

CHAPTER: ONE

INTRODUCTION

This study is about 'English Teachers' Professional Development'. This chapter consists of general background, which includes profession and professionalism, teaching as a profession, requirement for professionalism, professional development, teacher development, approaches, component, activities characteristics for teachers' professional development, teachers' maxims. In addition to this, this chapter includes review of related literature, objectives and significance of the study.

1.1 General Background

Language is fundamentally a means of human communication. It is extremely complex and highly versatile. It is a dynamic and open system that allows human beings to communicate their thoughts, feelings, desires, emotions, experiences and ideas. Language is species specific and inevitable. Brown (1993) cited in Poudel (2003, p. 1) says, "Language is a system of arbitrary vocal symbols used for human communication."

Now, teaching has been a profession as it is a means of earning a livelihood. For language teaching, skillful and trained man power having knowledge on different methods and strategies of teaching is required. So the so English language should undergo through theoretical as well as practical courses in teaching from the intermediate level. Language teaching is the teaching of English language in this context. The history of teaching English language in the context of Nepal is associated with the establishment of the Durbar High School which was established by Rana Prime Minister, Janga Bahadur Rana in 1854 A.D. Since then English language is being taught from elementary to

bachelor level as a compulsory subject. English teaching is now considered as a profession.

People's profession differs on the basis of their perceptions, caste and cultural beliefs, topographical regions they live in and educational standard they have. Men are social beings. In a society, men are interdependent each other through various types of jobs. Though all the jobs are valuable for the survival of humans, not all the jobs have same values. Because of the inequality in the perceived significance among the jobs, there is stratification in training for the job, remuneration, and social prestige of the workers. Some types of jobs are mastered on the site within a few weeks of training but others are required a few years of training even after college education (Shon, 2006).

According to the Oxford English Learners' Dictionary (1989, p 673) job is defined as regularly paid position or post and profession is defined as a paid occupation, especially one that requires advanced education and training. Neither all the jobs are professions nor the works people do are. A job to be a profession, there needs some underlying bases and criteria. The minimal bases are education and training. Not only training needs to be an advanced but also be practical. The professionals need to be fully dedicated to the works that they are engaged in. A profession is a disciplined group of individuals who adhere to ethical standards and uphold themselves to and are accepted by the public as possessing special knowledge and skills in widely and recognized body of learning derived from research education and training at a high level and who are prepared to exercise the knowledge and skills in the interest of others.

1.1.1 Profession, professional and Professionalism

Since the later part of the nineteenth century law medicine and the university teaching became professionalized, this means that these professions have changed in nature as they were supposed earlier. Profession is generally defined as a regularly paid work that the trained persons do. "Professional"

came to mean some- one who had, through a difficult and long process, "mastered an esoteric, but useful body of systematic knowledge, completed theoretical training before entering a practice or apprenticeship, and received a degree or license from a recognized institution. A professional person in the role of a practitioner insisted upon technical competence, superior skill, and a high quality of performance (Alpert, 1980, p, 498). A profession is distinctive in nature. The professionals are easily distinguishable the way they perform and accomplish any deeds in a different manner than an ordinary man. The ideological aspect of a professional stands strongly and distinctively. The nature of professionalism is as follows as according to Millerson (1964, cited in Witty, 2006, p .2).

-) The use of skill based on theoretical knowledge,
-) Education and training in those skills certified by examination,
-) A code of professional conduct oriented towards the 'public good' and
-) A powerful professional organization.

The continuation of refining knowledge and skills is an integral part of the development of any professional working in any profession. Generally, to be a professional one needs to be trained and educated and should have a motto of providing service to others for that he/she is to be paid up. The professional should have an expertise to do a work. Their skills should reflect on the work they do. Knowledge is the fundamental base of distinctiveness of a professional. An amateur can or can't have an expertise however professionals are required to have specialization in the related field of their choice.

1.1.2 Basic Requirements of Professionalism

All professionals are essential to possess a quality of being good and successful ones. They should not only get higher education from good university but also

they should be able to perform the task efficiently. Training is one of the utmost requirements needed to be a professional. Training makes an individual a groomed and ready to go with the further career. Not only trained but one needs to be equally intellectual and autonomous in his/her works. An apprenticeship can have higher degree of education but not be a professional for that he/she should possess a degree of practicality. Another basic requirement of being a professional is self-determination. He/she should be determined to make good judgments over the situation in need. The professionals should be independent in nature and do the works independently not being influenced by any of the internal or external factors. Service-oriented is another qualitative requirement of professionals that their abilities should provide a valuable service to the society and operate with no self-interest. Dedicated professionals can provide favor to service and institutions. They hold their head high and feel proud to the professions that they are in them.

1.1.3 Teaching as a profession

Among innumerable and diversity of jobs and works in the employment scenario teaching is one of the professions supposed to be the highest in the magnitude of its strength and power as it refines a raw mind of the child and sends in the world full of human resource which helps for social development and justice. Teaching has been an important means for imparting knowledge since ancient time. It is important to recognize that methods link thoughts and actions because teaching is not entirely about telling something one way. As a teacher of language, teachers should have thoughts, knowledge about subject matter, classroom culture and the attitudes of the students. It is very important for the teachers to become aware of the thoughts and their deeds that guide their action in the classroom. With this awareness Larsen and Freeman state, "Teachers will be able to examine why they do, what they do and perhaps choose to think about or do things differently" (Larsen- Freeman, 2007, p.1).

A profession is an occupation which performs a crucial social function. To accomplish this function it requires a considerable degree of skill requires a body of systematic knowledge grounded in theory. This acquisition of this body of knowledge and the development of specific skill entails a lengthy period of higher education. The period of education and training involves the process of socialization into professional values. These professional values tends to center on the pre-eminence of essential for the professional to have the freedom or autonomy to make his/her own judgments with regard to appropriate practice. Education and training involves the process of socialization into professional values (Hoyle & John, 1995).

Teachers are the changing and rectifying elements of a society. The fate of a nation is calculated on the service provided in the field of education by the teachers of that nation. So it needs to be structuralized the profession of the teachers both in policy making and implementation level lest the forth-coming situation can be misdirected towards fruitlessness.

Educational systems around the world are changing with the start of the new millennium. Many societies are engaging in serious and promising educational reforms. One of the key elements in most of these reforms is professional development of teachers. Societies are finally acknowledging that teaches are not only one of the variables that need to be changed to improve their educational systems, but they are also the most significant change agents in the reforms. This has made the field of teachers' professional development a growing and challenging area.

Policy of Nepalese government says one is eligible to be recruited to the teaching job after he /she has completed a +2 or bachelor or master degree in education. Education faculty is supposed to be similar to any teacher training. The graduates in education are trained and they need no any further any long term- training except some short term refresher. On the basis of the policies,

Nepalese teachers are trained and professional as they have met one of the basic criteria to be professional teachers.

1.1.4 Professional Development

Professional development is the skills and knowledge an employee gains to optimize his/her professional development. Simply professional development is the state when a job holder gains quality of highest degree of expertise and capabilities in the field where he /she is working. Professional development is the internal reformation of one's ability being exposed to the outer world. For professional development an employee should have a passion for job growth. All types of professionals require change and growth after they have joined a career. The growth starts from the very beginning and it continues up to the optimum maturation of career growth.

Many types of people have been engaged in innumerable jobs. The nature of the jobs is not alike. They are different in the process of delivery of service. There are lawyers, teachers, engineers, doctors in the society and these people generally want to structuralize their profession for their longevity and personal career growth. Professional development provides ongoing opportunities for teachers to practice working with colleagues, including other teachers, principals, counselors, social workers, and others, and emphasizes that collaboration is a means and not an end in addressing issues related to school improvement and improved student learning.

Fullan (1995a as cited in Ifanti.) argues that the professional development is “the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change” (p. 265). School consists of a body of different formal and informal variables related to educational activities and the teachers have to pursue many activities under the condition at complexity. The ability and

capacity of pursuing educational activities under such condition is related to teachers' professional development. Professional development is an extensive and collaborative process; upon completion, an evaluation of progress is usually performed. It includes learning opportunities, such as college degrees and coursework, or attending conferences or training sessions. Day (1999 as cited in Ifanti, 2011, p. 43) also, through a more descriptive interpretation of professional development, defines the term as,

The process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills, Planning and practice with children, young people and colleagues through each phase of their teaching lives.

1.1.5 Teacher Development

Teachers' professional development, in a broad sense, refers to the development of a person in his or her professional role. More specifically, "Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examines his or her teaching systematically and the growth that occurs as a teacher moves through the professional career cycle (Glatthorn, 1995, p.41). Generally, teacher development is the growth seen in the career of the teachers.

Moreover to this, professional development includes formal experiences such as attending workshops, professional meeting, mentoring and informal experiences such as reading professional publications, watching TV documentaries related to an academic discipline (Ganser as cited in Reimers 2003, p, 11).

The concept of teacher development is unclear on how little systematic attention has been devoted to understanding the topic and point out that it is only in the last few years that teacher development as a concept has come under scrutiny. (Fullan and Hargreaves, 1992, p. 8). Teacher development is the professional growth of the teachers but what different areas to be developed in teacher development is still unclear. According to Darling-Hammond (1994, p. 125),

Teacher development is the expansion of teaching profession's knowledge base, new structures and approaches for deepening and sharing knowledge for teaching, restructuring teaching knowledge, the amalgamation of practitioners' experientially-acquired knowledge and the knowledge generated in higher education institutions.

Professional development is that involves teachers investigating their practice to construct their own theories of teaching. Nevertheless, the closest he comes to defining teacher development is to offer an interpretation of professional development: professional development can be seen as a process of professional growth (Keiny, 1994, p. 158). Teacher development can be viewed as teachers learning rather than as others getting teachers to change. In learning, the teachers were developing their beliefs and ideas, developing their classroom practice, and attending to their feelings associated with changing (Keiny, 1994, p. 493).

Professional development means a comprehensive, sustained and intensive approach to improving teachers' effectiveness in raising students' achievement. This means that the success of professional development is related to the achievement of the students. Not only to this, it is an approach that improves the work-effectiveness in the performance of the teachers and the principals of the educational institutions. Professional development is a critical aspect of some specialized fields that depends on the nature of the profession.

The opportunities involved in career development can range from workshop attendance, to an entire semester of academic courses, to different services provided by various development providers. An individual can participate by taking the necessary classes on his or her own, or taking advantage of the benefits offered by some corporate human resource departments. The main advantage of achieving career development on the job is the opportunity to learn and develop leadership abilities or specific task skills. Furthermore, individual training may cost the employee financially, which she may not be able to recover if the company does not have a reimbursement program.

Teachers should possess a feeling of professional development themselves neither being pushed up by the seniors nor by other professionals of other field. The attitudinal aspects and the functional aspects should go by hand to hand. Modification in the attitudes and rectification in the functional behavior are necessary for teachers to be perfectly professionals. The reflective and analytical intellectualism is the base for the teachers to feel the development in them.

