ORGANISATIONAL SUPPORT AND TEACHERS' ENGAGEMENT FOR PROFESSIONAL DEVELOPMENT IN SECONDARY SCHOOLS OF NEPAL

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Abstract
The Teacher Professional Development (TPD) Program in Nepal is a very ambitious initiative designed to support the professional growth of teachers. Organizational support along with Teachers Engagement is most to assure Professional Development. This study signifies the role of organizational support for enabling professional development engaging teachers for the growth and development of teachers. The research aims to propose and test an integrative model that looks at Organizational Support rehearses as a synergism component influencing the viability of Teachers' Engagement. Survey based cross-sectional data were collected from Secondary schools of Kathmandu valley using structured questionnaires to teachers for this non-experimental correlational research design. The Likert scale was used for expressing perception-based data in quantitative form and analyzed using a regression model. This study confirms that organizational support procedures emphatically influence Professional Development highlighting the Organizational Support as the moderators between Teachers' Engagement and Professional Development. Organizational Support also contributes to enhancing the performance of organizations. These practices are common in Nepalese schools, but they are at a moderate level. Still, schools are running in the interest of a single person so it should be institutionalized with standard norms and values of participatory practice.

Keywords: Commitment, Organizational Support, Professional Development, Teachers' Engagement

INTRODUCTION

Today the greater part of the school works in mind boggling and dynamic conditions, where competition is continually expanding and, Organization for Economic Co-operation and Development (OECD) proposed that students become change agents within the context of the needs of education for 2030, which necessitates the development of their systems and futures thinking skills (Uskola & Puig,

2023). And the teachers are the major factor that influence the students' performance. The amount of work that teachers put in affects both the quality of instruction and the degree of learning outcomes; it also has an impact on students' academic performance and the long-term growth of the school. Teachers' professional development primarily focuses on their own learning, including understanding how to learn and applying their knowledge in the classroom (Avalos, 2011).

This learning occurs in both formal and informal settings. The quality of teaching reflects the quality of teachers. In other words, the better the quality of teacher, the higher students' learning achievement. Over the past two decades, there has been a lot of focus on the quality of teaching, with a variety of large-scale studies attempting to identify the instructional components that are most beneficial to the teachers for the students' academic and/or social-emotional growth. The goal is to improve teachers' commitment through the reform of initial teacher education and focused professional development (Singh, Allen & Rowan, 2019). In order to improve teachers' professional growth, the Ministry of Education in Nepal established the National Center for Educational Development (NCED) in 1993, giving the In-Service Teacher Training Program priority (ITTP). Similar to this, the School Sector Reform Plan (SSRP) 2009-2016 placed a strong emphasis on Teachers Professional Development training to advance teachers' capacity, competency, and knowledge (MOE, 2009). Education is an important instrument for improving the quality of human capital and, thus, a country s long-term well-being. Thus, raising the standard of education is an important concern for educators, parents and society as a whole. (Rini, Aldila & Wirayudha, 2023)

Basic education (Grades 1–8, which are required and include one year of Early Childhood Education) is the foundation of the educational system. Preschool, secondary education (9–12), and Early Childhood Education and Development (ECED). There are three different kinds of schools: public (community), private (institutional), and religious. Official statistics from 2021–2022 indicate that there were 58,436 teachers working in secondary schools. The Teacher Professional Development (TPD) Program in Nepal is a very ambitious program created to enhance the professional development of teachers. (Kshetree, 2021). Despite some positive efforts of the government of Nepal to increase the number of teachers receiving PD trainings, the effectiveness of these trainings in classroom teaching was found to be low (Ministry of Education, 2016). As a continuation of the SSRP, the second phase of the SSRP (SSRP 2016–2023) has been going on to further strengthen quality school education through improved school-based teachers' PD (Ministry of Education, 2016). As a result, the government has given teachers' ongoing professional development and required training top priority (Poudel, 2022) because the instructors play a major role in determining the quality of education and the success or failure of the entire educational system (Kirsch *et al.,* 2003).

Programs for teacher professional development put a strong emphasis on equipping educators with knowledge and skills. About 90% of community schoolteachers who get government funding are educated, knowledgeable, and skilled in their fields. They have, however, been unable to apply the knowledge and abilities they learned during the training in their classrooms (Shrestha, 2022). Yet, the concept and criteria of high-quality teaching have not undergone enough scrutiny and vary between nations, literatures, discourses, and academic disciplines. The development and retention of teachers postures challenges to the education community (Keiler, Diotti & Hudon, 2023). Thus, the conventional wellsprings of upper hand don't ensure the endurance of the school, making a requirement for quick variation. This present circumstance is prompting a redefinition of business procedures. There is a lot of discussion about the need to focus better on essential assets and how they are made due, particularly those equipped for offering financial benefit and intensity for schools. There has been little studies into how government programs and policies support organizations and how schools carry them out (Kusuma, 2020; Shin *et al.,* 2020; Suwarni, 2021). The impact of organizational support on teacher retention rates in secondary schools in Nepal has not received enough attention. It may be easier to create retention tactics for skilled teachers if this relationship is understood. Few research have been done expressly on the educational environment in Nepal, especially in secondary schools. The majority of research ignores the particular analysis of the current secondary school professional development initiatives. To evaluate these, efficacy and pinpoint areas in need of development, more investigation is required (Schaffner, Glewwe & Sharma, 2021; Sari, Omeiza, & Mwakifuna, 2023; Fitriana & Waswa, 2024; Syahputra & Edwards, 2024). Considering this perspective, this study attempts to fill this gap of teacher engagement for their performance.

The new online education and the blended learning process has also affected teachers' expectations, needs, skills, and roles to a great extent (Darling-Hammond & Hyler, 2020). The

Organization for Economic Co-operation and Development (OECD, 2020) emphasized the necessity for teachers and trainers to stay current with the evolving demands of the modern workplace in order to effectively address the difficulties facing education today. One of the important aspects of this performance is to assess the status of Organizational Support as the moderator between Teachers' Engagement and Professional Development. Instructors' Engagement of any school is a significant segment that decides the presentation of school. This segment presents results with respect to the situation with Teachers' Engagement (as far as school activity arranging, affirmation, preparing, execution evaluation, profession arranging pay, and worker cooperation) in Nepalese schools. Teachers' stress levels may affect how committed they are, so it is important to thoroughly research this topic to gain a better understanding (Akartuna & Serin, 2022). The satisfaction of social, profound, and financial requirements of people (Bilgin & Demirer, 2012; Kim, Eisenberger & Baik, 2016) are considered as hierarchical Support. There are different coaching exercises of associations like teaching, direction and guiding, people's maintenance and insurance and establishing a well-disposed workspace (Baranik, Roling & Eby, 2010).

