandu valley average is higher than national average however this does not belong to community schools. Most of the survey participants agreed that their professional development makes a positive impact on their student's learning (M=4.21) Student achievement increases (M=4.20) Students are involved in their own learning (M=4.00) Student achievement has risen on the assessments (M=3.94). At the same time but ERO (NASA) report does not support their claim.

Table 4.10   National Assessment of Student Achievement (NASA)

	Grade-3		Grade-5			Grade-8					
	2012		2012			2011			2013		
	Nep	Math	Nep	Math	Eng.	Nep	Math	Sost	Nep	Math	Sc
National Average	63	60	60	53	54	49	43	49	48	35	41
Kathmandu Valley Average	80	77	78	68	79	64	55	59	66	53	56
Community School Average	57	54	54	49	66	46	39	46	42	26	34

Source: National Assessment of Student Achievement A Glimpse of Results 2015

4.4.6. Teacher Perception Their Attitudes and Beliefs about Teaching and Learning Change

Guskey believes that his teacher change model, changes in attitudes and beliefs are likely to urge additional changes in practice that bring further change in student learning, and so on. Teachers rarely become committed to a new instructional approach until they have seen it work in their classrooms with their students. Table 4.11 shows frequency, mean and standard deviation about teacher perception their attitudes and beliefs about teaching and learning change.

Table 4.11 Frequency, Mean, and Standard Deviation for Survey Questions 39 to 50 Teacher Perception Their Attitudes and Beliefs about Teaching and Learning Change

Variables	No. of Frequency N=105	Mean	Standard Deviation
The experience was meaningful to me	105	4.23	.68
My teaching becomes more effective	104	4.19	.65
I become empowered in new ways	105	4.14	.64
I learned practical instructional strategies	105	4.09	.56
I am more efficient and productive as a teacher	105	4.00	.70
My students become more actively engaged in learning	105	3.96	.91
I have learned to meet the various needs of all of my students	104	3.95	.67
It has a positive impact on student behavior	105	3.92	.84
I can see a positive impact on student achievement	105	3.92	.85
It connects to country's needs and students' learning achievement	105	3.89	.91
I feel proud of my accomplishments	104	3.78	.96
I receive positive feedback from my headmaster	105	3.70	.91
Valid N (listwise)	102		

Source: Field Survey 2016/2017

Note: Likert Scale: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

Table 4.11 disclosed the teacher attitudes and beliefs about teaching and learning change. Ninety percent of the respondents indicated that; the experience was meaningful, teaching becomes more effective and productive; they had become empowered in new ways as well as learned practical instructional strategies. Mean value of students related questions 44 to 48 are more than 3.89. My students become more actively engaged in learning, 80% of respondents' indicated that they learned to meet the various needs of all of their students and their professional development experience had a positive impact on student behavior and achievement. But only 74% of the respondents received feedback from their headmaster and 75% of the respondents proud their accomplishments. In summary, this study demonstrates a new venue for the application of the Guskey professional development evaluation model by demonstrating its effectiveness as a tool for evaluating a professional development activity in community school.

4.4.7 Correlation Coefficient Matrix

Correlations analyses help to describe the exact nature of the relationship between two variables, allowing the researcher to predict the value of one variable based on the value of the other. Furthermore, this statistical procedure allows the researcher to estimate both the direction and strength of the association between the variables. Pearson's r is a measure of association and does not distinguish which of the variables is affecting the other. It only shows how strong the association is between the variables, disregarding which direction the arrow of influence is pointing.

The correlation matrix for this study is presented in Table 4.12 Before evaluating the actual values for the correlation coefficients, several points had been considered. First, the dependent variable appears in the first row and the first column. This was intentionally done so that the researcher can quickly glance at the matrix and delineate the correlation of each of the independent variables with the dependent variable. Inspecting Table 4.12 shows that the first row and the first column mirror each other. Second, there is a diagonal of 1 values that go from the upper left entry to the lower right entry. This diagonal divides the matrix into two symmetrical parts allowing the researcher to focus on just one side of the matrix. (The values of 1 make sense because each variable is perfectly correlated with itself). By the first row (or column) to quickly gain a feel for how each of the independent variables is related to the

dependent variable. The researcher initially checks to see which of the correlations are statistically significant. This is accomplished by observing which of the correlation coefficients have an observed significance level that meets the chosen standards. In this instance, the researcher would note that the correlation coefficients are statistically significant: one at the .01 level.