Teacher development generally refers to the professional growth not specified in any field but overall aspects of the teachers. In general the teachers require to be changed in personal, professional and social aspects for their perfect professional development (Bell & Gilbert, 1994).

Rogan (2004) as cited in komba and Nkumbi, (2008, p.71) states the effectiveness of the teacher depends on the competence (academically and pedagogically) and efficiency, (ability, workload, and commitment), teaching and learning resources and methods; support from education managers and supervisors. Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves in their knowledge and skill level. Teachers are the back bone of a nation that they fore-guide the fate of the nation towards

progress and advancement producing necessary manpower technically and technologically strong and successful.

1.1.6 Teacher Development Efforts in Nepal

Nepal government has repeatedly been making some good efforts for the development of the internal quality of the Nepalese teachers through the medium of terminal and periodical teacher training programs since the establishment of the Durbar High School by the Rana Prime minister Jung Bahadur Rana in 1854 A.D (Awasthi, 2003). The history of teacher education in Nepal can be traced back to the establishment of Basic Education Teacher Training Centre in Kathmandu in 1948 with a view to training the primary school teachers. However, the Centre had to discontinue its functions after the recommendation of the Nepal National Education Planning Commission (NNEPC) in 1954 for the establishment of College of Education in 1956 to provide two-year and four-year teacher education program to the prospective lower secondary/secondary level teachers of Nepal. Concurrently, Mobile Normal Schools ran a ten-month teacher training program for primary school teachers. These schools were later converted into primary school teachers' training centre (PSTTC) in 1963. A short description regarding the efforts made from the side of the GOs and NGOs are presented below.

Table No. 1.

Programs Launched for Developing TPD

S. N.	Teacher Professional Development Programs
01	Woman Teacher Training
02	Remote area teacher Training
03	On- The- Spot Training Program
04	Teacher Training Through Distance Learning
05	B-Level (Under SLC) Teacher Training
06	Vocational Teacher Training Program
07	Human Resource Development in Teacher Education
08	Competency-Based Teacher Training
09	Teacher Education Project

Source: Awasthi, 2003.

1.1.6.1 Teachers' Professional Development Program

This program is an ongoing program now. This program has been launched to make the role of the teachers an effective, productive and desirable for the students of school level. Nepal government has implemented this program from the fiscal year 2066/67. This program aims at providing a necessary and demand based skills to the teachers of basic and secondary levels. This program has a period of thirty days to be completed in three different modules each containing ten days. According to the policy basic level TPD training workshops are conducted in the RCs and the secondary level TPD training workshops are conducted in the LRCs/ETCS. According to the report of the NCED ninety eight decimal two percent of the teachers are now trained in the primary level however they are still taking the TPD training.

1.1.7 Approaches to Teachers' Professional Development

Teacher development is an age demanding element for the development of a nation since the fate of the nation relies on the teachers. The hoist of the teachers can change the futurity of the nation by producing high quality man power needed for its rapid development. Producing the needed human resources for the development of a country is only possible through the efforts of the teachers of the country. For this, the teachers should be well-trained, well-developed and well-fed with the teaching learning skills. Not only they should get higher education but also they should be dedicated, trained and accountable to teaching. Professional development can be acquired only through the feeling of accountability and when the teachers do confess that they are teachers they are sure to develop their professionalism. The professionalism of the teachers is contextually being checked with the achievements and the performance of the students in the fashion nowadays that this will neither measure the actual PD of the teachers nor reveal classroom changes as a result of teachers' professional development. The international literature indicates that

traditional approaches to professional development such as short workshops or conference attendance do foster teachers' awareness or interest in deepening their knowledge and skills. However, these approaches to professional development appear insufficient to foster learning, which fundamentally alters what teachers teach or how they teach (Shields, Marsh and Adelman, 1998, Weiss, Montgomery, Ridgeway and Bond, 1998). Recent research has shown that Professional Development activities now take the form of collaborative action research (Levin & Rock, 2003 as cited in Bill Boyle, 2005, p, 4).

There are various approaches to professional development. One approach is the case study method, a teaching approach in which the teacher gives the students a case, making them the primary decision makers in solving a related problem. Consultation is another strategy. By utilizing a specific problem-solving process, individuals learn how to address their immediate concerns.

A key approach for professional development is continuous promotion of deep cognitive self or collegial learning not only attending a seminar once a time. The teachers should work to teach in new ways for that they should always be in touch with the new inventions of methods, techniques and philosophy evolved in the field of education. They should always remain and work in collegial teams for better performance. Developing a collective intelligence can be a boon for the professional development of teachers. The greatest challenge that could appear in the course of the teachers' professionalism is accountability. One of the qualities of the teachers' professional development is being accountable for the progress of the students and the societies (Hargreaves, 2003, p, 24).

Certain types of professional development activities are more likely than others to offer sustained learning opportunities. They provide teachers with sufficient time, activities and content necessary to increase knowledge and encourage meaningful changes in their classroom practice. These 'reform' types of

professional development activities include: study groups in which teachers are engaged on regular, structured and collaborative interactions around topics identified by the group; coaching or mentoring arrangements where teachers work one-on-one with an equally or more experienced teacher; networks which link teachers or groups, either in person or electronically, to explore and discuss topics of interest, pursue common goals, share information and address common concerns; immersion in inquiry, in which teachers engage in the kinds of learning that they are expected to practice with their students (Loucks-Horsley et. al. as cited in Reimers, 2003, p, 4).

Attending workshops is another approach to be beneficial for professional development. Workshop is an intensive short-term learning activity that is designed to provide an opportunity to acquire specific knowledge and skills. Workshops offer teachers practical classroom applications raising motivations and developing collegiality in them. In the present practice of TPD program teachers are invited to attend the five days workshop in the RCs/LRCs where they find their problems solved related to teaching learning activities.

Self Monitoring helps teachers to put forward their steps towards professionalism as it is a systematic approach to self observation, evaluation and management of one's own behavior in order to achieve a better understanding and control over the behavior. Teachers can self-monitor about their activities through the achievement acquired by the students and apply new skills if they reflect any problems. Similarly, collegiality is another approach of professional development for teachers. Two or more teachers collaborating together to achieve either individual or shared goals is a form of collegiality. Nepal government's policy in the TPD program is associated to collegial learning. In the second phase of each modules the trainees are required to work in the school as in the principle learning by doing and learning by sitting together.

Research shows that teachers frequently discuss their teaching strategies with other teachers; have extensive interactions with teachers; participate in leadership activities such as mentoring and presenting at conferences and workshops. Collaborative planning and on-going professional development supports both more thoughtful and effective teaching within the classroom and greater coherence across courses and grade levels.

Keeping journal enables the teachers to keep a record of classroom events and observations that could be a source of information to be shared with others in collegial learning. The process of journal writing about teaching events may lead to new insights. This helps the teachers to be more professional and can be an indicator of professional development.

Peer Observation is another key approach for professional development as it is a basic part of learning and providing an essential feedback to the observed one. In the field of teaching learning it provides an opportunity for novice teachers to see what more experienced teachers do when they teach a lesson and how they do it. Peer observation brings teachers together to interact and provides an opportunity for the sharing of ideas and expertise as well as to discuss problems and skills. Team teaching enables the pair of teachers to plan, teach and follow up. The teachers share equal responsibility for planning the course, teaching and follow up work including evaluation and assessment. The team teaching approach promotes collegiality among teachers in a school. The teachers' combined expertise will lead to a stronger lesson plan. It helps create opportunities to teacher development as it helps develop creativity among teachers involved in a team.

Action research is concerned with social practice, aimed towards improvement, a cyclical process, pursued by systematic inquiry, a reflective process, participative and determined by the practitioners. Action research helps teachers to be more professional towards their profession (Elliot, 1991). It is a

process of eliminating the teaching drawbacks experienced in the course of teaching. Teachers need to reflect to their own teaching and should plan, implement and reflect. It is a cyclical process that helps develop professional knowledge of teachers and improve education as a discipline. It is a systematic, considered process of deliberation enabling analysis, reconstruction and reframing in order to plan for further teaching and learning.

Teachers directly being involved with the educational and pedagogical situation and activities to increase their practical understanding can carry out action research. As action research is a continuous process, this helps teachers continuously reflect about the action and re-plan, re-action, re-observe and re-reflect. This is a reflective process to be done by teachers. Action research is an approach for professional development.

To be professional the teachers need to attend seminar, write articles in the newspaper, consult internet, hold subject teacher meeting and seminar, be encouraged to E-learning, take part in focused group discussion. Furthermore, a teacher needs to have subject knowledge. A teacher with a sound foundation in his/her subject matter will be better able to plan for students' learning based on content outcomes and to keep abreast of current developments in that specific field of knowledge. Sharing expertise, knowledge and skills of teachers in the same and other schools being guided by consultant if provided in-school program will be milestone for teachers' professional development. From the above discussion the following activities are supposed to be the activities for building teachers' professional development.

Table No. 2
Activities for Building TPD

S. N.	Activities
1	Attending workshops/seminars/conferences
2	Engaging in regular, structured, collaborative interactions
3	Mentoring and coaching arrangements with equally or more experienced teachers
4	Linkage with teacher network groups like NELTA in Nepal
5	Collegial learning
6	Doing research works like action research, case study etc
7	Having a degree in education
8	Prior-participation in training and follow up
9	Keeping journal of everyday teaching events
10	Peer observation and team teaching
11	Observation visits to other schools
12	Write articles for newspaper, magazines

1.1.7.1 English Language Teacher Education

The sole responsibility of imparting teacher education in ELT was given to FOE of Tribhuvan University until other universities started one or the other kind of teacher education programs in the late 90s. At present four universities, HSEB and some professional associations/NGOs like Nepal English Language Teachers' Association (NELTA) are running ELT and teacher education programs. The following table presents the type of pre-service ELT teacher education and training they run.

Table No. 3
ELT Education Program Run by Universities/Institutions

Institutions	Program			
FOE, TU	2 year PCL after SLC	3 year B. Ed	one year B. Ed	2 year M. Ed
SOE, KU	–	–	one year PGD	1 year M .Ed in ELT
Mahendra Sanskrit University	–	–	one year B. Ed	–
Purwanchal University	–	3 year B. Ed	–	–
HSEB	2 year H.S.E.	–	–	–

Source: Awasthi, 2003

In addition to this, the SEDC and NCED run short and long-term in-service ELT training for secondary and primary teachers, respectively. Teachers' professional association like NELTA runs short-term English language improvement, and ELT methodology courses for all levels of pre- and in-service teachers through its 12 branches (Awasthi, 2003).