As per Bai, Yan, and Oathman, (2023) organisational support directly and indirectly work family conflict and balancing family family that enhances the well being of the ewmployees. Moreover, Chiang and Hsieh (2012) added that representatives found support when the association thinks often about their prosperity of the workers, they receive support. This necessity of organizational support for teacher engagement for their collective performance might be a researchable option which is addressed in this study. This professional development among the teachers through their active engagement and institutional support and facilities are structured in the light of theoretical ground- social identity theory and social exchange theory. Both the theories support substantial contributions in understanding the various determinants of teachers' engagement, organizational support and professional development. Social Exchange Theory focuses on the prominence of perceived rewards and reciprocity Blau (2017) whereas Social Identity Theory mainly highlights on the importance of social identity and group membership, and their collaboration (Tajfel & Turner, 2003). By combining these theories, academic establishments bring more supportive and engaging strategies for teachers which will eventually enhance the teacher's professional growth. (Blau, 2017; Tajfel & Turner, 2003).

The major significance of analyzing the organizational support, teacher's engagement and professional development of teachers is to identify the valuable insights of knowledge on how to develop a nurturing and stimulating learning environment that maximizes teachers development and students performances. (Gyawali, 2020; Miao, 2011). This current manuscript proceeds conceptual development, hypothesis formation, theoreircal background, research methodology, data analysis and findings. The latter presents discussion and conclusion

LITERATURE REVIEW

Professional Development

The continual process of a teacher's overall development is known as teachers' Professional development. Professional growth is a purposeful, continuing, and methodical activity (Darling-Hammond, Hyler, & Gardner, 2017). As a result, professional development is a lengthy process through which teachers gain knowledge, skills, planning abilities, and practice. It is an intentional endeavor to bring about enhancement and progress. Programs for teacher professional development (TPD) ought to be centered on the demands, interests, and requirements of teachers. These initiatives ought to be teacher focused. According to Darling-Hammond, Hyler, and Gardner (2017), a TPD program should be content-focused, include active learning, enable collaboration, employ models and modeling, offer coaching and expert help, and provide feedback and reflection.

The term "professional development" describes a broad range of specialized education, formal training, or advanced professional learning aimed at assisting administrators, teachers, and other educators. Knowledge, competence, skill, and effectiveness are all improved (Basnet, 2019).

Teacher Engagement

Engagement is the drenching of laborers in the mental, close to home, and actual parts of their work. The laborer's work is attached to his self-idea with the exhibition of the job (Kahn, 1990) upgraded by responsibility. The conviction that the teachers can successfully effect change is different from their motivation to participate in learning opportunities, although teacher efficacy may be crucial for teachers and their involvement in professional learning (Harper-Hill *et al.*, 2022). Educator

Engagement is a better form of Work Engagement, perceiving the extraordinary circumstances and jobs that instructors have at work. According to Murthy (2017), work engagement (WE) has recently become an important topic for enterprises. According to Bakker and Albrecht (2018), Work Engagement is a specific type of affective and cognitive state that is positive, active, and rewarding in relation to work. Work engagement (WE) is a mental state in which a person is entirely focused on the task at hand, feeling incredibly energized and passionate about his work (Bakker & Leiter, 2017). The term "employee engagement" was first used by William Kahn in 1990. According to Kahn, engaged employees are physically, mentally, and enthusiastically invested in their jobs and experience a sense of purpose, psychological security, and availability.

Additionally, according to Knight, Patterson and Dawson (2017), low levels of work engagement (WE) can affect both an employee's performance at work and their general well-being. According to Zhong and Li (2020), student perception of teacher engagement has a greater impact on students' learning habits, which in turn has a greater impact on learning results. Educators' personal contribution goes from being keen on the substance of the preparation to fostering major areas of strength for having a place. Instructor mental inclusion can go from unadulterated execution of preparing content to the improvement of deliberate learning methodologies that advance aptitude and expert objectives. Educators' social association goes from empowering understudies to accomplish better grades in scholarly accomplishment to accomplishing upgraded learning results (Ji, 2021)

The educator plays out a primary position within the study hall, which makes instructors commit material to every workforce setting. Commitment is thought to be a multi-faceted issue which incorporates entertainment of work, investment within the working environment, invaluable fate calling goals, lightness, and low truancy (Parker *et al.*, 2012). Kahn (1990) first conceptualized commitment as "the saddling of authoritative individuals' selves to their work jobs" (May, Gilson & Harter, 2004). To flourish at work, people need to completely submerge themselves in their work. That is, they should be fit for have cooperation the mental, close to home, and actual components of themselves of their work" (May, Gilson & Harter, 2004).

Cognitive Engagement

Cognitive Engagement is the term how much teachers care about and put effort into their jobs. When a person is fully engaged in their work and devoting cognitive resources to it, the cognitive dimension is present. Cognitive engagement is the ability of a worker to concentrate on the task at hand. High levels of engagement at work lead to fewer distractions throughout the day and higher levels of productivity. Additionally, cognitive engagement is related to motivational goals and self-regulated learning, according to Sharan and Tan (2008). Cognitively highly engaged workers are better able to define their duties, describe their jobs in accordance with procedures, and meet the goals in order to improve their job performance (Fachrunnisa *et al.,* 2022).

Physical Engagement

Physical engagement involves physical activity responding to work-related stimuli. This has to do with how much an employee exerts both physical and mental energy while performing their duties. Kahn gave examples of workers who described their work as "flying around" and who had high levels of personal engagement at the time. He made a connection between enhanced sentiments of confidence and the capacity to exert both physical and mental energy during work. The employee's attitude toward their work, participation in work-related activities, and the amount of physical and mental effort they put out while doing their employment all fall under the category of physical engagement. These actions reflect their dedication to their work. Kahn found a correlation between higher confidence and the amount of mental and physical effort one puts into their work. Employees who are physically active are enthusiastic about their work and have a growth mentality. Employees who are physically active may also be more inclined to take advantage of opportunities for learning and growth.