The researcher would first turn to the correlation table (see Table 4.12) and observe that there is a fairly strong positive linear association between the two variables. The researcher comes to this conclusion because Pearson's correlation co-efficient range from .126 to .644. The positive sign indicates that TPD programs and teachers perceptions and practices strongly associated.The researcher comes to this conclusion by interpreting the meaning of the * following the value of 0.644 and the notation *$p<.01$. This means that the value for Pearson's correlation coefficient (0.644) is statistically significant to the .01 level. That the value for our correlation coefficient is statistically significant is an extremely important concept. It means that this study result perfectly indicated that the value this study obtained from study sample is representative of the value in the population. In other words, because this study obtained significance value is so small (less than 0.01), we are reasonably certain that the association we observed is not due to chance, but exists in the ''real'' world. The main objective of this study was to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices at each of the Five Levels of Guskey Professional Development Evaluation Model. To meet the objective the study questionnaire were clustered to form six categories according to (Guskey's Model 2000) levels of professional development evaluation. Participants' reaction (Level-1) formed and totaled by questions numbered 12 to 16 , data from four variables in part two questions numbered 17 to 20 of the survey was coded and totaled based on what the literature suggests is variables of participant learning (Level-2), Questions numbered 21 to 27 were clustered and then summed in to organizational support and change (Level 3), Questions numbered 28 to 32 were clustered and then summed in to participants' use of new knowledge and skills (Level 4), questions numbered 33 to 38 were clustered and then summed in to teacher perception of student learning (Level 5), questions numbered 39 to 50 were clustered and then summed in to teachers' attitudes and beliefs about teaching and learning (Guskey's Model 2000).

Table 4.12

Correlation between Change in Teachers' Attitudes and Beliefs about Teaching and Learning and Perceptions of Teachers Professional Development at Each of the Five Levels of Evaluation of Guskey Model.

	Teachers' perceptions and practices about teaching and learning	Participant Reaction' and satisfaction	Participants' Learning	The organization's support and change	Change in teachers' knowledge and skills	Teachers' perception of student learning
Teachers' perceptions and practices about teaching and learning	1	.272[**]	.322[**]	.126	.580[**]	.510[**]
Participant Reaction' and satisfaction	.272[**]	1	.587[**]	.179	.483[**]	.340[**]
Participants' Learning	.322[**]	.587[**]	1	.145	.619[**]	.410[**]
The organization's support and change	.126	.179	.145	1	.152	.271[**]
Change in teachers' knowledge and skills	.580[**]	.483[**]	.619[**]	.152	1	.644[**]
Teachers' perception of student learning	.510[**]	.340[**]	.410[**]	.271[**]	.644[**]	1

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

Table 4.12 displays the Correlation coefficient Matrix data. The Pearson Correlation Coefficient was statistically significant at the .01 level for all variables in the analysis. The data indicated that there was a significant positive correlation between Guskey's Model of Teacher change (2000) and the way teachers evaluated their professional development experiences. The correlation ranged from .126 to.580 on the five levels of evaluation with Level 3 (organization support and change) having the lowest correlation (R=.126) and Level 4 (Use of new knowledge and skills) having the highest correlation (R=.580). Much of the literature and research states that the goal of professional development is to provide opportunities for teachers to learn and grow within the profession, thereby making an impact on student learning. This study found that there was second highest positive relationship (.510) between the change in teachers' attitudes and beliefs about teaching and learning and their perceptions of professional development as it relates to student learning outcomes.

The correlation table (Table 4.12) indicates that the lowest correlations exist when comparing relationships between Change in Attitudes and Beliefs and organizational support and change. But correlations are stronger among all other variables. The strongest correlation (R= .644, P< .01) exists between how participants evaluated their use of new knowledge and skills (Level 4) and professional development's impact on student learning outcomes (Level 5). This strong correlation indicates that teachers felt that the new knowledge and skills they learned as a result of professional development had an impact on student achievement. This data supports Guskey's (2000) theoretical model of teacher change.

CHAPTER- V

SUMMARY, FINDINGS AND CONCLUSIONS

5.1   Summary

This chapter summarizes theoretical frameworks, research problem and questions, research methodology and conclusion. The main objective of this study was to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices. This study showed the professional development experience in eight Community schools of Kathmandu district on the basis of Guskey Model as well as other school variables including: professional development process, format, and content. The study indicated that there was the significant relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices about the students' learning achievements. At the same time there was low correlation between organizational support and the teacher professional development experience.

5.2   Overview of Theoretical Framework

From a theoretical perspective this study demonstrates the relationship between teacher professional development and their perceptions and practices. MoE, DoE, funding agencies and public all want to know the outcomes of teacher professional development tactivities. Evaluations of professional development experiences in community school are important to the improvement of teacher performance and student learning.

