

CHAPTER ONE

INTRODUCTION

The present study on “Keeping Teaching Journal for Teachers' Professional Development” is a survey about the role of teaching journal for teachers' professional development. This study consists of General background, statement of the problems, significance of the study and delimitation of the study come under introduction.

1.1. Background

Profession is an occupation based on specialized intellectual study and training. A professional activity involves systematic knowledge and proficiency. In profession we have a kind of occupation which can only be practiced after a long and rigorous academic study. In the layman sense, job, occupation and profession 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.

Profession is referred to as occupation, vocation or career where specialized knowledge of a subject, field or science is applied. Wallace (2010) presents the following qualities of a profession.

-) A basic of scientific knowledge
-) A period of rigorous study which is formally assessed;
-) A sense of public service;
-) High standards of professional conduct,
-) The ability to perform.

Professionalism is a collection of the conduct, qualities, skills, knowledge and attitude that makes a profession. Profession is the buzz word today. So, often people and organization are claiming to be ‘Professional’ in their feelings,

business and services. The question is what exactly is professionalism? It is an amalgam of expertness characteristics of a professional person. Professionalism means preparing oneself to do a job competent through learning. This learning may take the form of pre-service or in-service course, reflection on experience, reading, observation, discussion with colleagues, writing research. Such learning continues through out the professional's working life. There must be dedication and hard work on the part of the professional.

To develop Professionalism, the professional must be principled and knowledgeable in addition to being skillful. The professional needs and interests change over time and continue to evolve. There must be commitment to professional development over a period of time. Professionalism includes principles, knowledge and skills collectively required to be a competent professional.

1.2 Statement of the Problem

Despite the focus of many scholars and administration on teachers' professional development the condition of professional development is not satisfactory in Nepal. The educational goals of the country are not met due to the low academic performance. So many researchers try to find out the reason of low academic performance and found out different reason. One of the prominent reasons they found is lack of professionalism among English language teachers. That is why many researchers focused their studies on teachers' professional development. Many researches are carried on teachers' professional development by the university students and NELTA scholars, which show that the condition of teachers' professional development is pitiful. Many researchers suggest that teachers should be dynamic and studious. They also suggest that teachers should apply different methods and procedures such as action research, journal writing, peer observation, self monitoring etc. 'Keeping teaching journal' can be helpful in teachers professional development that reflects their teaching and help in further improvement. The teaching

journal provides an opportunity for teachers to use the process of writing to describe and explore their own teaching practices.

1.3 Objectives of the Study

This study had the following objectives:

1. To find out the perceptions of English language teachers towards keeping teaching journal.
2. To identify the practices of keeping journal adopted by the teachers for professional development.
3. To suggest some pedagogical implicates.

1.4 Research Questions

This study was oriented to find out the answers of the following research questions

- a) How do the teachers perceive keeping teaching journal for English teachers at secondary level ?
- b) How is the keeping teaching journal practiced by the teachers for professional development?

1.5 Significance of the Study

Teachers' professional development is continuous process which needs a number of strategies to be followed. One of the most important strategies of self-directed learning is keeping teaching journal for professional development. This study basically focus on the teachers' perception and practices on keeping teaching journal in context of secondary level in Nepal. This study will reveal the perspective of English language teachers towards keeping teaching Journal. So, it will be useful for prospective researchers who want to undertake resources in the area of teachers' professional development. Each and every research study is important for the institution, scholars, professors, students, and the researchers who are interested in the particular areas. The study is specially focused on keeping teaching journal as one of the important tools for

teachers' professional development. So, it will be significant for the teachers willing to use different techniques to develop themselves professionally. The study will be beneficial for the novice as well as senior colleagues, teachers, trainers and the teacher training institutions. All the persons who are directly or indirectly involved in teaching profession will be benefited from this study.

1.6 Delimitations of the Study

This study had the following delimitations

1. The study was limited to the selected 40 secondary level English language teachers (twenty from institutional and twenty from community school) from Kathmandu valley including Bhaktapur and Lalitpur.
2. It was limited to the keeping teaching journal as the tool for teachers' professional development.
3. It was limited to the questionnaire only as a tool to elicit the data.

