

KEEPING TEACHING JOURNAL FOR PROFESSIONAL DEVELOPMENT: TEACHERS' PERCEPTIONS AND PRACTICES

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

**Submitted by
Neer Bahadur Shahi**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2015**

**KEEPING TEACHING JOURNAL FOR PROFESSIONAL
DEVELOPMENT: TEACHERS' PERCEPTIONS AND
PRACTICES**

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

**Submitted by
Neer Bahadur Shahi**

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

2015

**KEEPING TEACHING JOURNAL FOR PROFESSIONAL
DEVELOPMENT: TEACHERS' PERCEPTIONS AND
PRACTICES**

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

**Submitted by
Neer Bahadur Shahi**

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

2015

**T.U. Regd. No. : 9-1-57-2007-2004
Second Year Examination
Roll No: 280550/068**

**Date of Approval of the
Thesis Proposal: 2071/04/07
Date of Submission of the
Thesis : 13 July, 2015**

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Neer Bahadur Shahi** has completed the research of his M.Ed. thesis entitled “**Keeping Teaching Journal for Professional Development: Teachers’ Perceptions and Practices**” under my guidance and supervision.

I recommend the thesis for acceptance.

Date:

Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

Faculty of Education

University Campus,

T.U., Kirtipur

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for necessary evaluation by the following
'Research Guidance Committee':

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

University Campus

T. U., Kirtipur

Chairperson

.....

Dr. Laxmi Bahadur Maharjan

Professor

Department of English Education

University Campus

T. U., Kirtipur

Member

Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

University Campus

T.U., Kirtipur

Member

Date: 2071/04/07

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following '**Thesis Evaluation and Approval Committee**':

Signature

Dr. Anjana Bhattarai

Reader and Head

Department of English Education

University Campus

T. U., Kirtipur

Chairperson

Dr. Anju Giri

Professor

Department of English Education

Chairperson

English and Other Foreign Languages

Education Subject Committee

T. U., Kirtipur

External

Bhesh Raj Pokhrel (Supervisor)

Lecturer

Department of English Education

University Campus

T.U., Kirtipur

Member

Date:

DECLARATION

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

Date:

.....

Neer Bahadur Shahi

DEDICATION

Dedicated
to
My Late Grandmother
Sindura Shahi

ACKNOWLEDGEMENTS

I would like to extend my deep sense of profound gratitude to my thesis guide, **Bhesh Raj Pokhrel**, Lecturer, Department of English Education, University Campus, Kirtipur for making constant supervision and guiding me with regular inspiration, encouragement and insightful as well as valuable suggestion throughout the study. I would like to acknowledge his invaluable instructions, suggestions, guidance and strong co-operation in completing the study.

Similarly, I would like to express my sincere gratitude to **Dr. Anjana Bhattarai**, Reader and Head, Department of English Education, University Campus, Kirtipur for her inspiration and valuable suggestions both to complete this research and in my academic life.

Likewise, my sincere gratitude goes to **Prof. Dr. Laxmi Bahadur Maharjan** all my respected Gurus and Gurumas of the Department for their kind support and encouragement during my study period.

I would like to express my gratitude to the teachers and students of different higher secondary schools of the Kathmandu valley for their friendly help in collecting required data to accomplish my study. My parents **Dammar Bahadur Shahi and Purna Shahi**, My wife **Puja Shahi** and brother **Bijaya Shahi** also deserve thanks for taking trouble in managing family environment to support my study. Similarly, I also thank to my brother **Arjun Bahadur Khatri** for helping me during completing and editing this thesis.

All those who directly or indirectly support this work are heartily thanked.

Date:

Neer Bahadur Shahi

ABSTRACT

This study entitled '**Keeping Teaching Journal for Professional Development: Teachers' Perceptions and Practices**' aimed to find out the teachers' perception towards keeping teaching journal for their professional development and practices prevalent in the academic institutions. I used non-random judgmental sampling procedure and collected data from forty secondary level English language teachers teaching in private and public schools in the Kathmandu valley through questionnaires. The major findings of the research showed that the teachers were aware of keeping teaching journal for their professional development and they had positive perception towards keeping teaching journal. Majority of the teachers considered that keeping journal had positive effect on TPD. Most of the teachers viewed that there were no practices of keeping journal systematically in their institutions. A large number of the teachers opined that they did not keep teaching journal. Similarly, the most of the teachers strongly agreed that the formal system of keeping teaching journal should be started in the institutions for TPD.

