ATTITUDES AND PRACTICES OF SECONDARY LEVEL ENGLISH TEACHERS TOWARDS TEACHER PROFESSIONAL DEVELOPMENT

A Thesis Submitted to the Department of English Education

In Partial Fulfillment for the Master of Education in English

Submitted by

BhuwanTamang

Faculty of Education

Tribhuvan University, Kirtipur

Kathmandu, Nepal

2018

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DECLARATION

I hereby declare that to the best of my knowledge this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date:- 28/04/2018 ……

BhuwanTamang

DEDICATION

Dedicated

To

My parents who motivated me for my study

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BhuwanTamang

ABSTRACT

This research entitled **Attitudes and Practices of Secondary Level English Teachers towards Teacher Professional Development** has been carried out to identify the attitudes of secondary English teachers towards teacher professional development. The primary data were collected from the thirty secondary English teachers of the Kathmandu valley. The data were obtained from the respondents through the use of questionnaire consisted with close and open –ended questions. The collected data were analyzed with the help of statistical tools. The major findings of this study were majority of the respondents had given positive response towards teacher professional development and most of the teachers had preferred to practice teacher support group for their professional development. The study shows that almost all the teachers expressed their positive attitudes to the practices of teacher professional development at secondary level for their professional development. They also viewed that practices of teacher professional development play significant role to sustain the profession of the teacher.

This study consists of five chapters. The first chapter includes the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. The second chapter presents review of related theoretical literature, review of empirical literature, implications of the study and conceptual framework. In the same way, the third chapter deals with design of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations. The fourth chapter is about analysis of data and interpretation of result. The fifth chapter includes findings, conclusion and recommendations. The final chapter is followed by the references and appendixes to make the study reliable, valid and authentic.

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LIST OF SYMBOLS AND ABBREVIATIONS

AD	:	Anno Domini
BS	:	BikramSambat
D	:	Disagree
DOE	:	Department of Education
Dr.	:	Doctor
Ed.	:	Education
EFL	:	English as a foreign Language
ELT	:	English Language Teaching
FOE	:	Faculty of Education
M.Ed	:	Master in Education
NELTA:		Nepal English Language Teachers Association
P	:	Page
TPD	:	Teacher Professional Development
TPDP	:	Teacher professional Development Program
T.U.	:	Tribhuvan University

CHAPTER ONE

INTRODUCTION

This is the study on “Attitudes and Practices of secondary level English Teachers towards Teacher Professional Development’’. This section of study consists of background of the study, statement of the problem, objectives of the study, research question, significance of the study, delimitation of the study and operational definition of the key term.

1.1 Background of the Study

Teaching is a complex task which requires a sound knowledge on how to handle the students’ disruptivebehaviors, teaching strategies, curriculum, institution’s rules and regulations and availability of materials. It requires theoretical as well as practical knowledge of teaching with education psychology. Teaching cannot take place without learning because teaching is done in order to manage the learning process.

Development is a dynamic process of positive changes that improves the standard of people. Teacher development in terms of teachers’ own understandings refers to the process of learning and becoming better at what they are doing. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for change deciding what can be achieved through personal effort, and setting appropriate goals. It is based on a positive belief in the personality of change. Development is not only a way forward for experienced teachers who believe that they have fulfilled potential and who want to go on learning. If its attitudes and beliefs can begin in pre- service training, where trainees can be encouraged to learn from their own developing awareness and reflection alongside feedback from tutors can follow trainees then it can continue as a base for career long learning (Head and Taylor, 1997, p.18).

Professional development is most useful when it is embedded in the daily life of the school- when there is a culture of learning in the school or educational setting. A

culture of learning is characterized by a respect for learning, a high level of trust, collaborative processes such as shared decision- making, a mutual understanding of the goal of improved student learning and a collective commitment to the success of all students. This is possible when teachers purposely study together, exchange ideas, reflect on their practices and find better ways to help students learn. This type of culture of learning helps teachers learn all they need to know to change their practices in ways that lead to improved student achievement. In this sense, professional development enhances competence of all teachers in a learning community to pursuit their life- long learning. In other words, teacher professional development becomes a milestone in teachers' continuum of life- long learning and career progression.

Teachers' professional development is perceived as a cover term which includes wide varieties that teachers employ either individually or collaboratively. The term professional development in wider understanding, stand for the development of human in their professional role. Moreover, professional development not only includes formal experience but also incorporates informal exercise use. Professional development refers to skills and knowledge attained for both professional development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal course work, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally incorporating and evaluative stage. There are variety of approaches to professional development including consultation, coaching and communities of practice, lesson study, mentoring, reflective supervision and technical assistance. Professional development is essential or necessary to increase knowledge and skills through certified and consistent education in the profession. A professional development programs boosts the individual's career through travel, research, workshops, teacher network and seminars and by working with professionals who are experienced.

Teaching of English language in Nepal remains in deprived situation with distinct ideas and practices. Nepali teacher of English language has been playing with feelings of communication practices. Some are already established and some are emerging.

The greatest misfortune for adapting such feeling is that the lack of relevancy to our context. These methods of language teaching are experimented in America, Britain and other English speaking countries in a native language context and to try adapting with these which may no longer be suitable in our context. For the best instance, we are still using grammar translation method which is outdated and has been severely criticized for its failure to develop communicative ability in students and we have no longer used communicative method and task based learning methods. So that we don't know which method is suitable for us to teach English language? Thus, standard of ELT in Nepal is now in problematic situation. Simply putting the teaching English is formless condition with a number of methods and techniques along with vague approaches.

Professional development is defined as the process that improve and enhance the job related knowledge and skills of practicing teachers. Professional development provides the continuous, on the job training and support needed to improve teaching. The ultimate worth of professional development for teacher is the essential and it plays crucial role in the improvement of students. This means the educators must pay attention to the results of professional development on job performance, organizational effectiveness and the success of all students.

1.2 Statement of the Problem

Teaching is not easier profession. There are many problems for teachers that make the profession more complicated than it has to be. It does not mean that everyone should avoid being a teacher. Lack of the professionalism is a major problem for improvement of teaching learning activities in Nepal. Most of the Nepalese teachers, especially the teachers from the government- aided schools are lagged behind from their professional development.

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is required to make ourselves able to lead a life successfully coping with the temporal, spatial and other changes. According to Richards and Rodgers, (2009), "Language teaching came into its own as a profession in the twentieth century'' (p.1). Language teaching is not a constant process rather it changes together with the development of new technologies and emergence of new approaches and methods.

1.3 Objectives of the Study

The objectives of thisstudy were as follows:

- To identify the attitudes of secondary level English teachers towards teacher professional development.
- To explore the practices of Teacher Professional Development at the secondary level.
- To suggest some pedagogical implications.

1.4 Research Questions

i) What are the attitudes of secondary level English teachers towards teacher Professional Development?

ii) What are the practices of teacher professional development at the secondary level?

1.5Significance of the Study

It would be useful for those teachers who want to create new innovation for making teaching learning activities more meaningful, effective and fruitful. It would be beneficial for teachers who are using new and different techniques to develop themselves professionally and for experience teachers who are working collaboratively with other teachers. It will be fruitful for the teachers, students for those who will be engaged in the realm of teachers' professional development. Thus, it would be beneficial for those teachers who are directly and indirectly involved in the field of teaching profession. The findings of this work would suggest some pedagogical implications in the field of teachers' professional development.

1.6Delimitations of the Study

This study had the following limitations:

- The data were collected only from the different schools of Kathmandu valley.
- Only secondary English teachers were the population of this study.
- Only thirty teachers were the sample of this study.
- It focused only in the professional development of the secondary level English teachers.

1.7 Operational Definitions of Key Terms

- Development: Development is the process of becoming the best kind of that she/ he personally can be.
- Perception: It is an idea, a belief or an image you have as a result of how you see or understand something.
- Profession: It is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctors, lawyers, engineers, teachers, etc.
- Professional Development: One who is capable in each aspect in the related discipline throughout his/ her working career.

CHAPTER: TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

Literature review is a detailed study and summary of research relating to particular issue or problem. It is a preliminary task that the researcher has to go through the existing literature in order to acquaint with the available body of knowledge in the area of research.

2.1 Review of Theoretical Literature

This sub chapter deals with different theoretical perspectives related to the "Attitudes and Practices of Secondary level English Teachers towards Teacher Professional Development". The theoretical review of related literature is mentioned as below:

2.1.1Teaching as a Profession

Profession is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctors, lawyers, engineers, military officers, teachers, etc. It conveys expertise education and requires considerable training and specialized study. Profession is a job requiring special type of skill or knowledge. Teachers are the major elements of the entire education system those are placed as the heart of education system (Dewey 1997, p.22) pack and unpack the curriculum and thus they have to be more professional in their business'' (as cited in Poudel, 2006).

The importance of teaching profession is that it is responsible to produce other different professionals. Viewing teaching as a profession provides a motivation for continuous career growth. This issue is of great interest to those all concerned with the education system. Profession is the social service and welfare for the public. Teaching profession has also some specific and scientific requirement and assumption. Roberts (1998, p.38) also argue that in normal usage a professional is a someone who is highly trained, skilled and self-disciplined. Richards and Rodger

(1998) also support teaching as a profession as language teaching come into it's as a profession in the twentieth century. The whole foundation of contemporary language teaching was developed during the early part of twentieth century.

