

Teachers' Perceptionstowards Continuing Professional Development

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English**

133 (5)

**Submitted by
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**Faculty of Education
Tribhuvan University,
Kirtipur, Kathmandu, Nepal**

2023

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Declaration

I hereby state that, to the best of my knowledge, this thesis is entirely original; no portion of it has ever been submitted to another university.

Date: 08/07/2023

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This is to certify that **Ms.Shanta Devi Koirala** has prepared her M.Ed. thesis entitled **Teachers' Perceptions towards Continuing Professional Development** under my guidance and supervision.

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Dedication

Affectionately

dedicated to

*My parents who have devoted their whole life to make me
what I am today.*

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Abstract

The present study entitled, **Teachers' Perception Towards Continuing Professional Development** was carried to explore the EFL teachers' perceptions towards continuous professional development and the CPD activities that the teachers were engaged in. I used survey research design to accomplish this study. The population of the study were all the EFL teachers teaching at secondary level. I collected the data from thirty secondary level EFL teachers teaching at secondary level in Kirtipur Municipality by using simple random sampling strategy. A set of questionnaire that included close and open ended questions was used as the tool for data collection. The research found that a good majority of the teachers agreed that CPD inspires them to be more creative and innovative in their profession. Similarly, teachers were participated in different continual professional development activities such as: talking with colleagues and developing networking with teachers from outside, watching Youtube videos and learning through web based videos, reading books/ articles available in the work place, attending workshops/ seminars/ conferences, peer observation, taking courses for higher qualification (M.Phil./Ph.D.) and conducting personal research and reviewing the journals. The most preferred activity for their CPD was talking with teachers and developing networking with teachers from outside and the least preferred activity was conducting personal research.

This thesis has five chapters. The first chapter gives an overview of the thesis along with background and context of the study, objective of carrying out the research, significance of the research, delimitations of the study and operational definitions of the key terms. Whereas, the second chapter contains the relevant literature review, implications of the review of the study and conceptual framework. On the other hand, the third chapter deals with the methods and procedures followed to collect data for this study and instruments used to collect the data. While, the fourth chapter encompasses analysis and interpretation of the data. It presents the responses of the participants about the issues of the research. The fifth chapter provides the discussion on the result of the study that was analyzed in Chapter Four. It also contains recommendations for the policy level, practice level and further research level. In the end, at final section, references and appendices are included.

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Chapter I

Introduction

The present study 'Teachers' Perception towards Continuing Professional Development' was carried with the purpose of exploring the attempts made by secondary level English teachers for their professional development. The study's background, problem statement, aims, research questions, significance, study delimitations, and operational definitions of key terminology are all included in the introduction chapter.

Background of the Study

Education is an essential element required for a nation's growth. It is a universally accepted fact that education is the primary means by which individuals may be encouraged to acquire a thorough understanding, positive attitudes, and values, as well as the capacity to take part in effective decision-making and contribute to the welfare of society. The teacher is the backbone of the education system and is the architect of society. The progress of an organization depends upon the quality of its teachers. Today's child is tomorrow's citizen of the country. Nothing can match and replace the exceptional contribution of the teacher in building the future of the children.

Teacher development is a continuous cycle of learning that begins with the training to the beginner teachers and continues for as long as a teacher remains in the profession. Because teaching is a public profession, teachers are under pressure from society to always look for ways to enhance student learning. The way to make this possible is by assisting teachers to "continue to progress in the use, adaptation and application of their art and craft" (Larson, 1997, p.250). Hence, the term professional development implies all the activities in which teachers engage in during the course of a career which are designed to enhance their work. Such activities are intended to result in on-going teacher learning, a process by which teachers move towards expertise.

In a broad sense, the word "professional development" is frequently used to describe all formal and informal learning that seasoned instructors engage in during the course of their careers (Craft, 2000). Teachers continue to study throughout their careers, not because they lack knowledge, but rather because it is clear that they must do so in order to meet the demands of a society that is changing swiftly and continuously. The growth of teachers cannot be divorced from their professional social experiences since learning is socially located. (Roberts, 1998). Teacher Professional Development (TPD) is no longer a new phenomenon. Of late, it is on the agenda of many educational institutions throughout the world; and has generated several debates in and outside academia. It is worth mentioning that TPD is increasingly placed in the context of lifelong learning by the international literature on social policy and by the literature of educational research. However, professional development has led to improvements in teachers' knowledge, instruction, skills and practice, and student outcomes. Across the world, it is broadly recognized that TPD is a key mechanism for refining classroom instruction and student's achievement. As According to Youngs and Lane (2014), professional development has three effects on student success. First, teacher knowledge and abilities are improved via professional development. Second, improved knowledge and abilities enhance instruction in the classroom. Third, better instruction increases student's accomplishment. No improvement in student learning may be anticipated if one connection is weak or absent. What's more, kids won't gain from a teacher's professional development if they don't use new concepts learned during professional development in classroom instruction, for instance. While much has been written about TPD, one of the most noticeable gaps in many contemporary texts on TPD is a failure to see it (TPD) as a: discourse, power and reflexive practice. Hence, TPD concerns the growth and development of teachers in their professional roles. It is a professional growth where teacher's knowledge and practice have to be integrated for effective teaching. The process of making competent at applying the knowledge and skills they have acquired in the classroom practice is teacher professional development.

The term "continuous professional development" (CPD) is used to describe all of the interventions that teachers engage in over the course of their employment. CPD covers all procedures required to influence the classroom. The goal of CPD is to raise students' academic attainment while also improving the work performance of teachers

in the classroom. Effective professional development programs encourage instructors to establish teachers' learning forums by involving them in learning activities similar to those they could do with their students. There is a rising trend in considering schools as learning organizations, which help teachers share their academic skills and practices in an organized fashion (Bacchus & Grove, 1996). To sum up, CPD is a consistent cycle of teacher learning beginning with initial training and lasting for as long as a teacher remains in the profession.

Teachers' beliefs, practices and attitudes are important for understanding and improving educational processes. They are closely linked to teachers' strategies for coping with challenges in their daily professional life and to their general well-being, and they shape students' learning environment and influence student motivation and achievement. Furthermore, they can be expected to mediate the effects of job-related policies: such as changes in curricula for teachers' initial education or professional development and achievement in students' learning. Hence, my study is concerned with teachers' beliefs towards the teachers' professional development.

Statement of the Problem

My interest in exploring the area of TPD in Nepalese context relates to my struggles to understand the importance of professional development in order to be a competent teacher. Being engaged in the teaching profession for five years, I have come to know that "investing in oneself as an educator will certainly help to bring better performance in the students". It is because, the more professional development teachers get, the more likely students are to succeed.

In my beginning days of teaching I experienced some obstacles along the way. However, with the help of colleagues' guidance I tackled the challenges. The suggestions and success stories of colleagues greatly assisted me to start up my career. Then, I started to participating in online professional courses and also to take part in conferences and seminars. While participating in such events exposed me to some new ideas and perspectives I hadn't thought of before. I realized that attending professional development courses increases expertise in the field and, as a result, builds confidence in the work we do. As a teacher, I had to spend more time with students than friends and adult circle, but while engaging in professional development

courses I could meet with the people of my category and that could not only be refreshing but also the opportunity to learn the wealth of knowledge. I enjoyed being with adults and learning alongside them. I grew my network of teachers with whom I share ideas, go to for advice and have mentorship these days. So, I have realized that professional development courses are productive for us to see how far we've come. Professional development can give us the necessary resources needed for us to achieve the teaching learning goals in an efficient manner. However, I am interested to know whether the same principle applies in the context other teachers or not; hence, it is appealing to explore on 'Secondary Level Teachers' Perception Towards Continuing Professional Development'.

To sum up, my intention in undertaking the survey is to gather data that would generate a deeper sense of issues and factors pertaining to professional Development. I also expect the survey to confirm my understanding of professional development in the context and provide a sense of teachers' understanding of continuing professional development at secondary level.

Objectives of the Study

The study was anticipated to achieve the following objectives:

- i) To explore the EFL teachers' perceptions towards continuing professional development.
- ii) To investigate CPD activities in which the teachers are involved.

Research Questions

The study tried to answer the following questions:

- i) What is the perception of EFL teachers towards continuing professional development?
- ii) What types of CPD activities do the teachers engage in while teaching EFL?

Significance of the Study

The significance of this study has both theoretical and practical dimension. Theoretically, the findings of this study may be used to raise awareness among policymakers and other stakeholders about the value of taking part in TPD trainings. While on practical dimension, it will encourage the teachers to take part in TPD trainings themselves and also could be helpful to inform them about the research. I also expect my study to draw attention of EFL teachers so that they can update themselves with the findings of this study and match them with their own experience. Besides, the study also can help other researchers as stepping stone for those who want to undergo a research on similar areas.

The study is significant for the EFL teachers as it helps them to develop their awareness on the importance of TPD. Similarly, it will be significant for the researcher as they can review the empirical literature and also can take the reference for the related researches. Likewise, it will be very useful for syllabus designers, textbook writers and related administrative bodies.