Guskey (2000) point out that many professional development efforts fail because they lack focused planning, are unrelated to the daily lives of the teacher and thereby do not affect instructional practices. Therefore, well-designed, thoughtfully planned and adequately supported professional development is a necessary ingredient in all educational improvement efforts. In his book, Evaluating Professional Development, Guskey (2000) states that professional development evaluation should focus on measuring its impact in terms of the change in the classroom practices of teachers, change in their attitudes and beliefs, and change in the learning outcomes of students.

This study assessed the participants' reaction, participants' learning, support of the organization, use of new knowledge and skills as well as the impact on student learning. In Guskey's view, real changes in teacher narrative must be preceded by changes in student outcomes. The application of the Guskey teacher professional development evaluation model in Nepalese Community School has been a success. The Guskey professional development model serves as an effective means to assess the impact of a professional development activity on the student learning achievements.

5.3   Overview of Research Methodology

Survey method was used to conduct an evaluation of perceptions and practices of teacher professional development in Community schools. The survey was designed, based on the literature, to include Guskey's five critical levels of professional development evaluation and the model of teacher change. Content and face validity was established through in logical order.

Two hundred question surveys were distributed to Community school teachers in Kathmandu district. One hundred five teachers, representing eight schools, volunteered to participate in the research study and returned a completed survey to the researcher. The response rate of the survey was 52.5%. The variables from the survey were coded and entered into the SPSS computer program. Descriptive statistical analyses were conducted to interpret the findings.

5.4   Major Findings of the Study

Major findings are reported in the order of each research question operationalizes the purpose of the study and conclusions are based on the theoretical framework of the study.

A. Demographic Findings:

More than sixty five percent respondents academically sound they have post graduate degree and highly experience who's more than ten years teaching experience. This is the good shine for the professionalism. It supports the professional development

model. Male (54.3%) and female (45.7%) participated and different subjects' teachers and grade levels teachers' were involved in this research journey which was more inclusive in nature.

B. Teachers' awareness about country's professional development plans and goals:

These results support the professional literature regarding the importance of setting clear goals of professional development that aligns to the needs of the school. According to Guskey (2000) all stakeholders should be aware of the district's vision for professional development and goals should be clearly defined and communicated to all of the people involved. More than 75% of the teachers were aware of the country's teacher professional development plan and goals and 24.8% of the respondents were not.

C. TPD linked to student achievements and teacher evaluation process:

The professional literature suggests that the country's professional development plan should be linked to student achievement and data collection and evaluation should be part of the plan (SSDP 2016-2023: NCED 2010: and Guskey, 2000). The data from this study supports this. Sixty percent of the respondents in this study indicated that country's professional development plan is linked to student achievement. The remaining 19% were not sure and 21% were no. According to Guskey model 2000 the teacher professional performance review needs to link to their personalized professional development plan and the overall country professional development plan. The data from the surveys support this. Sixty four percent (63.8%) of the teachers indicated that country's teachers professional plan linked to the teacher evaluation process. Twenty two percent (21.9%) were not sure about that goal and 14% responded no to this goal.

D. TPD programs and professional development modalities:

Inquiry, action research, professional learning networks, collaboration and mentoring are the most effective professional learning modalities which are well accepted by

educationalist. But this study reveals the fact these categories were least practiced by the respondents. Most of the teachers who responded to this question on the survey indicated that they participated in individually guided practice (81.9%) training and seminars (90.5%).

E. TPD programs and professional development contents:

This study found that nearly 64% of the respondents indicated that central level administrators were making decisions regarding professional development content in the school. According to Guskey (2000) and SSDP (2016-2023) effective professional development plans are created by all members of the school community including teachers, administrators, parents, and community members. Only 36% of the respondents of the survey indicated that decisions regarding professional development were made by a school level administrators and resource person.

Finding related to Guskey Evaluation Model (2000):

Guskey model 2000 provides an in-depth data collection process. Each of the five levels of evaluation builds upon the others. The evaluation begins with teachers' professional development and concludes in the student learning outcomes. Guskey's model suggests step-by-step procedures for taking evaluations to a deeper level.

F. TPD program and participants' reaction and satisfaction: (Level -One)

Most of the participants either agreed or strongly agreed that each modal of the professional development activities met their needs (M=4.05). Professional development activities timing were well spent (M=3.60). Their response rate on the professional activities carefully planned (M=3.79) and the Roster trainer and instructors were knowledgeable and skills full (M=3.79). But the Learning environment were considered average; were perceived as having the less appropriate learning environment (M=3.54).