Teaching as a profession has been debated over the years and throughout the nations. The issue was whether teachers are professionals are opposed to mere workers and whether teaching is a profession and not just an occupation. But, recently, the debate is solved and the teaching has been accepted and established as the profession. Teaching is actually one of oldest professions. Teaching is an art where teacher facilitates the learners to learn the knowledge, skills and attitudes in a comfortable way. Teaching is widely understood as an act of transforming the knowledge, skills and attitudes to the learners with an aim of bringing positive change in the learners. The objective of teaching is typically a course of study, lesson plan, or a practical skill, including learning and thinking skills. While teaching a teacher will need to consider student's background knowledge, environment, and their learning goals. Teaching is a continuous activity of encouraging or fuelling attitudes, orientations and understanding which allow students to progress then regress as human beings, to grow rather than to become narrow in their outlook and range of capabilities. Teachers should have the repertoire with to emergence of advance technology, sound knowledge and skills to handle these multiple roles and responsibilities.

In this regard Kumaravadivelu(2003) has presented different roles as: teacher as passive technician, teachers as reflective practitioner and teacher as transformative intellectuals. Similarly, Harmer (2008) highlights the roles of teacher as; 'prompter, participant, controller, assessor, organizer, resource and tutor'. However, those roles and responsibilities are being changed time and again due to emergence of advance technology and continually chanting of the needs and interests of the learner and society or country. In this context, professionalism is continuous growth of the teacher in teaching the quality of teaching depends upon the love, dedication and devotion of the teachers towards the teaching subject. Teaching is the matter of the life long process. Teacher is not just an individual but also the part of society, he/ she is also a social being so the teacher is also related to the part of society.

It is true that the requirements for entrance into the teaching profession have not always been as high as those for some other profession. It is also true that in teaching profession there are some members who have not lived up to the desirable level of conduct and service. Furthermore, many persons have started teaching as stepping stone to other professions. The teaching profession has considerably suffered, as it could not attract the best talent because of poor pay scale, particularly in private institutions. However, teacher can't deny teaching anymore, its status as a profession. For this, attempts should be made to develop positive attitudes for teaching. There should be a spirit of inquiring to develop the expertise in any field which is the key for the professional development.

2.1.2 Teacher Development

Development is a dynamic process of positive changes that improves the standard of people. Development in general term refers to the gradual improvement of a situation to some better state. The concept of teacher development is not so old. Teacher development is a never ending process. Teacher development is the process of making effort by teachers for their better career in future.

In the words of Underhill (1986, p.1, as cited in Head & Taylor, 1997), teacher development is a process of becoming "the best kind of teacher that I personally can be" (p.1). It is a continuous process, not a onetime seminar. Teacher development is the process of lifelong learning in teaching profession. Teacher development is centered on personal awareness of the possibilities for change and of what influences change process. It involves any activities aiming to achieve personal and professional growth for teachers. It is motivated by teachers' own questioning of who they are and what they do rather than by any external agenda. Development activities can range from observing colleagues' classes, reading academic journals and books and attending conferences to collaborating with other teachers in the classroom researches or other professional projects.

Most of the teachers are always thinking about various ways and strategies for developing their professional career. Teachers acknowledge that how the roles change according to the kind for learners they are teaching and reviewing the theories and principles of language teaching. It means teacher development is a way of learning which is complementary to training and which is motivated by teachers own questioning as what they are and what they do rather than by any external agenda. It is a continuous process of transforming human potential into human performance a process that is never finished. It draws on the teacher's own inner resources for change. Teacher development, which is self-reflective, is centered on personal awareness of possibilities for change process. Teacher's development builds on the past because recognizing how past experience helps to identifying opportunities for change in the present and the future. So, it also draws on the present, encouraging a fuller awareness of the kind of teacher. Teacher development is something that can be done only by and for oneself. It doesn't have fixed tenure so it is a continuous as dynamic process. It helps the teacher to be awareness, angled towards personal growth and development of attitudes beliefs and insights. Villages- Reimers (2003) states," Professional development of teacher is a lifelong process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continues until retirement."

Teacher development is taken as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. Teacher development is not just to do with language teaching. It is also about language development, counseling the skills, assertiveness training, confidence building, computing, meditation cultural boarding etc. Teacher's development helps the teacher to deal with the needs and wants for the individual in ways that suit individual and the needs may be many and diverse from confidence building to language awareness or technical expertise.

Teacher development is related to quality education at school. As a basic indicator of teacher management training plays crucial role in developing teacher's professional career. Here, the term teacher's development refers to teacher's professional

development, which is further mainly related to training and partly to other pedagogical activities. As the school sector reform plan targets to improve teacher's capacity, the pre- service and in- service training for teachers and head teachers are the main interventions for teacher development.

2.1.3 Teacher Professional DevelopmentIn Nepal

The system of training for teachers especially the secondary level teacher was initiated in Nepal in 1957 when the government established college of Education. It was established with functional and technical assistance of the government of USA. The college of Education offered a two year I.Ed program for the 10 year high school graduates to produce trained lower secondary teachers.

Awasthi (2003) mention that the history of teacher professional development can be traced back to the establishment of Basic Education Teaching Training Centre in Kathmandu in 1948 with a view to training the primary school teacher. In addition, the college also offered a one- year B.Ed. course for those who hold Bachelor's degree in subjects other than education. In 1973, the College of Education was converted into the institute of Education as one of the institutes ofTrivhuvan University. The Institute of Education offered the responsibility to conduct all sorts of in- service and pre- service training. As a part of Trivhuvan University, the Institute of Education had several campuses in different parts of the country. The Ministry of Education started getting directly involved in the in- service teacher training programs during the early 1980's when the government executed Science Education Project with the financial assistance of Asian Development Bank.

The Institute of Education conducted various types of teacher training programs during 70's and 80's. These programs were: Women Teacher Training Program, Remote Area Teacher training program, A- level Program, Campus based B- level Program, on- the- Spot Teacher Training Program, Primary teacher Training through Distance Learning and Radio Education Teacher Training Program. There are some academic and training requirements for teachers. Successful completion of 12-year

schooling is the academic requirement for lower secondary school teachers. A bachelor degree is the academic requirement for secondary school teachers. Ten-month training is a mandatory requirement for any person to be qualified for permanent tenure for the teachers of primary, lower secondary and secondary teachers. (Joshi, K.R, 2012, p.59)

Teacher professional development can be achieved only by the regular efforts on work i.e. they enter classroom, face difficulty and overcome the emerging problems. In this regard, Reimers (2003) views" professional development as the'' development of person in his/ her professional role. After gaining experience and expertise for years in teaching systematically, a teacher achieves the professional development'' (p.11). After entrance in institutions professional development starts.

Professional development focuses especially on how teachers construct their professional identities in ongoing interaction with learners, by reflecting on their actions in the classroom and adopting them to meet the learners expressed or implicit learning needs. It is an extensive and collaborative process: upon completion, an evaluation of progress is usually performed. Professional development of a teacher is a key factor in ensuringthat reforms at any level are effective. Successful professional development opportunities for teachers have a significant positive effect on students' performance and learning. Thus, when the goal is to increase students learning and to improve their performance the professional development of teachers should be considered as key factor.

2.1.4 Characteristics of Teachers Professional Development

If Education is to improve, teacher professionalism must increase because teachers are at the core of any teaching learning process. Researchers and academics have affirmed that teachers' professional development is a process along a continuum of learning and is about ongoing professional growth. Some of the characteristics of teacher professional development mentioned by Head and Taylor (1997) are as follows:

- It is about dealing with the needs and wants of the individual teacher in the ways that suit individual. The needs may be many and diverse- from confidence- building to language awareness or technical expertise.
- Much of teacher development is seen as relating to new experiences, new challenges and the opportunity for teachers to broaden their repertoire and take on new responsibilities and challenges. This helps them to develop their careers as well as themselves.
- Teacher development is not just to do with language teaching or even teaching. It is also about language development, particularly for teachers whose native language isn't English, counseling skills, assertiveness training, confidence-building, computing, mediation, cultural broadening, almost anything in fact.
- A teacher is conceived of as a reflective practitioner
- It is conceived as a collaborative process
- It may look and be very different in diverse setting

Furthermore, teacher professional development is integrated with district goals to improve education. It is guided by a coherent long- term plan. It is driven by disaggregated data on student outcomes. It is designed according to teacher- identified needs. It is primarily school- based. It provides a strong foundation in subject content and methods of teaching. It is informed by research on teaching and learning. It is designed around collaborative problem solving. It enables teachers to work with colleagues, in and beyond their school building. It is continuous and ongoing, providing follow- up support for further learning. It incorporates principles of adult learning. It provides sufficient time and other resources, and is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning.

Professional development is much essential element to make the teachers all- rounder. Last but not least, in- service teachers must have to develop them professionally to contribute better outcomes in national Education.