1.7 Definitions of the Key Terms

Teacher Development: The noticeable reformative change in teachers professional and personal life.

Impact: In my research impact means effects of keeping teaching journal for teachers' professional development.

Attitude: An attitude is teachers' favor or disfavor towards keeping teaching journal for TPD

Collaborative: An organized group of teachers who collaborate for keeping teaching journal

CHAPTER TWO

REVIEW OF THE LITERATURE AND CONCEPTUAL FRAMEWORK

This chapter consists of the review of the related literature, implication of the review of the study and theoretical framework.

2.1 Review of Theoretical Literature

In this chapter different theories that are related to this study are discussed. This theoretical framework facilitates the study by providing theoretical backup.

2.1.1 Teaching as a Profession

Teaching is a process of facilitating the learners to learn knowledge, skills and attitudes in a comfortable way. It is intricate and challenging job. Teaching is taken as an act of transforming knowledge, skills and the attitudes to the learners with an aim of bringing positive changes in them.

Profession is a job requiring special type of skill or knowledge. Teachers as other professionals like doctors, pilots, engineers, lawyers, etc. require a special type of skill or knowledge to accomplish their particular job. So, teaching is also regarded as one of the profession. Khaniya (2006, p. 7) states “Teachers, Professors, Doctors, Engineers, lawyers, etc. are regarded as professionals.” According to him, professional is he who performs tasks involving not only skills and knowledge but also expertise and teacher as a professional is necessarily responsible to bring about change in the way the student does things or performs tasks after he receives instruction.

Teaching as a profession has been debated over the years and throughout the nations. The issue was whether teachers are professionals as opposed to mere workers and whether teaching is a profession and not just an occupation. But,

recently, the debate is solved and the teaching has been accepted and established as a profession.

Teachers are the major elements of the entire education system those are placed at the heart of education system. Education system of countries can only be implemented and effectively run when the teachers are developed as the professionals. The importance of the teaching profession is that it is responsible to produce other different professionals. Only the professionalism can help the teacher to complete their job effectively and responsibly. Teachers' professional development is necessary for upliftment of the entire education system. From the above mentioned concepts about teaching as a profession, it stresses that teacher must play the role of dedicated professionals to their job, teachers as professionals need continuous growth and development.

2.1.2 Teachers' Professional Development

Teacher professional development is a lifelong process, it cannot be concluded in one step. This heading is divided into different sub-headings like teacher development, teacher training, tools for teachers' professional development.

2.1.2.1 Teacher Development

Development means progressive change or advancement towards positive direction. It refers to the gradual improvement of a situation to some better state. According to Head & Taylor (1997), "Teacher development is the process of becoming the best kind of teacher that I personally can be." (p.1). It is a continuous process of transforming human potential into human performance, a process that is never finished. It draws on the teacher's own inner resource for change. Teacher development is centered on personal awareness of the possibility of the change and what influences change process. It is motivated by teacher's own questioning of who they are and what they do, rather than by any external agenda. Teacher development builds on past. Past

teaching experience help in changing present teaching style and planning for the future. So, it is self reflected process.

Head and Taylor (1997, p.7) state that “Teacher Development is the way of learning which is complementary to training, and which is motivated by teachers’ own questioning as what they are and what they do, rather than by any external training agenda.” Teacher development is internal process which should be driven by teachers’ internal thoughts. He/she should be motivated from his/her own questions towards their performance.

Teacher Development is a continuous and never ending process in which teachers change themselves. They learn in 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. In this contexts, Villegas-Remier (2003) states, “Professional Development of teachers is a life-long process which begins with the initial preparation that teachers receive (whether at an institute of teacher education or actually on the job) and continuous until retirement.” (p.8)

Professional Development is not a one shot, but rather an evolving process of reflection and growth that yields the result. “All types of professionals require change and growth once they start their career. The growth starts from the very beginning and continue 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 & activities as teachers can find various alternative ways to learn. For professional development, teacher oneself has to explore his/her own beliefs and thinking process and to examine how these influence his/her classroom practice. Head & Taylor (1997, P.1) 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”.