Delimitations of the Study

-) The population of the study were EFL teachers teaching at secondary schools (Grade 9-12).
-) The study was limited to the response obtained from thirty EFL teachers.
-) The research area was limited to Kirtipur municipality.
-) A set of questionnaire consisting of close and open ended questions was used as the data collection tool.

Operational Definition of the Key Terms

The terminologies used in the context of this study give the following meaning.

EFL teachers. the non-native English instructors who work in nations where English is not the official language.

Continuing Professional Development. It is a consistent cycle of teachers' learning beginning with initial training and continuing with several in-service trainings throughout their service period. It is here used as an umbrella term for all those actions which teachers do to improve their professional skills.

Professional development. A process of learning to maintain professional credentials such as academic degrees to formal coursework, attending conferences, and informal learning opportunities situated in practice. Thus, professional development can be referred as all forms of formal and less formal learning undertaken by experienced teachers during the course of their career (Craft, 1996).

Secondary level teachers. Teachers teaching English as a foreign language from grade nine to twelve.

Chapter II

Review of Related Literature and Conceptual framework

The pertinent literature that relates to the setting of this study has been evaluated in this chapter. This chapter covers the pertinent literature that relates to the setting of this study from a variety of angles. There are two sections to the literature. The first part focuses on the review of theoretical literature whereas the second part is based on the review of the empirical literature and then implications of the review of the study has been mentioned. This chapter also includes conceptual framework of this study based on the related literature.

Review of Theoretical Literature

Clear thoughts regarding research effort are provided by the examination of related literature. Exploring new concepts from the theories and facts that already exist is the greatest way to identify the gaps and issues. To put it more precisely, I have conceived the entire research process in order to conduct the study in a methodical and scientific approach. I examined the theoretical literature relevant to English teachers' professional growth in the following section in order to provide my study a solid theoretical foundation.

Understanding CPD. Within the literature, CPD has varied meanings and is valued differently in various professions (McMillan, McConnell, & O'Sullivan, 2016). Looking at the idea more broadly, Friedman and Phillips (2004) argue that CPD is vague since neither the academic nor practitioner literature clearly defines it. It is perhaps because of its "fragmented" and its "under-theorised" nature (Kennedy, 2014, p. 689) that can explain why the term is seemingly loosely conceived in the literature. According to Friedman and Phillips (2004), professionals consider CPD as training, a way to stay current, and a means of advancing their careers. Distinctively, Friedman and Phillips point out that professional associations view CPD as a component of lifelong learning, a way to improve one's career and personal growth, a responsibility for providing excellent services, and an affirmation of a skilled and capable workforce among professionals in the eyes of the general public. To have a twenty-first century notion of CPD, Boud and Hager (2012) support it being closely

aligned with professional practice. They believe that there is no use in engaging in a wide range of activities that have no bearing on the daily job that an individual does or the environment in which he or she works. For example, for a lawyer in Canada to be qualified as a mentor, a rigid CPD programme must be followed between mentor and mentee (Hansman, 2016). Similarly, to practice legally and safely for medical physicists, they must engage annually in a specified quota of learning activities (Round et al., 2012). It is important to note that while certain professions have specific requirements, not all do. This is because some professions may have some flexibility, depending on the needs of the individual and the organization they work for at the moment. Hence, the purpose of CPD is to improve a person's professional capabilities and career outlook, and those who receive of service output also gain from it.

Continuous professional development (CPD) for teachers has attracted more attention lately to governments, educators, and researchers. While governments are implementing CPD policies as conduits for improved education (Guskey, 2010), educators, on the other hand, are demanding professional development opportunities for teachers as viable means to enhance knowledge, teaching, and learning within schools (Borko, 2004). Additionally, researchers' interest in studies on teacher CPD has grown rapidly. This is necessary due to the need to provide information that will guide the adoption of reforms and effective teaching methods as well as the emphasis on the need of fostering teachers' lifelong learning to support student progress. In Education, as in other professions, Guskey (1995) argues that there is no single approach to CPD. Smith (2017, p. 203) claims that professional development in education is continuous and that it has no "fixed route". Although there are different models proposed in the literature, Herbert and Rainford (2017) argue that practice, reflection, and further research in the subject of one's work are the sources of CPD that take someone from novice to expert. Craft (2000) lists a number of justifications for engaging in CPD, including: enhancing the teacher's professional knowledge and understanding; fostering career development and job security/promotion; fostering job satisfaction; enabling the teacher to prepare for change. any professional development activity that goes beyond mere teacher training. It covers the full variety of educational opportunities, from formal classes leading to further credentials to seminars, short courses, and unstructured group projects with specialized goals.

According to these perspectives on CPD, people participate in CPD for personal and/or professional reasons. However, the goal of the development is to gradually improve one's practice. Teachers can take part in CPD for a variety of reasons. Guskey (2010) mentions that one of the reasons is that they wish to improve their practices and that their perceptions of the advantages of CPD would motivate them to take part. Therefore, CPD activities for teachers would include topics like curriculum issues, teaching tactics, classroom management, assessment, and other topics of interest.

Definitions of CPD. The term continuing professional development (CPD) was first coined by Richard Gardner in the mid-1970s (Kennedy, 2005). Numerous professional associations have adopted further definitions of CPD and almost all of them distinct from each other. Because of different educational traditions and contexts, teachers' CPD has no unique definitions (Wan, 2011). Their interpretation of CPD is often implicit within the description of purpose and implementation (Kennedy, 2005). Some researchers have equated CPD with the activities or processes undertaken (Evans, 2002). As of now, understandings of CPD in academic literature have mostly been implicit and are found in descriptions and interpretations of activities. Many terms, including "in-service professional development," "in-service training," "in-service education," "in-service education and training (INSET)," "teacher development," "staff development," "career development," "professional development," "professional learning," "human resource development," "continuing education," and "continuing education and lifelong learning" are frequently used interchangeably to describe CPD in the literature of the past 20 years (Alharbi, 2011)..

The General Teaching Council for Scotland (2012) specifically defines each word of this term (CPD) as: Continuing: CPD is a cyclical process that allows teachers to reflect on what they've learned and then reflect on the abilities or traits they need to or wish to develop going forward. It is not ad hoc, but rather something that has been well considered and planned from the point of view of the future. Professional: The development of the traits and skills that characterize what it means to be a teacher should be the main emphasis of CPD activities. Teachers should work to improve these traits and skills while also keeping up with local and national policy changes as a professional responsibility. Development: CPD shouldn't be viewed as a

check-the-box activity to demonstrate compliance with a set of standards. It should focus on improving and modernizing professional practice if it is to be effective.

Since this topic is still debatable in the majority of the educational literature, particularly the body of work on CPD, it is crucial to distinguish between training programs and CPD programs for teachers (Kryvonis, 2013). Even so, and briefly, Moskowitz (2008, p. 2) states that training programs concentrate on the teachers' "current job," whereas CPD focuses on "the next job opportunity." Moreover, Richards and Farrell (2005, pp. 3-4) added that training programmes aim at the 'short-term,' and CPD serves the 'long-term.' Teachers' participation in CPD guarantees that their profession is skilled and modern. It is a continuous process where teachers build on existing knowledge and understanding to access up-to-date knowledge needed to be effective on their job. Guskey (2010) defines CPD as "those processes and activities designed to enhance the professional knowledge, skills, and attitudes of educators so that they might in turn improve the learning of students" (p. 16). Although CPD has been conceived in a variety of ways, this study uses Day's (1999) definition because it encompasses the numerous facets of what CPD is and isn't. He defines CPD as all-natural learning opportunities as well as those intentional and planned acts that are intended to be of direct or indirect value to the individual, group, or school and which, via these, raise the standard of instruction in the classroom. It is a process by which teachers, individually and collectively, reflect on, renew, and extend their commitment to the moral purpose of teaching as change agents. It is also a process by which teachers acquire and critically develop the knowledge, skills, and emotional intelligence necessary for sound professional decision-making, planning, and practice with students, young people, and colleagues at every stage of their teaching careers. (p. 4). The variously perceived notions of CPD reflect its multifaceted nature and the varied ways to develop professional teachers. CPD focuses on activities that address teachers' behaviors, knowledge, emotions, and cognition (Borg, 2015) for changes in their classroom practice. These activities do not happen in a vacuum; rather, they are part of a continual learning process that instructors engage in throughout their careers. When CPD is viewed as an event, it limits the opportunities for teachers to learn; thus, CPD must be considered an "ongoing, job-embedded process of which every day presents a variety of learning opportunities" (Guskey, 2010, p.19).

Of the above discussions of CPD, it seems that there are three common themes. These themes can be summarised as follows: i. CPD is a systematic process with many components that emphasizes continuity and intentionality throughout the course of an extended length of time ii. In order to enhance student learning and accomplishment, CPD strives to increase teachers' professional subject-matter and pedagogy knowledge, skills for applying this information, and positive attitudes toward learning and teaching; and iii. CPD is based on precise goals and objectives, as well as scheduled activities and material that are tailored to the requirements of instructors and students.