2.1.5 Tools of Teachers Professional Development

Teachers who are really having fun in teaching can do any task for their professional advancement. Various scholars have given various models, techniques and activities for professional development. For example, Richards and Farrell (2010, .v) have given various eleven techniques for English teachers professional development which are listed below;

- Workshops,
- Self- monitoring,
- Teacher support groups,
- Peer observation,
- Teaching portfolios,
- Keeping a teaching journal,
- Analyzing critical incident,
- Case analysis,
- Peer coaching, and
- Team coaching
- Action research

Workshops

Workshop is a place where work is accomplished, directed to the collaborative exploration and resolution of problems. Since workshops can be scheduled and conducted outside of class time, they are particularly considered to be suitable for teachers. According to Richards and Farrell (2010) “Workshop is an opportunity to acquire specific knowledge and skills”. It is a period of discussion and practical work on a particular subject, in which a group of people share their knowledge and experience. A workshop is led by a person who is considered as an expert in the workshop topic. She/he is also considered to have relevant experiences on the topic. Workshops are one of the most common and useful forms of professional development activities for teachers. A workshop is an intensive, short- term learning activity that is designed to provide chance to acquire specific skills. Thus, workshops

play a significant role in teachers' professional development which ultimately enhances student's achievement.

Self- Monitoring

Self- monitoring is indispensable to any developmental approach. It can be used as part of a formal appraisal, as a way of evaluating performance for grade or award giving, or as part of an ongoing teacher development program in which it plays an important role in raising awareness. According to Dickinson (1987) "Self- monitoring is an effective self- measurement device". According to him, the teacher can become self- directed by keeping records of his/her own progress. It can be in the form of simple checklist of the items covered or it may include a self- monitoring scale on each item. Self- monitoring as a teacher learning strategy refers to a systematic approach to the observation, evaluation and management of one's own behaviors in order to achieve a better understanding and control over the behaviors. The main purpose of self- monitoring is to find out the current level of existence in light of changing perspectives in language teaching and learning.

Teacher support group

Teachers support group which is also known as study groups, learning circle, teacher networks or teacher professional networks. It can be defined as two or more teachers collaborating to achieve either their individual or shared goals. It plays a prominent role in providing opportunities for teachers to validate both teachers' received knowledge, experiential knowledge and their curiosities, inquiries and doubts. The main purposes of teacher support group are to put forward, discuss, interact, negotiate the subject matter, pedagogical and professional problems and derive certain principles to bring uniformity among the teacher community. It is also done for reviewing and reflecting on teaching, materials development, publishing journals, plan seminars, develop research projects and so on.

Peer observation

Peer observation refers to two fellow teachers/ observers closely watching and monitoring each other's language lesson or part of a lesson one after another in order to gain understanding of some aspect of teaching, learning, or classroom interaction. The purpose of peer observation is to gather information about a teacher's teaching and to provide him/her teaching. It is intended to be supportive rather than evaluative. Peer observation involves visiting other teachers' classes to observe different aspects of teaching. It is a way of gathering information about teaching, rather than a way of evaluating teaching.

Teaching portfolio

Teaching portfolio is a purposeful collection of any aspect of a teacher's work that tells the story of a teacher's efforts, skills, abilities, achievements and contributions made to his or her students, colleagues and institutions. Richards and Farrell (2005) have defined it as "a collection of documents and other items that provides information about different aspect of teacher's work". Teaching portfolio is a collection of documents containing information about a teacher. It is a compilation of teaching materials and learning processes. It provides a demonstration of how a teacher approaches his or her work and presents evidence of the teacher's thinking, evidence of the teacher's thinking, creativity, resourcefulness and effectiveness.

Keeping teaching journal

A teaching journal is a first- person account of language learning or teaching experiences, documented through regular and then analyzed for recurring patterns to develop awareness on the part of teacher who keeps it. The main purpose of keeping teaching journal is to develop reflective thinking/teaching about teaching and learning processes. It enhances reflective teaching and learning, forms the habits of self-inquiry for the better understanding of the situation and leads to teacher learning and development.

Analyzing critical incidents

Critical incident with reference to classroom teaching refers to teaching incident or unanticipated students' reactions, doubts and curiosities about the subject matter in course of teaching. Critical incidents are students' behaviors that might come immediately and unexpectedly in the classroom. It can be both positive and negative. Thus, critical incidents produced by the students in the classroom causes teacher's critical thinking with critical lenses towards students 'expectations. It is a short description that has taken place over a certain period of time. Richards and Farrell (2010) stated that " a critical incident is an unanticipated and unplanned event that

occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning".

Case analysis

Case analysis is a natural inquiry of the potential causes of the case. The teacher as a researcher uses many qualitative measures to find out the in- depth and rich information about the case. Moreover, she/he uses multiple methods of data collection for triangulation of information. The main purpose of carrying out case analysis is to better understand the existing problematic situation of case and suggest some useful strategies to improve case's existing situation. In case analysis, data may be gathered by different methods such as observation, interview, questionnaires, opinionnaires, psychological tests, and recorded data from newspapers etc.

Peer coaching

Peer coaching refers to practical classroom support by a trained and experienced fellow teacher, over a period of weeks or months. It is a systematic process of collaboration in which one teacher, who is designated as a coach, observes and gives feedback to another teacher usually with some form of reciprocity. The main purpose of peer coaching can be providing professional support and accelerating teacher learning. Peer coaching is a professional development strategy for teachers to consult with one another, to discuss and share teaching practices.

Team coaching

Team coaching is a process in which two or more teachers share the responsibilities for teaching a class. The teachers share responsibilities for planning the class or course, for teaching it, and for any follow- up work associated with the class such as evaluation and assessment. The main purpose of team coaching can be to establish collaboration and collegiality among the school staff for the pursuit of school improvement and change. Team coaching involves true team work between two teachers who, together, make presentations to a group of students. Team coaching is

one of the effective approaches to teacher professional development. The teacher together plans a lesson, observe each other's presentation, provide constructive suggestions, if necessary and so on.

Action research

Action research is a teacher learning strategy. It continuously helps the teachers to update their professional knowledge. It is a major source of teacher learning or teacher professional development. It refers to teacher conducted classroom research that seeks to clarify and resolve practical teaching issues and problems. It is a systematic activity to investigate and explore something new through intervention. It is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. The main purpose of an action research is to identify and solve the practical problems in the classroom. It also aims to bridge the gap between theoretical research and applied research.

Professional development is possible after teachers' active engagement in the task and activities which leads their career. Most scholars accepted that collaboration or group learning is easy and effective way for teacher learning for their professional development. Some scholars support that collaborative learning as important for teacher's professional development. Collaborative learning and teaching have emerged over the last ten years as significant value in the field of language education. In language education, teachers, learners, researchers and curriculum specialists can collaborative for a number of reasons. They may wish to experiment with alternative ways of organizing teaching and learning, they may concerned with promoting a philosophy of co- operation rather than competition, they may wish to create an environment in which learners, teachers and researchers are teaching and learning from each other in an equitable way(a trend which is enhanced by the growing interest in action research), or they may wish to experiment with ways of incorporating principles of learner- centeredness into their programs.

Teachers can share their success, failure, achievements and experiences concerned with their profession if they collaborate. Especially for a language teacher collaborative learning is one of the convenient ways of recharging oneself. Head and Taylor (1997, p.96) emphasize this type of learning and mention, “Groups of teachers have found that by meeting together they can help each other to improve their English by identifying their own needs and setting their own agenda for self- improvement, these teachers are engaging in teacher development’’ Collegiality is a basis for career long learning which offer an enormous potential for professional growth. The teachers may competent enough in their subject matter but they improve considerably if they get an opportunity to work in a more collaborative environment rather than in professional isolation. Collaborative learning is also a way among the various strategies that teacher use. Collaboration and collegiality is take teacher development beyond personal, idiosyncratic reflection, or dependence on outside experts, to a point where teachers can learn from each other, sharing and developing their expertise together. Research evidence also shows that the confidence that comes with collegial sharing and supports leads to a greater readiness to experiment and take risks, and with it a commitment to continuous improvement among teachers as a recognized part of their professional obligation.

2.1.6 Perspectives of Teachers Development

Teachers have different needs at different times during their career. The needs of the institutions in which they work also change over time. Richards and Farrell (2005) say professional development is directed toward both the institution’s goals and teachers’ own personal goals. Teacher professional development is directed toward both the teacher’s own personal goals and the institution’s goals. In these sense, teacher development is viewed from two perspectives:

I. Individual Perspective

Teacher development mainly takes place due to the teachers own personal interest in addition to their existing professional knowledge. They are enthusiastic to keep up to

date with the newly emerging theories in their field. They are interested in improving their teaching skills to match with the diverse students. It means that the individual perspective deals with the teachers' personal development. Richards andFarrell (2005) enlist a number of areas of professional development in the individual perspective:

Subject matter knowledge: In language teaching it refers to the knowledge of phonological, grammatical, semantic and pragmatic systems of the language being taught. It also entails the knowledge of second language acquisition, testing, methodology, curriculum development and so on.

Pedagogical expertise: Pedagogy is the science of teaching. It is the knowledge of new areas of teaching, improving ability to teach different skills and aspects of language to learners of different ages and backgrounds.

Self- awareness: It means the development of awareness of one's own responsibility in the career. It also entails the realization of one's principles, values, strengths and weaknesses.

Understanding of learners: It entails the understanding of who the learners are; what their preferred learning styles and strategies are; what problems they are facing in learning the L2; what their affective filters are, what their motivation and confidence levels are; and so on.

Understanding of curriculum and materials: It refers to the knowledge of the curriculum that is being taught. It also means the knowledge of how to design and use different instructional materials or teaching aids in appropriate contexts.