Teachers' professional development includes varieties of activities carried out by the teachers either individually or in a group. For their professional betterment teachers are aware and engaged in various activities like attending the teacher training programmes and participating the professional conferences, workshops and seminars. They are also 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.

2.1.2.2 Teacher Training

The word 'training' has been frequently used in the literature of professional development programs. According to Richards and Farrell (2010, p.3) “training refers to activities directly focused on a teacher's present responsibilities and is typically aimed at short-term and immediate goals. James (1995) states that “Training is a way of helping people to do things that they could not do before they were trained.”

Training involves learning of the skills for a particular and defined purpose. We know that for the professional development, we need knowledge and skills. To put knowledge properly into the required action, we need the skills, which is obtained from training. It is also useful to develop knowledge, skills and attitudes to accomplish an action. It changes the ways of thinking, responding etc. it creates changes in the behavior. Teacher training is essential for making

them up to date with new methodologies and trends in the field of language teaching. As the time changes there appear a number of changes in the way we apply in our teaching. Such changes can only be caught if we involve in different types of teaching training. It is therefore, a technique to increase skills, knowledge and/ or attitude. It improves human performance, and expects good results in an organization.

There are various types of training:

- i. Pre- service training
- ii. In-service training
- iii. Formal training
- iv. Informal training
- v. Non-formal training

2.1.2.3 Tools for Teachers' Professional Development

There are several factors that substantially enhance the knowledge, skills, attitudes and competency of a teacher causing him to gain professional growth. These factors may embrace both formal and informal learning experiences which contribute to the continual enhancement and maintenance of the professional skills, competences and experiences (Fuskey, 2000). Teaching Professional to keep abreast with change, renew and review their own knowledge, skills and attitudes – they need to involve themselves in a number of learning activities. A wide variety of methods, procedures and options available are adopted by the teachers according to their convenience. Collaborative and self-directed strategies are playing vital role for teachers' professional development.

Richards and Farrell (2005, p.14) present the following list of activities for teacher development:

Table 1
List of Activities for Teacher Development

Individual	One-to-one	Group-based	Institutional
i. Self monitoring	i. Peer coaching	i. Case studies	i. Workshops
ii. Journal Writing	ii. Peer observation	ii. Action research	ii. Action research
iii. Critical incidents	iii. Critical Friendships	iii. Journal Writing	iii. Teacher support groups
iv. Teaching Portfolios	iv. Action research	iv. Teacher support groups	
v. Action research	v. Critical incidents		
	vi. Team teaching		

These different activities or techniques that teachers can use to improve their progress. These different activities can be planned and carried out by the teacher individually, by maintaining the collaborative relationship with the colleagues or as directed and supported by the institution.

Roberts (1998, p. 224) suggest that teachers can be developed themselves adopting various strategies like teaching, professional collaboration, innovation and research, helping others learn, courses/ formal situations, self-study and language learning. Richards (2005) mentions ten different techniques that facilitates English by Teachers' Professional Development. Those techniques include self-monitoring, support groups, journal writing, and classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching and action research. Among them some focus on collaborative learning and other on self-directed learning for teachers' professional development. Self-monitoring and journal writing are some of the examples of self-directed learning. Keeping teaching journal plays significant role in making teachers up to date, change their teaching style and improve their way of teaching.

2.1.3 Keeping Teaching Journal: An Important Tool for Teachers' Professional Development

Different methods, procedures and options are adopted by teachers to enhance their teaching career. Among them keeping teaching journal is one of the most important tool for teachers' professional development.

This heading can be divided into following sub heading like concept of keeping teaching journal, benefits of teaching journal, procedures used for keeping journal and steps of implementing journal writing.

2.1.3.1 Concept of Keeping Teaching Journal

A teaching journal is an ongoing written account of observations, reflections and other thoughts about teaching, usually in the form of a note book, book, or electronic mode, which serves as a source of discussion, reflection, or evaluation. The journal may be used as a record of incidents, problems and insights that occurred during lessons...
(Richards and Farrell, 2010, p. 68)

A teaching journal provides an opportunity for teachers to use the process of writing to describe and explore their own teaching practices. Thus journal can serve different purposes, depending on who the audience for a journal is. For teachers, a journal can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices. It can be used to monitor their own practices to provide a record of their teaching experiences. And it can provide a way of collaborating with other teachers in exploring teaching issues. For peers, supervisors and mentors, reading and responding to a teacher's journal can serve as a means of encouraging reflective inquiry and can facilitate resolving problems and concerns.