1.1.8 Components and Activities of Teachers' Professional Development

Professional development of teachers' is tough phenomena if an individual does not change himself/herself from his or her own self. Getting a higher degree of education cannot be a development factor for professionalism. Generative and enthusiastic manner help teachers' to be professional. Only going to classroom and pursuing teaching learning activities cannot be supposed to be a professional activity. The success of professional teacher depends on the preparedness how a teacher gets ready for carrying out activities in-self that can

be seen through the performance and achievement of the students. Education policy of Nepal says one is highly qualified and eligible for teaching if s/he has a high degree in education and a teaching license. However, these two factors for teachers' profession are not enough for their professional development. These minimal requirements, however, do not constitute concrete standards for professionally developed teachers. Once taken degree in education stream may not be useful and fit forever in classroom teaching. If the teachers do not renew, review and refine their previously acquired knowledge they are sure to remain to the on- going traditional routes.

The first step in any process of developing a professional in any field is the initial professional preparation. In teaching, this preparation takes very different shapes and forms and varies from country to country. Different conceptual orientations about the role of the teachers and their preparation have shaped the nature of initial preparation of teachers. The academic orientation emphasizes teachers' subject expertise and checks the quality of the teachers' own education as their professional strength. Similarly, professional orientation emphasizes classroom teaching of teachers. Teachers require personal orientation too which helps them extend their knowledge and behavioral skills so as to they require. The teachers should have the knowledge of content and pedagogical skills and these skills are only acquired by the professional activities. The following are the components of teachers' professional development according to PEN, 2003, P, 6.

Table No. 4
Components of TPD with Nature

S.N.	Components of Professional Development	Nature
01	Mentoring	To be renewed timely
02	Required in service days	To be renewed timely
03	Professional Conferences	To be renewed timely
04	Technology Training	To be renewed timely
05	Master Degree	To be pursued constantly
06	Common Planning Time	To be pursued constantly
07	Subject Area Team Meeting	To be pursued constantly
08	Grade Level Meeting	To be pursued constantly
09	Induction Program	Enjoying lifetime
10	School - Based Coaching	Enjoying lifetime
11	Support from Master Teacher	Enjoying lifetime
12	Advanced Certification	Enjoying lifetime

Source: PEN, 2004

1.1.9 Activities for Developing Teachers' Professional Development

Professional development broadly defines that professional development of teachers begins with initial training, induction courses in the first hand and continues through in-service training and continuous professional development in school setting (TALIS, 2003, p, 19). Onetime training in the beginning of the teaching career cannot sustain the work of the teachers for a long time, for an effective work of the teachers they should be inquisitive, curious and hard working to build professionalism in them. They can do many activities for empowering the working strength in them. According to the report article (TALIS, 2010, p, 62), some of the activities are presented below.

Table No. 5
Activities for Building Professional Development

S.N.	Headings
01	Courses and workshops
02	Education conferences and seminars
03	Qualification program
04	Observation visits to other school
05	Professional development network
06	Individual and collaborative research
07	Mentoring and peer observation

Source: TALIS, 2009, p. 62

1.1.10 Characteristics of Professional Development

The teacher is the heart of classroom instruction (Hawes 1979; Galabawa 2001 as cited in Komba, 2008, p, 70). Teacher's motivation is the most important of all factors. The effectiveness of the teacher depends on his/her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Rogan 2004 as cited in Komba, 2008, p.70). Teacher professional development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals. Teacher Professional development is defined as a process of improving both the teacher's academic standing as well as acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom. According to Barbara (2004, p, 9) as he has mentioned in the paper published by PEN, the followings are the characteristics of quality professional development.

-) The teachers should assimilate continuous learning process, not only attending a onetime seminar.
-) The educational activities of the teachers should be focused on classroom practice and increasing student learning.
-) The teachers' activities should be embedded in daily work of teaching not neglected to special occasion or separated from the learning need of the students.
-) The teachers' activities should be centered on crucial teaching and learning activities i.e. planning lessons, evaluating students' works and developing curriculum.
-) The teaching techniques should be based on investigation of practice through case study, analysis and professional discourse.
-) The teacher should cultivate a culture of collegiality that involves sharing knowledge and experience.
-) The teachers should be supported by modeling and coaching that teaches problem solving techniques.

Professional development is the state in which one becomes academically efficient and competent. Regarding teaching profession the teachers are supposed to be professional when their performance and the achievements they cause to bring high in the students is competent. To be professional teacher he/she should meet and do the following activities according to the TALIS report (2010, p. 62).

Courses and Workshops: Participation in training and workshop seminars is an essential element of professionalism. There is an assumption that professional teachers often attend workshops and do training courses for the better performance of their educational activities which help them nurture their inherent ability.

Education Conferences and Seminars: Attending education conferences and seminars is another characteristic of teacher professional development which

helps them to keep them updated with new technology and new methods and techniques emerged in the field of teaching and learning activities.

Qualification Program: Getting a higher degree preferably in education stream is a necessity for a professional teacher. As the teaching profession preferably demands teachers of the education background in Nepal so is the chemistry of the world scenario in the sector of the education.

Observation Visits to Other Schools: For the increase in the proficiency of the teachers they need to be taking to the visits to other schools and institutions. This activity helps them share their teaching experiences with others and gain more new knowledge and skills from others.

Participation in the Networks of Teachers: As the NELTA in Nepal is providing a pious service to the English teachers, both of school and colleges imparting them new skills and techniques from the worldwide experts and participation in those types of networks of teachers undoubtedly help teachers to gain professionalism.

Individual and Collaborative Research: The existing knowledge of the teachers relating to the teaching learning activities improves with the collaborative and individual research activities by which teachers make them engage with those activities. The issues of teaching learning are tried to be adjusted with collaborative works guided by subject experts.

Mentoring and Peer Observation: Mentoring is an activity which is aimed to provide an advisory support to the novice and inexperienced learner and performer. Peer observation and mentoring programs provide an opportunity to gain more professional capacity which can be used in the further professional career. The above discussion is presented in the table below.

Table No. 6
Components of Teachers' Professional Development

S. N.	Components	Nature of activity
1	Courses/workshops	Formal activity
2	Education conferences/seminars	Formal activity
3	Qualification program	Formal activity
4	Observation visits to other schools	Formal activity
5	Participation in network of teachers	Formal activity
6	Individual or collaborative research	Formal activity
7	Mentoring/peer observation and coaching	Formal activity

Source: TALIS, 2010, p, 62

According to Barbara (2004, p. 6), the followings are the components of in-service professional Development.

Table No. 7
Components of Teachers' Professional Development

S. N.	Components	Nature of activity
1	Mentoring	Formal activity
2	Required in-service days	Formal activity
3	Master's degree	Formal activity
4	Common planning time	Formal activity
5	Induction program	Formal activity
6	School-based coaching	Formal activity
7	Professional conferences	Formal activity
8	Technology training	Formal activity
9	Subject-area team meetings	Formal activity
10	Grade-level meetings	Formal activity
11	Support from lead/master teachers	Formal activity
12	Advanced certification	Formal activity

Source: PEN, 2004, p, 6

1.1.11 Teachers' Maxims and Professional Development

According to Oxford Advanced Learner's Dictionary (New Edition, 1991. p.769) maxim means a saying that expresses a general truth or rule of conduct. Co build dictionary defines that maxim means a rule for good or sensible behavior, especially one which is in the form of a proverb or short saying. The teachers' dedication to the profession, beliefs and values determine the rate and level of their professionalism. Maxims are not only the guiding principles for the professional development but also the bases of being survived in to the teaching profession. Teachers' maxims appear to reflect cultural factors, belief systems, experience, and training, and the understanding of which maxims teachers give priority to and how they influence teachers' practices is an important goal in teacher development (Richards, 1996, p. 2).

Being co-operating teacher to the students is an effort of being professional teacher. The co-operating teacher daily supervises the students and his/her duties towards the progress and improvement of the students are vital to professional development (Poudel & Gyawaly, 2011). Teachers need to be co-operating to both students and colleague not only in thoughts and principles but in professional spirit too. The followings are the teacher maxims which would be guiding principles to teachers for their professional development as these are related aspects to PD.

The Maxim of Involvement - Teachers should keep and create an environment in which they can follow the learners' interests to maintain students involved in activities that they desire to.

The Maxim of Planning – Teachers should plan their teaching before hand and try to follow their preplanned lesson in the course of their classroom teaching.

The Maxim of Order– Teachers should maintain order and discipline throughout the class to achieve the learning the outcomes.

The Maxim of Encouragement – Teachers should seek ways to encourage students learning for that he/she should create an environment in which the students can freely and openly take part in learning activities.

The Maxim of Accuracy- Teacher should work for accurate student output.

The Maxim of Efficiency-Teachers should efficiently utilize class time to complete the preplanned activities during the class.

The Maxim of Conformity- Teacher should make sure that teaching should follow the prescribed method. There should not be any confusion while carrying out the teaching learning activities.

The Maxim of Empowerment-Teacher should manage to give a time to empower the students/learners self control for better understanding of the lesson.

1.2 Review of Related Literature

Nepal is a country of consisting rich geographical diversity though she presents her smaller space in the globe. Himalayan, Mountain and Terai regions remain in her laps dividing topographically in three regions, nevertheless there are altogether 30924 schools and 0.17 million (MOE 2008; MOE 1971) teachers are pouring their pious services in them. As teaching is a profession, it obtains man power in a mounting percentage in the scenario of Nepal. However not enough literature is found to explore the professional situation of teachers provide the remedies of their problem, forecast their potentialities and suggest their professional improvements. Among the researches carried out so far, not

more than one study has been conducted on the teachers' professionalism so that has made the adequate availability of the literature difficult. Since professional study is one of the potential areas of study for the students of the education. This study entitled English Teachers' Professional Development is an effort for afore- mentioned fact. An attempt has been made to elucidate the objectives, method of research, tools for it, and the findings of it are reviewed and presented below.

Neupane (2001) carried out a research with the title "An Investigation into Short- term English language Training provided by SEDUs". The objective of the study was to see the impact of short term English Language Training provided by SEDUs. The study particularly aimed at examining whether or not the knowledge and the skills acquired by the trainees were implemented in the classroom practice. It also aimed to see the overall impacts of the training in the students' achievements. The researcher found that SEDUs training had a positive impact to the teacher development but not satisfactory when compared to students' performance.

Jordan (2003) described in her research entitled " Professional development making a difference for children: co-constructing understanding in early childhood centers described an investigation of the ways in which teachers from early childhood centers valued children voices as the basis for developing authentic learning experiences with them. The purpose of the study was to support teachers as they identified the changes they needed to make in their programming in order first to hear and to engage to action and extend children's thinking. In the study questionnaire, interviews and observation research tools were used to get the data. The findings were seen as teachers involved in reflecting critically on their practices. The sharing and revisiting ideas seemed to be that of co-construction in order to hear and respond child's voice and teacher needed to collaborate with their community of learners.