Career advancement: It refers to the knowledge and expertise necessary for personal career development. It also entails the knowledge that helpful for the promotion in the career. It includes not only the teaching skills for development but also the supervisory and mentoring skills necessary for personal advancement.

II. Institutional Perspective

Although much teacher development can occur through a teacher's own personal initiative and for personal enhanced quality, institution can also have a prominent role in individual teacher's development as well as for institution's better performance. From the institutional perspective, professional development activities are intended not merely to improve the performance of teachers but to benefit the school as a whole, that is to say, to make it more successful, attract more students, and achieve better learning outcomes. Most successful organizations regard the training and development of their staff as a matter of high priority. Richards and Farrell (2008) identifies five dimensions of institutional improvements that teacher development can contribute. They are:

Collegiality: The goals of collegial forms of professional development are to encourage greater interaction between teachers, peer – based learning through mentoring, and sharing skills, experience and solutions to common problems.

Research: Professional development school considers the research as an inseparable activity for the educational reform. All the staff in the school involves and engages in the research- based activities from classroom problems to perennial school issues.

Site- specific information: Site- based teacher development program enables and encourages to every teacher of school. If every teacher involves in collecting and analyzing school information from different perspectives by using research based activities, it of course, provides site- specific information for school's improvement as a whole.

Curriculum initiatives: Teacher development program provides opportunities to the school staff and collaborating with others to introduce change in their subject areas as well as across the school curriculum.

Instructional initiatives: By the research based activities in the classroom like action research project and other project work enable the teachers to develop their own insights and teaching in accordance with the context. It always inspires to the teachers to develop inquisitive minds of pursue different teaching techniques that suits and fits

into the local classroom situations. Thus, teacher development program helps the teachers take instructional initiatives.

2.2 Review of Empirical Literature

Each and every research study needs the knowledge and idea of the previous which have been done on the basis of the certain objectives to achieve. There are many research studies have been done in this field as well, that provide the guideline and direction to conduct research study in different phase of time. Many scholars and researchers have conducted the researches in different time in differently. Among them some of the related works are reviewed for the evidence for the present research study such as:

Bhatta (2009) carried out a research on "observation and feedback for Teachers' Professional Development'' with a main purpose to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected forty teachers from ten different schools through non- purposive random sampling procedure. He used questionnaire as a main tool. The finding showed, a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively and having their weaknesses exposed

Khatri (2012) conducted a research entitled "Self- directed learning for teachers' professional development.'' The main objectives of study were to find out the awareness of the English language teachers towards the self- directed learning and to identify the practices of self- directed adopted by the teachers for professional development. The research was conducted only on 60 secondary level English teachers selected from 46 schools of Kathmandu valley. Questionnaire was used as the research tool. The finding of the research showed that most of the teachers were aware of self- directed learning and most of the teacher evaluates their own teaching.

Subba (2014) carried out a study on "The application of teachers' professional development Training in English Classroom". The main objective of the study was to

find out the status of the application of TPD training by secondary level English teachers in classroom teaching. It was a survey research design. Ten secondary level English teachers from government aided schools of Ilam district were selected as a sample for this study following the random sampling procedure. A set of questionnaire with the both open and close ended questionnaire and observation checklist were used to elicit require information for the thesis. The study had conducted that the teachers good in subject matter, presentation was in sequence and teaching was based on the context along with the use of appropriate examples.

Kc (2015), carried out a research entitled “Role of practice teaching for student teachers’ professional development”. The main objective of the study was to find out student teachers’ perception on the role of practice teaching for teachers’ professional development in terms of use of techniques, teaching materials, and lesson plans. The research was conducted only on 20 students of B.Ed. and 20 students of M.Ed. from Kathmandu district. Questionnaire was used as the tool. The findings of the research showed that practice teaching is very fruitful to increase professional skills and competence on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

Mahato (2016), conducted a research entitled “English teachers’ perceptions on the role of government in their professional development”. The main objectives of study were to find out English teachers’ perceptions on the role of government in professional development of English teachers. The research was conducted only on 40 lower secondary and secondary English teachers selected from Kathmandu valley. Questionnaire was used as the research tool. The findings of the research showed that English teachers of secondary and lower secondary level have very positive attitude towards the role of government in professional development.

Budhathoki (2017) carried out a research entitled “Teachers’ perceptions towards teacher training for professional development”. The main objectives of study were to identify teachers’ perceptions towards teacher training for professional development. The research was conducted only on 30 English teachers of different 30 schools of

Salyan district. Questionnaire was used as the research tool. The finding of the research showed that teachers viewed the training as the most essential, inevitable and important way and strategy of teachers' professional development as it develops certain knowledge, skills and attitudes in the teachers for making their teaching learning activities effective.

2.3 Implication of the Study

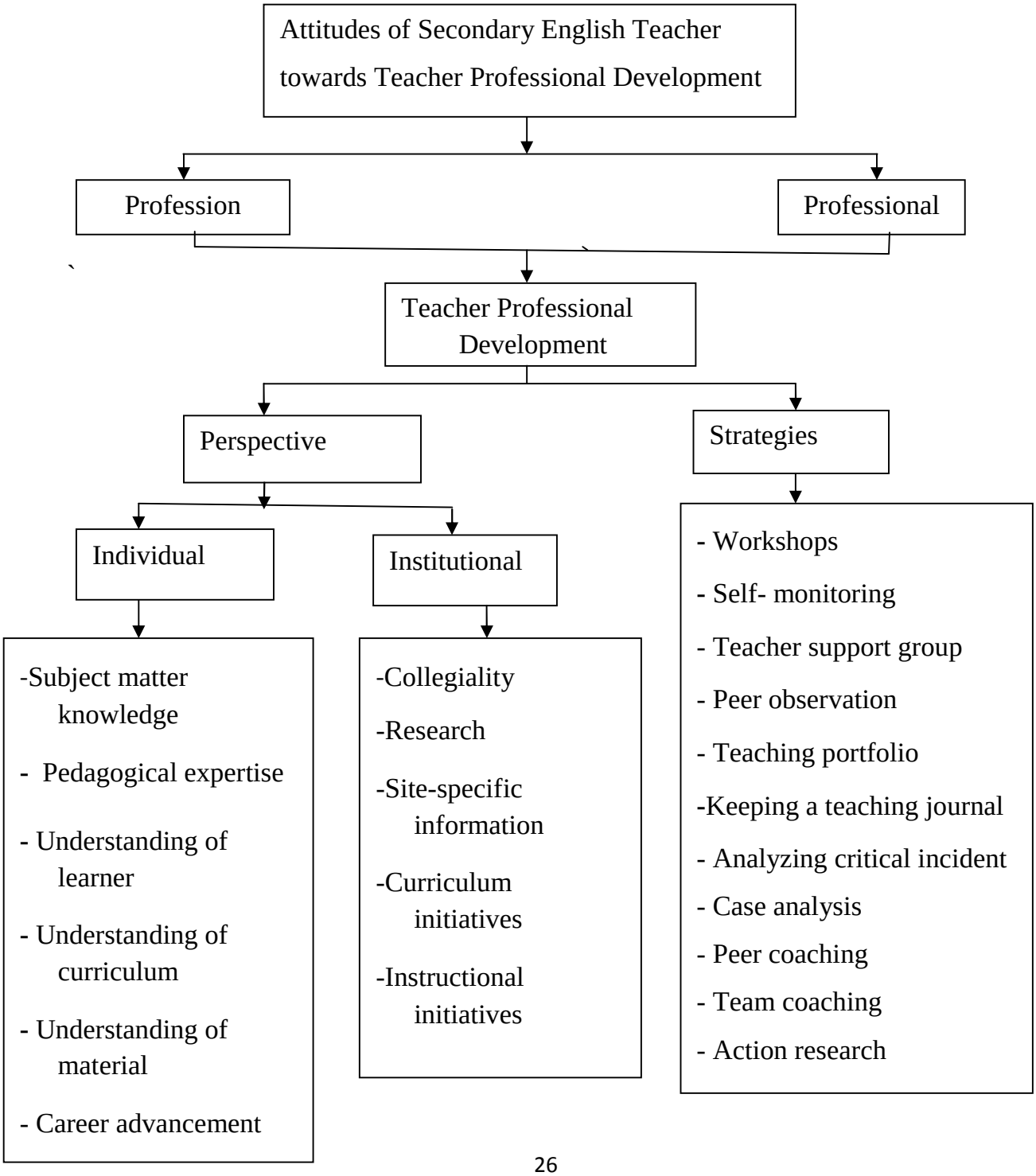
Literature review is the process that begins from topic selection to writing the findings of the study. It is an integral part of any research study to complete the study successfully. It is more important for the researcher which helps to identify area of study, selection of objectives, methods, procedures, data collections and interpretation and all aspects of study. It helps to develop the basic knowledge and idea of researchers' research study. Scholars Kumar (2009) defines, "Reviewing literature can be time consuming, daunting and frustrating, but it is also rewarding". In this way, I have benefited by related literatures from different scholars' works to complete me study successfully.

According to Bhatta (2009), It showed that a very few of the secondary English teachers were interested in the classroom observation. Most of the teachers do not have positive attitudes towards class observation and feedback for teacher professional development. Reviewing Khatri (2012) it helps the researcher by providing material and information about teachers' professional development and role of self-directed learning for it. From Subba (2014), It was found appropriate for selecting the field or area for the research and determining data collecting procedure. Likewise, KC (2015) I found that practice teaching is the strategy which obviously supports to get the professional skills of the teachers. It is mirror, which reflects the works of teachers to move forward in order to get professional development. Likewise, Mahato (2016) it was found that they develop new means of teaching strategy by the government aided training. Likewise, Budhathoki (2017) I found that the teacher had positive perception towards the teacher training for developing their professional development.