Kennedy's model of CPD practices. Nine CPD models are combined into a framework by Kennedy (2005, 2014) to examine and contrast CPD approaches. The coaching/mentoring, deficit, cascade, standard-based, coaching, community of practice, action research, and transformative models are among them. She further categorizes these models into transmissive, transitional, and transformative based on their fundamental purposes. According to Kennedy (2005), CPD with transmission purpose equips teachers with the required skills and knowledge to conform to educational reforms. However, they offer the slightest space for teachers to take charge and accomplish their learning opportunity. These approaches to CPD are referred to as delivery, empty-vessel, and teacher-as-technician models and are therefore inadequate for creating a well-educated teaching force (Dadds, 2014). They involve teachers' continuing education, workshops, and in-service training activities. The transformational models, on the other hand, aid in teachers' learning and help to shape both educational policy and the profession of teaching. Action research and collaborative professional inquiry are two CPD activities with a transformational focus that provide teachers the opportunity to explore and advance their practice in new ways. Through these strategies, educators can modify educational agendas and become reflective practitioners who can comprehend, analyze, and transform their own practices (Kennedy, 2014). The transitional method, which she subsequently referred to as flexible, resides at the crossroads of the transmission and transformational approaches. Its goal is to provide instructors the tools they need to support the underlying ideologies of either the transmission or transformative approaches. Transitional models support instructors' participation in study networks, interactive teaching, and coaching and mentoring procedures. Kennedy's (2005)

paradigm also explains the degrees of autonomy that teachers have in their professional development during CPD. It demonstrates in a hierarchical way how teachers' professional autonomy and agency can grow when the models transition from transmission to transformative approaches. Consequently, in contrast to transmission models, transformational techniques provide instructors the necessary autonomy and flexibility to choose and follow their learning routes. (Kennedy, 2005). CPD activities are more effective if they underscore the human agency on the part of teachers to plan, initiate, and direct their own learning needs for their professional growth and development. To enable teachers to serve as promoters of their own learning and shapers of their own learning to inform their practices, CPD practices must be transformational oriented. (Kennedy, 2014).

CPD and teachers' professional development needs. The major approaches to CPD require teachers to attend workshops, in-service training, or participation in courses to achieve a higher qualification. However, these approaches, which are transmissive models, have been criticized broadly. For instance, Borg (2015) argues that these approaches do not promote learning as teachers become dependent on others for their professional development rather than learning to take charge of it themselves. Another area of criticism is the fact that these CPD practices are exclusively externally driven and hardly meet the needs of teachers in the classroom (Shriki & Patkin, 2016). This has the effect of preventing such programs from having the desired effect on instructors' professional growth. CPD must be pertinent to the requirements of both teachers and students in order to be successful in enhancing instructors' classroom practices. Although pre-service training provides teachers with a solid foundation of knowledge and understanding, they nevertheless have continuing learning requirements that change as they go through their careers (de Vries et al., 2013). Therefore, it is advisable for professional development programs to focus on the unique development requirements of teachers. Studies on the CPD needs of teachers have shown that, in general, they need to develop their knowledge of pedagogical content (PCK), but they also have a big need to learn how to deal with new challenges in education, like integrating ICT into teaching and learning and working with students who have special learning needs.

Factors affecting participation in CPD activities. Numerous obstacles, including time constraints and financial concerns, have been identified as barriers to teachers participating in CPD activities (Postholm, 2011). Time factors for teachers include work, personal, and family time. Because of their excessive responsibilities, teachers have less spare time and are less likely to participate in CPD activities. Additionally, the level of CPD engagement might help or hurt participation (Avalos, 2011). Studies have suggested strategies for providing adequate time for teachers to participate in CPD activities: for instance, Ozer (2004) suggested that CPD exercises be included into teachers' daily work schedules at the school. Others have proposed lengthening the school day or year, removing time from current school timetables, and purchasing and reorganizing time. (Corcoran, 1995). Some other barriers to CPD participation include accessibility, staff motivation, marketing, and advertising, and financial issues.

Importance of CPD. Since a teacher is at the center of every teaching and learning activity, teacher development requires additional focus since it has a significant effect on all components of the educational system. Although continuing professional development (CPD) for teachers has always been crucial, it has become even more crucial as a result of "teachers being asked to do more than ever before, and they need additional skills to do it" (Bull and Buechler, 1997, p. 3). Indeed, the importance of CPD is directly linked to the concept of total quality and quality in education (Steyn, 2005). Although quality and quality in education have distinct connotations and implications, they collectively refer to a shared vision of quality that educational institutions embrace for system architecture and management in order to accomplish their desired goals and objectives (Leu, 2005). Effective instructors are a major factor that might directly help to achieve this (UNESCO, 2004). In reality, there are numerous elements that might lead to improving the quality of education. Therefore, who are the effective teachers, and what are their key characteristics? The ability to reflect on teaching practice and children's responses; the capacity to modify teaching/learning approaches as a result of reflection; the capacity to establish and maintain an effective learning environment; the knowledge and skills in a range of appropriate and varied teaching methodologies; the knowledge of the language of instruction; the knowledge of, sensitivity to, and interest in young learners; Particularly when reform programs and new paradigms of teaching and

learning are introduced; general professionalism, good morale, and dedication to teaching goals; ability to communicate effectively; ability to convey enthusiasm for learning to students; interest in students as individuals; sense of care and responsibility for helping them learn and become good people; and sense of compassion; good character, sense of ethics, and personal discipline. (p. 23)

There are a variety of routes that educational systems may take to train successful teachers, but CPD remains the most promising and accessible avenue to producing effective teachers who possess the aforementioned traits. (Guskey, 1995). As a result, Pedder, Storey, and Opfer (2008) stated in their report that CPD has an effect on various aspects of teachers' professional lives, such as improving their knowledge and skills, motivating them to use new curriculum materials, increasing their awareness of teaching and learning issues, changing the way they think about teaching and learning, changing the environment in their classroom, changing their beliefs about teaching, and motivating them to seek out additional information or training.

The majority of the education literature claims that CPD is an important element in assisting teachers in developing their overall knowledge, professional skills, beliefs, identities, and practices as well as in assisting them in putting their knowledge and experiences into practice in order to promote the overall growth of their students. The literature conclude that CPD helps update the teachers in line with changes in the curriculum and enables them to serve learners better and improve the level of performance. In the same spirit, CPD serves as a means of assisting instructors in formally updating by acquiring new information and abilities.

Teacher's continuing professional development. Teachers' continuing Professional development refers to development of teachers' professional role Borg (2015a). That means, Continuing Professional Development (CPD) is the process of acquiring experiences, skills, and information before and beyond any initial training, whether through official, structured training organizations or informal means. Therefore, CPD comprises all procedures required to influence the classroom. According to Bacchus and Grove (1996), the goal of CPD is to improve teachers' effectiveness in the classroom and raise students' academic accomplishment. Effective professional development programs encourage instructors to establish teachers'

learning forums by involving them in learning activities similar to those they could do with their students.

In order to satisfy the needs of their students, teachers participate in the lifelong learning process. They respond to best practices in the literature and research and attempt to incorporate the newly learned ways to enhance student learning (Ingersoll and Collins, p.5, 2018). Some examples of lifelong learning, also known as professional development, may be attendance at a conference, mentoring (either as the mentee or mentor), joining a professional organization and conducting research. The training of teachers is increasingly seen from a lifelong learning perspective. While initial education provides the foundations, continuous staff development provides a means for improving the quality of the workforce and to retain effective staff over time. It can help smooth new teachers' transition into their job and compensate for shortcomings in teachers' initial preparation (Komba & Nkumbi, 2008).

Teachers' professional development in Nepal. The historical, political, social, and economic circumstances of each country's area also have an impact on the organizational models used for its teacher preparation programs (Borg, 2015). Teacher's learning and development does not happen in isolation. It needs country's inspiring policies and supportive institutional environment. The institutional environment is important as it is by the support from superiors and colleagues, the teachers can learn more professional characters. Equally, the existing education policy and the support from local education administration matters a lot for the professional development of a teacher. It also depends on the importance given to professional development under the existing political conditions in the country. Hence, While the desire to learn may come naturally, in the right atmosphere, teachers can learn what they need to know and gradually make sense of their experiences in the workplace, growing more independent and in ownership of their own learning.

History of English language teaching in Nepal dates back to 1990 B.S., but at that very time, teaching was not taken as a profession Awasthi (2003). Similarly, English language teachers were not easily available everywhere in Nepal. The first English teachers of Nepal, Mr. Rose and Mr. Canning were from England. Awasthi (2003) has mentioned that the history of teachers' professional development can be

traced back to the establishment of Basic Education Teaching Training Centre in Kathmandu in 1948 with a view of training the primary school teacher. Similarly, after the National Education Planning (NEP) in 1954 for the establishment of College of Education in 1956 provided two years and five years teacher education programme for the lower secondary level teacher in Nepal. Likewise, Normal school was established in 1963 A.D. for teachers 'professional development. National Education System Plan (NESP) (1971-76) brought new impact in Teachers' Professional Development (TPD) such as College of institution, National Vocational Training Centre and Primary Teacher Training Centre come under umbrella of the Institute of Education (IOE) T.U. Similarly, various programmes were launched for teachers' professional development in Nepal such as; Women Teacher Training in 1971, Remote Area Teacher Training in 1973, On-the-spot Teacher Training by IOE, Teaching Training through Distance Learning 1976, B level (under SLC) Teacher Training by IOE and Vocational Resource Development in Teacher Education by NESP.

