CHAPTER ONE

INTRODUCTION

This study is based on the **Factors Affecting English Teachers' Professional Development**. This study consists of five interrelated chapters. This is the first chapter which consists of background of the study, statement of the problem, objectives of the study, significance of the study, delimitations of the study and operational definition of key terms.

1.1   Background of the Study

Teachers are one of the key stakeholders and conductors of the entire teaching and learning process. The teacher facilitates the teaching and learning activities in the class. That is why; the teaching depends upon the quality of the facilitator in the ways in which s/he facilitates the class. It is generally said that a good teacher is born, not made. It means the teacher should have some special qualities, which makes him/her really a good teacher. The profession of a teacher is an art, a skill and a science of knowledge. The profession of a teacher is to teach the pupil, it does not just refer to teach about the contents to the students but it is more than a set of methods and techniques. Generally, every teacher tries to do his/her work better every day. Moreover, s/he always tries to develop herself/himself in teaching field.

There is a general agreement that learning is a lifelong process and therefore, teachers must be equipped with sufficient knowledge, skills and awareness in order to carry out their jobs. They have different needs at different times during their careers, and the needs of the schools and institutions in which they work also change over time. Teachers' individual, socio-economical, contextual as well as institution related needs should be addressed by the concerned authorities timely to enhance their profession. Some of these needs may be incentives, rewards, promotion, fair in teachers' recruitment, respect of society,

supports of family members, good infrastructure and management of institutes, reasonable budget on education, and so on.

Teacher development is the process of becoming perfect in teaching. It is a holistic and lifelong process in which teachers keep themselves engaged in learning. Teacher development is seen as relating to experience, new challenges and the opportunity for teachers to broaden their repertoire and take new responsibilities and challenges. This helps them to develop their teaching career.

Teachers' professional development refers to the skills and knowledge attained for both personal development and career advancement. Professional development plays an important role in changing teachers' teaching methods, and these changes have a positive impact on students' learning. According to him, professional development is the key to change teacher's teaching methods and spread out positive impacts on students. Professional development actually helps to develop the skills of teachers as well as students in the sense that it gives chance to develop by themselves through the use of different methods, techniques and skills.

It is a dynamic process of positive change that improves the standard of people. Professional development means development of teachers' skills, techniques, strategies and ways of teaching and process of reforming one's skills through the means of experience. Here, development involves the teacher in a process of reflecting an experience, exploring the opinions for change deciding what can be achieved through personal effort, and setting appropriate goals. It is based on positive believes in the personality of change. Development is not only a way of reforming as experienced teachers who believe that they have unfulfilled potentials. Head and Taylor (1997, p18) say, "If teachers' attitudes and beliefs can begin in pre-service training, where trainees can be encouraged to learn from their own, developing awareness and reflection alongside

feedback from tutors and follow trainees then it can continue as a base for career long learning".

1.2   Statement of the Problem

Professional development is considered as a sustained culture building process. Such a process requires trusting, respecting and empowering the teachers themselves. However, teachers' professional development is not a simple process. Different factors hinder professional development of teachers. More specifically, teachers' understanding of the problems regarding their own learning and development are significant. Teachers need to articulate the factors that facilitate or hinder their professional development and their reflections on their experiences need to be taken into account. Teachers' voices need to be heard in order to bring about changes and improvement in their own development. It has been asserted that the professional development of teachers is an important factor that, not only provide the teachers own learning and development opportunity but also have a wide- reaching consequences. In this regard, Villegas –Reimers (2003) argued that:

> Aside from the individual satisfaction or financial gain that teachers may
>
> obtain as a result of participating in professional-development
>
> opportunities, the process of professional development has a significant
>
> positive impact on teachers' beliefs and practices, students' learning,
>
> and on the implementation of educational reforms. (p.19)

Besides this, there can be other factors that affect or hinder teachers' professional development. Some of them can be good salary, job security, permanency, promotion and fairness in teacher recruiting. More specifically, there can be personal and social factors of teachers, classroom environment, socio-economic status of teachers, rewards/incentives, teachers' beliefs and family supports and attitudes of family members.

Thus, the central focus of this research work lies in understanding the nature and identification of the factors affecting professional development of the teachers from their vantage-point. It means this study specially raises the problems of factors that affect English teachers' professional development. It clearly states what the factors are and how they affect.

1.3   Objectives of the Study

The objectives of the study were as follows:

(i)   To find out the factors that affect English teachers' professional development.

(ii)   To suggest some pedagogical implications.

1.4   Research Questions

The research questions of my study were as follows:

(i)   What are the factors that hinder or facilitate teachers' professional development?

(ii)   Is professional development of the teacher affected by personal, socio- economical, cultural, contextual and institutional factors?

(iii)   What are the common factors that lure English teachers to choose teaching as a profession.

1.5   Significance of the Study

As the present study will find out individual/personal, socio-economical, contextual as well as institutional related factors that affect teachers' professional development, teachers, students, stakeholders and policy makers will be greatly benefited from this study. Teachers will update themselves with the findings of this study and match them with their own experience and teaching career. Likewise, this study will be very significant for the students who aim to be English teachers in the future. Similarly, teachers as well as

students will be familiar with the different individual, social, psychological and institutional related factors that affect teachers' development and their attraction towards teaching field. Moreover, they will be familiar with the ground realities of teaching profession in the context of Nepal. Thus, this study will be beneficial for those who are directly or indirectly involved in teaching and learning profession.

1.6   Delimitations of the Study

This study had the following delimitations:

i)   This study was delimited to the 30 English teachers, teaching at higher secondary schools of Chitwan disrict.
ii)   This study was delimited to the15 higher secondary schools of the same district.
iii)   This study was delimited to the data collected through questionnaire.

1.7   Operational Definition of the Key Terms

Profession: It is an occupation describing a job type, usually reserved for a recognized specific career, i.e. doctor, layers engineers, military officers, etc.

Professional development: Professional development refers to skills and knowledge attained for both personal development and career advancement.

Professionalism: Professionalism is an ideal to which individuals and occupational groups aspire in order to distinguish themselves from other workers.. It is the professional status, method, character, standard and the expertness characteristic of a professional person.

Teacher development: It is the process of becoming the best teacher as far as possible. It is the personal growth which, a teacher achieves as a result gaining increased experience and examining his/her teaching systematically.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND

CONCEPTUAL FRAMEWORK

Under this chapter, related theoretical literature, empirical literature, implication of the review for the study and conceptual framework of the study are included.

2.1 Review of Related Theoretical Literature

This sub-section deals with different theoretical perspectives related to profession, professionalism, teaching profession, teacher development, teachers' professional development, and factors affecting teaching profession and teacher development and, so on.

2.1.1 An Introduction to Teaching Profession and Professionalism

Profession is a type of job that needs special training or skill, especially one that needs a high level of education. It is a kind of occupation, vocation or career where specialized knowledge of a subject, field or science is applied. It requires prolonged academic training and a formal qualification that is based on scientific and philosophical facts acquired through scholarly endeavour.

The term 'professionalism' is used to refer to practitioners' knowledge, skills and conduct. It is a collection of the conduct, qualities, skills, knowledge and attitude that makes a profession. It includes training, skill, self-discipline, self regulations, high social status and restricted status. Regarding this, Wallace (2010) states:

> In 'profession' we have a kind of occupation which can only be practiced
>
> after long and rigorous academic study, which should be well rewarded

because of the difficulty in attaining it and public good it brings, but which is not simply engaged in for profit, because it also carries a sense of public service and personal dedication. (p.5)

So, professionalism means having expertise and skills in the areas like; basis of scientific knowledge, a period of rigorous study which is formally assessed , a sense of public service, high standards of professional conduct, ability to perform socially useful tasks and so on. In general sense, profession, occupation, and job are taken synonymously but they are not completely synonymous. Profession differs from other two in the sense that it is not the job or occupation which is simply engaged in profit, because it also carries a sense of public service and personal dedication. It deals with a special field of knowledge, its practitioners must have had special training in the field, and its member belongs to an organization that makes provision for the licensing and certification of its members. So, in the words of Roberts (1998, p. 38), "A 'professional' is someone in a nominal occupation who is highly trained, skilled and self-disciplined". There has been debate over years and throughout nation as to whether teachers are professionals as opposed to mere 'workers' and whether teaching is a profession and not just an 'occupation' (Hoyle, 1998, as cited in Villegas-Reimers, 2003, p. 33). In the past, teaching was usually regarded simply as other occupations and teachers as mere workers. They were not provided any training, other types of support programs etc. In that scenario, how they can uplift their quality, their professional efficiency. Regarding this, Villegas-Reimers (2003) says:

Most people agree that professionalization of teacher is prerequisite for successful improvement of the quality of education and is, thus, of great interest to policy-maker and educator. Fortunately, the tendency over the last and few years has been to begin accept teaching as a profession and,

7

consequently, the transformation from the teaching training to teacher professional development (p. 36).