Moreover, I understood overall research study process. I got basic guidelines to develop theory to my research. I have got the idea of determining research design, objectives and research problems, selecting sample tools, improving techniques and procedures and drawing research findings

2.4 Conceptual Framework

Conceptual framework is the diagrammatic and pictorial representation of the research study. It helps to direct the researchers towards his or her study. It is the conceptualization of different required variables of the research study. The conceptual framework of my research study will be as below:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter of the study consist the design and method of the study, sample population and sampling strategy, area of the study, sources of data, data collection tools and procedures, data analysis and interpretation and ethical considerations of the study. In this research study, I adopted the following methodology to fulfill the objectives of my study:

3.1 Design of the Study

The design of this study was survey research. Survey is research design that is most popular in social science including education. According to Cohen and Manion(1985), "Survey is the most commonly used description methods in educational research and may vary in scope from large scale government investigation through to small scale studies carried out by a single researcher." It is a type of research which tries to study both large and small population by selecting and studying sample in order to find the present situation or activities. Selection of sample that is representative to the whole group is done and data is collected from the sample. The data is analyzed, interpreted and generalized to the whole group. It is one of the cross sectional studies i.e. data is collected at a single time mostly structured tools are used to collect data and it is collected in natural setting. It has a wide and inclusive coverage.

Thus, survey research is mainly carried out to find the people's attitudes, opinions and specified behaviors or certain issue, phenomena, event and situation. The researchers selected survey research design because of its objectives. Therefore, I would like to find out attitudes of English teacher towards teacher professional development of Kathmandu valley. To accomplishment for my study I prefered survey design will appropriate rather than other design.

3.2 Population, Sample and Sampling Procedure

All the Secondary level English teachers of Kathmandu valley were the population and 30 secondary level English teachers were sample of the study. The teachers teaching in both of the public and private schools were the subject of the study. I used non- random judgmental sampling procedure to select the sample.

3.3 Data Collection Tools

I used questionnaire to elicit the required information for the study. The questionnaire consisted of both close- ended and open- ended questions.

3.4 Sources of Data Collection

I collected the required data and information from the following resources:

3.4.1 Primary Sources

The primary sources of the study were collected data from 30 secondarylevel English teachers of Kathmandu valley.

3.4.2 Secondary Sources

The secondary sources of data for the study were different books, thesis, journals, internet materials, articles and reports for example, Reimers (2003), Underhill (1988), Richards and Farrell (2010), Kumaravadivelu (2003) and so on.

3.5 Data Collection Procedure

A step-wise methodological procedure was employed to collect the required data for the study. First of all, I visited the school head teacher and established a rapport with him/her.Then, I explained the purpose of my study to him/her and for his/her permission to carry out research. With the permission from the head teacher, I talked to the subject teacher for necessary assistance. Then, I distributed the questionnaire to them and after a week, I collected the questionnaire from them. At last, I thanked all the teachers who provided me the required information.

3.6 Ethical Consideration

Ethical Consideration is an essential aspect to be considered while doing a research work. Research is not only complete from the side of researcher. During the data collection, we should go to the field and create mutual relation with all the respondents. To make research more ethical, our study has to be more valid reliable and authentic. To make my research reliable and valid, I distributed questionnaire only with the permission of the respondent. I kept the response of the respondents confidential. I kept it safe from plagiarism. I preserved privacy of respondents in my research.

CHAPTER: FOUR

ANALYSIS AND INTERPRETATION

Based on the collected data from the primary source, data were analyzed and interpretation was done in the following sub- headings.

4.1 Analysis of Data and Interpretation of the Results

This chapter deals with the analysis and interpretation of the data collected from the primary sources. The data were collected with the questionnaire consisting of close-ended and open – ended questions. The questions were constructed being based on the objectives of the study. The primary sources of data were collected from thirty secondary level English teachers teaching in thirty different schools of Kathmandu valley. The questionnaire also contained a list of the possible learning strategies with slight information about each of them practiced by English language teachers for their professional development.

This study was carried out to identify the attitudes of secondary English teacher towards their professional development. For the purpose, the collected data were analyzed and interpreted under the following sub-headings:

4.1.1 Holistic Analysis

Following table shows the overall analysis of attitudes and practices of the secondary English teacher towards teacher professional development and learning strategies respectively:

Table1

Holistic Analysis of the Respondents attitudes

Learning Strategies	Attitudes of the Respondents					
	Yes		No		Sometime	
	Number of the Respondents		Number of the Respondents		Number of the Respondents	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Teacher support group	26	86.66	4	13.33	-	-
Teaching Journal	13	43.33	8	26.66	9	30.00
Analyzing Critical Incident	14	46.66	7	23.33	9	30.00
Teaching Portfolio	12	40.00	10	33.33	8	26.66
Peer Coaching	7	23.33	11	36.66	12	40.00
Case Analysis	17	56.66	10	33.33	3	10.00

Action Research	22	73.33	6	20.00	2	6.66
Case Study	10	33.33	15	50.00	5	16.66
Workshop	20	66.66	5	16.66	5	16.66
Total	141	52.22	76	28.14	53	19.62

Yes = Agree No = Disagree Sometime = Rarely / Unsure

The above given table shows that highest number of respondents had positive attitude towards teacher professional development i.e. 141 (52.22%) whereas only 76 (28.14%) number of respondents were not found it useful. Likewise, 53 (19.62%) of the total respondents were not sure about it.

In Brief, 22 (73.33%) number of the respondents had positive attitude towards action research whereas 6 (20%) number of the respondents were not found it useful. Likewise, 2 (6.66%) of the total respondents were not sure about it.10 (33.33%) number of the respondents had positive attitude towards case study whereas 15 (50%) number of the respondents were not found it useful. Likewise, 5 (16.66%) of the total respondents were not sure about it.13 (43.33%) number of the respondents had positive attitude towards teaching journal whereas 8 (26.66%) number of the respondents were not found it useful. Likewise, 9 (30%) of the total respondents were not sure aboutit. 14 (46.66%) number of the respondents had positive attitude towards analyzing critical incident whereas 7 (23.33%) number of the respondents were not found it useful. Likewise, 9 (30%) of the total respondents were not sure about it.

12 (40%) number of the respondents had positive attitude towards teaching portfolio whereas 10 (33.33%) number of the respondents were not found it useful. Likewise, 8 (26.66%) of the total respondents were not sure about it.7 (23.33%) number of the respondents had positive attitude towards peer coaching whereas 11 (36.66%) number

of the respondents were not found it useful. Likewise, 12 (40%) of the total respondents were not sure about it.17 (56.66%) number of the respondents had positive attitude towards case analysis whereas 10 (33.33%) number of the respondents were not found it useful. Likewise, 3(10%) of the total respondents were not sure about it.

10 (33.33%) number of the respondents had positive attitude towards case study, whereas 15 (50%) number of the respondents were not found it useful. Likewise, 5 (16.66%) of the total respondents were not sure about it.20 (66.66%) number of the respondents had positive attitude towards workshop whereas 5 (16.66%) number of the respondents were not found it useful. Likewise, 5 (16.66%) of the total respondents were not sure about it.

It clearly shows that many of the respondents were positive towards teacher professional development. It shows that teacher professional development enhances the teachers' profession.

Table 2

Holistic Analysis of the Respondents Practice

Learning Strategies	Practices of the Respondents				
	Solving Problem	Subjective Experience	Practical classroom Experience	Professional Development	Total
portfolio	5	3	-	2	10(8.33%)
Peer Coaching	3	2	-	-	5(4.16%)
Case Study	5	-	-	4	9(7.5%)
Self-Monitoring	3	1	-	-	4(3.33%)
Peer observation	3	1	-	2	6(5%)
Teaching Journal	2	4	5	-	11 (9.16%)
Workshop	2	-	8	6	16 (13.33%)
Action Research	4	7	5	4	20 (16.66%)
Team Coaching	4	-	-	2	6 (5%)
Teacher Support Group	-	10	8	5	23 (19.16%)
Analyzing Critical Incident	-	2	4	5	11 (9.16%)

The above given table shows that 10 (8.33%) number of the respondents had practiced teaching portfolio whereas 5 (4.16%) number of the respondents had practiced peer coaching. Likewise, 9 (7.5%) number of the respondents had practiced case study.6 (5%) number of the respondents had practiced peer observation whereas 11 (9.16%) number of the respondents had practiced teaching journal. Likewise, 20 (16.66%) number of the respondents had practiced action research.6 (5%) number of the respondents had practiced team coaching whereas 11 (9.16%) number of the respondents had practiced analyzing critical incident.

Thus, Majority of respondents had practiced teacher support group i.e. 23 (19.16%) whereas only 4 (3.33%) number of respondents had practiced Self- Monitoring. Likewise, 16 (13.33%) of the total respondents had practiced Workshop.

4.1.2 Analysis of the Data obtained from close-ended and open-ended questions

This section mainly deals with the attitudes of secondary English teacher towards teacher professional development of English language teachers. As it already mentioned in the previous chapter, I distributed a set of questionnaire including both close- ended and open- ended types of questions in order to elicit the data from the informants.