It is obvious that professional development courses enhance teachers' pedagogical skills and perhaps content knowledge (Radford, 1998), so that many countries have taken on designing and delivering in-service teacher education courses. In the Nepalese context, this has also had some impact. Governmental and non-governmental organizations, teachers themselves, the commercial sector, and others are now concerned about the professional development of teachers in Nepal. The introduction of new technology has been very beneficial, and the foreign aid programs from organizations like the British Council, the American Embassy, NELTA, as well as the training policies that have been enacted, are all greatly contributing.

Review of Empirical Literature

Every research project has to be aware of earlier investigations. Some of the national and international studies that have been done on professional development are discussed in this subsection as supporting data for the current study.

Pangeni (2012) carried out a research on "A Case Analysis for Teachers' Professional Development". The main objective of this study was to find out the teachers' practice of case analysis for their professional development. He selected 40

secondary level English teachers as sample from Palpa district using non-random sampling procedure in order to take data. As a data collection tool, he used a set of questionnaire to elicit the required information. The questionnaire consisted of both close-ended and open-ended questions. The findings of his study showed that majority of the teachers were aware of the case analysis and professionalism. Most of the teachers believed that action research is a very effective strategy of case analysis for teachers' professional development. They also viewed that it provides authentic account of one's teaching and is helpful for the planning in the future.

Shrestha (2014) carried out the research "Professional development practice of English language teachers." The objective of his study was to find out what English language teachers do for their professional development. The study was based on the survey design on the quantitative method. To accomplish his study, he used questionnaire as a tool of data collection. Similarly, he used non-random sampling method to select 80 teachers of his sample. From the study he found that teacher training, action research, reflection, on their work, journal writing, teacher belief, peer observation, portfolio and membership of NELTA are helpful to develop the teachers' professional development but he found that only 60% teachers are engaged in these teachers' professional development activities.

Wright (2015) conducted a research on 'Secondary teacher experiences of professional development: A focus on sustained application to practice' at Unitec University of Technology, London. The aim of this research was to examine the relationship between teachers' experiences of 'professional learning and development and their tendency to make sustained changes to their practice, from the point of view of the teachers. He applied the purposive sampling model to the selection of both the research settings and the interviewees. Qualitative data was gathered by way of individual interviews of six teachers, and two managers responsible for professional learning, in two randomly selected Auckland state-funded secondary schools. The findings indicate that PLD programmes that promoted sustained improvements to practice gave specific attention to establishing a culture of professional learning based on the teaching-as-inquiry model. Similarly, PLD programmes are more likely to achieve sustained improvements to practice if they promote opportunities for teachers to negotiate the theories that they apply in their practice, enable teachers to confront

their personal pre-existing beliefs through enactment of changed practice, and situate these processes in professional communities.

Khanal (2017) conducted a research entitled "Strategies for professional development: A case of secondary level English teacher in ELT". The goal of this study was to pinpoint the methods English instructors at the secondary level use to further their careers. His study was based consisted on six English language teachers. He selected sample population using non-random procedure. Under the tools of data collection, observation and interview were used. The finding of this study showed that the strategies used by teacher having below five years of experiences were self-monitoring, workshop, conference and seminars for their professional development whereas experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced problem or they were less skilled.

Tamang (2018) conducted a research entitled "Attitudes and Practices of Secondary level English Teachers towards Teacher Professional Development." The main objective of the study was to identify the attitudes of secondary English teachers towards teacher professional development. The researcher collected data through the use of questionnaires consisted with close and open-ended questions. Thirty secondary English teachers of Kathmandu valley were selected as sample. The researchers collected data through questionnaires consisted with close-ended and open-ended questions. The major finding of this study was almost all the teachers expressed positive attitudes to the practice of teacher professional development.

Gaire (2021) carried out a study entitled 'Affecting Factors of Teachers' Professional Development' to find out the factors that affect English language teachers' professional development. To meet the objectives of this research, she selected 30 lower secondary level English teachers using purposive sampling the teaching at different schools in Palpa district. A set of questionnaire containing close-ended and open-ended questions were used as the tool for data collection. The finding of the study shows that maximum (90%) teachers agreed individual, social and institutional factors affect the teachers' professional development. It was also found that other factors such as teachers' belief, family support, action research, punctuality, culture of society, geography, social status of teacher, school culture, government

policy, fairness in evaluation and promotion, permanency of job, access of ICT and teacher salary directly and indirectly affect the teachers' professional development.

Tamang (2021) carried a survey research on "Factors Influencing EFL Teachers' Professional Development" to explore the EFL teachers' perceptions on influencing factors for professional development. She used survey research design to accomplish this study. The population of her study were secondary level EFL teachers. She collected the data from thirty secondary level EFL teachers teaching at community schools in Kakani rural municipality, Nuwakot district by using purposive sampling procedure. A set of questionnaire that included close and open ended questions was used as the tool for data collection. The findings of her study showed that three main factors personal, social and institutional play a greater role to affect the teachers' professional development. Regarding, individual factors, all the teachers focused on economic condition of teacher as major affecting factor for teachers' professional development. While, under social factors, all the teachers agreed learning environment in society plays an important role in TPD. Similarly, under the institutional factors, all the teachers agreed that reward and positive motivation encourages the teachers for their professional development. The participants stressed that ICT can revolutionize the whole teaching profession and also can be used as a tool for training and support of teachers, regardless of geographical dispersion. Additionally, they highlighted the importance of action research as it allows for continuous professional development of the teachers.

Through the intensive study of literature, I have found that previous researches missed the investigation on teachers' belief on CPD and also did not explore the attempts made by the EFL teachers for continuous professional development based on positive and negative beliefs. Hence, the review of related literature made me feel the need to carry out this research study. My research is different from others since its study area and sample size are different.

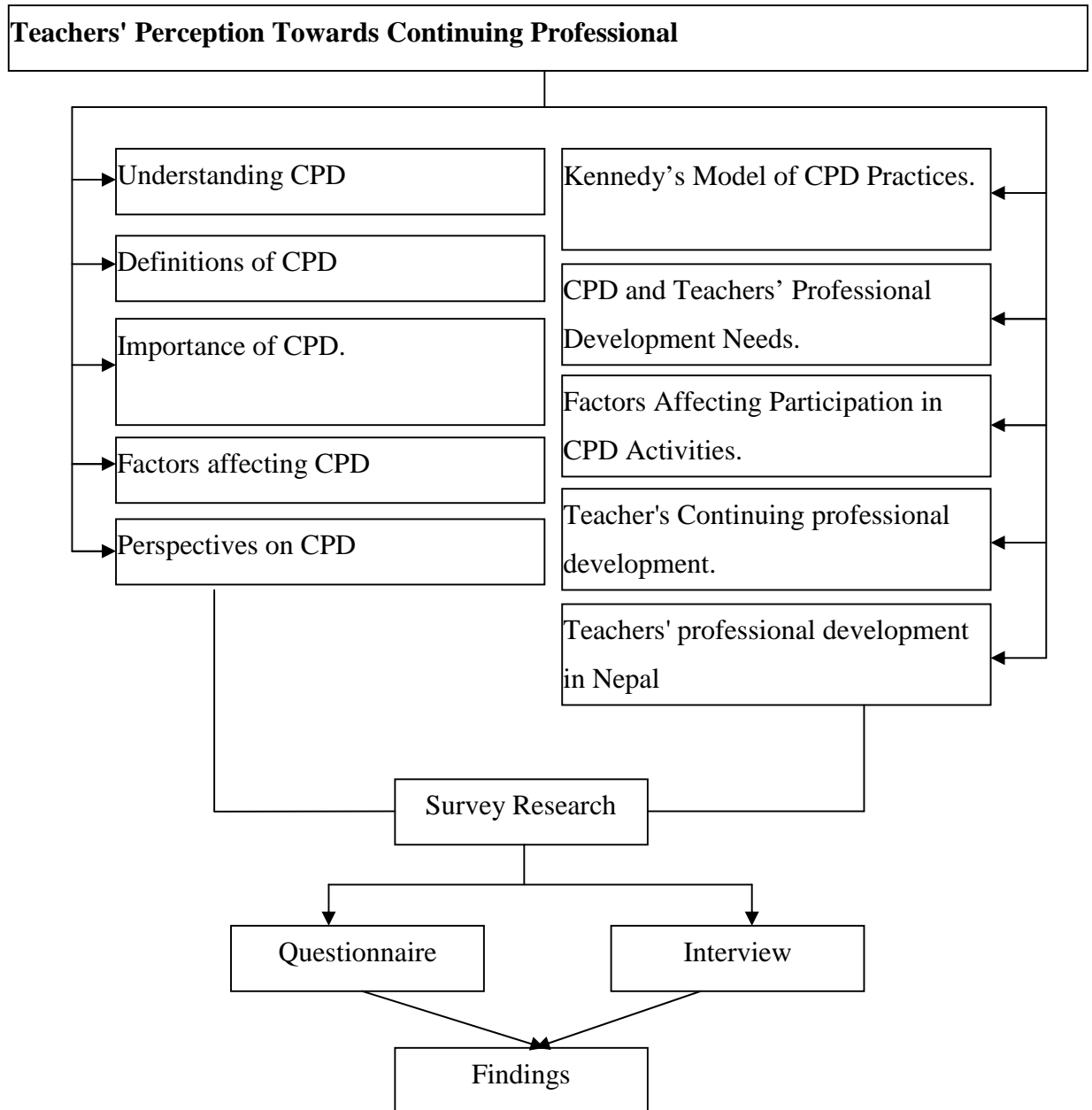
Implications for the Review of Study

I obtained important concepts, knowledge, and recommendations after examining the theoretical and empirical literature. Among all the reviewed studies, Bhatta (2011) assisted me in formulating objectives and research questions. I have