Smith et. al. (2003) investigated how adult education teachers changed after participating in one of three different models of teacher professional development viz. multisession workshop, mentor teacher group and practitioner research group. The research tools used in the study were questionnaire, interviews before after and one year after participating in the professional development training. The findings of the study stated that most teachers changed at least minimally through gains in knowledge or actions, multiple factors interact to influence teacher change as a result of participating in the professional development.

Galami (2004) carried out a research on the "The teachers' Professional development in Higher Education". The major objective of the study was to identify and assess teacher development programs in higher education. The research report says that university does not have enough programs for the professional development of its teachers. Only limited teachers get opportunity for their professional development.

Similarly, NCED (2004) carried out a research entitled "Effectiveness study of teacher Training". The main objectives of the study were to find out the effectiveness of the teacher training program through real activities performed by the trained teachers and to find out the barriers that hinder teachers translating the acquired skills into the classroom practice. The findings were not satisfactory. The skills from the training were not translated into the real classroom practice due to lack of physical facilities and favorable pedagogic environment.

Ghimire (2005) investigated on " The Impact of Teacher Development Program: A Case of Global Action Nepal". The main objectives the researcher had concluded were to assess the impact of the teacher development program comparing the performance of students taught by trained and untrained teachers. In order to collect the data from the informants the tools used were

observation checklist, questionnaire and records and the findings of the study were that the program had a positive impact upon the students learning since there was a marked difference between the students' performance taught by trained and untrained teachers.

Noytin (2006) carried out a research entitled " The impact of Internet on English Language Teaching: A Case Study at a Thai Rajbhat University" to find out the potential of internet to support students' English language development. The research was carried out in two stages. The research tools used in the research were questionnaire, interviews and observation sheets. The study revealed that the university students had low levels of internet use, low levels of internet and computer skills, but generally high levels of interest and enthusiasm and the study further proved that the use of internet could play a positive role in supporting English language learning. The use of internet is a potentially powerful resource for teaching English.

Soparat (2008) in "Developing and using professional developing model for enhancing their elementary science teacher teaching" has discussed on the effect of developing and using a reflective inquiry based professional development that consisted of a three day workshop and three months of sustained contact modified lesson study. The research tools used in the study were questionnaire, interviews, journal entries, case reactions, classroom cases, metaphors, field notes and teacher artifacts. Soparat has used constant comparative method to analyze the data which involved coding, categorizing and comparing to develop emergent patterns of teacher change through professional development. The finding of the study suggest that the design of a reflective inquiry based professional development model helped teachers make positive changes needed to translate in their classroom practice.

Komba (2008) in his research entitled "Teacher professional development in Tanzania: perceptions and practices " describes that professional development

is an important factor for developing and bringing sustainable development professionally academically and technically in teachers. The objectives of his study were to review the concept of teacher professional development and find out the influencing factors for teacher professional development. He used questionnaire, interviews and observation checklists tools to gather information on the about the nature, importance, organization, motivation and support for teacher professional development. The findings of the research were that teacher professional development program is an important factor for the professional development of the teachers however they have undergone with the challenges they are facing in and out of the classroom.

From the afore-mentioned description, it is known that a number of researches have been carried out in the area of teachers' professional development focusing on different aspects, issues and effectiveness of teachers' professional development programs. No researches have, yet, been carried out on the support mechanism, affecting factors and teachers' activities for professional development covering the area of Taplejung district. Hence, this research is different and unique which attempts to find out the English teachers' professional activities, affecting factors to professional development and support the English teachers of secondary and lower secondary level of Taplejung district were receiving from head teachers/principals, resource persons/school supervisors and colleagues.

1.3 Objectives of the study

The objectives of the study were as follows.

-) To find out the teachers' activities done for professional development.
-) To investigate factors affecting for teachers' professional development.
-) To examine support mechanisms for teachers' professional development.
-) To suggest some pedagogical implications.

1.4 Significance of the Study

This study is significant in a sense that the findings of this study will be directly useful to those who are engaged in teaching learning activities. The performance of the English teachers of community schools is always within question mark regarding the performance and achievement of the students and in this account it will be helpful to find the fact whether this is true or false after the findings of this study. This study will also reveal the affecting factors to teachers' professional development and will be helpful to both department and faculty members to identify the effectiveness of the teachers' professional development program launched by the government of Nepal. This study will also be a great help for program evaluators, policy makers, book writers, syllabus designers, training designers, trainers and all directly and indirectly involved in the educational field. The most of its findings will be helpful to the English teachers of community schools to cope with the situation that affects them to be professional in English teaching. Novice researchers who want to hold their researches and gain an insight in the field of teachers' professional development ahead will also be benefitted from this study.

CHAPTER: TWO

RESEARCH METHODOLOGY

This chapter presents a short description on research design, data collection, sampling, research tools used in the course of research.

2.1 Sources of Data

The researcher used both primary and secondary sources in this research study. Different sources of data were used during the course of the study. Those sources are described below.

2.1.1 Primary Sources

Secondary and lower secondary level English teachers of community and private schools of Taplejung district were the core primary sources of data.

2.1.2 Secondary Sources of Data

In the course of the study, different books, journals, articles as well as some related websites were consulted to find more information for the facilitation of the study. Some of such research related secondary sources used were Fullan & Hargreavaes (1996), Darling-Hammond (1994 b), Awasthi.(2003), Elliot (1991), Richards (1996), Boyle (2005), Ifanti (2011), Komba & Nkumbi, (2008), NCED news bulleitin.

2.2 Population

Teachers teaching in community and private schools of the Taplejung district were the population of the study.

2.2.1 Sample population

The English teachers of community and private schools of the Taplejung district were the sample population for this study. The sample size of this study was forty.

2.2.2 Sampling Procedure

From the fifty five community and ten private schools from fifty village development committee, fifteen community and six private schools had been selected for the study. The total number of population for the study were forty English teachers teaching in the secondary and the lower secondary levels of the community and private schools who had been sampled using random sampling method. Twenty English teachers from community and twenty English teachers from private schools of rural and urban areas were selected for the study. The English teachers of the community and private schools had been selected from both urban and rural areas of the Taplejung district.

2.3 Research Tools for Data collection

To reach to the purpose of this study on the English Teachers' Professional Development different data will be collected through questionnaire, interview-guidelines.

2.4 Process of Data Collection

During the study data were collected through primary and secondary sources. For this the researcher followed the following procedures.

-) First of all, the researcher prepared questionnaire and interview guidelines.

-) He contacted the sampled population at different schools of the selected area.
-) He became familiar with them and told them about the purpose of my visit to them.
-) Then, he provided them questionnaire form to be filled up being factual for the information needed.
-) He thanked them for their cooperation.

2.5 Limitations of the Study

This is the research on the professionalism of the secondary and lower secondary level English teachers. To minimize the study area, the researcher had the following limitations.

-) This study was limited only to the teachers who were teaching English.
-) Only twenty English teachers of community schools and twenty teachers of private schools were selected for the study.
-) This study was limited only in the Taplejung district.
-) This study was limited to the teachers of both secondary and lower secondary level.

CHAPTER: THREE

ANALYSIS AND INTERPRETATION OF DATA

This is the study on "English Teachers' Professional Development". The informants were the English teachers teaching in the secondary and lower secondary levels of community and private schools. The data has been tried to analyze and interpret both quantitatively and qualitatively.

The research paper includes the study of personal background variables like sex, marital status, qualification, teaching experience, duration of training taken, and joining of teaching profession, satisfying/dissatisfying and sustaining /diminishing factors for professionalism, and teachers' access to scientific events like conferences, workshops, seminars etc, hindering factors for professionalism, and the professional support the teachers have been receiving from the concerned education promoters. For this, fifteen community and six private schools were selected for the study from the Taplejung district. The study was mainly based on the written responses made by the informants in the course of data collection.

3.1 Teachers' Activities for Professional Development

Professional development is an on-going process in which teachers groom themselves technically and professionally. Self-learning and self-developing activities help teachers to become more professional. Professional teachers are required to accomplish technical, technological and educational activities in a growing process. The sampled populations of the study were asked to mention the activities in which they were involved in and vice-versa.

3.1.1 Attendance in the Scientific Events

Attending in the events like workshops, conferences, seminars is the empowering factor for professional development. The inherent skills and talent may get smoothened in those types of events. The researcher found the following information after collecting the data.

Table No. 8
Participation in the Scientific Events

S.N	Answers	Total Nos. & %	Community				Private			
			SL	%	LSL	%	SL	%	LSL	%
01	Yes	18 (45%)	9	45%	4	20%	3	15%	2	10%
02	No	22 (55%)	1	5%	6	30%	7	35%	8	40%

18 out of the sampled (40) population were found to have attended in those sort of events and among those 18, 13 teachers were from community schools and 5 of them were from private schools. Among 13 teachers, 9 of them were found to be teaching in the secondary level and the rest 4 were teaching in the lower secondary level. Similarly, 3 teachers of secondary level and 2 teachers of lower secondary level were found to have attended in the conferences and workshops. In comparison between community and private schools, two third teachers of community schools had got the chance of attending in the workshops, seminars and conferences.

Attendance Status in the Scientific Events

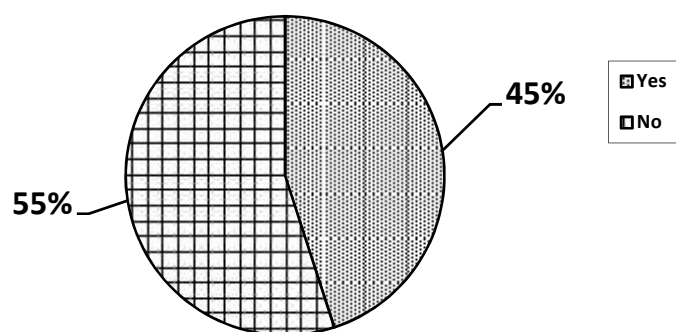


Figure No: 1

3.1.2 Use of Internet and New Technologies in Teaching English

Use of internet and new technologies has been proved to be best and interesting ways of teaching English and useful for teachers' professional development in these days. Thus, the condition of the use of modern technologies was to be checked in the English teachers. From the data, facts were received which have been displayed as follows.

Table No. 9

Use of Technologies in Teaching English

S.N	State of Use	Total Nos. & %	Community				Private			
			SL	%	LSL	%	SL	%	LSL	%
01	Yes	6 (15%)	4	20%	0	0	2	10%	0	0
02	No	28 (70%)	6	30%	8	40%	5	25%	7	35%
03	Sometimes	6 (15%)	0	0	2	10%	3	15%	3	15%

The above table shows that only 15% of teachers were found to have used new technologies in teaching English, 70% teachers had not used at all and 15% teachers were found using for sometimes only. Analyzing comparatively, private school teachers were good at using this while community schools' teachers were found to have less used new technologies in teaching English. Most of the teachers of both types schools wanted use of new technologies for their future professional development and this has been proved that 70% of them seemed not used while teaching. The state of the use of internet and new technologies has been displayed in the given pie diagram below.