Emotional Engagement

Affective engagement is the sensation of being emotionally drawn to one's job duties, coworkers, managers, leaders, and the work environment (Cropanzano, Rupp & Byrne, 2003). Workers who believe their work is valued, for instance, feel a sense of belonging, perceive their work as significant, and experience feelings of safety and confidence. Given that the firm fundamentally seeks

stability, affective engagement may be more appropriate (Fachrunnisa, Adhiatma & Tjahjono, 2020). The emotional component also takes into account teachers' joyful emotional reactions to their work.

Organizational Support

Organizational Support as Independent Variable

In this sense, organizational help plays a focal part in the connections between the representative and the association, and it fundamentally impacts the increment of positive direction and prosperity of the workers (Kurtessis *et al.*, 2017). Fulfilling and meeting the socio-profound necessities of workers are known as Organizational help (Bilgin & Demirer, 2012). As indicated by (Chiang & Hsieh, 2012) centering and thinking often about the requirements of representatives is seen in Organizational Support. Considering the assessments of representatives, their own and proficient objectives and aiding them in their concern is likewise the help from association. Instructive foundations can uphold instructors by setting out vocation open doors, by financing worker profession improvement, by boosting representatives who foster their professions and by giving opportunity to the people who are creating professions through concentrating on leaves, courses, studios, and gatherings (Amin & Zahora Nasharuddin, 2013). As Bilgin and Demirer (2012); Rhoades and Eisenberger (2002) show, the parts of seen authoritative help incorporate preparation, independence, employer stability and wellbeing, acknowledgment, pay, advancement, reasonableness, and work conditions. Employee impressions of the organization's appreciation and care for their efforts are referred to as perceived organizational support. Employee performance and welfare are significantly impacted by perceived organizational support. Employees should build organizational support, in order to satisfy their needs for connection, recognition, and approbation as well as to weigh the advantages of more employment. Employee commitment to assisting the organization in achieving its goals might rise when there is a perception of organizational support. Performance enhancement is one outcome of perceived organizational support behavior. (Fachrunnisa *et al.,* 2022).

Organizational Support as moderating variable

Employee engagement is influenced by their mental and emotional assessments of their work, which are improved when they see organizational support. Employees may respond by becoming more invested in their work if they are aware that the organization feels and cares about their wellbeing (Murthy, 2017). According to Liu and Liu (2016), workers who experience higher organizational support are typically inspired to become more engaged in their work and care about the success of their organizations. According to the social exchange and POS principles, employees set expectations for how much their organization values and appreciates their work and then trade their engagement and contribution for rewards (financial, psychological, or social) from the organization (Tabak & Hendy, 2016). The more inspiration, care, support, and appreciation employees see from a company, the greater their impression of organizational support is believed to be (Chang, Wu, & Weng, 2019). According to the social exchange theory, employees will have a high sense of accountability and responsibility to the organization when they perceive more organizational support, which will then result in progressive and positive approaches and behaviors toward the organization. If there is Perceived Organizational Support (POS), cognitive engagement will also develop. In order to create individual employee well-being, such as positive feeling, passion, and self-evaluation, POS can affect the positive behaviors of employees (Islam & Tariq, 2018). The confidence of employees is impacted by the support provided by the company in the form of a perception that the company has provided a supportive workplace environment, welfare of workers, appreciated their work, and cared for what they need to have the self-confidence and self-efficacy (Bai, Yan, & Oathman, 2023). Because of this, they are more cognitively engaged and productive at work. Research has shown how vital organizational support and professional development are to the employee experience, satisfaction, engagement and performance in general within the financial services industry. Various research have shown that the presence of leadership or training programs, healthy work conditions are a major mechanism by which employees experience Job Satisfaction or Commitment. It improves not just the human experience but increase in monetary value for business. In contrast, lack of organizational support, unclear paths for promotion and poor working conditions may lower employee morale leading to reduced output from the attending employees translating into miserable financial results for your company. According to studies, firms that take care of their employee growth and happiness at work, align with the goals and values of employees will likely produce long-term financial success. (Mo *et al.,* 2024)

Teachers Engagement and Professional Development

According to Lyons (2006), teachers' work involvement not only affects their own professional development but also the academic performance and physical and mental development of their students. Teachers will have more favorable attitudes toward professional development the more relevant the programs are (Hassan *et al.*, 2023). Work engagement (WE) needs to be improved and maintained, which means that organizations need employees who are emotionally connected to their tasks, willing and able to fully engage in their positions, positive and willing to work beyond their job description, enthusiastic and devoted to high-quality performance standards, and so on (Murthy, 2017). Employee engagement at work, which is greatly influenced by a positive work environment, is a key factor in an organization's productivity (Xi, Xu & Wang, 2020). Cognitive engagement can ease all organizational elements to fully contribute to the improvement of organizational performance. (Fachrunnisa *et al.,* 2022)

Intervening job of Organizational help for Teacher's commitment and Professional Development

The study by Karatepe and Aga (2016) also discovered a link between employee work engagement and perceived organizational support, which in turn influences work performance, a development of their profession. An employee will believe that there is mutual benefit (organizational justice) for the contribution that is equal to what he receives from organizational assistance if he feels that he is given support by the organization. He feels better and is more engaged at work as a result. Employees that experience organizational support are inspired to carry out their job plans and feel cared for. As a result of the perceived organizational support being tailored to the needs of both the employee and the company, it will have an effect on employee engagement. It will have a positive impact on your performance. According to earlier research by Pohl, Bertrand & Ergen (2016), there is a connection between perceived organizational support and employee engagement, which can be assessed using a variety of indicators, including organization attitude, program organization, company treatment, and company tolerance. Neves and Eisenberger (2014), who claimed that perceived organizational support is a merging between the organization's cares for the wellbeing of its members.

Likewise, Chinomona and Sandada (2014) expressed that authoritative help is about representatives' convictions, to give help with testing circumstances and pardon their innocent missteps. It could be summed up that hierarchical help might incorporate giving advancement open doors, motivations and other incidental advantages, valuable open doors for improving scholar and expert capability, and orchestrating courses, studios and gatherings that enhance the representatives with refreshed information (Amin & Zahora Nasharuddin, 2013). Likewise, Bilgin & Demirer (2012) and Ahmed *et al.* (2015) portrayed that authoritative help includes, representatives' acknowledgment, representatives' preparation, work maintenance, reasonableness in remunerations and advancement and great working circumstances. The central points which added to authoritative help are reasonableness, manager support, hierarchical rewards and working conditions. Hierarchical offices advance proficient improvement Staff and can be characterized as a chance or accessibility for representatives to learn and connect inside the system of the association of their own work (Evers *et al.*, 2011).