In a teaching journal, teachers keep record of their classroom events and observation. The information that the teachers record now may be very useful and interesting when used later in their other classes and can also be beneficial for other teachers to reflect on their own teaching experience. These days, E journals have become an integral part of personal and professional development in teaching career.

Journal writing helps a teacher question, explore and analyze how s/he teaches and also provides a basis for conversations with peers or a supervisor. A journal can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices.

2.1.3.2 Benefits of a Teaching Journal

Within the context of language teaching, writing a journal allows the telling and retelling of experiences so that other may also benefit from them.

According to Richards and Farrel (2010, p.69) following are some of the benefits of writing teaching journals:

- i. It forces teachers to reflect on certain issues and bring them out into the open discussion.
- ii. It gets teachers thinking about things that are unconsciously going on in the mind.
- iii. It enables to discover the importance of relating own experience of learning to that of the pupils they teach.
- iv. It enhances awareness about the way the teachers and the way their students learn.
- v. It serves as a means of generating questions hypothesis about teaching and learning.
- vi. It is the most natural form of classroom research.

- vii. It promotes culture of reflective thinking.
- viii. It provides the way of collaborating with other teachers in exploring teaching issues.
- ix. It can serve as means of encouraging reflective inquiry for supervisors, mentors and can facilitates resolving problems and concerns.

2.1.3.3 Procedures used for Keeping Teaching Journal

Journal writing can be in the print mode as well as in the electronic mode. It can be recorded orally as well as in the written format. Journals could be kept on individual and group basis also. An electronic journal is more useful for obtaining the immediate feedback and comment easily. Richards and Lockhart (1994, in Richards and Farrell 2010, p. 72) have recommended the following general procedures for keeping a written teaching journal.

- i. Decide on your audience: yourself a peer and/or an instructor.
- ii. Decide on your focus; a lesson, a technique, method, a theory, a question posed.
- iii. Make entries on a regular basis (after a lesson, daily or once a week)
- iv. Review what you have written regularly-every two or three weeks.

2.1.3.4 Steps of Implementing Journal Writing

To implement journal writing successfully, we need to keep a number of factors in mind. Richard and Farrell (2010,p.75) present the following steps for journal writing.

i. Set goals for journal writing

We have to decide why & what we want to write on the journal. Mostly more useful and memorable events are recorded on the journal.

ii. Decide who the audience is

We do not write only for ourselves there are other readers. The readers may be others teachers or sometimes supervisors. The nature of writing differs according to the nature of the target readers.

iii. Be prepared to set aside time for journal writing

Journal writing needs time. Teachers need to set aside enough time to think and record the information regularly. The length and number of entries is to be decided beforehand.

iv. Set a time frame for the writing activity

If the journal is written on the basis of stream of – consciousness technique, then it will be fast, if edited technique is used, then it will be slow. It is better to write without stopping for about 6 to 10 minutes without worrying about spelling, grammar or organization.

v. Review journal entries regularly to see what can be learnt from them

Timely review of the entries and making connection to the real life events is very useful to make understanding about the professional growth.

vi. Evaluate journal writing experience to see if it meets the goal

Teachers need to read their journal after a time to see if it achieved what they had intended, whether it was in order, whether it was complete and comprehensive, etc.

2.2 Review of Empirical Literature

Every researcher needs to observe the fundamental background of the related subject and past studies. A number of research works have been carried out in the field of teachers' professional development some of the major research works related to this study are reviewed as follows:

Teacher professional development is a lifelong process in which teachers keep themselves engaged in learning and expanding their expertise. Villegas-Reimers (2003) made an international review of the literature of teacher professional development. Introducing professional development, she says that "In a broad sense, it refers to the development of a person in his or her professional role" (P.11). Every researcher needs to observe fundamental background of the related subject and the past studies. In the field of teacher development some researchers have been carried out, which are more or less related to this study can be observed as follows:

Pandey (2009) conducted a research entitled "Mentoring as a mode of teacher professional development ". The main objectives of the research were to find out where teachers are aware of mentoring as a mode of teachers' professional development and whether mentoring is a relevant mode of teacher development in Nepal. The research was limited to the Kathmandu district and questionnaire and interview were used as the research tools. The finding of the research showed that almost all the language teachers are aware of the importance mentoring in their professional development but unfortunately there is not any formal system of mentoring in the schools of Nepal.