G. Participants' learning from TPD activities: (Level- Two)

The second level in the Guskey,s Professional Development Evaluation Model examined the question of whether participants acquire the intended knowledge and

skills. The primary interest of this study was measuring the knowledge, skills, and attitudes or beliefs that participants gain from their professional development experience. This study evaluated cognitive, affective and psychomotor goals of the participants. The mean score of this level was more than 3.75.

H. Professional development activities and organizational support: (Level- Three)

The model also highlights the fact that teacher professional development activity demands deep levels of organizational support. But the correlation table in chapter four (Table 4.12) indicates that the low correlations (R=.126) exist when comparing relationships between Change in Attitudes and Beliefs and organizational support and change.

I. TPD programs and use of new knowledge and skills by participants: (Level- Four)

With organizational variables set aside, this study turned our attention to whether participants are using their new knowledge and skills on the job. At Level 4, our central question was, "Does what participants learn make a difference in their professional practice?" The key to gathering relevant information at this level rests in the clear specification of indicators that reveal both the degree and quality of implementation. Questionnaire was used to collect the necessary information and analysis of this information provides evidence on current levels of participants used knowledge and skills. Table 4.8 depicts the results of participants' use of new knowledge and skills. The strongest correlation (R= .580*, P< .01) exists between how participants evaluated their use of new knowledge and skills (Level 4) and professional development's impact on teachers' perceptions and practices. This strong correlation indicates that teachers honestly used the new knowledge and skills in the classroom practices they learned as a result of professional development.

J. TPD programs and students' learning achievements change: (Level- Five)

The strongest correlation (R= .510*, P< .01) exists between how participants perceptions and practices about teaching and learning and professional development's

impact on student learning outcomes (Level 5). This strong correlation indicates that teachers felt that the new knowledge and skills they learned as a result of professional development had an impact on student achievement. Most of the survey participants agreed/ claimed that their professional development makes a positive impact on their student's learning (M=4.21) Student achievement increases (M=4.20) Students are involved in their own learning (M=4.00) Student achievement has risen on teacher or classroom assessments (M=3.94). But at the same time ERO NASA report does not support their claimed. NASA report clearly shows that students' learning achievement of community school on grade 8 on downward trends. National average indicates that students learning rate were below 50%. This results raised the questions marks for our educational policy makers and implement agents.

K. **Relationship between professional development activities provided for teacher and the change of teachers' perceptions and practices:**

The Pearson Correlation Coefficient was statistically significant at the .01 level for all variables in this analysis. The result indicated that there was a strong association between Guskey's Model of Teacher change (2000) and the community school teachers' professional development experiences. The correlation ranged from .126 to.580 on the five levels of evaluation with Level 3 (organizational support and change) having the lowest correlation (R=.126) and Level 4 (Use of new knowledge and skills) having the highest correlation (R=.580). Most of the literature and research state that the goal of professional development is to provide opportunities for teachers to learn and grow within the profession, thereby making an impact on student learning. This study found that there was significant relationship (.510) between the change in teachers' attitudes and beliefs about teaching and learning and their perceptions of professional development as it relates to student learning outcomes.

Comparing this to the significant correlation between attitudes about teaching and student achievement (R= .510, P< .01), it seems that teachers feel that professional development changes their attitudes and beliefs about teaching and learning. This result supports Guskey's (2000) theoretical model of teacher change.

5.5   Conclusions

The title of this study is perceptions and practices of professional development in community school teachers. This study attempted to determine the relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices on the basis of Guskey's model in eight community schools of Kathmandu district. Study detail was already discussed in preceding chapters. There were a set of survey questionnaires, and ERO report used in this study. All those research outcomes are compiled, analyzed and discussed in-depth in chapter four. On the basis of finding this study draws following conclusions.

a) More than 75% of the teachers were aware of the country's teacher professional development plans and goals and they believed that country's professional development plan is linked to student achievements and teacher evaluation process. All stakeholders should be aware of the country's goals and plans for professional development and these goals should be clearly defined and communicated to all of them. The goals of the professional development plan should be aligned to the needs of the country in order to make systemic change.

b) More than 90% teacher have received and participated teacher training, workshop and seminars. Lack of variety in the delivery modes of professional development many teachers regarded professional development as special events that are restricted to 2 or 3 days during the year. All workshops and presentations offered outside of regular school hours are inappropriate. Traditional models of professional development experiences are not adequate for the betterment of the school as a whole. These formats can be highly appropriate and very effective, especially when teachers need to obtain information about new programs, new instructional approaches, or changes in school policies and regulations. In order to improve the weakness of traditional professional development practices, teachers need to learn to collaborating techniques with each other. Peer group discussion, professional meeting in close contact with head master and others stakeholders, to use creative ideas in school through professional meeting and teachers' professional learning community (networking among teachers for learning purpose) are effective TPD characteristics. Professional development activities

c) need to be directly connected to their daily work with students, and address real-life problems.