Use of New Technologies in Teaching English

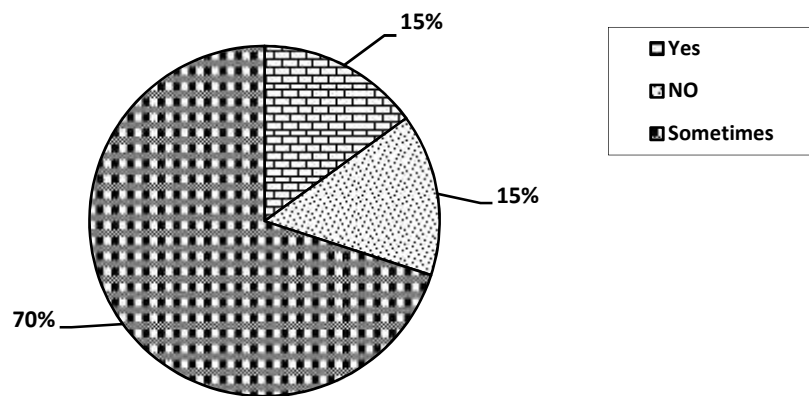


Figure No: 2

3.1.3 Use of Educational Researches in Teaching English

Since action research is the most useful activities to be done by teachers for their professional development, their activity related to the action research was managed to check. From the responses given by the teachers the following facts have been found.

Table No. 10
Use of Researches in Teaching

S.N	Answers	Total Nos. & %	Community				Private			
			SL	%	LSL	%	SL	%	LSL	%
01	Yes	11(27.5%)	7	35%	2	10%	2	10%	0	0
02	No	29(72.5%)	3	15%	8	40%	8	40%	10	50%

The number of teachers using action research and case study in their teaching was seen less in comparison to not using ones. Only 11 teachers, 9 from community and 2 from private schools responded that they used action research while teaching English, but about two third (29) numbers of teachers were found not using any researches in teaching English. Compared to the private schools' teachers, the community schools' teachers were found best in doing researches. Similarly, teachers of secondary level were found to have used more researches in the course of teaching English than the teachers of lower secondary level. All teachers of lower secondary level of private schools were found not doing any researches for professional development related to teaching English.

3.1.4 Observation Visits to Other Schools

Observation visits to other schools is indispensable component of professional development. Teachers gain an additional knowledge and skills necessary to them from this sort of visits. The sampled populations were asked to mention whether they were sent for observation visits to other schools. The responses are displayed in chart below.

Table No. 11
Observation Visits to Other Schools

S.N	Visiting activity	Total Nos. & %	Community				Private			
			SL	%	LSL	%	SL	%	LSL	%
01	Yes	11(27.5%)	6	30%	2	10%	2	10%	1	5%
02	No	29(72.5%)	4	20%	8	40%	7	35%	9	45%

The table above presents the visiting opportunity to other schools as it is a component of professional development of teachers. Out of 40 teachers only 11(27.5%) teachers got chance of visiting to other schools, but 29(72.5%) teachers could not get chance of doing so. The rate of visit seems more and better in the community schools. Secondary level teachers were found to have got visiting chances to other schools.

3.2 Factors for Professional Development

The teachers feel high and satisfied to their profession when they are able to enhance student's learning and the achievements. These achievements only can be brought in the students by the ability of the teachers, and the teachers' ability increases when they are satisfied to their profession. English teachers' perceptions about professionalism were affected by the students' learning and their teaching learning itself. The satisfied teacher wants to sustain his/her professionalism through collaboration with colleagues and teaching learning itself. Teachers through collaboration gain numerous advantages such as moral support, sharing workloads, eliminating duplication and increasing a collective confidence regarding innovations. Such a description of collaboration forges teachers' sense of professional development and consequently affects their

conception of professionalism (Webb et. al, 2004, p. 94). Not only to this, there are negatively affecting factors that cause the English teachers in their performance repeatedly. At the period of being badly affected by some avoidable factors teachers want to be professional by achieving some more professional quality in future too. Regarding this fact, an attempt of checking reinforcing factors in the future career has also been done.

3.2.1 Satisfying Factors for Professional Development

Professional development of teachers is closely related with the activities they happen to carry out during their work in and out of the school. As much as the teachers are result-oriented and dedicated to their work of teaching learning, their intrinsic motivation grows them to professionalism. Satisfaction brings them professional superiority and regularity to the work they are doing in an effective and resulting way. The sampled teachers were asked what factors bring them most satisfaction for their professional development. The following table describes the findings of satisfying factors in number and percentage.

Table No. 12
Satisfying Factors for Professional Development

S.N.	Factors	Community		Private		Total %
		Nos.	%	Nos.	%	
01	Collaboration with colleagues	16	80%	10	50%	65%
02	Teaching and learning process itself	8	40%	12	60%	50%
03	Ability to enhance students' learning	12	60%	6	30%	45%
04	Contact and interaction with pupils	1	5%	7	35%	20%
05	Working conditions	2	10%	4	20%	15%
06	Cooperation with parents	1	5%	1	5%	5%

The above all factors are the contributing factors for professional development. Among the six factors the sampled population stressed a higher emphasis on collaboration with colleagues than others. Collaboration with colleagues has stood as a powerful force within the teaching profession. 26 out of 40 respondents indicated that they remained satisfied with their profession at collaborating with colleagues. Out of 20 community school teachers, 16 teachers were found collaborative with their colleagues but only 10 private school teachers used to collaborate with their colleagues in the teaching learning activities. Nixon et al. (1997) have also mentioned that the factor of collaboration is closely related to teachers' professionalism (p. 16).

Similarly, 45% of the teachers indicated ability to enhance students' learning as a satisfying factor for their professional development. Among them 12 teachers of community schools feel satisfied in comparison to private school teachers, who are only 6 in numbers. Similarly, contact and interaction with pupils is strongly done in the private schools than in community schools. Working conditions and cooperation with parents were also indicated as satisfying factors by some respondent viz. 15% and 10% respectively. Working condition in private schools was seen stronger than in community schools.

3.2.2 Dissatisfying and Diminishing Factors for Professional Development

Our sampled populations were asked about the dissatisfying factors that had been diminishing them for their professional development. A worker can not work well if s/he is unsatisfied. Teachers also feel that they are not doing well because of the unfavorable factors which recurrently disturb them. Teachers' perceptions of their professionalism are negatively affected due to many factors such as low-salary scale, large classes, unfavorable working conditions, students' disruptive behaviors and so on.

An emotionally strong teacher has positive attitude towards his/her professionalism than a distressed teacher. Emotional dissatisfaction may lead to lack of motivation and enhancement in teachers' working environment. Teachers' professional attitude may ruin due to those negatively affecting factors.

Table No. 13
Negatively Affecting Factors for Professional Development

S.N	Factors	Community		Private		Total
		Nos.	%	Nos.	%	%
01	Lack of motivation-low salary	16	80%	18	90%	85%
02	Educational changes reforms	5	25%	15	75%	50%
03	School administration	6	30%	12	60%	45%
04	Parents' behavior	8	40%	6	30%	35%
05	Poor working conditions	8	40%	4	20%	30%
06	Large classes	5	25%	2	10%	17.5%
07	Students' behavior	4	20%	2	10%	15%
08	Bureaucracy and bureaucratic tasks	4	20%	2	10%	15%

* The respondents were asked to mention more than one factor.

The sample of the study populations seemed to be negatively affected by lack of motivation-low salary as a most diminishing among the given factors for their professional development. More than community schools teachers were dissatisfied with the salary scale that they were getting. 18 teachers out of 20, 90% of the private school teachers were most dissatisfied and not professionally developed. Because of low scale of salary they could not do any activities for strengthening their professional development. Educational changes and reforms were found to be second factor that had been affecting the teachers of both community and private schools. In comparison to the teachers of community schools, the private school teachers were most

affected by educational changes. 15 (75%) teachers of private schools felt a sense of dissatisfaction because of educational changes and reforms. Similarly, school administration was found to be a dissatisfying factor for 60% of private schools teacher which is more in comparison to the community school teachers. By investigating the condition in their work place, it was an attempt to explore the organizational and personal conditions that are related to their professionalism. From the data it was seen that the teachers of community schools were dissatisfied by parents' behavior. 40% of them were found to be uneasy and negatively affected while only 30% of private school teachers were found to be negatively affected. It was explored that because of parents' behavior their professional development was not increased.

In the same way, poor working conditions, large classes, students' behavior and bureaucratic tasks also found to have caused them in some extent. Working conditions, class sizes were found poorer and students' behavior and bureaucratic tasks were also found discarding in community schools than in private schools which affected the teachers of community schools in their professional development.

3.2.3 Recruiting Factors for Professional Development

The sampled teachers were distributed the questionnaire form to find out their attitude on becoming a teacher. The aim of this question was to find out the factors that contributed them to become a teacher. The sampled teachers had different views regarding this fact. If the intrinsic factor and self motivation rules any one to become a teacher, s/he is professional. So is the view of the sampled population.

Table No. 14
Recruiting Factors for professional Development

S.N.	Factors	Community		Private		Total %
		Nos.	%	Nos.	%	
01	Personal choice	12	60%	14	70%	65%
02	School experiences and environment	5	25%	5	25%	25%
03	Family influences	3	15%	1	5%	10%
04	The result of the recruiting exam	0	0	0	0	0

According to the data accumulated above, the majority of teachers showed their intrinsic motivation to become teachers that reveals their willingness to join the teaching profession and their positive attitudes to enhance their professionalism. Personal choice and school experiences and environment have influenced most of teachers i.e. 65% and 25% respectively. The factor, personal choice, has affected 35% of private school teacher to become a teacher, but regarding this, the community school teachers are less in number. Some of the teachers in the sample (10%) stressed that they had entered the teaching profession by family influences. If one joins to the teaching profession with personal choice, s/he grows strong motivation and dedication to become a professional intra-personally. The sampled populations of the study were found to be professional-oriented since 62.5% of the teachers joined in the teaching profession with their personal choice.

3.2.4 Barriers for Professional Development

As professional development is a state in which teachers grasp growth both qualitatively and quantitatively through the additional activities they accomplish. Generally, professional development of teachers is said when they have got chances of training and educational courses. Additionally, attending in

conferences, workshops, seminars are the activities that promote for their professionalism. Teachers' professionalism is under threat because of the circumstances personal or organizational. Thus, this question was asked to express reasons that have been hindering them from being professional. The data are presented below.