So, in order to enhance the status of education in general and teacher in particular, we should develop teaching as profession. Teachers are the persons like other professionals doctors, engineers, pilots and others who require special type of skills to accomplish their job. So, there is no problem in treating teaching as a profession. Khaniya (2006) supports this thought and opines "Teachers, professors, engineers, lawyers, etc. are regarded as professionals… professional is he who performs tasks involving not only skills and knowledge but also expertise" (p. 7). Teaching is also a profession because it has all the characteristics that any profession should have. Teachers do specialize in particular subject areas and also study education in depth. They also have special training in the field, in the form of teaching practice and they have to pass examination in order to be qualified trained teachers. For example, in Nepal, NELTA is a professional organization which conducts different workshops, seminars and publishes journals as required. Following Burns and Richards (2011, p. 5) teaching English language has three fold dimensions as follows:

）　ELT is seen as a career in the field of educational specialization;
）　It requires a specialized knowledge base obtained through both academic study and practical experience; and
）　It is a field of work where membership is based on entry requirements and standards.

2.1.2 Teachers' Professional Development

Development means progressive change or advancement towards positive direction. It refers to the gradual improvement of a situation to some better state. Similarly, teacher development is a continuous and never ending process in which teachers change themselves. They keep themselves alert and engage

in learning new skills, knowledge, information and techniques in order to deal with the new experience, challenges and opportunities in their profession. A responsible teacher always thinks about the way to transform him/herself into an efficient and resourceful person or the ways of developing own self. Thus the development is required to meet the learning needs of the students.

Teacher's professional development is the process of developing professional excellence in the teacher by learning, experiencing, practicing, and preparing oneself for new challenges and responsibilities to be encountered in teaching. Teacher has to prepare oneself for new approaches, methods, and other changes in the field of teaching. Once the teacher starts teaching, he/she always needs to struggle for keeping growing and this struggle requires his/her voluntary will and effort. "All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continues until the retirement (professionally) and until the death bed personally" (Gnawali 2008, p.36). Professional development is not confined to any formal course or external input. It can mean many different things and activities as teachers can find various alternative ways to learn.

A spirit of inquiry is the key to developing the expertise in any field. A good teacher always holds this spirit. In this concern, Head and Taylor, (1997) mention:

> Teacher development, as we understand it, draws on the teacher's own
>
> inner resource for change. It is centered on personal awareness of the
>
> possibilities for change, and of what influences the change process. It
>
> builds on the past, because recognizing how past experiences have or
>
> have not been developmental helps identify opportunities for change in
>
> the present and future. It also draws on the present, in encouraging a
>
> fuller awareness of the kind of teacher you are now and of other people's

responses to you. It is a self reflective process because it is through

questioning old habits that alternative ways of being and doing are able

to emerge (p.1).

Similarly, Villegas-Reimers (2003, p.11) defines professional development as the development of a person in his/her professional role. After gaining the experience and expertise for years in teaching systematically, a teacher achieves the professional development. Professional development is the personal growth that occurs as the teacher moves through the professional career. According to Underhill (1988) teacher development is a continuous process of transforming human potential into human performance and this process is never finished. He states:

Development means . . . keeping myself on the same side of the learning

fence as my students. This is the only way that I can keep alive a sense

of challenge and adventure in my career, and avoiding getting in a rut. If

I am in a rut, then so is my teaching, and then so are my students, and

learning from a rut is tedious, slow and inspiring (as cited in Head and

Taylor, 1997, p.7).

Teachers' professional development is perceived as an umbrella term which includes varieties of activities carried out by the teachers either individually or in a group. For their professional betterment, teachers should be aware and as a result will be engaged in various activities like attending the teacher training programmes and participating the professional conferences, workshops and seminars. They will also be engaged in the activities like reading professional journals and related documents, keeping diaries, interacting and sharing ideas and experiences with colleagues, collecting feedback from friends and students, conducting action research, developing collaborative relationship with

colleagues, case studies, observing and analyzing each other's performance and so on.

A teacher has to pass through different stages in course of his/her professional development. The process of transformation and development of teachers is time consuming and very slow. Mevarech (1995, as cited in Villegas- Reimers, 2003, p.133) presents a 'U shaped' model to explain this slow and steady process. The stages included in the model are:

(i)   Survival: when expert teachers become novices temporarily, as they attempt to incorporate something new into their repertoire;
(ii)   Exploration and bridging;
(iii)   Adaptation: from technical application to reflective implementation;
(iv)   Conceptual change;
(v)   Invention and experimentation.

Although the central figure responsible for initiating teacher's professional development is the teacher him/herself, there are several other factors responsible for it as well. For teacher development, equipping and enabling is a must. The term equipping refers to providing teachers with pedagogical knowledge and skills for immediate purpose or to solve existence problems. On the other hand, the term enabling means helping teachers to develop ability to independently handle professional affairs.

Similarly, Villegas-Reimers (2003, pp.119-40) points out the following factors to be considered when planning, implementing and assessing the professional development of teachers:

(i)   A culture of support: the role of school and education leaders
(ii)   The role of context: multiple settings/ multiple professional communities
(iii)   Time
(iv)   Financial resources

11

(v)   Stages of professional development

(vi)   The use of technology for teaching purposes

(vii)   the role of unions in teacher's professional development

(viii) The role of teacher educators.

Beside these factors, proper incentives for the teachers, opportunities for demonstrating the newly acquired knowledge and skill, and regular researches on teacher's progress play an important role in making teacher's professional development successful.

2.1.3 Importance of Teachers' Professional Development

The formal training provided to the teachers is time bound but they can continue with their professional development throughout their lives. Even after several years of teaching, teachers feel a need to refresh themselves and go on learning and developing themselves in order to accomplish their professional responsibilities effectively. There is not any moment in the life in which one can rest thinking that what he/she has learned is enough and need not learn further ahead. Experience alone is not sufficient for the teachers to meet with the students' needs and expectations. Chaudhary (2008) mentions:

> It has been wrong tradition in our ELT society that experience is everything which is most prominent quality for teachers' professional development. To some extent, experience plays the role for teacher development but it is insufficient as a basis for teacher development because teachers teach in the classroom what they know or what have been taught to them by their tutors. Experience can scaffold in teacher development (p.22).

The knowledge related to the field of language teaching and learning is never constant. It goes on changing together with the changes in the theories of language learning and emergence of new approaches and methods. So there is a need of regular opportunities for the teachers to update their knowledge and skills in this field. Head and Taylor(1997, p.11) say "Stale or narrowly subject-bound teachers are a menace to the profession, yet a career structure which emphasizes training at the expense of development means that such teachers proliferate". Hence, learning to teach is a lifelong process. Similar is the view forward by Richards and Farrell (2010). According to them,

> In most schools and institutions today, language teachers are expected to keep up to date with developments in the field, to regularly review and evaluate their teaching skills, and to take on new teaching assignments according to the changing needs of the institution (p.16).

They further mention that teachers have to expand their roles and responsibilities over time if they are to continue to find language teaching rewarding. Teachers' professional development is a key factor to bring the positive effect on the educational products. So, a teacher should advance in professional expertise throughout his/her career and this advancement does not depend on formal courses or external input alone. Personal experience, self reflection and interaction with colleagues in the institution are very important tools for personal progress. Emphasizing the importance of updating oneself in the teaching profession, Khaniya (2006) states:

> People who do not update themselves find it difficult to cope with the emerging situation because every discipline is prone to change and if changes are not kept abreast people working in that field will be left far

behind. For this purpose people involved in it should be allowed to work for its development, advancement and continuous improvement (p.9).