d) Teacher professional development arrangements and contents imposed by DoE and district level administrators by ignoring the teachers' voices and needs. Top-down decision making process less effective and productive rather than participative approach. Most of the teachers de motivated due to lack of ownership of the programs.

e) SMC and head master can play the vital role in school to transfer knowledge, skill and attitude from a training center to a school. Without their support, a teacher will not be able to transfer his/her knowledge and skills in to classroom practices. Teachers themselves have acknowledged the importance of teacher professional developments activities to gain the required teaching knowledge & behavior skills in them. School base teacher professional development activities, clinical supervision and provide on the job feedback to teachers are the majors attributes of TPD. But there is a lack of encouraging environment to implement their learning into action due to inadequate monitoring and follow up mechanism. According to a key informant most of the headmaster and SMC members are more political oriented rather than academician.

f) The government has given high priority to quality service delivery in education. Teacher professional development activities are getting preference from the government (SSDP, 2016) as well as from funding agencies and investing significant amount of money in teachers' training activities for the last six decades. The budget estimated for teachers' professional development activities in SSDP is USD.129 million for five year (SSDP, 2016) But this program contributed less as compared to what was expected in terms of student learning achievements. According to report of NASA (2015) could not show the positive relationship between children achievements and teacher professional development activities. This report reveals that grade 8 students learning achievements has shown a downward trend over the years. Transfer rate of knowledge and skills was below 50%. So outcomes from the educational sectors are always questionable (SSDP, 2016, p. 2).

g) Teachers are the major role player in students' learning achievements. Students' learning achievements can never be increased without commitment of professional teachers. There are lack of commitment and motivation (MoE, 2016). "Most of the teachers are de motivated due to the low social and economic value of their job. As a consequence, teachers show low professional ethos in their performance. Political interference in teacher association is another aspect undermining teacher performance and ethics" At the same time, a one-size-fits-for all approach, used by educational planners and administrators for economic benefits. Education and TPD program curricula expected too many things, from their teachers but they could not yield in reality due to the universal application of classroom practices regardless of subject, student age, or level of cognitive development.

h) This study result indicated that there is the significant relationship between the professional development activities provided for teachers and the change of teachers' perceptions and practices about the students learning achievements. At the same time there is low correlation between organizational support and the professional development experience.

5.6   Implications for Practice and Future Research

This research study determined the perceptions and practices of teacher professional development based on the Guskey Model 2000. Result of this study provides new insight on the applicability of the Guskey teacher change model in community school in the Nepalese context. This was a small area coverage research because it covered only eight community school teachers of Kathmandu district. Therefore, it may not be possible to generalize the findings to larger populations. This study needs be replicated to determine if the results would be the same in another future research with a larger population in more districts. Research indicates that students' learning achievements rarely happen in the absence of professional development. This model consumed more time and in-depth analysis to produce an effective result.

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Letter of Permission (school)

Date…………………

The Principal

(Name of school)

Kathmandu

Dear Sir / Madam………………

Subject: Permission to conduct research work in your school

I would like to request your permission to meet and talk with you to conduct the survey on your school's teachers in the break times. The main purpose of this survey is to fulfill an academic degree. I am an M. Phil. student at the Tribhuvan University, **Faculty of Management**, Central department of Public Administration, and currently doing the research work on **"Perceptions and Practices of Professional Development of Community School Teachers"** Throughout my research, I will be guided by Prof. Dr. Rajib Bikram Rana (Professor of Central department of Public Administration, T. U).

In this regard, the information that you and your teachers provide will be secure and strictly used in accordance with widely accepted ethical code and norms exclusively for the purpose of scholarly works

 If you require any additional information related to the goals of my project, please feel free to contact me.

Thank you

Yours sincerely,

Tanka Ram Gautam

M.Phil 2nd Batch CDPA TU

(Tankagtm38@gmail.com)

Teacher Professional Development Experience Survey

Part: I

A. Background Information

These questions are about you, your education and the time you have spent in teaching. In responding to the questions, please mark the appropriate box.

1. **What is your gender?**

   □Male   □ Female

2. **What is the highest level of formal education that you have completed?**

   □SLC   □PCL   □Bachelor   □Master or above

3. **How long have you been working as a teacher?**

   □1-5   □6-10   □11-20   □More than 2o

4. **What is the highest Grade Level that you have been Currently Teaching?**

   □1-3   □4-5   □6-8   □9-12

5. **What is the actual subject you teach in this school?**

   □Nepali   □English   □Mathematics   □Science

   □Social studies   □ EPH   □Accountancy   □Others

6. **Was the teaching of this subject part of your academic training?**

   □Yes   □No

B: Professional Development:

In this survey, professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher.