Adhikari (2010) conducted a research entitled "Collaborative learning for teachers' professional development." The main objectives of the research were to find out the attitude of secondary level English language teachers towards collaborative learning and the school environment available to them for learning and practicing collaboratively. The research was limited to Pokhara

and Kathmandu valley and questionnaire was used as the research tool. The findings of the research showed that almost all the secondary level English language teachers had positive attitude towards collaborative learning majority of them are provided with supportive and favorable environment for collaborative learning within their institutions.

Joshi (2010) carried out a research on “Learning strategies of English language teachers for professional development” aiming at identifying the learning strategies of English language teachers and the benefits they got from those strategies for their professional development. The research was limited to Kathmandu and questionnaire was used as the research tools. The finding showed that teachers own teaching experience, self- monitoring, workshops, conferences, seminars, learning from colleagues, peer observation and team teaching are the most common learning strategies that have been practiced by the English language teachers and the strategies like mentoring, refresher, courses, teaching portfolios, resource and teachers activity centers, reflective logs and analysis of critical incidents are less common learning strategies among the English language teaching indifferent colleges of Kathmandu.

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

Though various studies have been carried out in the field of ELT and a few on teachers' professional development. Still there is lack of research in the area of

keeping teaching journal as one of the tools of teacher development. So, this research is a new endeavor in the teacher's professional development in the department.

2.3 Implications of the Review for the Study

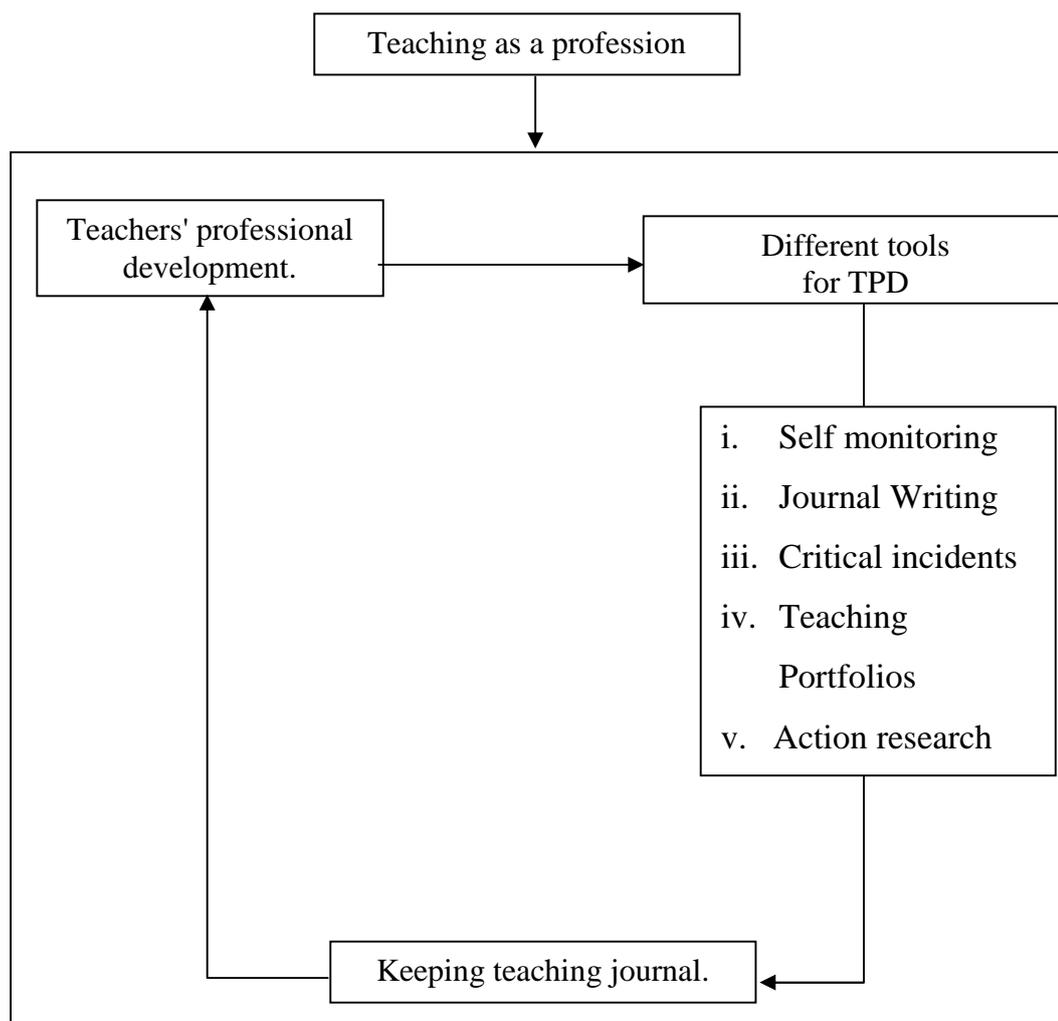
Literature review helped me to understand the topic clearly. It has crucial importance for the research study. It helped me to get insight about theory and trends and provided a clear path to walk. Out of five different studies reviewed, four were conducted regarding the use of different tools for teachers' professional development. These studies are to some extent related to my study. After reviewing these works I have got lots of ideas regarding the 'keeping teaching journal for teachers' professional development.' Specially I got information about collaborating learning for teachers' professional development from the study, Adhikari (2010). Similarly, I got some information from Khatri (2012) about 'self directed learning for teachers' professional development.' In order to conduct those research they have used survey research design, I will also follow the same i.e. survey design. They have used observation as a tool of data collection and I will use the same tool of data collection therefore, from this they are similar.