4.1.2.1Perceptions of Teachers Regarding the Teacher support group

I have tried to know the opinion of the teachers towards teacher support group provides an interactive learning situation in terms of their professional development. The responses obtained from teachers have been shown in the following table:

Table 3

Perceptions of Teachers Regarding the Teacher support group

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	26	86.66
No	4	13.33
Sometime	-	-
	30	100

The above table reveals that 66.66% respondents opined that teacher support group provides an interactive learning situation. However, 13.33% respondents believed that teacher support group does not provide an interactive learning situation.

This data shows that more respondents were strongly positive upon the statement. From this data, we are in a position to say that majority of the participants viewed that teacher support group provides an interactive learning situation**.**

4.1.2.2 Attitudes of Teacher Regarding Significance of Teaching Journal

I have tried to find out the teachers' views towards significance of teaching journal for their professional development. The responses obtained from teachers have been presented in the following table:

Table 4

Attitudes of Teacher Regarding Significance of Teaching Journal

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	13	43.33
No	8	26.66
Sometime	9	30.00
Total	30	100

The above table shows that 43.33% respondent opined that teaching journal is significant for their professional development. 26.66% respondents believed that teaching journal is not significant for their professional development. However, 30.00% respondents believed that sometime teaching journal is significant for their professional development.

Thus, the table shows that many respondents were positive upon the statement. From this data, we are in a position to say that majority of the participants viewed that teaching journal is very significant for professional development of the teacher.

4.1.2.3 Attitudes of Teacher Regarding Implementation of Knowledge and Skills

I have tried to find out the attitudes of teacher regarding teacher professional development helps to implement the knowledge and skills in the classroom for their professional development. The responses obtained from teachers have been presented in the following table:

Table 5

Attitudes of Teacher Regarding Implementation of Knowledge and Skills

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Always	20	66.66
Frequently	5	16.66
Rarely	5	16.66
Total	30	100

The above table shows that 66.66% respondents viewed that teacher professional development always helps to implement the knowledge and skills in the classroom. 16.66% respondents believed that teacher professional development frequently helps to implement the knowledge and skills in the classroom. However, 16.66% respondents believed that teacher professional development rarely helps to implement the knowledge and skills in the classroom.

Therefore, the table shows that many respondents were positive upon the statement. From this data, we are in a position to say that majority of the participants viewed that professional development always helps to implement the knowledge and skills in the classroom.

4.1.2.4 Attitudes of Teacher Regarding Analyzing Critical Incident

In this section, I have tried to find out the respondent's perceptions regarding analyzing critical incident. The responses obtained from teachers have been presented in the following table:

Table 6

Attitudes of Teacher Regarding Analyzing Critical Incident

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Agree	14	46.66
Disagree	7	23.33
Unsure	9	30
Total	30	100

The above table shows that 46.66% respondents believed that analyzing critical incident provides a resource for English language teacher for their professional development. 23.33% respondent believed that it does not provide a resource for teacher for their professional development. However, 30% respondents believed that it is not sure that critical incident provides a resource for teacher for their professional development.

Hence, the table shows that many respondents were agree upon the statement. From this data, we are in a position to say that majority of the participants viewed that analyzing critical incident provides a resource for English language teacher for their professional development.

4.1.2.5 Teachers perception Regarding Effective Practice of TPD Helps Their Profession and Personality

In this section, I have tried to find out the respondents' perception regarding effective practice of teacher professional development helps to grow their profession and personality. The responses obtained from teachers have been presented in the following table:

Table 7

Teacher Perception on Effective Practice of TPD for Their Profession and Personality

The attitudes of the respondents	Number of the Respondents	
	Frequency	Percentage
Agree	18	60.00
Disagree	7	23.33
Unsure	5	16.66
Total	30	100

The above table shows that 60.00% respondents believed that effective practice of teacher professional development helps to grow their profession and personality. 23.33% respondents did not agree in terms of effective practice of teacher professional development helps to grow their profession and personality. However, 16.66 % respondents were unsure in terms of effective practice of teacher profession development helps to grow their profession and personality.

Thus, the table shows that many respondents were agree upon the statement. From this data, we are in a position to say that majority of the participants viewed that effective practice of teacher professional development helps to grow their profession and personality.

4.1.2.6 Teacher Perception on Teaching Portfolio for Teacher Professional Development

In this section, I have tried to find out the respondents' perception towards the need of teaching portfolio for their professional development. The responses obtained from the respondents have been presented in the following table:

Table 8

Teachers' Perception on Need of Teaching Portfolio for Teacher Professional Development

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Agree	12	40.00
Disagree	10	33.33
Unsure	8	26.66
Total	30	100

The above table shows that 40.00 % respondent believed that teaching portfolio is necessary for their professional development. 33.33 % respondents did not agree in terms of need of teaching portfolio for professional development. However, 26.66 % respondents were unsure in terms of need of teaching portfolio for their professional development.

Therefore, the table shows that many respondents were agree upon the statement. From this data, we are in a position to say that majority of the participants viewed that teaching portfolio is necessary for their professional development.

4.1.2.7 Attitude of Teacher Regarding Peer coaching

In this section, I have tried to find out the perceptions of respondents regarding peer coaching can provide professional support for their teaching. The responses obtained from the respondents have been presented in the following table:

Table 9

Attitude of Teachers Regarding Peer coaching

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Agree	7	23.33
Disagree	11	36.66
Unsure	12	40.00
Total	30	100

The above table shows that 23.33 % respondents believed that peer coaching can provide professional support for teaching learning process. 36.66 % respondents did not agree in terms of peer coaching can provide professional support for teaching learning process. However, 40 % respondents were unsure in terms of peer coaching can provide professional support for teaching learning process.

Hence, the table shows that many respondents were unsure upon the statement. From this data, we are in a position to say that majority of the participants were unsure in terms of peer coaching can provide professional support for teaching learning process.

4.1.2.8 Teachers Perception Regarding Case Analysis

In this section, I have tried to find out the perception of respondents regarding case analysis can represent multiplicity of viewpoints and support to alternative interpretations. The responses obtained from the respondents have been presented in the following table:

Table10

Teachers Perception Regarding Case Analysis

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Agree	17	56.66
Disagree	10	33.33
Unsure	3	10.00
Total	30	100

The above table shows that 56% respondents believed that case analysis can represent multiplicity of viewpoints and support to alternative interpretations. 33.33% respondents did not agree in terms of case analysis can represent multiplicity of viewpoints and support to alternative interpretations. However, 10.00% respondents were unsure in terms of case analysis can represent multiplicity of viewpoints and support to alternative interpretations.

Thus, the table shows that many respondents were agree upon the statement. From this data, we are in a position to say that majority of the participants viewed that case analysis can represent multiplicity of viewpoints and support to the alternative interpretations.

4.1.2.9 Attitudes of Teacher Regarding Action Research

In this section, I have tried to find out the perceptions of the respondents regarding action research helps to identify and solve the problem. The responses obtained from the respondents have been presented in the following table

Table11

Attitudes of Teacher Regarding Action Research

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	22	73.33
No	6	20.00
Sometime	2	6.66
Total	30	100

Theabove table shows that 73.33% respondents believed that action research helps to identify and solve the problem whereas 20.00% respondents did not believe that action research helps to identify and solve the problem. However, 6.66% respondents believed that sometime action research helps to identify and solve the problem.

Therefore, the table shows that many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants viewed that action research helps to identify and solve the problem.

4.1.2.10 Teachers perceptions regarding Professional Development

In this section, I have tried to find out the attitudes of teacher regarding professional development enhance profession. The responses obtained from the respondents have been presented in the following table:

Table12

Teachers perceptions Regarding Professional Development

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	20	66.66
No	5	16.66
Sometime	5	16.66
Total	30	100

The above table shows that 66.66% respondents believed that professional development enhance profession of every teacher whereas 16.66% respondents did not believe that professional development enhance profession of every teacher. However, 16.66% respondents believed that sometime professional development enhance profession of every teacher.

Hence, the table shows the many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants viewed that professional development enhances the profession of every teacher.

4.1.2.11 Attitudes of Teachers Regarding Case Study

In this section, I have tried to find out the perceptions of the teacher regarding usefulness of case study. The responses obtained from the respondents have been presented in the following table:

Table 13

Attitudes of Teachers Regarding Case Study

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	10	33.33
No	15	50.00
Sometime	5	16.66
Total	30	100

The above table shows that 33.33% respondents believed that case study is the useful for professional development of the teacher. 50.00% respondents did not believe that case study is the useful for professional development of the teacher. However, 16.66% respondents believed that sometime case study is the useful for professional development

Thus, the table shows that many respondents were negative upon the statement. From this data, we are in a position to tell that majority of the participants viewed that case study is not useful for professional development.

4.1.2.12 Attitudes of Teachers Regarding Workshop

In this section, I have tried to find out the perceptions of the teacher towards workshop helps to develop profession and knowledge of the teacher. The responses obtained from the respondents have been presented in the following table:

Table 14

Attitudes of Teachers Regarding Workshop

The attitudes of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	20	66.66
No	5	16.66
Sometime	5	16.66
Total	30	100

The above table shows that 66.66% respondents believed that workshop helps to develop teaching strategy of the teacher. 16.66% respondents did not believe that workshop helps to develop teaching strategy of the teacher. However, 16.66% respondents believed that sometime workshop helps to develop teaching strategy of the teacher.