7. **Are you aware of the goals of our Country's Professional Development Plan?**

   □Yes   □No

8. **Do you think our country's Professional Development Plan is linked to overall school improvement and increased student achievement?**

   □Yes   □No   □Not sure

9. **Do you think our country's Professional Development Plan is related to the teacher evaluation process?**

   □Yes   □No   □Not sure

10. **In which types of Professional Development Activities have you participated?**
    (Check all that apply)

Professional Development Activities	Participation	
a) Formal Qualification Program (e.g. a Degree of Bachelor/ Master)	□Yes	□No
b) Training /Workshops /Seminar/ Conference (e.g. on education-related subject matter or methods/topics)	□Yes	□No
c) Involvement in a Development Process (design and improvement of curriculum or educational activities)	□Yes	□No
d) Individual or Collaborative Research on a topic of interest to you professionally	□Yes	□No
e) Mentoring and/or peer observation and coaching, as part of a formal school arrangement	□Yes	□No
f) Take part in a Professional Learning Activities (Member of professional learning community/ study groups)	□Yes	□No
i) **Individual Guided Professional Development Plan** – (Learning / teaching goal is designed by teacher him/herself and chooses the activities that will help accomplish the goal)	□Yes	□No

11. Who decides the content of Professional Development?

- School Level Administrators
- Resource Person
- District Level Administrators
- Department of Education

Five Level of Evaluation of Teacher Professional Development Experience

(Thomas R. Guskey's Model)

Instructions: Mark (*only one response in a row*) please answers carefully and thoughtfully.

Level :- One Statement: **When I Participated on Professional Development Activities I usually perceive** *:*	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
12. The professional development activities meets my needs					
13. The learning environment was conducive					
14. Time well spent					
15. The Roster trainer / instructors who are knowledgeable and effective					
16. Professional development activities are carefully planned and well organized					

Level :- Two Statement: **Because of Professional Development, I have learned:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
17. Practical instructional strategies					
18. New knowledge and skills					
19. The theory behind the practice					
20. New concepts connected to prior knowledge					

How **strongly** do you **agree** or **disagree** with the following **statement**

Level :- Three Statement: **Professional development in my school:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. Has a positive impact on the organization as a whole					
22. Relevant resources(text books, others materials) are available when they needed					
23. It often conducted during the school day					
24. Observing other teachers' classes and provide feedback to them is our school culture					
25. SMC Members and headmaster discuss with teachers about educational goals and students progress					
26. Head master is an active learner and works with teachers to improve teaching practices					
27. Leads to in – service credit					

Level :- Four Statement: **After I have participated in a professional development experience, I usually:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
28. Go back and apply new instructional practices					
29. Implement /apply new instructional practices					
30. Become committed to new teaching strategies					
31. Note positive changes in my teaching					
32. Make long lasting changes in my teaching					

Level :- Five Statement: **Generally, my professional development impacts my students in the following ways:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
33. It makes a positive impact on my student's learning					
34. Students achievements increases					
35. Students are involved in their own learning					
36. Classroom management has improved					
37. Students' confidence as learners has improved					
38. Students achievements has risen on country assessment					

Statement: **As a result of professional development, my perceptions and practices about teaching and learning change when:**	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
39. The experience was meaningful to me					
40. I learned practical instructional strategies					
41. My teaching becomes more effective					
42. My teaching becomes more efficient and productive as a teacher					
43. I become empowered in new ways					
44. I have learned to meet the various needs of all my students					
45. It has a positive impact on student behavior					
46. My students actively engaged in learning					
47. I can see positive impact on students					
48. I receive positive feedback from headmaster					
49. I feel proud of my accomplishments					
50. It connects to my country's needs					

APPENDIX - C

National Assessment of Student Achievement

	Grade-3		Grade-5			Grade-8					
	2012		2012			2011			2013		
	Nep	Math	Nep	Math	Eng.	Nep	Math	Sost	Nep	Math	Sc
National Average	63	60	60	53	54	49	43	49	48	35	41
Kathmandu Valley Average	80	77	78	68	79	64	55	59	66	53	56
Community School Average	57	54	54	49	66	46	39	46	42	26	34

Source: National Assessment of Student Achievement A Glimpse of Results 2015

Professional development activities meets my needs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	24	22.9	22.9	22.9
	Agree	71	67.6	67.6	90.5
	Neutral	2	1.9	1.9	92.4
	Disagree	7	6.7	6.7	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