Most of these examinations select breaking down the intervening impact of hierarchical help in the connection between Teachers' Engagement and Professional turns of events. The work is partitioned into four areas. To begin with, hypothetical and experimental commitments connected with the connections between the factors that are remembered for the exploration model are looked into. Second, the strategy utilized to test the model is portrayed. Third, results are introduced, finishing with ends and conversation of the outcomes acquired. This final area likewise features the primary ramifications for future examination.

Conceptual Framework

A significant concentration for training strategy and practice at the worldwide level is the expert improvement of teachers (Banks & Smyth, 2021). Importantly, teachers learning can fundamentally affect understudy learning quality (Fishman *et al.*, 2003). Then, at that point, it is fundamental that specialists and policymakers comprehend factors that might impact the nature of the instructor. There are many variables that impact the educator commitment in their work and the development of their calling i.e., is likewise called proficient turn of events. The social qualities of people and disciplines can change as a result of the dynamic changes that affect society. Teachers were left with no time to prepare for the dramatic shift from classroom instruction to online distance learning

caused by the COVID-19 outbreak. Many research on the challenges school teachers encountered during the online education age have been done (Akartuna & Serin, 2022). Despite efforts made for online education, more than 500 million individuals were not able to access education, according to a UNESCO report (UNESCO, 2021). For instance, the main worry with regard to access to online education is the difficulty in using the internet (Colao *et al.*, 2020). Due to these challenges, instructors were given additional duties on top of their already heavy workloads (Correia, 2020). The pandemic has varying effects on instructors' levels of dedication for various populations. The COVID-19 epidemic led to an increase in the use of technology in education. Teachers everywhere were compelled to adopt digital technologies for instruction without any prior training and support (Akartuna & Serin, 2022).

The outcome of school improvement plans depends on offering the help and assets fundamental for educators to extend their ability or to learn various practices (Goddard, Goddard & Tschannen-Moran, 2007). Authoritative Support, combined with pressure, is fundamental for proceeding with instructive enhancements. Support comes in many structures: adequate chance to make significance of new learning; an unmistakable course and learning results; ideal criticism in view of understudy learning; potential chances to notice or practice the new expertise; or making a cooperative culture which values request, hazard, and critical thinking. Educators ought to work in a climate wherein they experience a strong learning environment with great connections and wherein both their prompt manager and close partners will help them and wherein committing errors is protected. (Thurlings, Evers & Vermeulen, 2015)

The degree of teacher's trust in hierarchical help will be impacted by their assessment of involvement and perceptions about the manner in which the association treats its representatives overall (Allen, 1995; Eisenberger *et al.*, 1986). And for that Positive help from the association to the representatives will make a favorable work circumstance. By getting this help the presentation of individuals will be urged to be better. Likewise, support additionally raises the energy of the work group so they can trust and help one another and there is a decent connection between laborers in the workplace (Farh, Hackett & Liang, 2007). Consequently, Stimulating and directing. 2.2 TPD is a significant errand of Human Resource Management (HRM) and Human Resource Development (HRD) capacities in schools. TPD can be sorted under the elements of preparing and (vocation) advancement. A significant motivation behind HRD research is to get more understanding into the subject of how to foster representatives in associations (McGuire & Cseh, 2006). Subsequently, TPD is additionally a fundamental piece of the HRD work in schools.

In this specific circumstance, it tends to be contended that the quality and feeling of the circumstances given by the association, particularly to educators, are vital to the progress of instructive associations. These circumstances might incorporate the learning and showing conditions at schools, delicate and intrigued conduct shown by executives, and cycles that cause educators to feel esteemed as well as defeating educator tensions in the event of issues.

Associations that offer help feel pleased with their workers, esteem them adequately and apply endeavors to address their issues (Özbek & Gözde, 2009). Representatives who get broad help from their associations are more disposed to show ways of behaving that will help their associations (Eisenberger *et al.*, 1986). Since authoritative help produces individual discernments towards hierarchical activities whether or not guarantees made straightforwardly or in a roundabout way are kept or not, it gives experiences about complementary activity from the workers in light of their apparent hierarchical help levels (Coyle-Shapiro & Conway, 2005). At the point when the association really focuses on its workers and values their commitment, they feel that authoritative help is high (Suazo & Turnley, 2010) and will more often than not focus on their association emotionally (Neves & Eisenberger, 2014).
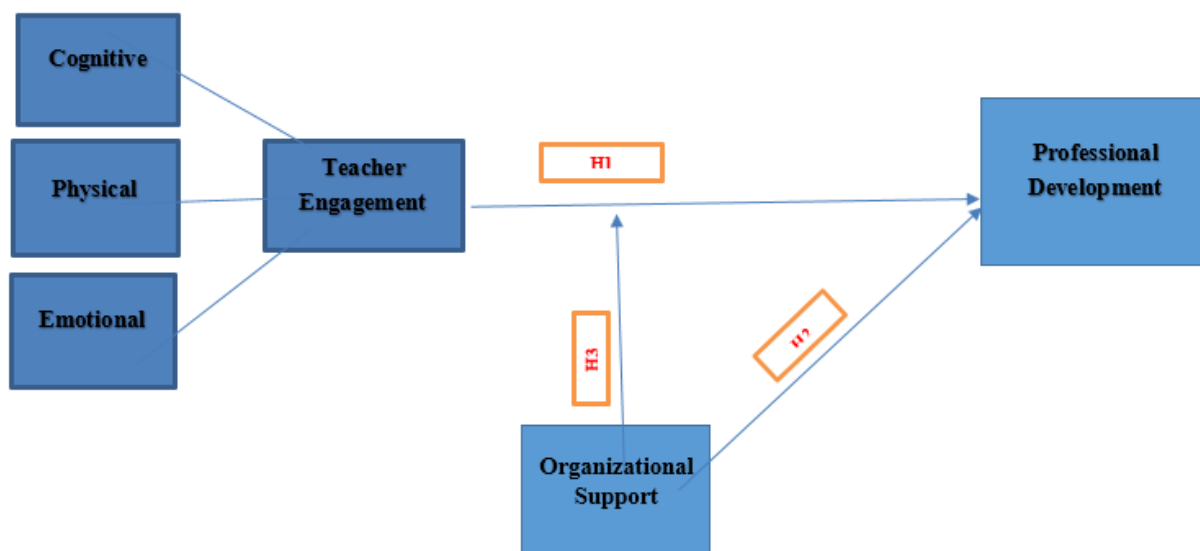
Figure 1. Conceptual Framework

Hypothesis

H1.   Teachers' Engagement shows a desired effect on Professional Development.