Similar is the view put forward by Bhattarai (2001). According to her,

> An English teacher should compare himself/herself with a person standing on a traffic island controlling and receiving the flow of knowledge and information from all directions. One should capture the appropriate materials and utilize/adopt it to the demand of the consumers (parents, students) (p.14).

A teacher teaches what he/she knows. If the teacher fails to update himself/herself in this rapidly changing world, he/she cannot meet the dynamic needs of the learners with the stale and static knowledge in his/her repertoire. As a result, the society may look at his/her job as an inferior one and there is the chance for development of inferiority complex in teacher which may sometimes lead quitting his/her job. In contrast, if the teachers are well informed and self aware about the latest developments and newly emerging concepts and new innovations or technologies related to their profession, they can present themselves according to the need and interest of their students. They can confidently make their own professional decision and handle their professional responsibilities; those may arise at present or in future, efficiently.

As Ur (1996, p.317) mentions, the pre- service course provided to the teachers is not enough to start teaching with confidence and competence. It should also give the teachers the tools and understanding for further development. Pointing out the importance of teacher development, Ur (ibid) further mentions:

> Constant teacher development and progress can forestall or solve problems caused by both first year stress and later burnout. More

positively, it is a necessary contributor to your success and satisfaction in professional work today and to your career in the future as teacher and/or in other allied professions: materials writer, trainer, author, and researcher.

Good teaching involves teacher's intellect and passion as well. So the teachers must feel comfortable physically, emotionally, and psychologically. Regular teacher development opportunities can only ensure the all- round development, success and satisfaction of the teachers. Ashton and Webb (1986, as cited in Day 2003, p.74) found the following seven contextual factors that influence teacher's sense of efficacy and competence.

(i)   Excessive role demands
(ii)   Inadequate salaries and low status
(iii)   Lack of recognition and professional isolation
(iv)   Uncertainty
(v)   A sense of powerlessness
(vi)   Alienation
(vii)   The decline in teacher morale

Teachers' professional development is essential in order to release the teachers from all these discouraging factors and to develop their sense of efficacy and self confidence.

Similarly, many writers on the issues of teachers' professional development have suggested a number of characteristics that describe the newer or modern approach to teacher professional development. Villegas – Reimers (2003, pp. 13-14) listed seven characteristics in contrast to the traditional transmission based approach, as described below.

(i)   Professional development need to be based on constructivism as opposed to the 'transmission oriented model'. Accordingly, the implication of this change in approach is that the teachers are always and at any stage of the process considered as active learners who are engaged in the concrete tasks of teaching, assessment, observation and reflection.

(ii)   Professional development needs to be considered not as a one-time event but rather as a long-term process whereby teachers learn from series of learning events and experiences.

(iii)   Effective professional development is context – specific process and need to be highly related to the teachers' day-to-day work life and school settings. The focus on school- based development activities provide a much better development opportunities and also position schools as communities supporting continual learning and development of the teachers.

(iv)   Professional development is considered as a sustained culture building process. Such a process requires trusting, respecting and empowering the teachers themselves. Likewise, the professional development activities need to be conceived not as simple skills or competence acquisition activities but as a part of the longer cultural change process. Such processes require the need to perceive teachers as professionals who would be provided by adequate support from the school or the reform program in pursuing their own and the school development. To ensure the high quality of technical and vocational education, priority should be given to the recruitment and initial preparation of adequate numbers of well-qualified teachers, instructors/trainers, administrators and guidance staff, and to the provision of continuous professional upgrading throughout their career, and other facilities to enable them to function effectively.

(v)   Professional development provides opportunities for teachers to acquire newer knowledge, skills and experiences based on their prior

knowledge base upon entering in to the profession. The newer perspective conceives teachers as reflective practitioners who build newer understanding, practices and expertise through constant reflections.

(vi) Professional development activities are more of collaborative activities among teachers and others. Professional development is more effective through interactions among teachers, between school administrations, parents and other members of the society and the teachers. Therefore, the social nature of learning and the importance of collaboration with others are considered as one of the salient characteristics of professional development.

(vii) Professional development models are results of search for an optimal mix rather than an attempt to achieve one best model or set of methods and techniques that are applied in various settings. The uniqueness of each individual and contextual setting in which the teachers find themselves need to be taken into account when designing and implementing development activities. These situations underline the fact that not only professional development is closely interwoven with the individual, organizational and environmental contexts but also reveals the complexity of the process itself.

2.1.4 Teacher's Professional Life Cycle

Profession is a vocation which carries the sense of public service and personal development. Like other profession, teaching is also the profession since it is also dedicated to public good. They have also their own life cycle which is called teachers' professional life cycle.

Different personal factors that may have an influence on the career stages, for example, marriage, birth of a child, life crises such as illness, death, financial loss, or legal problems. Similarly, organizational factors having an impact upon career development such are student assessment, national policies, levels of

17

public trust in education and the teachers, activities of professional teacher organizations.

Steyn and Schulze (2005) indicate that individual teachers proceed through eight life-long career stages as identified by Fessler and Christiansen (as cited in Kempen, 2010, p. 44). Similarly, McCormick and Barnett (2006, as cited in Kempen, 2010, p. 45) state that individuals do not necessarily proceed through the identified stages in a linear manner. Due to considerable inter-individual variation in the timing of the stages, teachers can miss stages, revert to "earlier" stages or remain at a single stage during a career. Thus, following are the eight stages of teacher career development as provided by Steyn and Schulze (2005) and McCormick and Barnett (2006):

(a)   Pre-service

This involves educational experience occurring before the teachers initiate their first teaching job. It is more concerned with their theoretical knowledge.

(b)   Induction

This stage involves the time and activities that occur for the first 1-6 years that lead to complete socialization and acceptance as competent teachers into the profession. In this phase, the teachers focus upon the needs of the learner and how they can effectively use the subject matter to assist the learner in meeting their goals and capacity.

(c)   Competency building

This stage focuses on the teacher continuing to acquire, experiment with and further refine effective teaching strategies. Teachers in this stage strive to improve their teaching skills and their practical knowledge about the subject matter. They seek out new methods and eagerly attend workshops and conferences.

(d)   Enthusiasm and growth

Teachers, in this phase, are enthusiastic about their growth and progress as professionals. Having mastered the required skills, they now seek new ways in which to enrich their teaching. Teachers enjoy the teaching experience and value the impact they have upon student learning. Teachers in this stage are often more involved in their profession. They utilized their learnt knowledge into their practice.

(e)   Career frustration

This stage could be viewed as the stage of dissatisfaction and disillusionment. During this phase, the teacher may experience signs of fatigue and burnout.

(f)   Stability and stagnation

During this stage, teachers do only what is expected of them, without any motivation for quality or growth.

(g)   Career wind-down

This phase could be described as "the period of disengagement" when teachers prepare to leave the profession. For some teachers, this period may be pleasant, others may experience frustration and discontent with colleagues, learners and parents. So this period can either be 'bitter' or 'serene'. This phase could be characterized by gradual withdrawal and rechanneling of energy outside the school.

(h)   Career exit

The career exit stage represents the period of time when the teacher leaves the teaching profession and could be referred to as the time of job retirement.

Similarly, regarding the stages/ phases of teachers' professional life cycle, other scholars also opined their view differently. They tried to express these stages

differently but these are more or less the similar though the terminologies may differ. In this connection, Tsui (2003, p. 79) outlines the phases of teachers' professional life cycle as follows:

(a) Survival phase

This is the first phase in teacher's professional development. Typically, beginning teachers go through this phase where they are preoccupied with their own survival in the classroom. Teachers feel diffident, inadequate, and ill prepared. Some of the well documented problem in this phase is of reconciling educational ideas and realities, maintaining classroom discipline, establishing an appropriate relationship with students, playing the role of a teacher, and having an adequate mastery of knowledge as well as instructional methods. This phase is also called "discovery phase" where teachers are excited by the fact that they are now a teacher with their own students

(b) Stabilization Phase

This is the second phase where teachers consolidate their experience from the first phase, gain confidence in teaching, and master teaching skills. They are more flexible in their classroom management and better able to handle unpredictable situation. In this phase, teachers' focus changes from 'self' to students. It is also in this phase that, typically, teachers become committed to teaching. Negative experience in this phase, however, could lead to a phase of self-doubt.