The thesis consists of five chapters. The first chapter is an introductory chapter. It includes general background, statement of the problem, rationale of the study, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions. The second chapter deals with theoretical and conceptual framework of the study. The third chapter deals with methodology which incorporates research design, population and sample, sampling procedure, tools for data collection, data collection procedure and data analysis procedure. The fourth chapter deals with the rigorous analysis and interpretation of the collected data. The data were analyzed and interpreted by using tables and pie charts. The fifth chapter presents the summary, conclusion and implications of this research. References and appendices form the concluding part of the thesis.

TABLE OF CONTENTS

	Page No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Recommendation for Evaluation</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
<i>List of Tables</i>	<i>xi</i>
<i>List of Figures</i>	<i>xii</i>
<i>Lists of Symbols and Abbreviations</i>	<i>xiii</i>
CHAPTER-ONE: INTRODUCTION	1-4
1.1 Background	1
1.2 Statement of the Problem	2
1.3 Objectives of the Study	3
1.4 Research Questions or Hypothesis	3
1.5 Significance of the Study	3
1.6 Delimitations of the Study	4
1.7 Operational Definitions of the Key Terms	4
CHAPTER-TWO: THEORETICAL AND CONCEPTUAL FRAMEWORK OF RELATED LITERATURE	5-18
2.1 Review of Theoretical Literature	5
2.1.1 Teaching as a Profession	5
2.1.2 Teachers' Professional Development	6
2.1.2.1 Teacher Development	6

2.1.2.2	Teacher Training	8
2.1.2.3	Tools for Teachers' Professional Development	9
2.1.3	Keeping Teaching Journal: An important tool for teachers' professional development	11
2.1.3.1	Concept of Keeping Teaching Journal	11
2.1.3.2	Benefits of Keeping Teaching Journal	12
2.1.3.3	Procedures used for Keeping Teaching Journal	13
2.1.3.4	Steps of implementing Journal writing	13
2.2	Review of empirical literature	15
2.3	Implications of the review for the study	17
2.4	Conceptual Framework	18
CHPPTER-THREE: METHODS AND PROCEDURES		19-22
3.1	Design of the Study	19
3.1.1	The survey Research	19
3.1.2	Purpose of the Survey Research	19
3.2	Population and Sample	21
3.3	The Sampling Procedure	21
3.4	Data Collection Tools	21
3.5	Data Collection Procedures	22
CHAPTER-FOUR: RESULT AND DISCUSSION		23-40
4.1	Result	23
4.2	Discussion	25
4.2.1	English Language Teachers' Perceptions towards keeping teaching journal	25
4.2.1.1	Teachers' awareness towards keeping teaching journal	25
4.2.1.1.1	Benefits of keeping teaching journal for professional development	28
4.2.1.2	Teachers' perceptions on keeping teaching journal	30

4.3	Practices of keeping Teaching journal adopted by teachers for professional development	35
CHAPTER-FIVE: CONCLUSION AND RECOMMENDATION		41-43
5.1	Summary	41
5.2	Conclusion	41
5.3	Implication	42
	5.3.1 Implication at Policy level	42
	5.3.2 Implication at Practice Level	43

REFERENCES

APPENDICES

LISTS OF TABLES

Table	Titles	Page No.
1.	Activates for Teacher Development	10
2.	Teachers' Awareness towards Keeping Teaching Journal	26
3.	Defining Keeping Teaching Journal	27
4.	Benefits of Keeping Teaching Journal for Professional Development	29
5.	Teachers' Perception on Keeping Teaching Journal	31
6.	Teachers' Practices of Keeping Teaching Journal	35

LIST OF FIGURES

Figure	Titles	Page No
1.	Conceptual Framework of the Study	18
2.	Keeping Teaching Journal	34
3.	Institutional Practices in Keeping Teaching Journal	38
4.	Keeping Journal of own Teaching	38
5.	Habit of Documenting own Teaching	39

LISTS OF SYMBOLS AND ABBREVIATIONS

%	Percentage
/	Slash
CUP	Cambridge University Press
Dr.	Doctor
e.g.	For Example
etc.	Etcetera
ELT	English Language Teaching
i.e.	id est (that is to say)
M.Ed.	Master of Education
MoE	Ministry of Education
NCED	National Centre for Educational Development
NELTA	Nepal English Language Teachers' Association
No	Number
P	Page Number
TPD	Teachers' Professional Development
TU	Tribhuvan University
UNESCO Organization	United Nation Educational Scientific and Cultural Organization