H2.   Organizational Support shows a desired effect on Professional Development.

H3.   Organizational Support as the moderators between Teachers' engagement and Professional Development.

Theoretical ground

Social identity theory

According to Fujita, Harrigan & Soutar (2018), social identity is the idea that a teacher sees common ground with other employees and sees himself or herself as a member of the group or school. According to Tajfel and Turner (2003) and Kim, Eisenberger & Baik (2016), social identity is, in general, an integral aspect of a person's sense of self and connection to the society, school, or group to which they belong. This includes the importance of relationships and emotional ties. When the social identity is developing, people can noticeably recognize that they belong to their group and are distinct from people outside of it (Hogg & Terry, 2014). This theoretical notion is applicable for teacher engagement and their organisation support in their performance and progression.

Social exchange theory

Between management and employees, the social exchange hypothesis has a significant impact on their commitment, motivation, and desire to continue working. It has been discovered that management plays a key role in social exchange processes. The effectiveness of the organization and the workplace as a whole are impacted by these social interactions. For instance, favorable attitudes and behaviors from the workforce would result from management decisions that were well received by the workforce, which would be very beneficial to the organization. Social interaction at work resembles a protracted barter between employees and management in terms of obligations and favors. This is so that a worker has a relationship with the entire organization, not simply a certain person who represents it (Bai, Yan, & Oathman, 2023). According to the Social Exchange Theory, employees decide how committed they will be to their jobs based on how much support and belonging they feel from their employers (Nazir *et al*., 2018). Thus, teachers are committed to serving the educational institutions for the better of the students. In contrast they are also committed to developing and improving their performance with the help of institutional support. Thus, mutual benefits are expected among the teachers, students and the educational institution.

RESEARCH METHOD

This study accesses the perception of teachers at Secondary Schools. The present research is based on the opinions collected from the teachers working in the 37 Secondary Schools of Kathmandu valley of Nepal. The study has selected only those teachers who have at least 5 years of experience in

that particular company and those who are interested in volunteer participation in the survey. The data required for this study came from two sources: primary and secondary. Two different sets of questionnaires were developed to determine the teacher's perception, organizational support, teacher's engagement, and relation of socio-demographic and other individual characteristics and the professional development of teachers. The first questionnaire comprised of two parts: first part asked about the socio-demographic and individual characteristics of the teachers and second section asked about the questions related to teacher's engagement, organizational support and the professional development of teachers. In addition, clarifications of any doubts in the questionnaire were done immediately by the surveyor. The questionnaires were developed in both hard copy and soft copy and were collected in both ways, i.e. in person visit and online methods.

This study collected data from the required sample size, which was identified by using for questionnaire survey. The study was conducted in the different clusters, so design effect (1.5) is calculated to increase the numbers. So, the final sample size become = 384.16 * 1.5 = 576. The extraction factor values (Cronbach alpha) to ensure that the level of soundness of an instrument of the review are between (0.82 - 0.95). These qualities are satisfactory for the motivations behind this concentrate as higher than the base and dependability of (0.70).

The effect of most predominant variables on the teachers 'perception on organizational support and teachers engagement was modeled with multiple linear regression technique. Multiple Linear Regression technique is widely applied technique, 4.3significant number of perceptions based and relationship between two variables are carried out. A generalized equation for multiple linear regression is shown in Figure 1. For common method or variance test, this study checked the relationships the principal constructs whether significant correlation exist (r>0.90) Nitzl (2016). This study found the correlation among all the constructs was less than 0.90. Alternatively the study checked CMB by the occurrence of a VIF higher than 3.3 as an indication of pathological collinearity. The study found that the highest VIF is 3.249 which is less than the threshold value 3.30 (Kock, 2015). Therefore, this study is free from common method biasness.

RESULTS AND DISCUSSION

Statistical analysis and findings

This study applied Smart PLS version 4 to analyze the data based on hypothesized effects. As suggested by (Sarstedt, Ringle & Hair, 2017), the study used a two-step procedure of PLS-SEM: measurement model or outer model for checking reliability and validity of the model and its item or indicators (Henseler, 2017), and structural model for testing the relationships (Ramayah *et al.,* 2018; Hair *et al.,* 2019). The two-step procedure supports well with the iterative type of model, especially in the field of social science and management. It enables researchers to improve the model, and detail examination of the measurement and structural components. Therefore, it is an effective analysis tool which ensures the validation of the measuring tools and strong testing of the theoretical links, derives the conclusions form the data. (Sarstedt, Ringle & Hair, 2017).

Measurement Model

A measurement model is formed to assess the reliability and validity of indicators and constructs (Sarstedt, Ringle & Hair, 2017) through convergent validity and discriminant validity. Cronbach's alpha (CA) and composite reliability (CR) assure internal consistency of items, and average variance extracted (AVE) confirms convergent validity (Sarstedt, Ringle & Hair, 2017). In discriminant validity, Fornell-Larcker criterion, cross-loadings, and especially the HTMT ratio of correlations can be used. Ramayah *et al.* (2018) proposed guidelines for assessing validity of measurement model: Internal consistency via composite reliability (CR) > 0.7; Indicator reliability via indicator loadings > 0.7 and significant at least at the 0.05level; convergent validity via AVE > 0.50; discriminant validity via cross loading, Fornell and Larcker correlation as proposed by (Henseler, Hubona & Ray, 2015).