Table No. 15
Barriers for Professional Development

S.N.	Barriers	Community		Private		Total
		Nos.	%	Nos.	%	%
01	School administration and working condition	11	55%	3	15%	35%
02	Lack motivation due to salary and family pressure	1	5%	13	65%	35%
03	Large classes and students behavior	2	10%	0	0	5%
04	Political and social situation	6	30%	4	20%	25%
05	Others	0	0	0	0	0

Mixed concepts were seen in the responses of the teachers here. Schools administration and working condition was found the most hindering factor for the teachers of community schools, whereas this factor was seen somewhat moderate in the private schools. Like-wise, 65% of private school teachers were stricken due to the low salary and family pressure, but this was not found to be much hindering to community schools teachers. Political and social pressure was also found to be hindering factor to community schools teachers. The pressure of politics seemed to be affecting in the private schools too. 20% of teachers were found to be affected by politics.

3.2.5 Reinforcing Factors for Future Professional Development

The English teachers of both community and private schools were asked to express their ideas and expectations that could reinforce their future professional development. This question was expected to reveal the activities for professional development of them in future. Through the activities their perceptions on teachers' professional development could be checked. The findings of the data has been transcribed and presented below for further interpretation.

Table No. 16
Reinforcing Factors for Professional Development

S.N	Factors	Community	private	Nos.	%
01	Training	17	19	36	90%
02	Salary increment	16	17	33	82.5%
03	Workshops, seminars	17	13	30	75%
04	Qualification courses	14	16	30	75%
05	Use of modern technology	17	9	26	65%
06	Stability of job	10	15	25	62.5%
07	Sharing ideas with colleagues	12	8	20	50%
08	Educational researches	12	4	16	40%
09	Cooperation with guardians	5	9	15	37.5%
10	Reward and punishment	3	5	8	20%
11	Change on educational policy	2	3	5	12.5%
12	Remain unanswered	3	1	4	10%

* The respondents were asked to mention multiple factors.

Very positive factors were indicated as the reinforcing factors for English teachers' professional development in the coming time. Altogether 36 teachers mentioned their opinion on this question, 4 of them remained unanswered. As training is one of the most important factors for teachers' professional development. 90% of the teachers were in the favour of training for their professional development. 19 teachers of private schools longed for training, while only 17 teachers of community schools were found to be provided

training in the future. Similarly, 33 teachers of the sampled population mentioned increment in salary as the reinforcing factor for professional development. This is most seen in the teachers of private schools. Workshops, seminars being the important factor for professional development, 75% of the population showed their opinion towards these factors in the future. It was found that only 13 teachers from private schools and 17 teachers of community schools seemed to have known about the factors of professional development. This fact shows that perception on teachers' professional development was clear to them. Similarly, regarding qualification courses, 14 and 16 teachers of community and private schools were positive for building professional development in future. As upgrading and continuation of qualification is one of the factors of professional development, 75% of the population mentioned that qualification courses would develop their professionalism in future.

85% teachers of community and 45% of private schools, 65% in aggregate were in the favour of use of modern technology like computer, internet, overhead projector etc in future for their professional development. Likewise, 62.5% teachers indicated stability in job would be the factor, in future, for their professional development. Among the sampled population 10 teachers of community and 15s of private schools were found to be longing stability in job. 20 teachers of the sampled population claimed sharing of ideas with colleagues as the reinforcing factor for future professional development. In this opinion, 12 teachers of community schools and 8 teachers of private schools were seen agreed, but 20 teachers did not mention about sharing ideas with colleagues. 24(60%) of teachers were seen not known about educational researches like action research, case study helpful for professional development. Only 16 teachers were eventually found to have known about this factor. Out of 16, 12 teachers of community schools were good at doing researches.

A minimal number of teachers responded reward and punishment as a reinforcing factor in future, however this factor is not openly supposed yet. More or less, this has an effect on professional development. 20% of teachers

showed their opinion on this factor. Similarly, cooperation with guardians was found to be a reinforcing factor for 15 teachers, but others remained not indicative to this. 4 out of 40 populations remained totally unanswered in this question however 5(12.5%) teachers, 2 from community and 3 from private schools, were found towards change on educational policy.

3.3 Support Mechanism for Teachers' Professional Development

Professional development is both individual and collaborative work that can be carried out in and out of the schools. Teachers get more expertise in their work when they are professionally developed. Along with it, their prevalent knowledge and skills are smoothened with the support they are provided by the concerned educational supporters and promoters. For professional development both organizational and individual support plays a vital role in building professionalism on teachers.

To find out the support was the important objective of my research, so the researcher chose who would be the possible supporters for professional development. The respondents were asked to select the types of support they had been receiving from the different education supporters and promoters in the three different scale/ categories. Each set of questions contained ten types of support which had to be factually selected in the right column. The support provided by head teachers/principals, resource persons/school supervisors, colleagues was checked. The facts of the study are presented in the table and analyzed under it.

3.3.1 Support Provided by the Head Teachers/Principals

The head teachers/principals are the supportive factors of teachers for their professional development. Their collaborative and collegial management including interaction program, mentoring and coaching arrangements and

feedback can grow professionalism on teachers. The following table shows the state of support provided by the head teachers/principals for English teachers' professional development.

Table No. 17
Head Teachers'/Principals' Professional Support

S.N	Types of support	Always		Sometimes		Rarely	
		CST	PST	CST	PST	CST	PST
01	Allow to participate in the training	5- 25%	3- 15%	9- 45%	5- 25%	6-30%	12- 60%
02	Observe teaching and provide feedback	0 0	7- 35%	11- 55%	10- 50%	9- 45%	3- 15%
03	Mentoring or coaching arrangements	0 0	0 0	7- 35%	13- 65%	13- 65%	7- 35%
04	Organization of interactive program	5- 25%	5- 25%	10- 50%	9- 45	5- 25%	6- 30%
05	Organization of visits to other schools	3- 15%	0 0	5- 25%	3- 15%	12- 60%	17- 85%
06	Organize workshops, seminars in schools	1- 55	0 0	10- 50%	2- 10%	9- 45%	18- 90%
07	Manage sufficiency TLMs	3- 15%	5- 25%	10- 50%	10- 50%	7- 35%	5- 35%
08	Provide expert support	3- 15%	2- 10%	5- 25%	10- 50%	12- 60%	8- 40%
09	Manage use of electronic devices	5- 25%	4- 20%	3- 15%	9- 45%	12- 60%	7- 35%
10	Provide time for peer observation	3- 15%	6- 30%	10- 50%	7- 35%	7-35%	7- 35%

Only 25% of community and 15% of private school teachers were found allowed in the training whenever trainings were organized. In totality 35% of

teachers had got training opportunity at regular intervals. But most 45% of teachers were not supported for training by their head teachers/principals. Observation and giving feedback is a part of professional development of teachers, however it was not seen regularly done in the community schools while 52.5% teachers of private schools were found being supported by their principals. 30% of teachers were not supported at all.

Mentoring support was not provided to the teachers on regular basis, but it was seen to have provided sometimes, 65% teachers of private schools were found frequently supported. The finding on the support of mentoring to the teachers of community schools was surprising that 65% (13 teachers out of 20) had rarely been supported.

In the case of interactive program the support was found supportive. 25% teachers always got, 47.5% teachers occasionally got support and 27.5% teachers rarely got support from their principals. Similarly, 72.5% teachers were not supported by taking them to observation visits to other schools as it is a component of professional development. 20% teachers were supported by giving them occasional chances and only 15% teachers of community schools had always been supported by taking them to the observation visits to other schools.

Organization of workshops, seminars in schools was also seen just an occasional event. Only 5 community school teachers had got chances of attending at workshops and seminars organized in their schools, 50% teachers of community schools seemed to have been helped by their principals while this sort of support is only 10% in private schools. 62.5% teachers were found never supported for their professional development by their head teachers/principals.

15% of community and 25% of private schools teachers were always found supported by providing them sufficient teaching learning materials. 50%

teachers of both types of schools were also supported occasionally, 35% of community and 25% of private schools teachers were rarely supported by providing them sufficient teaching learning materials by their head teachers

50% of teachers were rarely and 50% teachers were frequently supported by providing them additional human resources in their need. 5% and 20% teachers of community and private schools were found always supported, 15% and 45% teachers of community and private schools were found sometimes supported and 60% and 35% teachers of community and private schools were found never supported by managing the use of electronic media in teaching by their head teachers/principals.

As peer observation/coaching is one of the major factors for professional development, 35% teachers were found to have never been supported, 50% community and 35% private teachers were found occasionally supported and 15% community and 30% private teachers were found always supported by their head teachers providing time for peer observation and coaching.

Head Teachers/Principals Professional Support

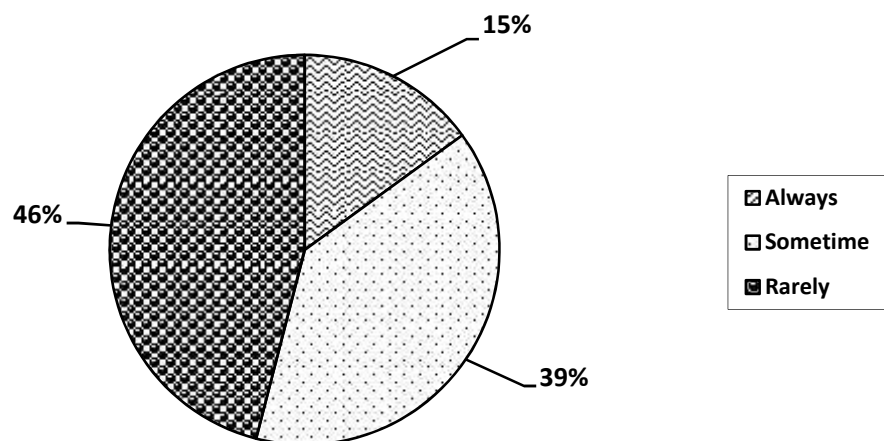


Figure No: 3

3.3.2 Support provided by Resource Persons/School Supervisors

Monitoring and supervision are the two sides of teaching and learning. Regular and timely monitoring brings a change in the professionalism of teachers.

Resource person and school supervisor deserve the duty of providing professional support to teachers.

Table No. 18
RP's/School Supervisor's Professional Support

S.N	Types of support	Always		Sometimes		Rarely	
		CST	PST	CST	PST	CST	PST
01	Give modular training	5- 25%	0	9- 45%	3- 15%	6- 30%	17- 85%
02	Observe classroom teaching	5- 25%	6- 30%	9- 45%	10- 50%	6- 30%	4- 20%
03	Provide feedback	5- 25%	7- 35%	10- 50%	5- 25%	5- 25%	8- 40%
04	Organize interactive program in cluster	7- 35%	6- 30%	8- 40%	5- 25%	5- 25%	9- 45%
05	Present a model teaching	6- 30%	3- 15%	5- 25%	10- 50%	9- 45%	7- 35%
06	Give refresher training	2- 10%	0	10- 50%	12- 60%	8- 40%	8- 40%
07	Select for trainings/workshops	5- 25%	0	7- 35%	1- 5%	8- 40%	19- 95%
08	Give positive support	10- 50%	13- 65%	7- 35%	5- 25%	3- 15%	2- 10%
09	Hold meeting to discuss on TL experiences	8- 40%	8- 40%	7- 35%	7- 35%	5- 25%	5- 25%
10	Select you for roster trainer	8- 40%	0	5- 25%	3- 15%	7- 35%	17- 85%

Resource persons and school supervisors are also responsible for teachers' professional development. Their support can develop their professionalism directly and indirectly. Thus, to what extent the teachers have been receiving support from resource person and school supervisor was an attempt to find out the support.