(c) Experimentation and diversification phase

This is the third phase where teachers are motivated by the wish to increase their impact in the classroom and to seek new challenges. They conduct personal experiments using different instructional methods, materials and classroom management skills. Teachers in this phase are highly motivated, enthusiastic, ready to confront issues that they took for granted before, and to

take on new challenges. Here, teachers desire to increase their impact in the classroom or desire to change.

(d) Reassessment Phase

Some teachers' disappointment with the outcome of reforms, particularly structural reforms, in which they have participated energetically, could lead to a phase of self-doubt and uncertainty with regard to one's commitment to teaching. Whereas for other teachers, this phase of self-doubt could follow the 'stabilization phase', which can be caused by factors like the monotony of classroom teaching and unpleasant working conditions. So this phase is referred to as 'reassessment phase.

(e) Serenity Phase

This is the phase where teachers have more peace of mind. Teachers in this phase are less vulnerable to others' perceptions of them. Here teachers speak of "being able to accept myself as I am and not as others would have me be." It is marked by a decline in professional investment and enthusiasm, but also greater confidence, more tolerance, and spontaneity in the classroom. It is also a phase where teachers' relationship with students becomes more distanced. This phase is followed by a conservatism, which is characterized by resistance to and skepticism about innovation and change.

(f) Disengagement phase

Near the end of teachers' professional life cycle, teachers disengage themselves from professional commitments and allow more time for their personal engagements. Hence last phase, i.e. a phase of disengagement has been identified in teachers' career cycles. Disengagement can take the form of withdrawing and investing their time and effort elsewhere. This last phase can be bitter or serene.

2.1.5 Factors Affecting Professional Development of Teachers

Teacher professional development has been defined in a number of ways, providing different emphasis on a range of issues inherent to its complex nature. Darling-Hammond and McLaughlin (1996) defined teachers' professional development as,

> Deepening teachers' understanding about the teaching/ learning process and the students they teach …and must begin with pre-service education and continue throughout a teacher's career". They state that effective professional development involves teachers both as learners and teachers, and allows them to struggle with the uncertainties that accompany each role (P. 203).

Their definition stresses the view that teachers play both as teachers and as learners themselves. It also indicates that the dual role teachers' play extends over their career life and is one of the means to overcome the various challenges of teachers in their profession. A wider perspective to teachers' professional development, beyond the traditional means, prompted the need to consider the personal, contextual, content and process factors in the design and implementation of the development activities. Villegas- Reimers (2003) stated that such a wider perspective in the way professional development is viewed has been considered by other scholars "as the new image of teacher learning, new model of teacher education, a revolution in education, and even a new paradigm of professional development" (p 12).

Schiff et al. (1997) has classified the various factors that influence teachers' professional development into three groups: context, process and content. They argue:

Quality professional development is a dynamic and fluid process. If appropriate structures are in place (context), a variety of best practices (processes) are used, and appropriate knowledge and skill acquisition are occurring (content), then professional development will impact student achievement (p. 6).

Similar perspectives are also found in the literatures that deal on the professional development of teachers. For example , Villegas-Reimers (2003, p. 11) and other authors stressed that "when looking at professional development , one must examine the content of the experience , the process by which the professional development occurs , and the context in which it will take place". Each of the factors is briefly discussed below.

(i)   Contextual Factors

The contextual factors in the teacher professional development include those factors related to the wider perspective of the societal, organizational, school work culture, prevailing systems of learning and development and others. These factors in general address the question of why, where and when the learning and professional development takes place. Arnold (2005) stressed that such factors need to consider the framework of the social, economic and political trends and events. These contextual factors influence teachers' learning and development and need to be well understood and considered while planning their learning and development activities. In fact, the complexity of the variables and their interrelationship show the difficulties associated with such initiatives. Therefore, the enormous variability leads to a situation where there is no one single best option or solutions towards a search for the best model or system of professional development for teachers. Every system or model needs to be only grounded to its unique setting which reflects its context.

Villegas – Reimers (2003) described the relevance of contextual factors and the non-existent of a one-fits-all model as,

There is no single form or model of professional development better than all others and which can be applied successfully in any institution or context. Schools and educators must evaluate their needs, cultural beliefs and practices in order to decide which professional development models would be most beneficial to their particular situation. It is clear in the literature that different factors within a workplace (which is one of the significant variables of 'the context'), such as school structure and culture, influence the teachers' sense of efficacy and professional motivation (p. 15).

Contextual factors in teacher professional development have profound influences since cognition and learning are activities which are situated, social, and distributed. Rooted in the thinking of Dewey, Vygotsky and others, the theories of cognition explicitly posit that,

) Knowledge is inseparable from its context and activities within which it is developed. Both the physical and social contexts are an integral part of an activity that takes place as the activity itself is an integral part of the learning that takes place within it. Hence, cognition is situated.

) Interactions with the people in one's environment are major determinants of both what is learned and how learning takes place. The impact of social interactions as well as the social context under which these takes place needs to be taken into account to understand and plan teacher development activities.

)   Learning activities are often collaborative in nature rather than an individual process as the learner depends on resources from others and hence are distributed across people and their environments.

(ii)   Process Factors

The Process factors are related to the ways various learning and development activities take place. It is centered on the question how these development activities are designed, executed, and assessed in terms of the achievement of their intended goals. Villegas – Reimers (2003) asserted that the process that facilitate lifelong learning in adults need to be based on constructivism. Thus the learning process should be considered as a social process where learners not only engage actively in the process but also are in charge of the direction and control of the process. Arnold (2005, p. 94) stressed on the need for the integral development of the technical, methodological and the social and communication competences. He further asserted that such interdisciplinary qualifications could be achieved through a careful selection and application of appropriate didactical designs that facilitate self-directed learning process and activities. To this end, the process of training or professional development should incorporate more than the transmission – mode of teaching. This calls for the need for applying wide range of spectrum of teaching-learning methods rather than focusing on the instructional mode, which often gives emphasis to the technical or specialized competences and at times stand as an obstacle to further learning itself.

(iii)   Content Factors

The Content factors refer to the new knowledge, skills, attitudes and experiences that teachers acquire both in their field of studies as well as in the pedagogical and didactic aspects. These factors focus on the question of what of the teachers' learning and development. Arnold (2005, p.97) argue that "learning in preparation for a profession requires not only of developing

technical knowledge and skills (specialized competences), but also learning and working techniques (methodological competence) and the capability for team work and communication (Social and leadership competence). He asserts that the development of these competences is interdependent and could not occur in isolation from one another, thereby emphasizing the need for an integral development of the three aspects of a comprehensive occupational action competence. Therefore, content wise the development of comprehensive occupational competence by the teachers needs to be taken into account when dealing about the professional development of teachers in both their initial teacher education programs and professional life. The need for moving towards teachers' development of the comprehensive competence calls for not only changes in the content of their curriculum in the teacher training colleges and universities , but requires a fundamental change in their ways of doing things (cultural change), and most importantly changes in their didactic arrangement to facilitate self-organized learning activities.

Similarly, Alam and Farid (2011, p. 298) state some factors that affect teachers' professional development. They are as follows:

(i)   Personal/social factors
(ii)   Classroom management
(iii)   Socio-economic status
(iv)   Students' behavior
(v)   Examination stress
(vi)   Rewards/incentives
(vii)   Self-confidence

2.2 Review of Related Empirical Literature

This section is an attempt to review the related studies, articles and reports. The literature review is an integral part of the entire process and makes a valuable contribution to almost every operational step. The most important function of

the literature review is to ensure researcher read widely around the subject area in which s/he is interested. Hence, this section deals with review of related empirical literature which has been conducted in the international field and in Nepalese context. First of all, the studies which have been conducted in the international field are reviewed.

Rossner (1992, as cited in Gnawali, 2008, pp.37-38) carried out a short survey to find out what the teachers personally understand by teacher development. He found out that the teachers' responses indicated four key areas that the teacher is concerned with. They are:

(a)   Developing language and other skills like counseling, meditation, computing etc.

(b)   New experiences, challenges and opportunities for teachers to broaden their repertoire and take on new challenges and responsibilities.