The finding showed that reliability of measurement model was achieved through factor loading (> 0.60), Cronbach's alpha (> 0.70) and composite reliability (>0.70) (Table-1 and Figure-2). The convergent validity was approved through average extract variance (AVE) of more than 0.50. In the case of discriminant validity, Fennel and Larcker test was done and found that it met the criteria (diagonally square root of AVEs were more than their respective row and column values) (Table-1).
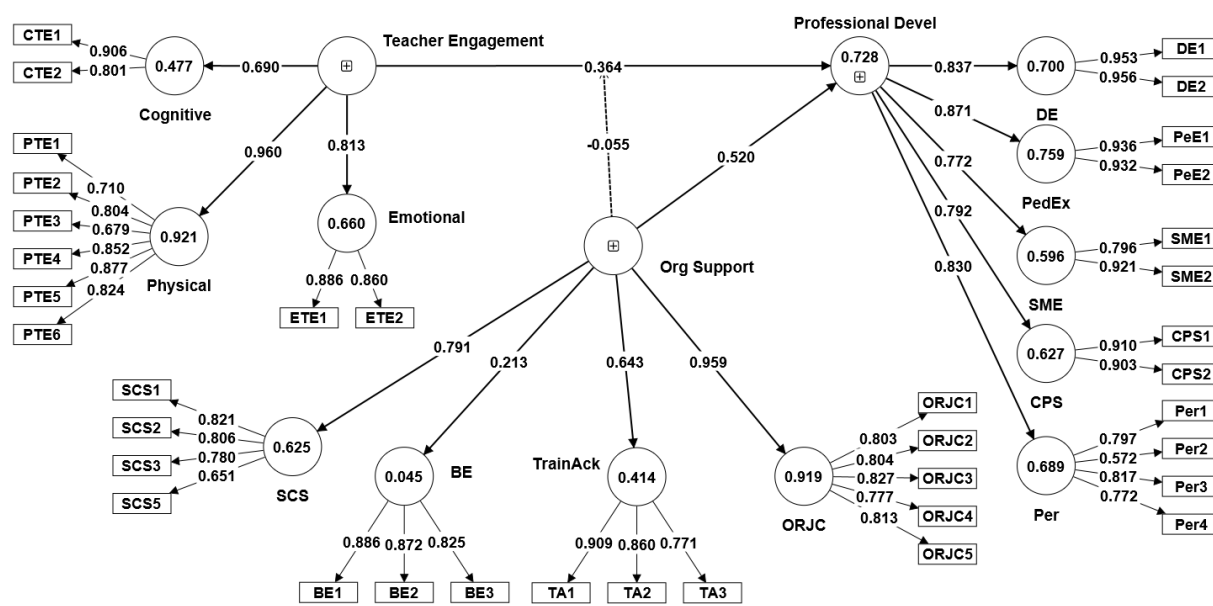
Figure 2. Measurement Model

Table 1. Reliability, Convergent Validity, R-square, F-sure, VIF

Construct	Items	Factor Loading	Cronbach's alpha	Composite reliability	Composite reliability	Average variance extracted (AVE)
Training and Acknowledgement	TA1	0.909				
	TA2	0.860				
	TA3	0.771				
Supervisor and Colleagues Support	SCS1	0.821				
	SCS2	0.806				
	SCS3	0.780				
	SCS5	0.651				
Organizational reward and Job condition	ORJC1	0.803				
	ORJC2	0.804				
	ORJC3	0.827				
	ORJC4	0.777				
	ORJC5	0.813				
Benefits for the Employees	BE1	0.886				
	BE2	0.872				
	BE3	0.825				
Organizational Support			0.866	0.871	0.896	0.523
Physical Engagement	PTE1	0.710				
	PTE2	0.804				
	PTE3	0.679				
	PTE4	0.852				
	PTE5	0.877				
	PTE6	0.824				
Emotional Engagement	ETE1	0.886				
	ETE2	0.860				
Cognitive Engagement	CTE1	0.906				
	CTE2	0.801				
Teacher Engagement			0.896	0.899	0.916	0.550

Construct	Items	Factor Loading	Cronbach's alpha	Composite reliability	Composite reliability	Average variance extracted (AVE)
Collaboration & Problem Solving	CPS1	0.910				
	CPS2	0.903				
Pedagogical Expert	DE1	0.953				
	DE2	0.956				
Pedagogical Expert	PeE1	0.936				
	PeE2	0.932				
Performance of the students	Per1	0.797				
	Per3	0.817				
	Per4	0.772				
Professional Development			0.895	0.899	0.915	0.548

Structural Model for Hypothesis testing

At the second step of PLS-SEM, a structural model is evaluated for the hypothesis test after confirming the acceptable level of the measurement model. Sarstedt, Ringle & Hair (2017) affirmed that PLS structural model in critical criteria: the significance of path coefficients, coefficient determination (R2), effect size (f2) and predictive relevance (Q2). In this structural model, R2 for professional level was 0.742 (moderate) (Henseler, Ringle & Sinkovics, 2009) which indicates the organizational support and teacher engagement can explain 74.2% variance of professional level (Table-1). Effect size showed that both medium were on the professional development.

Table 3 showed the path coefficient, t-value, and p-value of this study result. The relationships of teacher engagement and organization support with professional development is significant. The beta value for TE→ PD is 0.363 and OrgSup → PD: 0.520); the T-value for TE→PD is 5.586 (> 1.96) and OrgSup → PD is 7.696(> 1.96); the P-value for TE→PD is 0.000 (<0.05) and OrgSup → PD is 0.000(<0.000). Thus, hypotheses 1 and 2 were supported.
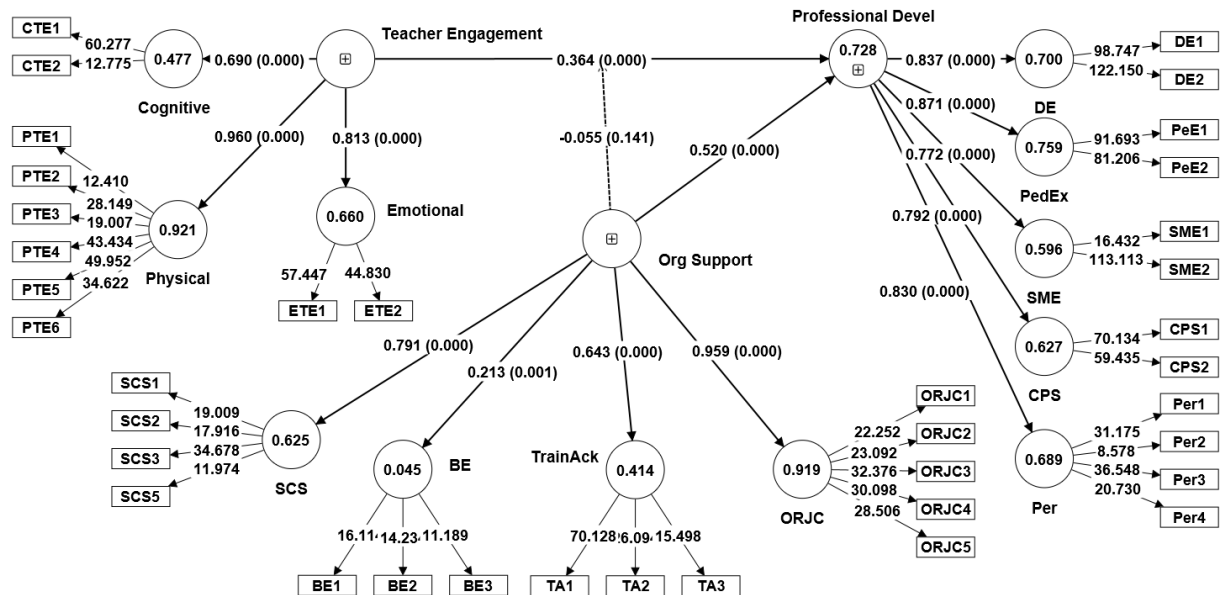