As a novice researcher I had lots of confusion but this review helped me to clear my way and purpose. It helped me to scrutinize my findings and suggested implications. It helped me to study the problems systematically and logically.

2.4 Conceptual Framework

The study on "keeping teaching journal for professional development: teachers' perceptions and practices " was based on following conceptual framework.

Figure 1: Conceptual Framework



CHAPTER: THREE

METHODS AND PROCEDURE OF THE STUDY

Every research work has a step wise procedure to follow that is known as methodology. The main aim of the study is to fix the attitude of the English language teachers towards keeping teaching journal. To accomplish the objective, I adopted the following methodology.

3.1. Design of the study

To find out the perceptions and practices of teachers towards keeping teaching journal I used the survey research design.

3.1.1. The survey research

Survey is a superficial study of an issue or phenomenon. It is a general view of the circumstances and the testing of its status. It is the most commonly used design of investigation in educational research. Survey is one of the important research method used in educational investigation. It is mainly carried out to find out people's attitudes, opinions and the specified behavior on certain issues, phenomenon, events and situations.

According to Nunan (1992, p140), "the main purpose of a survey is to obtain a snapshot of conditions, attitudes and events at a single point of time".

3.1.2. Purpose of carrying out a survey research

Survey is carried out to find out the practicality, applicability and appropriacy of certain events, issues or situations. The purpose of carrying out a survey research can be pointed out as below:

-) To find out people's attitudes, opinions on certain issues, phenomenon or situations.
-) To find out the behaviors and attitudes of different professionals towards certain events, issues or phenomena.

) To study certain trends; historical or ongoing to discover the fact about them.

) Research process

Survey research is a stepwise process according to Nunan, procedure of survey research is:

Step 1: define objectives

Step 2: Identify target population

Step 3: Literature review

Step 4: Determine sample

Step 5: Identify survey instruments

Step 6: Design survey procedure

Step 7: Identify analytical procedure

Step 8: Determine reporting procedure

The Department of English education T.U has suggested the following fourteen steps research procedure to address the survey research process.