70% of the sample of community teachers accepted that they were supported by giving them modular training by RPs and school supervisors while only 25% teachers of private schools had got professional support from them. But 85% teachers of private schools were not supported at all in modular training by RPs and school supervisor.

25% and 30% teachers of community and private schools were found always their classroom observed, 45% and 50% teachers of community and private schools were sometimes supported and 30% and 20% teachers of community and private schools were found never supported by being observed while teaching by RPs and school supervisor.

In the same way 67.5% of teachers were professionally satisfied that they had got constructive feedback by RPs and school supervisors, but 32.5% of teachers were found to have never been supported. Interactive programs in cluster play a vital role in the professional development of teachers. What I found from the research was that 35% of CSTs and 30% of PSTs were always, 40% of CSTs and 25% of PSTs were sometimes and 25% of CSTs and 45% of PSTs were rarely called for interactive program in the cluster for group interaction. This shows that 32.5%, 32.5% and 35% of teachers were always, sometimes and rarely supported by calling them for interactive program in cluster.

Presentation of model teaching by RPs and school supervisor was found 40% rare, 37.5% occasional and 22.5% always. 60% of teachers were supported

with a model teaching presentation by RPs and school supervisor. As organization and conduction of refresher training is under the duty of RPs and school supervisor, 60% of CSTs and PSTs were supported by being given them refresher training. 40% CSTs and 40% PSTs were found never supported with refresher training by RPs and schools supervisor.

It was found that 95% PSTs and 40% CSTs were never selected for training, workshops and seminars, 30% CSTs and only 5% PSTs were occasionally selected for training by RPs and school supervisor. It was found that least number of PSTs was selected for trainings and workshops, nevertheless most of the teachers (87.5%) were given positive support. Two third (65%) of CSTs were selected for roster trainer and 85% PSTs were never selected.

RPs and schools supervisor were always found to hold meeting to discuss on teaching learning experiences in the schools of 40% teachers. In 25% schools of the sample population no any meetings were organized to discuss on teaching learning experiences.

RPs/School Supervisors' Professional Support

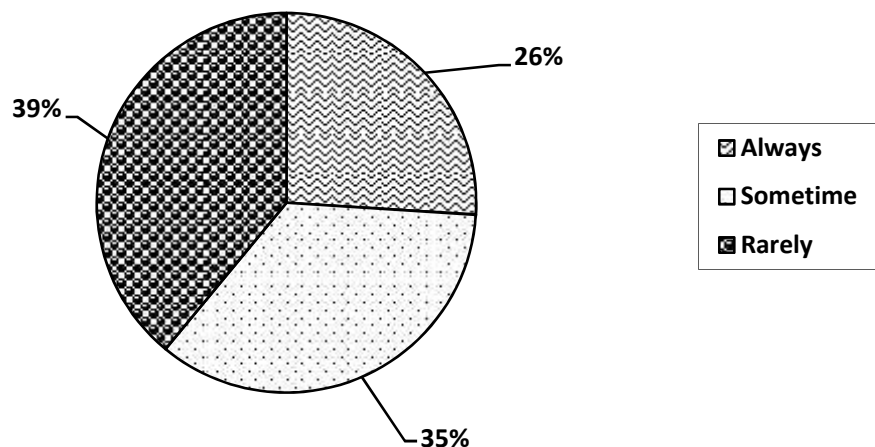


Figure No: 4

3.3.3 Support provided by Colleagues

Collaboration among the teachers on teaching learning issues is an effort for growing professionalism on them. Experience sharing and exchanging feedback and suggestion, timely interaction on students' achievements etc are the activities that help grow professionalism on teachers.

Table No. 19
Colleagues' Professional Support

S.N	Types of support	Always		Sometimes		Rarely	
		CST	PST	CST	PST	CST	PST
01	Share ideas with peers	9- 45%	15- 75%	8- 40%	5- 25%	3- 15%	0
02	Exchange feedback and suggestions	8- 40%	10- 50%	10- 50%	6- 30%	2- 10%	4- 20%
03	Transfer techniques to you	2- 10%	11- 55%	10- 50%	6- 30%	8- 40%	3- 15%
04	Inspire you for better teaching	5- 25%	10- 50%	7- 35%	6- 30%	8- 40%	4- 20%
05	Allow you participate in the collaborative research work	2- 10%	4- 20%	5- 25%	12- 60%	13- 65%	4- 20%
06	Observe teaching and provide feedback	2- 10%	2- 10%	5- 25%	10- 50%	13- 65%	8- 40%
07	Help participate in the network of teachers	9- 45%	4- 20%	4- 20%	10- 50%	7- 35%	6- 30%
08	Mentor and provide feedback	3- 15%	6- 30%	5- 25%	12- 60%	12- 60%	2- 10%
09	Interact on students' achievements	10- 50%	14- 70%	8- 40%	6- 30%	2- 10%	0
10	Do team teaching and exchange feedback	2- 10%	0	5- 25%	5- 25%	13- 65%	15- 75%

Sharing ideas with peers is an indispensable component for professional development of teachers. Regarding this fact, 45% CSTs and 15% PSTs were found always sharing ideas with peers. Three fold teachers of community schools were found sharing their ideas compared to PSTs. No teachers of private schools seemed sharing ideas each other. Similarly 50% of PSTs were seen always exchanging feedback and suggestions. Exchanging of suggestions seemed stronger with the teachers of private schools. 10% CSTs were found helpful in transferring techniques but 55% PSTs seemed to be transferred techniques they gained by their colleagues. In rare case CSTs were transferred techniques of teaching by their colleagues. Similarly, inspiration for better teaching was seen an encouraging activity among private school teachers than community school teachers. 80% PSTs and 60% CSTs were found inspired by their colleagues for better teaching.

Since collaborative research work is an activity for professional development, the researcher tried to find out the condition of collaboration among them. 65% CSTs were found not allowed them for collaborative research work by their colleagues and only 20% PSTs were never supported by their colleagues. Teaching observation and feedback seemed rare in high rate. 65% CSTs and 40% PSTs were rarely supported with constructive feedback by their colleagues. However, 13 CSTs and 14 PSTs were occasionally convinced to participate in the networks of English teachers by their colleagues, it was seen a rare help with 35% CSTs and 30% PSTs. 40% CSTs and 90% PSTs were found being mentored and guided for their professional development by their colleagues. Mentoring was seen weaker with CSTS in comparison to PSTs. Students' achievement is related with the professional development of teachers. 100% PSTs and 90% CSTs were supported by interacting on students' achievement by their colleagues. Team teaching support was found occasional support to the CSTs, but rarely provided to the PSTs by their colleagues.

Colleagues' Professional Support

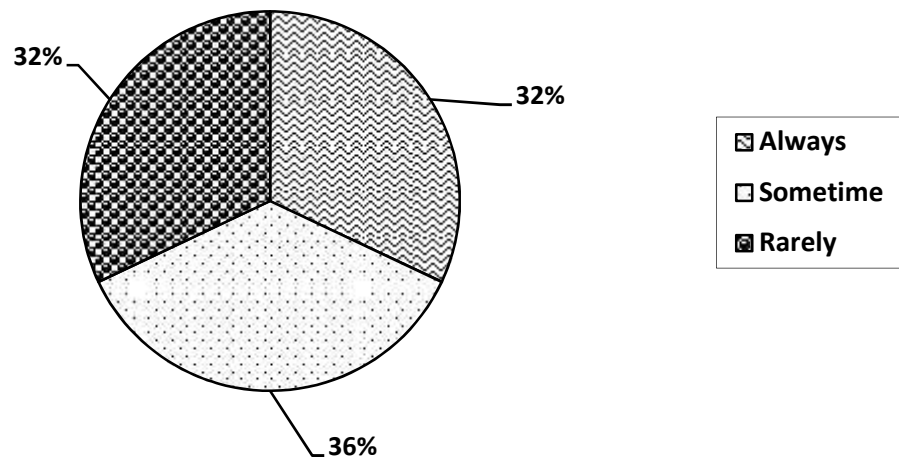


Figure No: 5

3.3.4 Overall Support Provided to English Teachers

Teachers can alone not develop their professionalism perfectly in them. As teachers are components of educational system, they need to be supported for the success of the educational progress in the country. Around the teachers there are many factors influencing them for their professionalism. Teachers' professional development provides teachers with necessary skills and practical knowledge which can be used in and out of the classroom for the progress of the students' learning outcomes.

There are many promoters around the teachers. Once they are trained and have achieved university degree, their level of knowledge and skills may not remain in the same speed forever. They need periodical professional support from the experts, seniors and other educators. The following chart shows the professional support the sampled population received from the head teachers/principals, resource persons/school supervisors and their colleagues.

Overall Professional Support to English Teachers

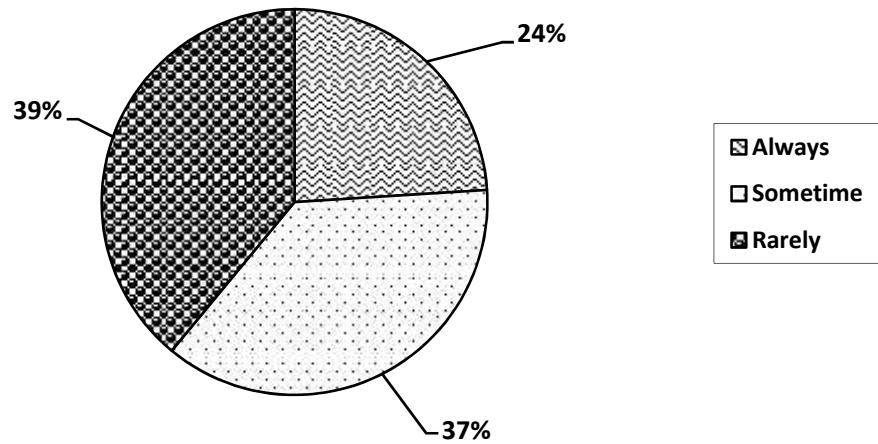


Figure No: 6

The chart above shows that 24% of the sampled teachers were supported by head teachers/principals, resource persons/ school supervisor and colleagues. 37% of teachers were supported sometimes, not in regular basis and 39% of teachers were rarely supported for professional development by supported by head teachers/principals, resource persons/ school supervisor and colleagues.