Figure 3. Structural Model

Table 2. Path Coefficients and Hypothesis Testing

Paths	Beta	T-value	P-value	BC-CI Lower	Upper	Decision
Org Support -> Professional Level	0.520	7.696	0.000	0.394	0.653	Supported
Teacher Engagement -> Professional Development	0.363	5.586	0.000	0.223	0.478	Supported
Org Support x Teacher Engagement -> Professional Development	-0.054	1.469	0.143	-0.128	0.017	Not Supported

Note: **p <0.01; *p < 0.05;

The product-indicator approach using PLS-SEM was applied in this current study to detect and measure the interacting (moderating) effect of organization support on the relationship between teacher engagement and professional development (Henseler & Chin 2010). This relationship between organizational support and professional development was statistically significant, however, the interaction effect was not significant (beta value: -0.054, T-value: 1.469 and P-value: 0.143). Thus, organizational support does not moderate the relationship and H3 is rejected (Table 2 and Figure-4).
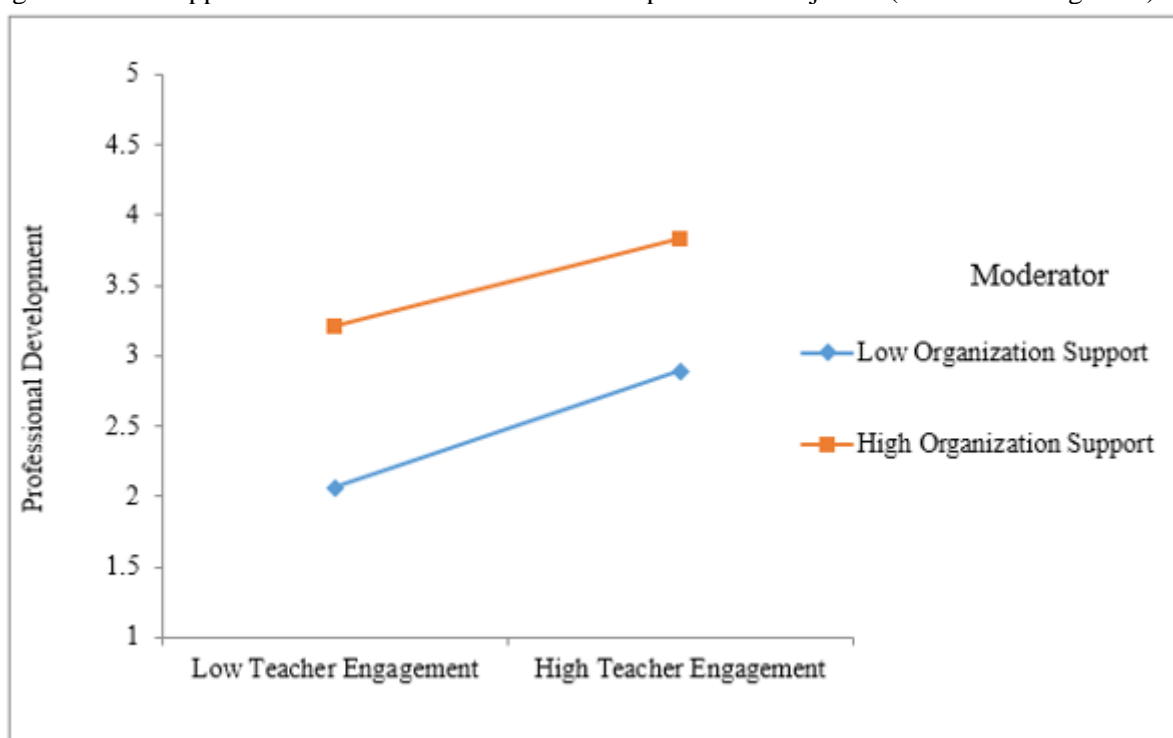

Figure 4. Moderating Effect of Org support

This study aimed to examine Secondary School teachers' engagement with organizational support for professional development: a case of Secondary Schools of Nepal. Regarding our research, H1 indicates that the Teachers' Engagement shows a desired effect on Professional Development. Thus, our study results revealed that teachers' Engagement significantly influences Professional Development of teachers in Secondary Schools of Nepal. Although according to the present research results, the responses towards the impact of teachers 'engagement were largely significant, it should be noted that it is not only the quantity but also the quality of Teachers' engagement that determines the efficacy of its PD. We may infer from the findings in the current study that teachers' physical engagement may range from participating actively at various formal and informal events during professional development activities. Teachers' emotional involvement can take a variety of forms, from expressing interest in the teaching activities and loving them what they do in the classroom to forging deep bonds of connection. The cognitive involvement of teachers can take many different forms, from merely implementing their effort for making their teaching more effective and paying a detailed attention in their work. Therefore, it makes sense to presume that teachers' engagement in professional development may be pliable and responsive to context. Although teachers' engagement may start off as simple participation or like, as

their particular requirements evolve, it can lead to psychological investment or professional dedication and may therefore be a key to proving the real worth of the teaching profession. Our study's findings are consistent with other studies that shown that instructors' engagement has a big impact on professional development (Ji, 2021; Bakker & Leiter, 2017; Bakker & Albrecht, 2018; Fachrunnisa, Adhiatma & Tjahjono, 2020; Harper-Hill *et al.,* 2022).