developed an idea about survey research design through Shrestha's (2014) research work. His methods, data collection tools and techniques had direct implication on my study. Similarly, Bhatta Pangei (2012) highly supported to develop the idea of sample and sampling procedure for my study. Likewise, Khatri (2013) provided me guidelines to improve methodology. On the other hand, Khanal (2017) provided me an idea about data interpretation and analysis. Finally, the study of Gaire (2021) provided me insight to design the conceptual framework and enabled to fit the findings into the existing body of knowledge.

Conceptual Framework

Conceptual framework is the visual representation of the task. The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. On the basis of all the reviewed documents I have developed the following conceptual framework for this study.



Chapter III

Method and Procedures of the Study

This chapter includes research design, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The following methodology is adopted to fulfill the objectives of my study.

Design and Method of the Study

Implemented survey research design to complete my study. In educational research, surveys are the most popular type of investigation. Survey research is a superficial study of an issue or phenomena. Survey research in education can be carried out either by a group of researchers or by an individual. Craswell (2012, p. 376) writes, "Survey research design are procedures in quantitative research in which investigators administer a survey to a sample or the entire population of the people to describe the attitudes, opinions, behaviors, or characteristics of the populations." It means to state that surveys research design is such a design which is quantitative in Nature and helps us to generalize the results to the entire population. Similarly, Nunan (2010, p. 140) says:

A survey's primary goal is to capture a moment in time's worth of circumstances, attitudes, and happenings. In educational research, which ranges from extensive investigations to focused examinations of attitudes, surveys are the descriptive methodology most frequently utilized.

Summing up the definitions, in surveys data are collected at a single point of time aiming to obtain over view of a phenomenon, event, issue or a situation. Survey addresses the large group of population; sampling is the most to carry out the investigation. The study population as a whole should be represented by the sample. The survey's results can be applied to the entire population in general. In other words, surveys are typically utilized in large-scale studies where a sizable population needs to be included in the study.

Survey research is a popular and widely used design in the field of education. Similarly, Bryman (1989, as cited in Sapkota, 2012, p. 138) writes, “Survey research entails the collection of data on a number of units and usually at a single time, with a view of collecting systematically a body of quantifiable data in respect of a number which are when to discern pattern of association.” From the above discussion, we can conclude that survey is the important research design in the field of educational research. I strongly maintained the following eight step procedure suggested by Nunan (2010, p.141) while carrying out this research work.

Step 1: Define objectives → What do we want to find out?

Step 2: Identify target population → Who do we want to know about?

Step 3: Literature review → What have others said/ discovered about the issue?

Step 4: Determine sample → How many subjects should we survey and how will we identify these?

Step 5: Identify survey instrument → How will the data be collected: questionnaire/ interview?

Step 6: Design survey procedure → How will the data collection actually be carried out?

Step 7: Identify analytical procedure → How will be data be assembled and analyzed?

Step 8: determine reporting procedure → How will result be written up and presented?

I used survey research because it was more effective at addressing my research issue and because it could point me in the direction of specific people and places to gather data. As a result, my study's methodology was based on survey design because it uses samples from a sizable community and generalizes its findings to the full population.

Population, Sample and Sampling Strategy

The population of the study were EFL teachers teaching at secondary schools in Kirtipur Municipality. Out of them thirty teachers were selected as the sample of the study. I used purposive sampling strategy to select the sample of the study as it is better suited to select a sample for my study.

Sources of Data

I used both primary and secondary sources as the sources of data. The primary sources were used for the data collection while secondary source were used for facilitating and validating the research.

Primary sources of data. As a primary sources of data, thirty secondary level EFL teachers from Kirtipur Municipality were researched.

Secondary sources of data. Different journals, PDF files, reports, articles, researches, books and websites were used as secondary sources as per the requirement in the present study.

Data Collection Procedures

Firstly, I visited the specified secondary schools with the official letter from the department and asked for the approval with the principal. After getting the authorization from the principal, I built rapport with the respondents and clarified the objectives of the study. Then, I sought for the consent from the participants. After that I administered the questionnaire to the participants. Finally, I collected the responses and thanked all of them.

Data Analysis and Interpretation Procedures

According to the requirements of the study, the collected data is evaluated and interpreted in a descriptive manner. I used the Microsoft Excel tool to process the raw data after performing a straightforward statistical calculation. To eliminate data presentation uncertainty and to lucidly support the findings in the study, those processed data are explained.

Ethical Considerations

I have been highly concerned on paying attention to different ethical aspects during the research period. The participation for the respondents was made entirely voluntary and they were not disadvantaged in any way in order to maintain research ethics. I sought for the consent from both the participants and authority, and the records of this study are kept strictly confidential to safeguard participants' identities from unauthorized access, use or disclosure. The research includes anonymized data in order to maintain research ethics.

Chapter IV

Analysis and Interpretation of Data

In order to achieve the goals, the methodically obtained data are analyzed and evaluated in this chapter using the appropriate methods.

Perceptions of EFL Teachers towards Continuing Professional Development

The participants were 15 different statements to explore the EFL teachers' perceptions towards continuing professional development using a Likert scale of five point: strongly agree, agree, undecided, disagree and strongly disagree. The responses obtained from the teachers are recorded in the below following their interpretation.

Table 1

Perceptions of EFL Teachers towards Continuing Professional Development

S.N.	Statements	Response				
		SA	A	UD	DA	SD
1	CPD inspires teachers to be more creative and innovative.	62.50% (25)	32.50% (13)	-	5%(2)	-
2	CPD is an action, which helps the teacher to solve the practical problems of teaching and learning.	50% (20)	45% (18)	5% (2)	-	-
3	CPD requires continuity in learning emphasizing need-based planning, exploring teachers' strengths and weaknesses.	22.50% (9)	47.50% (19)	7.5% (3)	22.50% (9)	-
4	Teachers' Continuing professional development activities are inevitable for updating oneself according to modern time and technology.	67.50% (27)	25% (10)	7.5% (3)	-	-
5	The teachers should be self-conscious about their continuing professional development by engaging in self-directed professional development activities.	32.50% (13)	67.50% (27)	-	-	-

6	Attitudes of teachers for their professional growth greatly influence the student's performance as well as their own.	60% (24)	35% (14)	-	5% (2)	-
7	Teachers with positive attitude for their professional growth always show good performance in teaching/learning process.	7.50% (3)	60% (24)	32.50% (13)	-	-
8	Positive attitude of the teachers for their professional growth always helps in strengthening the relationship among students and teachers.	35% (14)	50% (20)	-	15% (6)	-
9	The teachers must reflect, research and discuss for the purpose of their continuing professional development.	70% (28)	7.5% (3)	22.50% (9)	-	-
10	It's necessary for the teachers to join professional networks in order to have their professional growth.	100%	-	-	-	-
11	The teachers need to subscribe professional journals, read professional literature and watch professional videos.	80% (32)	12.50% (5)	7.50% (3)	-	-
12	Teachers' participation in varieties of PD programmes enhances the TPD.	60% (24)	30% (1 2)	10% (4)	-	-
13	The satisfaction in teaching profession always leads for teachers' professional development.	100% (40)	-	-	-	-
14	Personal belief of teacher towards teaching profession affects the teacher professional development.	40% (16)	60% (24)			
15	CPD encourages and facilitates the development of communities of practice where teachers can share expertise and experiences in order to achieve quality education in teaching and learning.	-	40% (16)	60% (24)		-

As shown in the table, almost all the teachers opine that CPD inspires teachers to be more creative and innovative as 62.50% strongly agreed and 32.50% agreed

whereas and only 5% teachers disagreed the statement. Hence, the teacher's opinion on the statement prove that CPD inspires teachers to be more creative and innovative as a total of 95 % of the respondents agreed the statement.

Similarly, regarding the statement 'CPD is an action, which helps the teacher to solve the practical problems of teaching and learning', total 95% teachers agreed as 50% strongly agreed and 45% agreed to the statement. However, remaining 5% teachers stayed undecided. So, from the opinion of the teachers it can be stated that CPD guides the teachers to solve the problems of teaching learning practically.