Learning environment was conducive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	6.7	6.7	6.7
	Agree	56	53.3	53.3	60.0
	Neutral	30	28.6	28.6	88.6
	Disagree	11	10.5	10.5	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

Time well spent

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.6	8.6	8.6
	Agree	66	62.9	62.9	71.4
	Neutral	14	13.3	13.3	84.8
	Disagree	11	10.5	10.5	95.2
	Strongly Disagree	5	4.8	4.8	100.0
	Total	105	100.0	100.0	

The Roster trainer/ instructors who were knowledgeable and effective

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	12.4	12.4	12.4
	Agree	71	67.6	67.6	80.0
	Neutral	10	9.5	9.5	89.5
	Disagree	8	7.6	7.6	97.1
	Strongly Disagree	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

Professional development activities carefully planned and well organized

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	2.9	2.9	2.9
	Agree	85	81.0	81.0	83.8
	Neutral	11	10.5	10.5	94.3
	Disagree	4	3.8	3.8	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Practical instructional strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	16.2	16.2	16.2
	Agree	77	73.3	73.3	89.5
	Neutral	7	6.7	6.7	96.2
	Disagree	2	1.9	1.9	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

New knowledge and skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	26	24.8	24.8	24.8
	Agree	69	65.7	65.7	90.5
	Neutral	4	3.8	3.8	94.3
	Disagree	3	2.9	2.9	97.1
	Strongly Disagree	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

The theory behind the practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	8.6	8.7	8.7
	Agree	70	66.7	67.3	76.0
	Neutral	18	17.1	17.3	93.3
	Disagree	4	3.8	3.8	97.1
	Strongly Disagree	3	2.9	2.9	100.0
	Total	104	99.0	100.0	
Missing	99.00	1	1.0		
Total		105	100.0		

New concepts connected to prior knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	12.4	12.4	12.4
	Agree	81	77.1	77.1	89.5
	Neutral	5	4.8	4.8	94.3
	Disagree	3	2.9	2.9	97.1
	Strongly Disagree	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

Has a positive impact on the organization as a whole

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	20	19.0	19.0	19.0
	Agree	67	63.8	63.8	82.9
	Neutral	16	15.2	15.2	98.1
	Disagree	1	1.0	1.0	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

Relevent resources (text books and others materials) are available when needed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	14.3	14.3	14.3
	Agree	56	53.3	53.3	67.6
	Neutral	25	23.8	23.8	91.4
	Disagree	7	6.7	6.7	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

It often conducted during the school day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	6.7	6.7	6.7
	Agree	63	60.0	60.0	66.7
	Neutral	12	11.4	11.4	78.1
	Disagree	20	19.0	19.0	97.1
	Strongly Disagree	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

Observing others teachers' classes and provide feedback to them is our school culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	3.8	3.8	3.8
	Agree	20	19.0	19.0	22.9
	Neutral	38	36.2	36.2	59.0
	Disagree	27	25.7	25.7	84.8
	Strongly Disagree	16	15.2	15.2	100.0
	Total	105	100.0	100.0	

SMC members and head master discuss with teachers about educational goals and students' learning progress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	3.8	3.8	3.8
	Agree	20	19.0	19.0	22.9
	Neutral	38	36.2	36.2	59.0
	Disagree	27	25.7	25.7	84.8
	Strongly Disagree	16	15.2	15.2	100.0
	Total	105	100.0	100.0	

Head master is an active learner and works with teachers to improve teaching practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	3.8	3.8	3.8
	Agree	20	19.0	19.0	22.9
	Neutral	38	36.2	36.2	59.0
	Disagree	27	25.7	25.7	84.8
	Strongly Disagree	16	15.2	15.2	100.0
	Total	105	100.0	100.0	

Leads to in-service credit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	3.8	3.8	3.8
	Agree	69	65.7	65.7	69.5
	Neutral	15	14.3	14.3	83.8
	Disagree	13	12.4	12.4	96.2
	Strongly Disagree	4	3.8	3.8	100.0
	Total	105	100.0	100.0	

Go back and experiment or practice with new instructional strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	36.2	36.2	36.2
	Agree	57	54.3	54.3	90.5
	Neutral	3	2.9	2.9	93.3
	Disagree	5	4.8	4.8	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Implement/apply new instructional practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	25.7	26.7	26.7
	Agree	62	59.0	61.4	88.1
	Neutral	5	4.8	5.0	93.1
	Disagree	4	3.8	4.0	97.0
	Strongly Disagree	3	2.9	3.0	100.0
	Total	101	96.2	100.0	
Missing	99.00	4	3.8		
Total		105	100.0		