Therefore, the table shows that many respondents were positive upon the statement. From this data, we are in a position to say that majority of the participants viewed that workshop helps to develop teaching strategy of the teacher

4.1.2.13 Practices of Teachers Regarding Team Coaching

I have tried to find out the teachers' practices towards team coaching for their professional development. The responses obtained from the teacher have been presented in the following table:

Table 15

Practices of Teachers Regarding Team Coaching

The attitudes of the respondents	Number of the Respondents	
	Frequency	Percentage
Yes	15	50.00
No	10	33.33
Rarely	5	16.66
Total	30	100

The above table shows that 50% respondents practiced team coaching to establish collaboration and collegiality among the school staff for the pursuit of school improvement and change. 33.33% respondents did not practice team coaching to establish collaboration and collegiality among the school staff for the pursuit of school improvement and change. However, 16.66% respondents rarely practiced team coaching to establish collaboration and collegiality among the school staff for the pursuit of school improvement and change.

Hence, the table shows that more respondents were positive upon the statement. From this data, we are in a position to say that majority of the participants practiced team coaching to establish collaboration and collegiality among the school staff for the pursuit of school improvement and change.

4.1.14 Practices of Teachers Regarding Self- Monitoring

In this section, I have tried to find out the teachers' practice towards self- monitoring. The responses obtained from the respondents have been presented in the following table:

Table 16

Practices of Teacher Regarding Self- Monitoring

The practices of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	10	33.33
No	12	40.00
Rarely	8	26.66
Total	30	100

The above table shows that 33.33% respondents practiced self- monitoring as a teacher learning strategy for their professional development. 40.00% respondents did not practice self- monitoring as a teacher learning strategy. However, 26.66% respondents rarely practiced self- monitoring as a teacher learning strategy.

Hence, the table shows that many respondents were negative upon the statement. From this data, we are in a position to say that majority of the participants did not practice self- monitoring as a teacher learning strategy.

4.1.15 Practices of Teachers Regarding Peer Observation

In this section, I have tried to find out the teachers' practice towards peer observation. The responses obtained from the respondents have been presented in the following table:

Table 17

Practices of Teachers Regarding Peer Observation

The practices of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	22	73.33
No	5	16.66
Rarely	3	10
Total	30	100

The above table shows that73.33 % respondents practiced peer observation to gather information about teaching. 16.66% respondents did not practice peer observation to gather information about teaching. However, 10% respondents rarely practiced peer observation to gather information about teaching.

Thus, the table shows that many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants practiced peer observation to gather information about teaching.

4.1.16 Practices of Teachers Regarding workshop

In this section, I have tried to find out the teachers' practice towards workshop. The responses obtained from the respondents have been presented in the following table:

Table 18

Practices of Teachers Regarding Workshop

The Practicesof the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	20	66.66
No	5	16.66
Rarely	5	16.66
Total	30	100

The above table shows that 66.66% respondents practiced workshop as a common and useful forms of professional development activities for teachers. 16.66 % respondents did not practice workshop as a common and useful forms of professional development activities for teachers. However, 16.66 % respondents rarely practiced workshop as a common and useful forms of professional development activities for teachers.

Thus, the table shows that many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants practiced that workshop as a common and useful forms of professional development activities for teachers.

4.1.17 Practices of Teachers Regarding Teaching Portfolio

In this section, I have tried to find out the teachers' practice towards teaching portfolio. The responses obtained from the respondents have been presented in the following table:

Table 19

Practices of Teachers Regarding Teaching Portfolio

The Practicesof the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	10	33.33
No	13	43.33
Rarely	7	23.33
Total	30	100

The above table shows that 33.33% respondents practiced teaching portfolio as a collection of documents containing information. 43.33% respondents did not practice teaching portfolio as a collection of documents containing information. However, 23.33%respondents rarely practiced teaching portfolio as a collection of documents containing information.

Thus, the table shows that many respondents were negative upon the statement. From this data, we are in a position to tell that majority of the participants did not practice teaching portfolio as a collection of documents containing information.

4.1.18 Practices of Teacher Regarding Peer Coaching

In this section, I have tried to find out the teachers' practice towards peer coaching. The responses obtained from the respondents have been presented in the following table:

Table 20

Practices of Teacher Regarding Peer Coaching

The Practices of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	17	56.67
No	5	16.66
Rarely	8	26.67
Total	30	100

The above table shows that 56.67% respondent's practiced peer coaching provides professional support and accelerates teacher learning. 16.66% respondents did not practice peer coaching provides professional support and accelerates teacher learning. However, 26.67% respondents rarely practiced provides professional support and accelerates teacher learning.

Thus, the table shows that many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants practiced peer coaching provides professional support and accelerates teacher learning.

4.1.19 Practices of Teacher Regarding Action Research

In this section, I have tried to find out the teachers' practice towards action research. The responses obtained from the respondents have been presented in the following table:

Table 21

Practices of Teacher Regarding Action Research

The Practices of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	19	63.33
No	5	16.67
Rarely	6	20
Total	30	100

The above table shows that 73.33% respondents practiced action research to bridge the gap between theoretical and applied research.16.66% respondents practiced action research to bridge the gap between theoretical and applied research. However, 10% respondents rarely practiced action research to bridge the gap between theoretical and applied research.

Hence, the table shows that many respondents were positive upon the statement. From this data, we are in a position to tell that majority of the participants practiced action research to bridge the gap between theoretical and applied research.

4.1.20 Practices of Teacher Regarding Case Analysis

In this section, I have tried to find out the teachers' practice towards Case Analysis. The responses obtained from the respondents have been presented in the following table:

Table 22

Practices of Teachers Regarding Case Analysis

The Practices of the respondents	Number of the Respondents	
	Frequency	**Percentage**
Yes	12	40
No	15	50
Rarely	3	10
Total	30	100

The above table shows that 40% respondents practiced case analysis to provide opportunity and validate their received and experiential knowledge. 50% respondents did not practice case analysis to provide opportunity and validate their received and experiential knowledge. However, 10% respondents rarely practiced case analysis to provide opportunity and validate their received and experiential knowledge.

Thus, the table shows that many respondents negative upon the statement. From this data, we are in a position to tell that majority of the participants did not practice case analysis to provide opportunity and validate their received and experiential knowledge.

CHAPTER: FIVE

FINDINGS, CONCLUSION AND RECOMMENDATION

In this chapter, I have presented the findings, conclusion and recommendations of the study on the basis of analysis and interpretation of the collected data and information of research study.

5.1 Findings of the Study

Findings of the study have been presented on the basis of analysis and interpretation of the results. I present the result in brief statement with main purpose of the study, population of the respondents or participants, period of the study, methods, instruments, design and procedures. Based on the analysis and interpretation of the collected data, the researcher has found out the major findings of the study, which are presented below;

- Majority of the respondents had positive attitude towards teacher professional development i.e. 141 (52.22%) whereas only 76 (28.14%) number of the respondents were not found it useful. Likewise, 53 (19.62%) of the total respondents were not sure about it.
- Majority of respondents had practiced teacher support group i.e. 23 (19.16%) whereas only 4 (3.33%) number of respondents had practiced Self- Monitoring. Likewise, 16 (13.33%) of the total respondents had practiced Workshop.
- 22 (73.33%) number of the respondents had positive attitude towards action research whereas 6 (20%) number of the respondents were not found it useful. Likewise, 2 (6.66%) of the total respondents were not sure about it.
- 10 (33.33%) number of the respondents had positive attitude towards case study whereas 15 (50%) number of the respondents were not found it useful. Likewise, 5 (16.66%) of the total respondents were not sure about it.

- 13 (43.33%) number of the respondents had positive attitude towards teaching journal whereas 8 (26.66%) number of the respondents were not found it useful. Likewise, 9 (30%) of the total respondents were not sure about it.
- 10 (8.33%) number of the respondents had practiced teaching portfolio whereas 5 (4.16%) number of the respondents had practiced peer coaching. Likewise, 9 (7.5%) number of the respondents had practiced case study.
- 6 (5%) number of the respondents had practiced peer observation whereas 11 (9.16%) number of the respondents had practiced teaching journal. Likewise, 20 (16.66%) number of the respondents had practiced action research.
- 6 (5%) number of the respondents had practiced team coaching whereas 11 (9.16%) number of the respondents had practiced analyzing critical incident.

5.2 Conclusions of the Study

The main objectives of the study were to identify the attitudes of secondary English teachers towards professional development and to explore the practices of teacher professional development at secondary level. I have used purposive sampling procedure i.e. non-random judgmental sampling procedure to fulfill the objectives. The questionnaire was the tool to collect the data. The total size consists of 30 secondary level English teachers (one from each school) were selected.

The whole study is divided into five different chapters. In first chapter I have included the background of the study, objectives of the study, research questions, significance of the study, and delimitation of the study. In the second chapter, I tried to review the theories, which could guide my research study. I reviewed the previous works done in the department applying the theories related to my title of the research study. I have also discussed the review to provide authenticity of my study by describing theoretical literature, empirical literature and conceptual framework.