While responding to the statement 'CPD requires continuity in learning emphasizing need-based planning, exploring teachers' strengths and weaknesses,' 22.50% of the respondents strongly agreed, 47.50% agreed while 7.50% of the teachers were undecided and 22.50% teachers disagreed. In total, 70% of the teachers agreed that CPD requires continuity in learning emphasizing need-based planning and exploring the strengths and weaknesses of an individual teacher.

Likewise, teachers' continuing professional development activities are inevitable for updating oneself according to modern time and technology on the fourth statement 67.50percent of the teachers strongly agreed and 25 percent agreed, however, very few participants i.e. 7.5 percent were undecided to the statement. Hence, altogether 92.50 percent of the teachers agreed that CPD activities are inevitable for updating oneself in their professional career.

Responding to "The teachers should be self-conscious about their continuing professional development by engaging in self-directed professional development activities"all the respondents agreed as 32.50% of them strongly agreed and 67.50% agreed to the statement.

While, attitudes of teachers for their professional growth greatly influence the student's performance as well as their own, 60 percent of the teachers strongly agreed and 35 percent agreed, whereas, only few i.e. 5 percent teachers disagreed. Overall, 95 percent teachers agreed that attitudes of teachers for their professional growth greatly influence the student's performance as well as their own.

Moreover, teachers with positive attitude for their professional growth always show good performance in teaching/learning process, only few teachers i.e. 7.50% strongly agreed and 60% of the teachers agreed while one third of the teachers i.e. 32.50 percent of the teachers stayed undecided. Hence, the data show that total 67.50 % teachers believe that teachers with positive attitude for their professional growth always show good performance in teaching/learning process.

To the response of the statement, “Positive attitude of the teachers for their professional growth always helps in strengthening the relationship among students and teachers.” 35 percent of the teachers strongly agreed and 50 percent agreed while some teachers i.e. 15 percent disagreed. The data shows that total 85 percent agreed to the statement while there were none of the participants to strongly disagree and even none of them stayed undecided.

Responding to the statement, “The teachers must reflect, research and discuss for the purpose of their continuing professional development”, 70percent strongly agreed and 7.5 percent agreed, however, 22.50 percent of the teachers were undecided but none of them disagreed. The result shows the teachers must reflect, research and discuss for the purpose of their CPD.

In the tenth item, “It’s necessary for the teachers to join professional networks in order to have their professional growth.”, all the teachers strongly agreed. Hence, it’s a universally accepted truth that a teacher must join professional networks in order to have his/her professional growth.

The results obtained from the respondents reveal that regarding “the teachers need to subscribe professional journals, read professional literature and watch professional videos” on 11th item, 80 percent of the teachers strongly agreed and 12.50 percent agreed while, few teachers 7.50 percent were undecided. The data reveals that total 92.50% of the teachers agreed culture as a contextual factor for TPD.

In the 12th item whether teachers’ participation in varieties of PD programmes enhances the TPD, 60 percent of the teachers strongly agreed, 30 percent agreed, 10 percent were undecided. In conclusion almost all, i.e. 90 percent of the respondents

stated their view teachers' participation in varieties of PD programmes enhances the TPD.

Surprisingly while responding to “the satisfaction in teaching profession always leads for teachers” in 13th item, professional development, all the teachers strongly agreed to the opinion.

On the other hand, while putting forward the view on, personal belief of teacher towards teaching profession affects the teacher professional development; 40 percent of the teachers strongly agreed while 60 percent agreed to the statement. Overall, all the teachers agreed to the belief.

In response to the last statement, CPD encourages and facilitates the development of communities of practice where teachers can share expertise and experiences in order to achieve quality education in teaching and learning, 40 percent of the teachers agreed, while 60 percent stayed undecided.

To sum up, all the teachers strongly agreed to the beliefs, it's necessary for the teachers to join professional networks in order to have their professional growth and the satisfaction in teaching profession always leads for teachers whereas a strong majority 60 percent stayed undecided to the belief CPD encourages and facilitates the development of communities of practice where teachers can share expertise and experiences in order to achieve quality education in teaching and 16.34 percent of the teachers disagreed to the belief learning and positive attitude of the teachers for their professional growth always helps in strengthening the relationship among students and teachers.

Awareness of CPD

Teachers' awareness of CPD initiatives varied tremendously. Teachers in general terms were not well informed regarding the range of CPD initiatives and possibilities which were being implemented nationally. There was minimal attention paid by teachers for CPD implementation. I realized the two points, emphasized from the research. First, there was considerable variation in school circumstances, CPD culture and structures within schools. Nevertheless, some proactive teachers (often,

but not always, associated with the early stages of their careers) were observed looking for opportunities via personal reading, peer group networks, and Internet use. Second, as previously mentioned, some teachers (especially those in their late careers) appeared to be "blinded" to some CPD openings and developments because of their long-held belief that CPD was something that was done to teachers in order to achieve one or more primary imperatives.

Actually, many teachers seemed confused in their notion of what CPD is and held contradictory views. It may be due to the struggling periods through which the teachers and schools are passing. However, it is clear, from the study evidence that this is not just a matter of individual teacher variation but is also associated with organizational culture too.

Teachers' Understanding of CPD

On the 2nd open ended question the teachers were asked to answer what they understood by Continuing Professional Development(CPD) and also they were said to justify their answer. Responses to this question resulted the opinion of teachers under five themes as shown in Table 2.

Table 2

Teachers' Understanding of CPD

Sn.	Understanding of CPD	Number of teachers	Percentage
1.	Skills development	26	86.67
2.	Continuous learning	24	80
3.	Keeping up-to-date	22	73.33
4.	Learning for pleasure	6	20
5.	Teachers' professional revitalization	9	30

CPD as skills development. Developing skills is the most frequently argued understanding of CPD by teachers. A vast majority of the respondents i.e. 86.67 percent perceived CPD as acquiring specific skills with emphasis placed on being equipped to effectively teach within their institutions. These were indicated as skills that teachers might not have been acquainted with previously.

CPD as continuous learning. The second most frequently used definition of CPD is ongoing education throughout a teacher's career, from the moment they begin working until they retire. The following quotations exemplify the theme: *For me PD means continuous learning. I believe one always needs to learn. (T2) When you stop learning how you do expect to be a teacher? I don't think you ever do. You never stop learning how to be a teacher and you can tell the ones who do. (T10)* CPD was specifically seen as a type of education that strives to improve a teacher's professionalism through improved practice and capabilities. Comments from the following respondents illustrate their understanding of CPD: *In my opinion CPD is anything which empowers me to teach better than I could do it in the past and I can do at present. (T18) I believe that CPD is learning how to teach more effectively by pursuing best practice as shown by successful practitioners. (T19).* The above cited lines clearly state that CPD is continuous learning for the lifelong as the opinion was supported by 80% teachers.

Keeping up-to-date. The next frequently expressed perception of CPD is teachers' keeping themselves informed and up-to-date with developments and innovations in the field of ELT. The opinion was supported by 73.33% of the teachers. Of course CPD refers to keep up –to-date for own self as is evident from the comment from the respondents: *CPD is a chance to keep up to date in current teaching methods and philosophy. (T1) I see it as opportunities improve my knowledge about teaching, to become more informed, keeping myself updated on current research. (T10).* The majority of participants who shared this viewpoint on CPD as updating themselves contended that it was crucial for them to continuously look for opportunities to keep up with new methodologies and learning theories in their field or any other fields that directly or indirectly influenced their jobs as teachers. The following comments exemplify the theme: *I need to be somehow in touch with current best practice. For me, it is really vital because I don't like to look like a fossil...I also know how the methodologies and approaches are changing at this point. (T18) Through attending CPD programs I can get familiar with the newest advances in teaching. (T20).* Hence, the opinion of the teachers to a greater extent prove that CPD is a process of engaging in activities and adopting some new skills to keep up to date for the teachers.

CPD as learning for pleasure. The fourth expressed understanding of CPD is the perception of CPD as learning for personal interest. This belief was supported by 20% of the teachers. They teachers said such learning may not necessarily relate to the subjects of ELT. Instead, as some of the respondents opine, there may be other areas with which teachers would like to engage: *I think that CPD is about opportunities to develop professionally in the areas that I'd like to learn and not necessarily the areas that which are related to ELT. (T10) If I have a chance to attend an activity which is useful to me and that keeps me interested and helps me to perform better, I'll certainly go along with it. (T13).* To conclude, CPD should be framed with such activities where the teachers can engage and entertain with the fun way of learning.