(c)   Needs and wants of the individual teacher in ways that suit that individual.

(d)   A bottom- up approach in decision making about what developing teachers need.

Kizilaslan (2010) carried out research on "Student teachers' motive for choosing the ELT profession" with an objective to explore student teachers' reasons for choosing the teaching profession. This study incorporates the perspectives of 101 first year ELT student teachers from a Western state university in Turkey. Questionnaire was used for the data collection. Written responses to open-ended questions showed that intrinsic and extrinsic considerations are the basic motivations that participants had for choosing the teaching profession. Overall, student teachers reported intrinsic reasons such as love for teaching, children, and the English language; and a desire for making a worthwhile contribution to the social and academic development of others. Extrinsic reasons such as long holiday periods or job security were less important to student teachers.

Similarly, the research studies which have been conducted in the context of Nepal are reviewed here after.

Bhatta (2009) carried out a research on 'Classroom observation and feedback for Teacher Professional Development'. His objective was to find out whether secondary level English language teachers in Nepal are involved in classroom observation and feedback to develop professionalism. He selected 30 English language teachers as a sample of population. He used interview and observation as tool of data collection. The findings of the study showed that a very few of the secondary level English teachers being involved in classroom observation. The reason for this was the fear of being criticized and commented negatively by having their weaknesses exposed.

Adhikari (2010) carried out a research on 'Collaborative Learning for Teacher's Professional Development'. The objectives of the study were to find out the attitude of English language teacher towards collaborative learning and the environment available for the teachers in learning and practicing collaboratively. The researcher followed non-random judgmental sampling procedure for sampling population. She selected 20 High School English teachers from Kathmandu valley and 20 High School English teachers from Pokhara valley. She used both primary and secondary sources for data collection. She used questionnaire as the tool for data collection. She found out that almost all 97.5% teachers had positive attitudes and 70% teachers had favorable environment for collaborative learning within their institutions.

Khanal (2011) conducted a research entitled "Strategies for professional development: A case of secondary level English teachers". The objective of his study was to identify the strategies used by secondary level teachers of English for their professional development. His study was based on survey design. The sample population for this study consisted of six English language teachers. He selected sample population using non-random judgemental sampling

procedure. Under the tools of data collection, observation and interview were used. The findings of the study showed that the strategies used by teacher having below five years of experiences were self-monitoring, workshop, conferences and seminars for their professional development whereas experienced teachers used different strategies in the classroom where the teachers having the experience below five years faced problems or they were less skilled.

Pangeni (2012) carried out a research on "A case analysis for teachers' professional development". The objective of his study was to find out the teachers' practices of case analysis for their professional development. He selected 40 secondary level English teachers as sample from Palpa district using non-random judgemental sampling procedure. Under tools of data collection, questionnaire was used to elicit the required information for the present study. The questionnaire consisted of both closed-ended and open-ended question. The findings of his study showed that majority of the teachers were aware of case analysis and professionalism. Most of the teachers believe that action research is very effective strategy of case analysis for professional development of teachers. They viewed that it provided authentic account of one's teaching and helpful for planning one future.

Khatri (2013) carried out a research entitled "Self-directed learning for teacher professional development". The main objective of this research was to find out the awareness of the English language teachers towards the self-directed learning and the practices of self-directed learning adopted by the teacher for professional development. This research was limited to the Kathmandu valley and questionnaire (both open-ended and closed ended) were used as research tools. Thirteen higher secondary English teachers were the sample of this study. The findings of this study showed that most of the teachers were aware of self-directed learning. They viewed that self-directed leaning is a personal approach to leaning for professional developments and most of the teachers evaluate their own teaching.
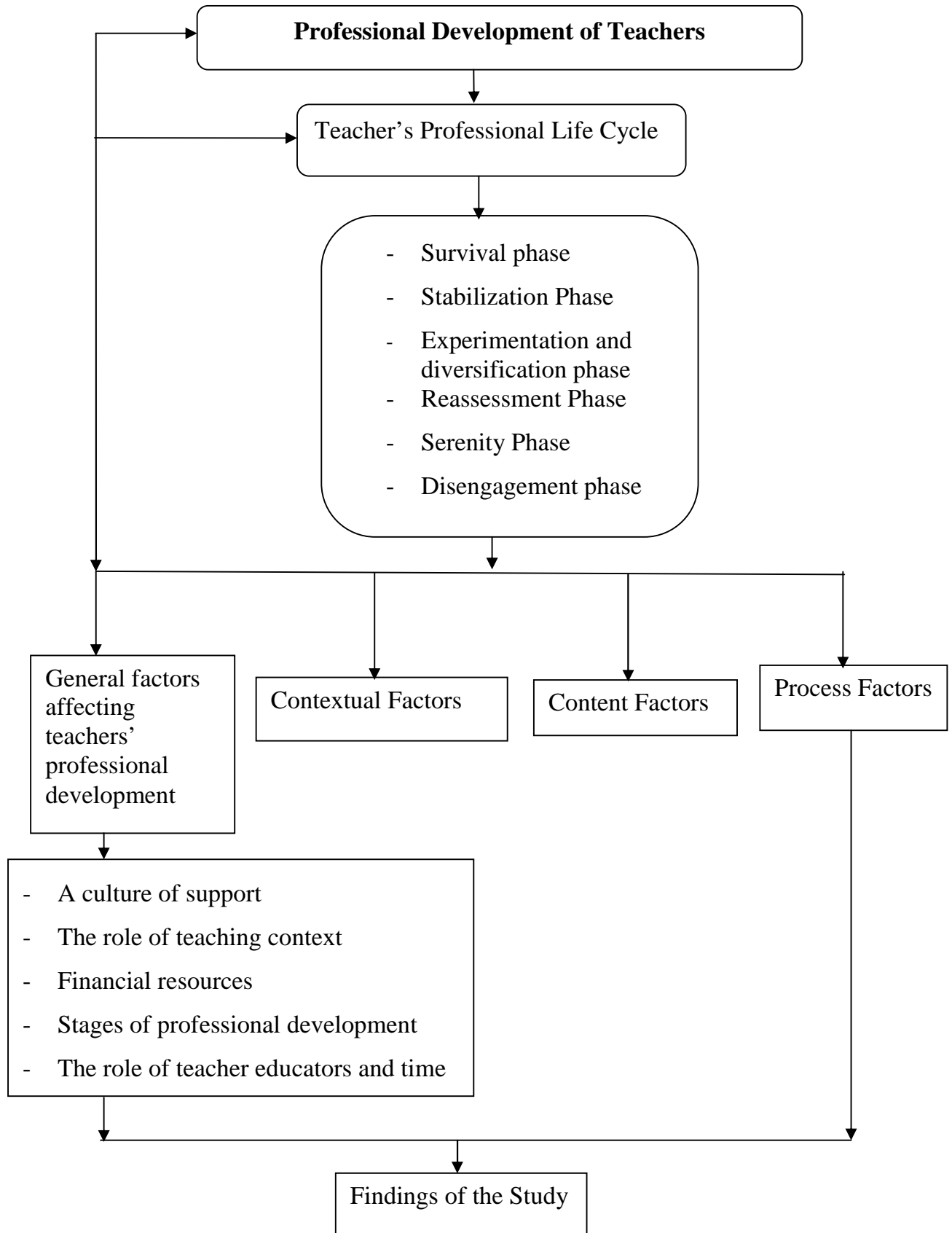
2.3 Implications of the Review for the study

Through the intensive study of the aforementioned and other related literature, I found out the fact that previous researches missed the investigation on different responsible factors affecting teachers 'professional development which, after all, was very important factor to flourish the teaching field and teaching carrier of teachers. Hence, the review of related literature made me feel the need to carry out this research study.

After reviewing all these research works, I developed a concept on survey research design, its process, and methodological tools which are very beneficial to my research work. Kizilaslan, (2010) study implied that there are intrinsic and extrinsic reasons for selecting teaching as a profession. Under intrinsic motivation, student teachers reported reasons such as love for teaching, children and the English language; and a desire for making a worthwhile contribution to the social and academic development of others. Whereas extrinsic reasons such as long holiday periods or job security were less important to student teachers. Hence, this study helped me to frame the topic and objectives of the present study. Similarly, Pangeni (2012) and others reviewed study have direct and indirect implication in this study. After analysis all these research works, I updated with teaching field, teacher development, teaching profession and survey research design. These all research works tried to find out strategies for teachers' professional development but nobody had carried out a research which tries to find out teachers' individual/personal, socio-economic, cultural, contextual, institutional/educational factors affecting teachers' professional development.