The second finding highlighted the Organizational Support shows desired effect on Professional Development. To analyze the effect of the Organizational Support on professional Development, H2 indicated that the Organizational Support would be positively related to professional Development. When the institute and higher authorities provided organizational support, teachers generally performed better. The study's findings concur with those of Miao (2011) research indicated a link between organizational support and professional growth. It implies that there is a significant correlation between organizational support and teachers' effectiveness. The study's findings are also consistent with the reality of life and the state of secondary schools nowadays. The findings of the current study are supported by actual data from all across the world. This hypothesis was validated and found to be significant and this agrees with a research conducted by many researchers like Ahmed *et al.* (2015), Murthy (2017), Kshetree (2021) etc.

Finally, this study focused in H3: Organizational support as the moderator between teachers engagement and Professional Development of Teachers. This result indicates that the organizational support did not moderate the relationship between Teachers Engagement and Professional Development of Teachers, this Hypothesis 3 is rejected. While organizational support is important for Professional Development and is greatly enhances development of teachers but it does not interfere the direct link between Engagement and Development. This result shows the functions of Organizational Support is important but more direct and less interactive compared with the previous studies which asserted for moderating impact. (Miao, 2011; Ahmed *et al.,* 2015). The focus on organizational support as a moderator is not extremely new but it does add depth to how these factors interact and provides directions for future research.

This research provides additional empirical support of the literature that points to Teachers Engagement and Organizational support as essential features in Professional Development of teachers. Research of Ji (2021), Bakker and Leiter (2017) and Harper–Hill *et al.* (2022) further substantiate this claim by highlighting the significance of Teachers Engagement as a primary driver for Professional Development of teachers. Similarly studies by Miao (2011) and Ahmed *el al.* (2015), the value of Organizational Support in improving Teacher effectiveness was also emphasized. However, this study encounters that the organizational support provides partial support for this same. It shows that there is no moderation effect between Teachers Engagement and Professional development of Teachers. Teachers Engagement and Organizational Support are the key elements in effective Professional development which works independently on Teachers Professional growth. Teachers Engagement in Professional Development is a powerful predictor of its effectiveness. At the same time this impact of Organizational Support is direct on Professional Development outcomes and not as a moderator between both Teachers Engagement with the Professional Development.

The study suggests utilizing continuous feedback systems, dynamic and supportive environment. It is necessary to combine technology into professional development of teachers, promote collaborative learning environments and involve stakeholders, such as parents, governmental organizations, and community. The result of the study indicates educational policy should focus on establishing context for Teacher's engagement in order to realize effective Teachers Professional Development. School leaders must be committed and show strong Organizational Support to such Professional growth. And Teachers training actions develop concentrated actions. Hence, it focuses on ways to engage teachers in a multi-dimensional level.

This research contributes to the empirical evidence from some of the under researched settings in Teachers Professional Development in Nepal. And it provides the assumptions of an Organizational Support as a moderator between Teachers Engagement and Professional Development of teachers. Hence, it is representing a new perspectives on this relationship. It offers an alternate interpretation of the dynamics by changing or challenging the assumptions that Organizational Support is a positive center point for such relationships. This study has several limitations despite its contribution. These shortcomings are context (developing countries), variable selection, sampling techniques, etc. The focus on Secondary schools in Nepal may reduce to the generability of these findings to other contexts. The sample size may not fully represent all the Secondary Schools teachers of Nepal. At long last, this work

isn't without its restrictions, which thus give valuable open doors to future exploration. For instance, the consideration of factors, for example, quality work life and family status, security status at working environment could add to the advancement of the model, since it is possible that these variables might have a moderating effect, the expert turn of events. In future research these short coming might be addressed for better results and generalization.

CONCLUSION

This study investigated the effect of teacher engagement on their professional development through organizational support. The results of this study indicated that there was a significant and positive effect of Teachers' engagement in academic planning, training, and motivation on Professional Development (H1). Each School should provide a salary and other benefits based on market value so that teachers can sustain the income of job service. In terms of researching teachers'' conduct, it was discovered that they exhibited risky behaviors, but the administration''s support was lacking owing to a lack of funds, appropriate regulations, and training objectives. Fulfillment of basic needs is important to retain the teachers then gradually other surplus benefits should be increased to improve the socio-economic life of schoolteachers.

Organizational Support regarding the obtaining, sharing, and application gives a positive commitment to the Schools'' development execution (H2). Through powerful Organizational Support, schools can have the option to change motivation into imaginative items, administrations, and cycles, and hence lead to better schools' results. In this review, the outcomes show that there was a huge and beneficial outcome of Organizational Support on Professional Development. The powerful utilization of Organizational Support decidedly affects Professional Development. Similarly, the consequences of this are that rising hierarchical help and advancement rehearses to accommodate positive social change for the staff of these associations that can be steady to improve Professional Development (H3). Thus, Organizational backing is a significant figure accomplishing generally hierarchical viability and that OS is a significant driver of execution and fundamental to keep an upper hand.

To sum up, it can be concluded that the role of effective Teachers' Engagement is the most important for increasing Professional Development. Highly devoted educators put forth more effort to support the academic objectives of their institutions. Organizational Support also contributes to enhancing the performance of organizations. These practices are common in the Nepalese schools, but they are at a moderate level. Still, schools are running in the interest of a single person so it should be institutionalized with standard norms and values of participatory practice. Teachers should be encouraged to use their creative and innovative knowledge and skills for the better development of schools. Sustainable development of schools and professional growth of teachers should be taken care of. The degrees of commitment may be increased by scheduling job rotations or allowing senior teachers to teach remotely. The educational setting at work regardless of their technical proficiency, greenery fosters sympathy between learners and teachers, which contributes to the production of greater human resources. The strategy to serve humankind internationally has been suggested through green minds of teachers, administrative staff, and students for creating a happy future and prosperous world. The organization's green environment contributes to sustainable development in a number of ways, and it benefits society as a whole. With positive attitude and facilities, the green environment will be gently and progressively improved and the teachers' engagement. This study adopted two theories: social identity theory and social exchange theory. In education for the teacher engagement's effect on their professional development, these theories are first time used, which is an obvious theoretical contribution. These findings support the assumptions of these theories for extension of their wide use.

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AUTHOR CONTRIBUTIONS

Conceptualization, data collection, Formal analysis and Writing - Original Draft has been done by S.T., Supervision, Visualization, Writing - Review & Editing has been conducted by S.P. and A.G. Project administration and Funding acquisition done by A.B.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

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