Become committed to new teaching strategies

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	29.5	29.5	29.5
	Agree	62	59.0	59.0	88.6
	Neutral	9	8.6	8.6	97.1
	Disagree	2	1.9	1.9	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	105	100.0	100.0	

Note positive changes in my teaching style

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	17.1	17.1	17.1
	Agree	61	58.1	58.1	75.2
	Neutral	15	14.3	14.3	89.5
	Disagree	6	5.7	5.7	95.2
	Strongly Disagree	5	4.8	4.8	100.0
	Total	105	100.0	100.0	

It makes a positive impact on my student's learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	29.5	29.5	29.5
	Agree	69	65.7	65.7	95.2
	Neutral	3	2.9	2.9	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Student achievement increases

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	11.00	1	1.0	1.0	1.0
	Strongly Agree	31	29.5	30.7	31.7
	Agree	57	54.3	56.4	88.1
	Neutral	7	6.7	6.9	95.0
	Disagree	4	3.8	4.0	99.0
	Strongly Disagree	1	1.0	1.0	100.0
	Total	101	96.2	100.0	
Missing	99.00	4	3.8		
Total		105	100.0		

Students are involved in their own learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	18	17.1	17.3	17.3
	Agree	74	70.5	71.2	88.5
	Neutral	9	8.6	8.7	97.1
	Disagree	1	1.0	1.0	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	104	99.0	100.0	
Missing	99.00	1	1.0		
Total		105	100.0		

Classroom management has improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	17	16.2	16.2	16.2
	Agree	73	69.5	69.5	85.7
	Neutral	7	6.7	6.7	92.4
	Disagree	6	5.7	5.7	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Students' confidence as learners has improved

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	16	15.2	15.2	15.2
	Agree	62	59.0	59.0	74.3
	Neutral	20	19.0	19.0	93.3
	Disagree	5	4.8	4.8	98.1
	Strongly Disagree	2	1.9	1.9	100.0
	Total	105	100.0	100.0	

Cronbach's Alpha for Each Scale

Items/ Variables	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Professional development activities meets my need	.457	.873
Learning environment was conducive	.313	.876
Time well spent	.285	.877
The Roster trainer/ instructors who were knowledgeable and effective	.426	.874
Professional development activities carefully planned	.393	.875
Practical instructional strategies	.516	.873
New knowledge and skills	.395	.874
The theory behind the practice	.529	.872
New concepts connected to prior knowledge	.489	.873
Has a positive impact on the organization as a whole	.484	.873
Relevant resources (text books and others materials) are available when needed	.296	.876
It often conducted during the school day	.209	.879
Observing others teachers' classes and provide feedback to them is our school culture	.050	.883
SMC members and head master dicusses with teachers about educational goals and students' learning progress	.050	.883
Head masterl is an active learner and work with teachers to improve teaching practices	.050	.883
Leads to in-service credit	.294	.876
Go back and experiment or practice with new instructional strategies	.402	.874
Implement/apply new instructional practices	.508	.873
Become committed to new teaching strategies	.410	.874
Note positive changes in my teaching style	.418	.874
Make long lasting changes in my teaching	.589	.870
It makes a positive impact on my student's learning	.437	.874
Student achievement increases	.505	.872
Students are involved in their own learning	.565	.872
Classroom management has improved	.396	.874
Students achievement has risen on state or district assessments	.544	.872
Student achievement has risen on teacher or classroom assessments	.370	.875
The experience was meaningful to me	.378	.875
I learned practical instructional strategies	.417	.875
My teaching becomes more effective	.393	.875
I am more efficient and productive as a teacher	.371	.875
I become empowered in new ways	.230	.877
I have learned to meet the various needs of all of my students	.390	.875
It has a positive impact on student behavior	.313	.876
My students become more actively engaged in learning	.474	.873
I can see a positive impact on student achievement	.498	.872
I receive positive feedback from my headmaster	.325	.876
I feel proud of my accomplishments	.473	.873
It connects to country's needs and students' learning achievement	.377	.875

List of Key Informants

1. Chandra Kanta Pandit   English Teacher

2. Pradeep Gautam   Mathematics/ Science Teacher

3. Bishnu Prasad Gyawali   Accountancy Teacher

4. Ganesh Chand   Head Master

5. Shanti Bahadur Basnet   Resourse Person

6. Ram Prasad Bhattarai   Resourse Person

7. Dinesh Khanal   Under Secretary of NCED

8. Bidhya Devi Maharjan   Head Master