2.4 Conceptual Framework

In course of carrying out this research work, I consulted different theories related to my present research study and literature review and develop my

concept/conceptual framework. Thus, the present study is based on the following conceptual framework:

```
┌─────────────────────────────────────────────────┐
│       Professional Development of Teachers       │
└─────────────────────────────────────────────────┘
                         │
                         ▼
        ┌────────────────────────────────────┐
        │  Teacher's Professional Life Cycle  │
        └────────────────────────────────────┘
                         │
                         ▼
        ┌────────────────────────────────────┐
        │   -   Survival phase               │
        │                                    │
        │   -   Stabilization Phase          │
        │                                    │
        │   -   Experimentation and          │
        │       diversification phase        │
        │   -   Reassessment Phase           │
        │                                    │
        │   -   Serenity Phase               │
        │                                    │
        │   -   Disengagement phase          │
        └────────────────────────────────────┘
```

General factors affecting teachers' professional development	Contextual Factors	Content Factors	Process Factors

General factors affecting teachers' professional development

- A culture of support
- The role of teaching context
- Financial resources
- Stages of professional development
- The role of teacher educators and time

Findings of the Study

CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

The following methodology was adopted to fulfill the objectives of this study.

3.1 Design and Method of the Study

The design of this study was survey research. Survey research studies large and small population or universe by selecting and studying sample chosen from the population.

Survey research design is a type of research design which is used to obtain a snapshot of conditions, attitudes and event at a single point of time. Putting it in another way, we can use such design to get factual information regarding various subjects. It is a non-manipulative study in the sense that the researcher does not control the situation. Therefore, it is also known as natural study. Normally, it is carried out to test the hypothesis rather than constructing hypothesis. In this research design, researchers construct the hypothesis before collecting the data. Therefore, it is also known as hypothetico-deductive method. Researchers collect the data by using any research tool to test the hypothesis at a single point of time. Thus, it can use triangulation approach. This is a descriptive study not explanatory study in the sense that researcher does not go beyond the data collected. Sample size in this research is often larger than other types of research. It is not a recursive study because all research tasks do not go simultaneously but it is a stepwise study. Thus, Nunan (2010, p. 141) suggests the following eight-step procedures of survey research design:

Step 1: Defining objectives

Defining objectives is the first and most important thing in any research design. Therefore, the first task of any researcher is to define objectives of the study

.What does he/she want to find out; should be clearly written in their research work. If they carry out research work without defining objectives it will lead them nowhere.

Step 2: identify target population

This is the second step of survey research design under which target population of the study should be mentioned. For example, students, teachers, etc.

Step 3: Literature review

Under this step, related literature should be reviewed. It helps to know about what others said / discovered about the issues.

Step 4: Determine sample

In this step, we need to be clear about the total population that we are going to survey. At the same time what kinds of sampling procedure we are going to use to select those study population, e.g. random sampling, non-random sampling, or mixed sampling are also important.

Step 5: Identify survey instruments

In this step, we have to generate instruments for data collection, e.g. questionnaire, interview, observation checklist, etc.

Step 6: Design survey procedures

After preparing appropriate tool for data collection, the process/ ways of data collection should be mentioned. Thus, in this step we need to be clear regarding the systematic process of data collection.

Step 7: Identify analytical procedures

After collecting raw data, it should be analyzed using appropriate statistical and descriptive tools like mean, mode, median and so on.

Step 8: Determine reporting procedure

Finally, after analyzing the data we have to prepare the report of our research. It can be written in narrative way with description.

Thus, this study is of survey type because the population sample will be carried out from the large number. This study will represent all the higher secondary level teachers of Chitwan district. Similarly, the findings will be generalized to the whole population.

3.2   Population, Sample and Sampling Strategies

The population for this study consisted of all the higher secondary level English teachers of Chitwan district. Since it was a small-scale study, it was difficult to collect data from each and every member of the respondents. So the required sample consisted of thirty higher secondary level English teachers. All together fifteen higher secondary schools were selected for this study and from each school two English teachers were selected as sample. To select the sample i.e. teachers and schools for this study, purposive non-random sampling procedure was used.

3.3 Study Areas/ Field

The research area of this study was Chitwan district and higher secondary English teachers. The field of its was related to teachers' profession development.

3.4 Data Collection Tools and Techniques

The tool of data collection for this study was questionnaire. This tool was supposed to be effective, appropriate and feasible for the respondents of this study and useful for the researcher to meet the objective of this study.

3.5 Data Collection Procedure

In order to collect the authentic data after the determination of prerequisites, I visited the selected fifteen different higher secondary schools of Chitwan district and established rapport with the head teachers. After clarification of the purpose and getting approval, I visited the English teachers and handed over the questionnaires and requested them to complete it within a week as per the constrained of time. Then I collected the questionnaire from them for further research step.

3.6 Data Analysis and Interpretation Procedure

Data analysis can be seen as the process of bringing order, structure and meaning of the mass of the data. The process of data analysis started with the coding and minute analysis of the collected data. In this research study data analysis involved breaking the data into manageable themes, patterns and relationship to understand the various elements of the raw data collected in course of the research study. The focus of the analysis of the raw data was to gain insight about the factors that affect higher secondary level English teachers' professional development. All the questions given to the higher secondary level English teachers are categorized on the basis of thematic idea of the questions and the relationship among them and then interpreted descriptively.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF RESULTS

4.1 Results

This research study was carried out in order to find out factors that affect English teachers' professional development. The sample of this study was limited to 30 higher secondary level English teacher of Chitwan district. In order to collect the data for this study questionnaire was used as research tool. Hence, the results provided by this research tool are given below:

) It was found that out of 30 higher secondary level English teachers, 56.67 percent teachers said that working place, socio- economic conditions of the teachers and lack of government's policy for teachers permanent recruiting affect the teachers' professional development.

) Similarly, out of 30 higher secondary level English teachers 70 percent of them always think to change their teaching profession because of government's negligence in making accurate policy for higher secondary teachers permanency, unfairness in teachers recruitment and as there is low opportunity in teaching field.

) It was found that out of 30 higher secondary level English teachers, 80% percents teachers were self motivated towards teaching profession.

) Similarly, out of 30 higher secondary level English teachers, 20 percent teachers were motivated by their parents, teachers and by others in teaching profession.

) Likewise, the findings of the study showed that higher secondary level English teachers had good, friendly and co-operative relationship among their colleagues.

) It was found that out of 30 higher secondary level English teachers, 50 percent of them were satisfied with their teaching profession whereas 50 percent were not satisfied with their profession. Under reason, they wrote

low salary, no guarantee for permanency and lack of reward and incentives in this field.

⟩ Likewise, out of 30 higher secondary level English teachers, 50 percent of them said that they selected teaching profession to support their family financially.

⟩ Out of 30 higher secondary level English teachers, 60 percent of them wrote that they faced difficulties in teaching profession like, number of working hours, over loaded teaching periods, stress of examination and its timely results, lack of sufficient infrastructure in the class, etc.

⟩ Similarly, out of 30 higher secondary level English teachers, 53.33 percent teachers did not find any changes in their economic status after selecting teaching profession.

⟩ It was found that out of 30 higher secondary level English teachers, 60 percent of them found themselves respectful, prestigious and good in their society.

⟩ It was found that almost 80% of the teachers got very few opportunities through their institutions for social networking and sharing their ideas and thoughts. They involved simply in staff meeting and sometimes in teacher training oriented by governments. Training, workshops, seminars and group discussions were rarely conducted by their colleges.

⟩ The findings of the study showed that teaching profession can be made attractive by changing in government's policy and authoritative attitude.