In the third chapter, I described the method and procedures employed to conduct the research. It provides information about the design of the study, population, sample and sampling procedure, tools for data collection, procedure of data collection and

data analysis and interpretation procedures. It tries to lead the whole research study. Collected data are presented, analyzed and interpreted in the fourth chapter. In fifth chapter, I presented conclusion and recommendation which are categorized under the policy related, practice related and further research related.

From the findings, it can be said that teaching learning strategy is very significant which provides teachers with golden opportunities to explore, reflect on their own, others teaching styles and to acquire new teaching strategies. Most of the teachers were interested to enhance their professional development by getting information on recent teaching strategies.

On the basis of rigorous analysis and interpretation of the data, I can say that majority of the teachers were positive to assimilate different strategies in the daily classroom. Almost all English teachers have positive attitudes towards action research for their professional development. In spite of their positive attitude, they said that they had not been involved in peer coaching.

Most of the teachers responded that action research helps to identify and solve the problem. Teachers provided various reasons for the necessity of action research for their professional development because it is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research and bridge the gap between theoretical and applied research. Other many teachers believed that peer observation gathers information about teaching and involves visiting other teachers' classes to observe different aspects of teaching.

In conclusion, a teacher him/herself should be motivated and committed to the profession. No improvement can be made unless a teacher wants to change himself/herself. Attending teacher professional development activities is very effective to increase professional skills and competences on the part of teachers that help them to develop confidence and other various aspects of profession in ELT.

5.3 Recommendations of the Study

The recommendations of the findings have been presented under the sub-headings: recommendations in policy related, practice related and further research related.

5.3.1 Policy Related

Making a policy is an important step for implementing and policy effective because it gives clear road map to implement that policy effective in the field. So, on the basis of findings derived from analysis and interpretation; I would like to recommend the following policy related recommendations.

- The teacher should involve in various learning strategies i.e. teacher support group, peer observation, team coaching, case analysis and so on.
- Teachers' professionalism should be evaluated on the basis of their participations in the teaching learning activities and application of the skills that have learnt in real classes.
- Learning strategies should be prepared to enhance the instructional skills of teachers.

5.3.2 Practice Related

To find out the attitudes of secondary English teacher towards their professional development, that helps them to be professional almost all teachers' should have positive attitude towards professional development.

- Teachers should take active participation in different kinds of teaching learning strategies and teaching training.
- The secondary level English teachers should be participated in learning from action research which helps the teachers to identify and solve the problem.

- The teacher should be provided contemporary courses which enhance them to keep up to date on the newly developed learning strategies.

5.3.3 Further Research Related

This research study supports to provide information to conduct the research on the title like the attitudes of secondary English teacher towards teachers' professional development. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It has limitations in terms of population, sample and data collection tools and so on. So, further research can be conducted concerning the limitation of the research. Here are some of other related areas are recommended for further research.

- The new researchers are suggested to prepare their research on various areas of learning strategies.
- Further research would be done to find out the merits of the learning strategies for their professional development.
- Similarly, research would be done to identify the usefulness of the different learning strategies.
- The new researchers are recommended to carry out their research on the role of learning strategies for their professional development.

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APPENDIX-I

Dear Sir/Madam,

This questionnaire has been prepared in order to accomplish a research work entitled "Attitudesand Practices of secondary English teachers towards Teachers professional Development". This research is being carried out under the guidance of Dr. AnjuGiri, professor, Central Department of English Education, Faculty of Education, T.U., Kirtipur, Kathmandu. It is hoped that your kind co-operation will be a great contribution in the accomplishment of this valuable research.

Researcher

BhuwanTamang

Department of English Education

T.U, Kirtipur

Personal Details:

Name of the Teacher…….

Name of the School…….

Address ……..

Qualification……..

Experience……..

Questionnaire:

Set A

Please tick (√) one of the alternatives that best indicate your response

1. Teacher support group provides an interactive learning situation.

a. Yes b. No c. sometimes

2. Do you think that practices of team coaching play the great role in English language teaching?

a. Yes b. No c. Sometimes

3. The teaching journal provides a record of the significant learning experiences that have taken place.

a. Yes b. No c. Sometimes

4. Practices of TPD helps to implement the knowledge and skills gained in study network in classroom.

a. Always b. Frequently c. Rarely

5. Analyzing critical incident provide a resource for teacher.

a. Agree b. Disagree c. Unsure

6. Effective practice of TPD helps secondary English teachers to grow their professional and personality?

a. Agree b. Disagree c. Unsure

7. Teaching portfolio is necessary for teachers' professional development.

a. Agree b. Disagree c. Unsure

8. Peer coaching can provide professional support for teacher learning.

a. Agree b. Disagree c. Unsure

9. Case analysis can represent a multiplicity of view points and can offer support to alternative interpretations.

a. Agree b. Disagree c. Unsure

10. Which strategy do you apply to identify and solve the problem?

a. Peer coaching b. Case study c. Portfolio

d. Peer observation e. Teaching journal f. Self- monitoring

g. Action research h. Team coaching i. Workshop

j. Teacher support group k. Analyzing critical incident

Set B

Please tick (√) the alternatives and Give your opinion for the following Questions.

11. Which strategy have you practiced for your professional development? If so, list out the problems that you faced.

a. Portfolio b. Peer coaching c. Case study

d. Self- monitoring e. Peer observation f. Teaching journal

g. Workshop h. Action research i. Team coaching

j. Teacher support group k. Analyzing critical incident

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……

12. Which strategy do you prefer to practice for professional development? List out the merits of that strategy.

a. Case study b. Portfolio c. Peer coaching

d. Teaching journal e. Self- monitoring f. Peer observation

g. Action research h. Workshop i. Team coaching

j. Teacher support group k. Analyzing critical incident

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……..

13. Which strategy do you apply to affirm validity of the individual's subjective experience? Listout the demerits.

a. Portfolio b. peer coaching c. Case study

d. Peer observation e. Teaching journal f. Self- monitoring

g. Workshop h. Action research i. Team coaching

j. Teacher support group k. Analyzing critical incident

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……..

14. Which strategy do you use to offer teachers practical classroom applications? Why is it significance for professional development?

a. Case study b. Portfolio c. Peer coaching

d. Teaching journal e. Peer observation f. Self- monitoring

g. Action research h. Team coaching i. Workshop

j. Teacher support group k. Analyzing critical incident

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…….....

15. What should language teachers practice in order to develop professionalism in teaching profession?

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16. Do you think teachers' professional development enhance your profession?

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……..

17. Have you ever involved in any conferences? If so what did you learn from that conference?

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…….

18. In your opinion, which training is effective for secondary English teacher? Why?

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19. What might be the effective ways to implement teachers' professional development programs in teaching particularly at secondary level?

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…….

20. What are your suggestions towards practice of TPD for their professional development?

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APPENDIX-III

S.N	Name of School	Respondents Name	Qualification	Experience
1	Jana VikashSchool,KTM	TribhuvanPokhrel	M.Phil	16 yrs
2	Mangal S School, KTM	NareshTiwari	M.Ed	10 yrs
3	Vibhuti V. Mandir, KTM	Raj Shrestha	M.Ed	7 yrs
4	Oxford School, KTM	Krishna Pandey	M.Ed	5 yrs
5	Himalaya School, KTM	ManojDorji	M.Ed	15yrs
6	Creative Academy	ParshuKhanal	M.Ed	18 yrs
7	JanasewaH.S.School, KTM	DevMaharjan	M.Ed	15 yrs
8	Gyan Deep School, Lalitpur	Sanjay Yadav	M.Ed	5 yrs
9	Kautilya Education, KTM	ToyaBhatta	M.Ed	8 yrs
10	BaghB.School, KTM	KusumPradhan	M.Ed	8 yrs
11	Nile Academy, Lalitpur	Narayan Sharma	M.Ed	10 yrs
12	Laboratory School, KTM	LokeYonghang	M.A	5 yrs
13	Pathshala Foundation, Lalitpur	KhushiBhandari	M.Ed	6 yrs
14	Kuleshwor S. School, KTM	BholaGhimire	M.Ed	22yrs
15	Grammar P.School, KTM	Rishi Subedi	M.A	13 yrs
16	Aadarsha Academy, KTM	HriteshShrestha	M.A	10 yrs
17	Janapath S. School, KTM	BunuChhetri	M.Ed	5 yrs
18	Mount Glory School, KTM	Sachin Lama	M.Ed	5 yrs
19	Shine Academy, KTM	Krishna Poudel	M.A	5 yrs
20	Schems P. School, KTM	JhalakAdhikari	M.A	26 yrs
21	PashupatiMitra S. School	Chandra K.Pandit	M.Phil	25 yrs
22	Kamal B. School, KTM	K.P.Rana	M.Ed	7 yrs
23	South Western School, KTM	Saroj Sharma	M.A	17 yrs
24	BEBS Academy, Lalitpur	Mahesh Bhatta	M.Ed	3 yrs
25	KumdiniKunj, KTM	SushilChapagain	M.Ed	3 yrs
26	Mahendra School, KTM	PrithiviMagar	M.Ed	15 yrs
27	Sddheshwor S. School, KTM	KuntaPahadi	M.Ed	4 yrs
28	Gyankunj School, KTM	HeeraPoudel	M.A	8 yrs
29	Janaprabhat S. School	BhuwaneshworNiraula	M.A	32 yrs
30	Blue Wren School, KTM	Padam Joshi	M.Ed	8 yrs