CHAPTER: FOUR

FINDINGS AND RECOMMENDATIONS

This study was conducted on the fifteen community and six private higher/secondary schools of Taplejung district. The main purpose of the study was to find out professional support the teachers were being provided and affecting factors for teachers' professional development.

4.1 Findings

The main findings after the presentation, analysis and interpretation of data are given below.

4.1.1 Involvement in Professional Activities

-) In case of carrying out action research and case study, the teachers were found to be normal. Community school teachers were better in carrying out educational research than private school teachers.
-) Regarding the participation on scientific events like workshops, conferences and seminars for professional development, more than fifty percent of teachers had never participated in those sorts of events. Private and lower secondary level teachers had not attended.
-) Use of new technologies makes the teaching learning effective and practically student-oriented and it is an activity that sets teachers towards their professional development, but two third of teachers were found from the study that they had never used new technologies in teaching English.
-) Teachers become professional and act like professionals' when they are given chances to experience the visits to other schools where how

effectively teaching learning activities are being carried out. But visiting activity to other schools seemed very weaker in the private school.

-) Around 70% of teachers were found not doing professional activities like attending workshops, seminars, carrying researches, using new technologies in teaching English and observation visits to other schools.
-) Lower secondary level teachers of private schools were found to be never doing any researches while teaching English.
-) Attendance in scientific events like workshops, seminars and conferences was found weaker by the teachers of both types of school.
-) Involvement in collaborative activities was seen satisfactory however colleagues' professional support was less sufficient.

4.1.2 Factors Affecting Teachers' Professional Development

-) In the case recruiting in the teaching profession the teachers of both types of schools joined in teaching with personal choice, none of them recruited after passing the entrance exams. Easy recruitment in teaching may stop teachers to self- develop professionalism.
-) In the case of satisfying factors for professional development, most of the teachers indicated collaboration with colleagues, ability to enhance students' learning and teaching learning process itself. A few, one third of them were not clear about the concept of teachers' professional development.
-) Working conditions in both types of schools were not favourable to develop their professionalism. Community schools had slightly better working conditions than private schools.

-) Interaction with pupils, as it is an element of professional development, was found lacking in the community schools, not done in sufficient way than in the private schools.
-) For satisfaction in teaching, eventually for professional development, the terms of cooperation with parents needs to be mutually increased however cooperation with parents seemed weaker in the teachers of both types of schools.
-) Monetary incentive plays a vital role in the output of the work. If an employee gets the expected amount of money, the employee sustains in the work. Regarding this, the diminishing factor for professional development as indicated as by most of the teachers was low salary scale.
-) Large-class environment was found to have caused the most of the teachers for their professional development.
-) School administration was found not in favour of the teachers that has been affecting for their professional development.
-) Teachers perceptions on the activities for teachers' professional development was found to be unambiguous but they lack refresher training and other as most (90%) of teachers were in search of training and participation in scientific events like workshops, conferences and seminars.
-) It was found by the study that private school teachers were anxious because of instability of their job and due to this fact their professional development is affected.
-) Experience sharing, as it is an element of professional development was not found to be regularly done among the teachers of both types of schools.
-) The professional development of teachers was found to have been hindered due to school administration and working conditions and political interference in community schools.

4.1.3 Support for English Teachers' Professional Development

-) Head teachers of community schools were found less supportive to their English teachers. They had never observed their teaching and provided feedback.
-) About three of four of the teachers were not supported by their head teachers on taking them to observation visits to other schools.
-) Almost all the English teachers of private school were found to have never been selected for training, workshops and seminars.
-) Professional support provided from head teachers/principals, resource persons/school supervisors and colleagues was found insufficient.

4.2 Recommendations

4.2.1 Teachers' Activities for Professional Development

-) The use of new technologies in teaching and learning of English is an age demanding activity now. The use of modern technologies makes teaching learning effective and practical. Therefore, the use of electronic technologies should be managed and increased.
-) Inter-school visit is one of the components of professional development activity. So, visits to other school should be periodically organized.
-) Teachers' professional development activities like collaborative learning and research, participation in workshop, conferences and seminars etc were found to have been organized. Along with this, interaction program should also be organized timely for professional development of teachers.
-) Teachers of private school should carry out researches to wipe out the problems seen in the field of teaching English.

-) The English teachers of both types of schools should carry out professional activities like collaboration with colleagues, use of new electronic technologies, attendance in scientific events like workshops, seminars and conferences, read professional literature and write articles etc.
-) In a scheduled planning, observation visits to other schools should be managed and organized.

4.2.2 Factors Affecting to Teachers' Professional Development

-) The provision of entrance exam should be structuralized and brought to practice before recruiting eligible candidates to teaching profession.
-) The environment (physical, educational, social and administrative) of the schools should be constructive for bringing achievement in students. The students' achievement is related to the professional development of teachers. Thus, the overall environment of the schools should be made sound, productive, stress- free and encouraging where teachers can grow their professional skills and expertise for the sake of students' progress
-) Terminal interaction programs should be organized in the schools facilitated by teachers on students' learning outcomes
-) Sound cooperation and mutual understanding should be increased between school environment and parents. This helps teachers execute their duties generously which is eventually associated with their professional development.
-) Since teachers' professional development was negatively affected due to salary, the salary and other facilities should be judged and increased that encourages teachers reflect their responsibility through professionalism

-) Large class environment may hinder teachers function deliberately and become professional. Thus, number of students in a class should be managed according to the policy of the government.
-) Periodical trainings (refresher and modular) should be provided to the teachers and scientific events for professional development should be organized.
-) Some provision of making private school teacher stable in their job should be formulated from policy level. Instability in job hinders on being professional.
-) Experience sharing programs among teachers on teaching learning should be organized in schools for professional development of teachers.
-) Private school teachers should be encouraged to carry out educational researches and participate in the workshops, conferences and seminars for building and refinement of their professionalism.

4.2.3 Support Provided by HTs, RPs and Colleagues for Teachers' Professional Development

-) Head teachers of community schools should be supportive to their English teachers on providing feedback for professional development of the English teachers. They should observe the class of English teachers and provide constructive feedback for building professional development in them.
-) Provision of periodical workshops, seminars programs in the school premises should be organized in the presence of English subject expert.

-) The use of electronic facilities in both types of schools should be managed by head teachers.
-) Head teachers should organize observation visits and take their English teachers on a scheduled program for building expertise and work experiences.
-) The English teachers of private schools should also be selected for training program conducted by educational cluster. Along with it, they should be invited for workshops, seminars and conferences organized by RPs and school supervisors.
-) The mode of RPs support in interaction program, teaching observation and feedback with follow-up support should be increased.
-) Head teachers/principals, resource persons/ school supervisors are supposed to be the promoting agents for teachers professional development. The role of them towards promoting teachers' professionalism has been seen inadequate. Thus, they should increase the level and mode of support to teachers for their professional development.

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APPENDIX: 1

Sampled schools and their situation

S.N.	Names of the schools	V.D.C
1.	Ambegudin Higher Secondary School	Ambegudin
2.	Balden Secondary School	Papung
3.	Bhanjyang Higher Secondary School	Limbudin
4.	Bhanujana Higher Secondary School	Phungling
5.	Durga Higher Secondary School	Phulbari
6.	Janakalyan Secondary School	Dhungesanghu
7.	Kanchan Academy Boarding School	Phungling
8.	Kanchanjangha Higher Secondary School	Phungling
9.	Little Buddha English Boarding School	Phungling
10.	Mahendra Higher Secondary School	Fakumba
11.	Maiwakhola Higher Secondary School	Dhungesanghu
12.	Mechi St Mary's Boarding School	Phungling
13.	Moti Higher Secondary School	Khokling
14.	Nawajyoti English Boarding School	Phungling
15.	Oxford English Boarding School	Phungling
16.	Pancheswari Secondary School	Libang
17.	Pandolung Secondary School	Nalbu
18.	Sanba Higher Secondary School	Sanba
19.	Siddhakali Higher Secondary School	Dokhu
20.	Surke Secondary School	Thukima
21.	Tribhuvan Higher Secondary School	Thukima

APPENDIX: 2

Sampled Population according to Sex

S.N.	Schools	Male		Female	
		Nos.	Percentage	Nos.	Percentage
01	Community	16	80%	4	20%
02	Private	15	75%	5	25%

APPENDIX: 3

Teaching Experience of the Sampled Population

S.N.	Term of years	Nos. of Teacher	Percentage
01	1-4 years	8 persons	20%
02	5-8 years	11 persons	27.5%
03	9-12 years	9 persons	22.5%
04	13 + years	12 persons	30%

APPENDIX:4

Training Status of the Sampled Population

S.N	Training status	Schools		Total	Percentage
		Community	Private		
01	Trained	18	10	28	70%
02	Untrained	2	10	12	30%
	Total	20	20	40	100%

5. Have you attended any scientific events like workshops, seminars and conferences related to English teaching learning so far? _____.
6. Do you use internet and new technologies to teach English?
a. yes _____ b. no _____ c. sometimes _____
7. Have you done any action research related to your teaching? _____, if yes, then what was the impact it made on you?

8. Have you had a chance of observation visits to other schools organized by your school? _____
9. What of the following factors is most hindering you to be a professional?
a) School administration and working conditions _____
b) Lack of motivation due to salary and family pressure _____
c) Large classes and students' behavior _____
d) Political and social situation _____

The End

APPENDIX: 6

English Teachers' Professional Development

A questionnaire checklist for teacher

Name -

Age -

Sex -

Qualification -

School's name -

Tick in the right box on the support you are getting from the following persons.

A. Head Teacher/Principal

S. N.	Particulars	Always	Sometimes	Rarely
1	Allow to participate in the training			
2	Observe teaching and provide feedback			
3	Mentoring or coaching arrangements to study with experienced teacher			
4	Organize interactive program on the issues of teaching			
5	Organize observation visits to other schools			
6	Organize workshops/seminars in schools			
7	Manage sufficiency of TL materials			
8	Provide additional human resources			
9	Manage for the use of electronic media in teaching			
10	Provide time for peer observation/coaching			

B. Resource Person/School Supervisor

S. N.	Particulars	Always	Sometimes	Rarely
1	Give modular training			
2	Observe classroom teaching			
3	Provide feedback			
4	Organize interactive program in cluster			
5	Present a model teaching			
6	Give refresher training			
7	Select for trainings and workshops			
8	Give positive support			
9	Hold meeting to discuss on TL experiences			
10	Select you for roster trainer			

TL= teaching learning

C. Colleagues

S. N.	Particulars	Always	Sometimes	Rarely
1	Share ideas with peers			
2	Exchange feedback and suggestions			
3	Transfer techniques to you			
4	Inspire you for better teaching			
5	Allow you participate in the collaborative research work			
6	Observe classroom teaching and provide constructive feedback			
7	Help participate in the network of teachers			
8	Mentor and provide feedback			
9	Interact on students' achievements			
10	Do team teaching and exchange feedback			

The End