4.2 Analysis and Interpretation of Data

This section is mainly concerned with the presentation, analysis and interpretation of the collected data. In this study, questionnaire was used in order to find out higher secondary level English teachers perspectives towards the factors that affect their teaching profession. Thus, the following section deals with the analysis and interpretation of the collected data:

4.2.1 Factors Affecting English Teachers Professional Development

There can be different factors that affect teachers professional development. For example, individual/personal, socio-economic and contextual; the working place of the teachers i.e society's perspective and working culture. In my study, a question was asked to the higher secondary level English teachers in order to find out their views towards the factors that affect English teachers' professional development. The question was '*In their opinions what were the factors that affect English teachers' professional developmen*t'. In response to this question, I got the following answers. Out of 30 higher secondary level English teachers, 56.67 percent teachers said that working place, socio-economic conditions of the teachers and lack of government's policy for teachers recruiting permanency affect the teachers' professional development. Similarly, 30 percent teachers said that rewards/incentives, self-confidence in their subject matter, teachers'' expertise on subject matter, knowledge and skills of teaching, students behaviour, behaves of founders of institute, payment of salary were the most common factors that affect English teachers professional development. Similarly, rest of the teachers wrote that teachers' personal attitude, feelings and interest can affect the teachers' professional development.

4.2.2 Reason behind Selecting Teaching English as a profession

Teaching English language is one of the dynamic activities that many people want to establish themselves successful in its multi-advantageous zone. Because of the expanding horizon of the English language and love to this language, a large group of people are interested in this language. So, teaching could be one of the ways to quench their thrust towards the English language. Therefore, the first question was asked to the higher secondary level English teachers in order to find out their major reason behind selecting teaching English as their profession. The question was '*Why did they decide to become an English teacher? Were they self motivated or somebody else inspired them?*'

38

In response to this question, majority of the higher secondary level English teachers i.e. out of 30 higher secondary level English teachers, 80 percent teachers stated that they were self motivated towards teaching English. They viewed that since they acquired their post graduation in English as their specialization they become attracted towards teaching English. The common responses of the higher secondary level teachers behind selecting teaching as a profession are given below:

- Have completed masters' degree and wanted to be teacher.
- It was my aim in life from the very beginning.
- Teaching English entertains me more than anything else.
- As there was high scarcity of English teachers and to help this situation I decide to be an English teacher.
- To improve and enrich the ELT situation of our country, I decide to be English teach.
- Because of importance of English language, and
- Knowing the value and importance of English language

Likewise, out of 30 higher secondary level English teachers, 20 percent teachers said they were motivated by their parents, teachers and by others in teaching profession. For example, one of the teachers said '*unknowingly when I failure in SLC examination my father inspired me to study English subject and to be an English teacher'*. The table below shows the data clearly:

Table No. 1

Reason behind Selecting Teaching English as a profession

Question	No. of the teachers	Percentage	Percentage
Why did they decide to become an English teacher? Were they self motivated or somebody else inspired them?	24	80%	Self motivated
	6	20%	Motivated by others

4.2.3 Teachers' Attitude Towards their Teaching profession and Self-satisfaction

In order to find out higher secondary level English teachers attitude towards their teaching profession and self-satisfaction, they were asked questions. The question was '*Were they satisfied with their teaching profession?*' In response to this question, out of 30 higher secondary level English teachers, 50 percent of them said that they were not satisfied with their teaching profession whereas rest of them said they were satisfied. Under reason why they were not satisfied wrote:

- low and untimely payment of salary
- stress of examination, checking examination papers and its results
- no guarantee of job security
- unfairness in teacher recruiting and government's weak policy for it.

Similarly, under the reason why they were satisfied with their profession wrote the following answers:

- as English is international and global language
- passion/love of teaching
- like to share ideas with their students
- like to share innovative ideas in the classroom
- teaching profession to some extent is prestigious job.

In the same way, higher secondary level English teachers were asked a question. The question was '*Why did they select teaching as a profession?*' In response to this question, out of 30 higher secondary level English teachers, 50 percent of them say said they selected teaching profession for financial support to their family. Likewise, 26.67 percent of them said that they selected this profession because there was no alternative for them. Similarly, 16.67% of them said that they selected this profession for self respect whereas very few in

numbers i.e. 6.67% of the teachers wrote that they selected teaching profession for social recognition. The following table shows the data clearly:

Table No. 2

Teachers' Attitude towards their Teaching profession and Self-satisfaction

Question	No. of the teachers	Percentage	Responses
Why did they select teaching as a profession?	15	50	For financial support
	8	26.67	There was no alternative
	5	16.67	Self respect
	2	6.67	Social recognition

4.2.4 Relationship among Colleagues in the College

Good relationship among colleagues and co-workers in the colleges always play important role in teacher development. Teachers can exchange their ideas and share views. Moreover, through co-ordination among one another teachers can solve their problems related to teaching learning activities. In this study, a question was given to the higher secondary level English teachers in order to find out their relationship among their colleagues they had. The question was '*What kinds of relationship did they have with their colleagues in their college?*' In response to this question, I got similar answer i.e. almost all the higher secondary level English teacher said they had good relationship among their colleagues. They always find their colleagues co-operative as well as friendly. One of the respondents said that their colleagues were always supportive as they helped him during teaching activities, setting examination question paper and solving contradictory thoughts.

4.2.5 Difficulties Faced by Teachers in the Nepalese Context

English language is taught and learnt as a foreign language in our country and

it is also true to say that there are so many difficulties faced by the English teachers. We have still sufficient qualified man power, resource materials and feasible policies for the proper management of teaching profession. So, to pin point the major difficulties faced by our higher secondary level English teachers, I asked some questions to them in order to find out their difficulties in teaching profession. The first question was '*What types of difficulties did they face in teaching profession*?' In response to this question, most of the teachers i.e. out of 30 higher secondary level English teachers, 60 percent of them said that they faced difficulties like,

- number of working class
- over loaded teaching periods
- dealing with individual students in the classroom
- stress for examination and its results
- lack of infrastructure in the classroom.

Similarly, rest of the teachers i.e. 40 percent teachers wrote that they faced difficulties like,

- large number of students in the class
- Students mother tongue interference in the class
- Low payment in comparison to working hours, etc

In the same way, higher secondary level English teachers were asked a question. The question was '*Had they ever wanted to change their job because of any specific problem that they had faced in course of teaching*? In response to this question, almost all the teachers said that they had not faced such problems that forced them to change their job. But, in response to the question '*Had they ever thought to change their teaching profession*' I got varied answers and responses. Out of 30 higher secondary level English teachers, 70 percent teachers wrote that they always think to change their profession. Under reason, they wrote, lack of government's policy for teachers permanency,

unfairness in teachers recruitment, few opportunity in teaching field, etc. Only, 30 percent teachers wrote that they were satisfied with teaching profession and they did not like to change their profession.

4.2.6 Economic Enhancement of Teachers through ELT

Economic aspect is the most influential factor of life. It is the prime cause before and after the survival of life. As my intention was to find out the changes that the teachers gained after involving in teaching field, they were asked a question. The question was '*What kinds of changes did they find in their life and in economic status before and after selecting teaching profession?'* In response to this question, out of 30 higher secondary level English teachers, 53.33 percent teachers wrote that they did not see any changes in their life after selecting teaching profession. What they earned from their teaching finished in maintaining hand to mouth whereas 46.67 percent teachers wrote that they felt moderate level of changes in their economic status after being involved in this field. They further stated that teaching made them self-dependent economically as well as for their family and to survive life easier than earlier. They felt stronger than earlier in maintaining their life

4.2.7 English Teachers and Society's Perspectives

In response to the question '*How did they find themselves being English teachers in their society*?' I found different answers. Out of 30 higher secondary level English teachers, 60 percent of them wrote that they found good and prestigious in their society. They said that society looked at them respectfully and they had good position in their society. Whereas, rest of the 40 percent teachers wrote that sometimes society blames the teachers as most of the students generally failed in English subject. On the whole, these teachers did not find their society giving respect to them.