CPD as teachers' professional revitalization The last expressed understanding of CPD addresses teachers' motivation and revitalization through engagement with professional development activities. Some of the participants i.e. 30% of the teachers opined that CPD provides opportunities to discuss new ideas and prevents teachers from experiencing burnout. One of the participants states: *I think CPD is the best way to keep ourselves enthusiastic and motivated in our jobs. (T16)* Hence, according to the following comments, teachers need to find ways to refresh their teaching energies so that they can teach more effectively when they return to their classrooms: *CPD I think keeps us up to speed; therefore, we don't rely on only old information acquired a couple of years ago...CPD can help us grow. (T15) To be able to stay in teaching career for a long time, it's necessary to update own self otherwise, neither will we entertain nor will we survive. So we need to be informed about at present best practices.(T18)* Teachers have the chance to take breaks from teaching and can concentrate on their own learning by occasionally leaving the teaching classrooms and participating in CPD courses. The following comment elaborates: *I think it's a pleasure to have a chance to learn rather than teach always because we are always transmitting information to students and sometimes we might ourselves need to receive information. (T14)* This understanding of CPD seems to entail the key role that it plays in maintaining teachers' enthusiasm for teaching.

In conclusion, it was generally agreed that CPD is training that focuses on developing skills relevant to teaching well within the institutional environment.

Additionally, CPD was seen as enhancing present professional abilities to maintain effectiveness in the workplace. Second, CPD was seen as continuous professional development, driven by contemporary ELT advancements and resulting in obvious improvements in teaching. The third topic that surfaced is related to teachers' ongoing efforts to keep up with advancements in their industry. The other articulated perception of CPD includes professional development as a means of keeping teachers passionate and motivated about their instruction, as well as professional development and learning as a crucial component of professionalism.

Teachers' Participation on CPD Activities

It is said that the more the teachers engage in continuous professional activities, the more they develop professionally. Therefore, the teachers must participate in CPD activities in regular a basis. The teachers were asked to tick on the CPD activities they had participated in and were also asked to rank 1-7 for their most preferred CPD activity to least preferred one in 3rd open ended question. The table below shows the participation of the teachers in different CPD activities and the rankings of them on the basis of their priorities.

Table 3

Teachers' Participation on CPD Activities

S.N.	CPD Activity	Participation	Rank
a.	Reading books/ articles available in the work place	27(90%)	3
b.	Watching Youtube videos and learning through web based videos	23(76.67%)	2
c.	Taking courses for higher qualification (M.Phil./Ph.D.)	2(6.67%)	6
d.	Conducting personal research and reviewing the journals	1(3.33%)	7
e.	Peer observation	3(10%)	5
f.	Attending workshops/ seminars/ conferences	5(16.67%)	4
g.	Talking with colleagues and developing networking with teachers from outside	25(83.33%)	1

The table 3 shows the responses regarding the participation of the teachers in different CPD activities and the rankings of those activities on the basis of their

priorities. Among thirty teachers, (90%) teachers had developed their professional skills by reading books/ articles available in the work place. Likewise, 76.67% had developed their professional skills by watching Youtube videos and learning through web based videos. Similarly, 6.67% teacher responded that they had developed their professional skills by taking courses for higher qualification (M.Phil./Ph.D.). However, 3.33% teachers had done it by conducting personal research and reviewing the journals. On the other hand, (10%) of the teachers had observed their peers for their professional growth. While 16.67% teachers attended workshops/ seminars/ conferences for their profession development and, 83.33% had talked with colleagues and developed their networking with teachers from outside workplace too. From the analysis of the data, it is summed up that almost all the teachers participated in reading books/ articles available in the work place while just a teacher had conducted personal research and reviewed the journals for the profession growth.

In the similar way, when the teachers ranked the activities based on their priorities, they ranked talking with colleagues and developing networking with teachers from outside as the most preferred, watching Youtube videos and learning through web based videos as the second, reading books/ articles available in the work place as the third, attending workshops/ seminars/ conferences as the fourth, while peer observation as fifth, taking courses for higher qualification (M.Phil./Ph.D.) as sixth and conducting personal research and reviewing the journals as seventh.

Skills Needed for Continuing Professional Development

Under this theme, I discuss the skills teachers identify as being necessary for effectively leading their own professional learning initiatives. The main professional development learning skills found useful by the research participants were:

- Ability to identify and prioritize professional needs;
- Ability to find and use information from valid resources;
- Self-reflection;
- Networking;
- Ability to use technology; and
- Time management.

In general, it is vital for teachers to understand how to properly direct their students' learning. In other words, it's essential to learn how to learn if you want to stay up with the rapidly changing landscape of the teaching profession. Additionally, it should be mentioned that ensuring teachers have the abilities to direct their professional development is a shared obligation between pre-service teacher training institutions, in-service training providers, and most significantly, teachers themselves. These abilities are essential for taking full use of formal learning opportunities as well as being helpful in informal learning circumstances.

Challenges for Continuing Professional Development

Continuing Professional Development is an ongoing learning process that, in addition to formal courses and trainings, allows teachers to maintain and improve teaching learning strategies. Through the development of knowledge, skills, and attitudes, CPD improves skills and enhances theoretical knowledge. While CPD clearly plays an essential role in maintaining quality in teaching and learning process, many teachers in Nepal continue to face challenges accessing continuing professional development activities. Some of the challenges that were identified by the participants for continuing professional development of teachers are suggested as below;

-) Lack of Time
-) Funding issues
-) Un-availability of study leaves
-) Lack of encouragement and motivation
-) Lack of expertise and ability in the trainers.
-) Lack of personal interest

Lack of time. A lack of time is one of the major challenges observed for the CPD of teachers. While responding to the open ended question, cent percent of the participants listed lack of time as one of affecting factors on professional development of teachers. *“We hardly make times for holidays and we do have our personal life, so it is better not to conduct TPD trainings on weekend and holidays (T12)”* Similarly T17 commented *“I don’t have time to engage on TPD as I can hardly make time to balance work and home issues, so, it is not possible after work or on holidays”*. It seems that all the participants prefer attending to CPD activities during their working

hours so that they won't have any difficulties to schedule their time. Hence, the most common causes for this discord relate to workload: staff feel they do not have the time to commit to new opportunities, no matter how potentially powerful.

Funding issues. Funding issues was also listed as a major challenge for continuing professional development by all the teachers. It could be a major challenge as the organizations don't have sustainable financial resources and cannot fund the all the teachers while on the other hand the teachers don't like to pay on their own for the TPD activities. *"it is difficult to handle regular activities due to the financial problems of the organizations so it has not been possible to focus on professional development" (T5).* While T10 commented *"I am ready to take TPD trainings only on the condition the organization pays, after all how can I have the financial burden on myself!"* Likewise, T 15 wrote, *"We are getting less amount of salary which is the very little amount for sustaining our family. So, organization must financially support for our growth."* Hence, the afore mentioned comments prove funding issues as one of the major challenges for CPD.

Un-availability of study leaves. A few participants (16.66%) stated un-availability of study leaves as a challenge of continuing professional development of teachers. T7 wrote *"We don't have provision of study leaves so I can't continue my studies further for my professional growth."* While T12 commented *"I left my studies as I couldn't work and study simultaneously"* Similarly T16 stated as *"I wish to study MPhil for my professional career however it is not that easy as neither I can quit and study nor I will get study leaves."* Hence, the opinions of the participants' state unavailability of study leaves as one of the challenges of continuing professional development for the teachers.

Lack of encouragement and motivation. Lack of encouragement and motivation due to workload, remuneration, institution environment and prestige is also observed as one of the major challenges for the CPD of teachers. It is evident that professional development activities and teacher motivation are closely associated in the sense that, without motivation, professional development cannot flourish. T 13's comment *"I think motivation to teachers for TPD training plays a greater role because if the teachers are demotivated towards their profession, then the whole educational system will be in question"* proves the role of encouragement and

motivation for TPD training. Similarly, T3 wrote “*There is always the pressure of work but no motivation at all, so it’s a challenge for continuing professional development activities.*” In the similar way T8 commented, “*There is lack of institutional support from the organization for CPD and also the institution doesn’t provide incentive at all.*” Actually, the teachers are change agents. They are responsible for the transformation of society. And, it is only possible through educating learners, transferring their knowledge, skills and experiences to their students. So, it is necessary to motivate teachers towards their profession because teachers can change entire education system of the nation

Lack of expertise and ability in the trainers. A further challenge relates to quality. To conduct CPD many organisations bring in outside speakers and trainers who have very little idea of the needs of an institution and its teachers. There is often a real lack of planning in terms of the sort of CPD. The study also found quality on the expertise of the trainers of TPD as one of the barriers of continuing professional development as the opinions from some participants. A very few participants i.e. 10% of the participants raised this issue with their opinion as external expert manpower and facilitation is a key ingredient of professional development that genuinely improves the outcomes. T7 commented, “*The institution conducts the workshops and short training course once a year but it just for the sake of engaging the teachers; neither the organization gets satisfied nor the teachers, it is because of the lack of expertise of the mentors and trainers*”. With this belief it can be noted that when the schools bring in consultants or trainers, they ensure they invest in quality manpower that will use only evidence-based content and approaches.