4.2.8 Opportunities for Social Networking to the Teachers

To motivate the teachers in their profession, it is very much essential to get the opportunity for social networking and exchanging ideas through the institution they are working in. Therefore, in order to find out the opportunities teachers get through their institutions, the question was asked to the teachers. The question was '*How frequently did they get the opportunity to socialize, network and exchange ideas with other teachers in their college*?' Responding to this question, out of 30 higher secondary level English teachers, 80 percent of them said they got very few opportunities through their institutions for social networking and sharing their ideas and thoughts. They involved simply in staff meeting and sometimes in teacher training oriented by governments. Training, workshops, seminars and group discussions were rarely conducted by their colleges. They said that we simply discussed the teaching related problems among our co-workers. But it is not the case with all the teachers i.e. 20 percent of the teachers wrote that they personally involved in social networking or in the activities of teacher development. They used to write articles, reports and maintain diary to develop professionally themselves. They were member of NELTA.

4.2.9 Making Teaching Profession Attractive for Coming Generation

Teaching profession can be made more attractive by giving incentives/rewards, formulating policy for teachers' permanency and so on. In this study, a similar type of views was explored by asking a question the teachers. The question was '*Would they like to provide some of the suggestions that make teaching profession attractive for the coming generation in the context of Nepal*?' In response to this question, higher secondary level English teachers gave suggestions. The common suggestions provided by them are given below:

- Government should give more priority to teaching sector and its teachers in practically,

- Government's policies should be improved in respect to salary, physical facilities and in using teaching materials,
- Systematic and timely recruitment of the teachers permanently,
- Strong provision of rewards and incentives, and
- Providing teachers training, workshop and conferences.

The above responses of the higher secondary level English teachers showed that government have to reformulate their policy and concepts towards teaching sector.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and findings of the study drawn from the close analysis of the collected data and its recommendation on the different levels.

5.1 Conclusions

This research study began with the intention i.e. to find out factors that affect teachers' professional development. As there are limited research studies in this field it is thought to be an endeavour with greater significance.

Teaching is a complex practice or an art that requires spontaneity and creativity. It needs different supports and help from concerned authority to flourish it. Although teaching is a prestigious job, it needs attractive policy for its advancement. Socio-economic factors, social relationship, institutional co-operation, good relationship between co-workers and students' positive attitudes generally affect the teaching profession.

This research study was carried out with an objective. The objective was '*To find out the factors that affect English teachers' professional development*'. The field and areas of this research were higher secondary level schools and teachers of Chitwan district. Thirty higher secondary level English teachers were sample under this study. Similarly, purposive non-random sampling procedure was adopted to select the sample for this study. Under the tools of data collection, questionnaire was used. Hence, the findings of this study showed that out of 30 higher secondary level English teachers, 56.67 percent teachers said that working place, socio- economic conditions of the teachers and lack of government's policy for teachers permanent recruiting affect the teachers' professional development. Likewise, it was found that almost 80% of the teachers got very few opportunities through their institutions for social

networking and sharing their ideas and thoughts. They involved simply in staff meeting and sometimes in teacher training oriented by governments. Training, workshops, seminars and group discussions were rarely conducted by their colleges. Similarly, findings showed that out of 30 higher secondary level English teachers, 50 percent of them were satisfied with their teaching profession whereas 50 percent did not satisfy with their profession. Under reason, they wrote low salary, no guarantee for permanency and lack of reward and incentives in this field were the cause.

5.2 Recommendations

Every research study should have its recommendation in one or another ways. So, this research work has also some recommendations. It is hoped that the findings of the study will be utilized in the following three mentioned levels. Thus, the recommendation on these levels has been presented separately below:

5.2.1 Policy Related

) There should be regular provision of practical and skill-based training, seminar and workshop to all the ELT teachers to motivate them in teaching profession.
) There should be frequent observation and monitoring programme in ELT from the authorized agencies.
) The governmental policies should be improved in respect to teachers' recruitment, incentives/rewards and salary.

5.2.2 Practice Related

) Dedication and hard work should be the strength of teachers to develop them professionally.
) Rewards and punishment should be maintained among the teachers to develop their teaching profession.

⟩ ELT teachers need to link themselves to the updated knowledge and modern world of techniques and technology.

⟩ Society should develop positive attitudes towards teaching and teachers.

⟩ Collaboration and interaction among teachers, co-workers and institute should be practiced.

5.2.3 Further Research Related

⟩ The findings of this research work could provide as a valuable secondary resource materials for other research workers who are interested in teaching profession.

⟩ The further researcher can explore the motivational factors and their effectiveness in teachers' professional development.

References

Adhikari, K. (2010). *Collaborative learning for teachers' professional development.* An unpublished M.Ed. thesis, Kathamndu, T.U.

Alam, M.T & Farid, S. (2011). Factors motivating teachers motivation. *International Journal of Business and social Science.* Vol. 2, pp. 298-304.

Bhatta, T.R. (2009). *Classroom observation and feedback for teacher professional development.* An unpublished M.Ed. Thesis, KU, Lalitpur.

Arnold, R. (2005). *Approaches to Adult Education.* Oxford: OUP.

Bhattarai, A. (2001). *A brief survey of school level English language situation.* Kathmandu: Ratna Pustak Bhandar.

Burns, A & Richards, J.C. (2011). *Second language teacher education.* Cambridge: CUP.

Chaudhary, D.R.(2008). Reflection as a key concept for teacher development. *Journal of NELTA. 13*: 1-2, 18-24.

Cohen, L and Manion, L. (1985). *Research method in education.* London: Croom Helm.

Darling-Hammond, L.; McLaughlin M. W. (1996). *Policies that support professional development in an era of reform. In Teacher learning: New policies, new practices.* Edited by M. W. McLaughlin and I. Oberman. New York: Teachers College Press.

Day, C. (2003). *A passion for teaching.* London: Falmer press.

Gnawali, L.(2008). Strategies and opportunities for English language teachers' professional development: A study report. *Journal of NELTA. 13:* 1-2, 35-42.

Guskey, T.R. & Huberman, M. (Eds.) *Professional development in education.* New York: Teacher's College, Columbia University.

Head, K. & Tayler, P. (1997). *Reading in teacher development.* Oxford: Heineman.

Kempen, M.E. (2010). *Guidelines for effective staff induction program at a special school in Gauteng: A case study.* South Africa. Retrieved on 3rd April , 2013, from http://uir.unisa.ac.za/bitstream/handle/10500/3574/ dissertation_kempenm.pdf?Sequence=1

Khanal, T.P. (2011). *Strategies for professional development: A case study of secondary level English teachers in ELT.* An unpublished M.Ed. thesis, Kathamndu, T.U.

Khaniya, T.R. (2006). *Professionalism of English language teacher. Young voices in ELP.*

Khatri, A.B. (2013). *Self-directed learning for teachers professional development.* An unpublished M.Ed. thesis, Kathmandu,T.U.

Kizilaslan, I. (2010). Students teachers' motives for choosing the ELT profession: A qualitative description. *International Conference on New Trends in Education and their Implication.* 2010. Nov. pp.11-13.

Kumar, R. (2009). *Research methodology.* Delhi: Pearson Education.

Nunan, D. (Ed.) (1992). *Collaborative language learning and teaching.* Cambridge: CUP.

Pangeni, S. (2012). *A case analysis for teachers' professional development.* An unpublished M.Ed. thesis, Kathmandu,T.U.

Poudel, A. (2006). *Understanding teachers' professionalism: What, why and how ?* Retrieved October 21, 2009, from http://www.nced.gov.np/journals.asp.

Reimers, E.V. (2003). Teacher professional development*: An international review of literature.* Retrieved on July, 22, 2011 from http://www.unesco.org/oie

Richards, J.C. & Farrell, T.S.C. (2010). *Professional development for language teachers.* Cambridge : CUP.

Roberts, J. (1998). *Language teacher education*. Arnold: London.

Shulman, L. (1987). Knowledge-base and teaching: foundations of the new reform*. Harvard Educational Review 57*.1: 1-22.

Tsui, A.B.M. (2003). *Understanding expertise in teaching*. Cambridge: CUP.

Underhill, A. (1988). *Training, development and teacher education.* In Teacher development newsletter. Great Britain: The Bath Press.

Ur, P. (1996). *A course in language teaching.* Cambridge: CUP.

Schiff, et al. (19970. *Professional Development Criteria: a study guide for effective professional development.* Connect group, Denver Publication.

Villages-Reimers, E. (2003). Teacher professional development*: An international review of literature.* Paris: UNESCO.

Wallace, M.J. (2010). *Training foreign language teachers*. Cambridge: CUP.