Lack of personal interest. Half of the participants i.e.50% teachers thought that lack of personal interest can also be one of the barriers that affect professional development of teachers. They opined that the teachers sometimes think the topics are irrelevant and they don’t show an individual concern. Regarding this belief T15 said, “*Some teachers are not that much interested in such activities as they are just for the sake of training purposes.*” In the similar note Teacher 27 commented, “*It’s all about an individual’s interest of the professional development; if one is not interested by heart, though the person takes part in activities doesn’t learn that seriously.*” Actually, when teachers spend time understanding their personal values,

needs and strengths, they'll have better focus. Therefore, the teachers must be encouraged to identify goals for themselves professionally. Actually, our well-being dictates our performance, and we cannot tend to our well-being if we don't have an understanding of who we are. Therefore, the teachers should create opportunities for themselves to use their strengths in the workplace through self-discovery and self-awareness.

Chapter V

Findings, Conclusions and Recommendations

This chapter deals with the major findings and conclusion of the study. It also deals with some recommendations in different levels made on the basis of the major findings.

Findings

The present research work entitled "Teachers' Perception Towards Continuing Professional Development" is an attempt to explore the EFL teachers' perceptions towards continuing professional development. I selected thirty secondary level EFL teachers teaching in in Kirtipur Municipality through I used purposive sampling strategy. A set of questionnaire consisting of open and close ended questions was used for the data collection. The findings made from the interpretation have been discussed below.

-) Almost all the teachers opine that CPD inspires teachers to be more creative and innovative as 62.50% strongly agreed and 32.50% agreed whereas and only 5% teachers disagreed the statement.
-) Similarly, regarding the statement 'CPD is an action, which helps the teacher to solve the practical problems of teaching and learning', total 95% teachers agreed as 50% strongly agreed and 45% agreed to the statement.
-) In total, 70% of the teachers agreed that CPD requires continuity in learning emphasizing need-based planning and exploring the strengths and weaknesses of an individual teacher.
-) Likewise, teachers' continuing professional development activities are inevitable for updating oneself according to modern time and technology on the fourth statement 67.50 percent of the teachers strongly agreed and 25 percent agreed, however, very few participants i.e. 7.5 percent were undecided to the statement.
-) Responding to "The teachers should be self-conscious about their continuing professional development by engaging in self-directed professional

development activities” all the respondents agreed as 32.50% of them strongly agreed and 67.50% agreed to the statement.

-) Overall, 95 percent teachers agreed that attitudes of teachers for their professional growth greatly influence the student’s performance as well as their own.
-) The data show that total 67.50 % teachers believe that teachers with positive attitude for their professional growth always show good performance in teaching/learning process.
-) To the response of the statement, “Positive attitude of the teachers for their professional growth always helps in strengthening the relationship among students and teachers.” 35 percent of the teachers strongly agreed and 50 percent agreed while some teachers i.e. 15 percent disagreed.
-) Responding to the statement, “The teachers must reflect, research and discuss for the purpose of their continuing professional development”, none of them disagreed.
-) All the teachers strongly agreed that it’s necessary for the teachers to join professional networks in order to have their professional growth.
-) A total of 92.50% of the teachers agreed culture as a contextual factor for TPD.
-) A total of 90 % of the respondents stated their view teachers’ participation in varieties of PD programmes enhances the TPD.
-) When commenting on the main professional development learning skills participants suggested: ability to identify and prioritize professional needs, ability to find and use information from valid resources, self-reflection, networking, ability to use technology and time management.
-) The study found lack of time, funding issues, un-availability of study leaves lack of encouragement and motivation, lack of expertise and ability in the trainers and lack of personal interest as some of the challenges for continuing professional.

Conclusions

The present study was aimed to investigate the EFL teachers’ perceptions towards continuing professional development and the CPD activities the teachers are

engaged in. Based on the finding, it can be concluded that CPD is understood in two ways: as improving skills for teaching and as lifelong growth of developing skills that help teachers perform effectively within the working environment. In line with the findings of the present study, it could be argued that teachers perceive CPD to be an important tool for learning for interest, keeping updated, and profession revitalization. The finding also brought a conclusion that CPD inspires teachers to be more creative and innovative it helps the teacher to solve the practical problems of teaching and learning and, most importantly, it encourages and facilitates the development of communities of practice where teachers can share expertise and experiences in order to achieve quality education in teaching and learning. The findings also suggest that the satisfaction in teaching profession always leads for teachers for their continual professional growth, therefore, it's necessary for the teachers to join professional networks in order to have their continual professional growth.

Recommendations

The following recommendations have been drawn on the basis of the findings of the study. The major recommendations at different levels have been presented as follows:

Policy related.The following recommendations for policy are offered based on the study's findings.

-) The findings of this study suggest that teachers do not have adequate opportunities on the effective continual professional development courses, so it is necessary to conduct various short and long term of CPD trainings for teachers at secondary level.
-) The governmental bodies and policy makes must encourage and facilitate the teachers for participation in CPD activities.
-) For helping teachers improve their academic and research skills, it is necessary to fund for local bodies so that they can conduct workshops and seminars must frequently in a planned and organized way.

Practice related.The following recommendations for practice level are offered based on the study's findings.

-) The CPD short term teacher trainings may be arranged at the work place during vacations so that the education may not be affected.
-) Teachers of secondary level should be more positive and aware about their continuous professional development.
-) The teachers should show their interest in acquiring higher degrees and must attend periodical professional development programs, refresher courses, seminars and workshops and meeting with the subject experts.
-) Also, the teachers ought to make a good use of the resources offered by the institutions.

Further research related.Based on the study's findings, a few recommendations for further study are provided below.

-) This study was carried out in high schools; similar studies could be carried out in higher education centers such as state and open universities to see how EFL teachers in these institutes view CDP.
-) Investigating the impact of all CPD activities on teachers' professional growth would also be fascinating.
-) Furthermore, future studies on teachers' CPD may also involve the stakeholders such as policymakers, CPD designers, teacher trainers, and school authorities.

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Appendices

Appendix – I

Participant Information Statement

Dear Respondents,

You are kindly requested to participate in a survey to the research study '**Teachers' Perception Towards Continuing Professional Development**'. This study is for the partial fulfillment of masters in English Education from Tribhuvan University under the supervision of **Dr. Gopal Prasad Pandey**. The study aims to explore the EFL teachers' perceptions towards continuing professional development.

Your cooperation in responding the questionnaire and your response will have a great value to accomplish my research. All the collected information from you will be highly confidential. Please read the information below and ask questions about anything you don't understand before deciding whether or not to take part.

Thank you!

Researcher
Shanta Devi Koirala

Appendix – II

Questionnaire

Personal Details:

Name of the School:

Teacher's Name: (Optional)

Experience:

A. Close Ended Questions

Place a tick () on the most appropriate response.

1. CPD inspires teachers to be more creative and innovative.
 - i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

2. CPD is an action, which helps the teacher to solve the practical problems of teaching and learning.
 - i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

3. CPD requires continuity in learning emphasizing need-based planning, exploring teachers' strengths and weaknesses.
 - i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

4. Teachers' Continuing professional development activities are inevitable for updating oneself according to modern time and technology.
 - i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

5. The teachers should be self-conscious about their continuing professional development by engaging in self-directed professional development activities.
 - i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

6. Attitudes of teachers for their professional growth greatly influence the student's performance as well as their own.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
7. Teachers with positive attitude for their professional growth always show good performance in teaching/learning process.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
8. Positive attitude of the teachers for their professional growth always helps in strengthening the relationship among students and teachers.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
9. The teachers must reflect, research and discuss for the purpose of their continuing professional development.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
10. It's necessary for the teachers to join professional networks in order to have their professional growth.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
11. The teachers need to subscribe professional journals, read professional literature and watch professional videos.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree
12. Teachers' participation in varieties of PD programmes enhances the TPD.
- i) Strongly agree
 - ii) Agree
 - iii) Unsure
 - iv) Disagree
 - v) Strongly disagree

13. The satisfaction in teaching profession always leads for teachers' professional development.

- i) Strongly agree
- ii) Agree
- iii) Unsure
- iv) Disagree
- v) Strongly disagree

14. Personal belief of teacher towards teaching profession affects the teacher professional development.

- i) Strongly agree
- ii) Agree
- iii) Unsure
- iv) Disagree
- v) Strongly disagree

15. CPD encourages and facilitates the development of communities of practice where teachers can share expertise and experiences in order to achieve quality education in teaching and learning.

- i) Strongly agree
- ii) Agree
- iii) Unsure
- iv) Disagree
- v) Strongly disagree

B. Open Ended Questions

1. Are you informed about the professional development related issues and training provider agencies in Nepal? What might be the possibilities for professional development from your side?

2. What do you understand by Continuing Professional Development(CPD)?Please justify your answer.

3. Which of the following CPD activities have you participated in? Also, please rank 1-7 for the following CPD activities based on your priorities.

Sn.	CPD Activity	Participation	Rank
a.	Reading books/ articles available in the work place		
b.	Watching youtube videos and learning on-line		
c.	Taking courses for higher qualification (M.Phil./Ph.D.)		
d.	Conducting personal research and reviewing the journals		
e.	Peer observation		
f.	Attending workshops/ seminars/ conferences		
g.	Talking with colleagues and developing networking with teachers from outside		

4. What do you think are the skills required for the continuous professional development for a teacher?

5. What do you think can be the barriers that affect professional development of teachers? Comment your answer.

Thank You for taking time to respond.