1. Identifying the problem
2. Specifying objectives
3. Constructing the hypothesis
4. Expanding the theoretical knowledge
5. Writing research proposal and preparing research tools
6. Piloting the research tools
7. Field visit
8. Contracting the selected institutions and authorities to establish rapport with them
9. Requesting the authority for the permission to conduct research

10. Requesting for the list of informants, if permission is granted
11. Sampling the required numbers of informants
12. Fixing the time for data collection
13. Eliciting the required data
14. Analysis, interpretation and presentation of data

This research topic is also related to the survey research because in this study I have proposed to find out the perceptions and believes of secondary level English teachers towards keeping teaching journal for their professional development. So I'll also use the survey research design in order to accomplish the objectives of the study.

3.2 Population and sample

The population of the study was English language teachers of the Kathmandu Valley including three districts: Kathmandu, Lalitpur and Bhaktapur. The sample of the study were 40 secondary level English teachers (out of them 20 were selected from institutional and 20 from community school) from the selected schools of the Kathmandu valley.

3.3 The Sampling Procedure

The Kathmandu valley, including three districts: Kathmandu, Bhaktapur and Lalitpur was the research area of the study which was purposively selected. The total sample size consisted of forty teachers from forty different institutional and community schools in the valley. I used non random judgmental sampling procedure to select schools from the valley. Out of forty schools twenty three were institutional schools and other were community school.

3.4 Data Collection Tools

I basically used only one tool, "Questionnaire" to elicit the required information for the study. The questionnaire consisted of both close ended and open ended questions

3.5 Data Collection Procedures

I used the following step-wise methodological procedure to collect the required data.

1. First of all I prepared questionnaire.
2. Then I collected the list of the secondary school in the study districts from the respective district education office.
3. I visited the selected schools and get permission from the authority to consult the English language teachers.
4. I built rapport with the concerned teachers and explain them about the purpose of my study.
5. Then I requested them to help me by responding to the questionnaire.
6. After this I distributed the questionnaire.
7. I collected the questionnaire within 7 days from the day of distribution.
8. I thanked all the teachers who provided me the required informations.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter deals with analysis, interpretation and discussion of the data obtained from primary sources. The data was collected with the use of questionnaire (See Appendix- I) consisting of both close-ended and open-ended questions. The questions were constructed being based on the objectives of the study. The data was collected from 40 secondary level English language teachers (23 from private and 17 from public schools) from different 40 schools of the Kathmandu valley.

I arranged the questions thematically into two groups to meet the objectives of the study. The collected data was analyzed, interpreted and discussed under the two main headings:

- a) English language teachers' perceptions towards keeping teaching journals for (teachers') professional development.
- b) Practices of keeping teaching journals adopted by teachers for professional development and

The participants were asked 28 close-ended and 6 open-ended questions requiring the answers in their own words and opinions. The analysis of the collected data has been carried out as accurately as possible. The analysis and interpretation has been done both statistically and descriptively.

4.1 Results

On the basis of the presentation analysis and interpretation of the data. The major findings of the study can be summarized as below.

- A. The findings related to the first objective of the study are as follows:
 - i. The majority of the teachers (60%) recognized the proper view of keeping teaching journal as written account of observation and reflection of teaching.

- ii. The teachers stated that extrovert teachers were outgoing whereas introvert teachers preferred loneliness.
- iii. Half of the teachers (50%) viewed that the most important strategy for TPD was journal writing.
- iv. Most of the teachers (70%) opined that the initiator of keeping teaching journal was the teacher himself/herself.
- v. For most of the teachers teaching journal is a written account of what happened in the class room during teaching.
- vi. The teachers stated that keeping teaching journal is recording what was done in the past for the future use.
- vii. The most of the teachers viewed that there were a number of benefits of keeping teaching journal such as finding out strengths and weaknesses of teaching, improve weaknesses of teaching and helpful for forming new teaching strategy.
- viii. A majority of the teachers agreed that keeping teaching journal had a positive effect on TPD.
- ix. A majority number of the teachers (65%) agreed that teaching journal provided an opportunity for teachers to describe and explore their own teaching.
- x. Most of the teachers strongly agreed that journal writing helped a teacher question, explore and analyze how he/she taught.
- xi. A large number of teachers (65%) agreed that journal served as a way of clarifying their own thinking and exploring themselves.
- xii. A majority of the teachers strongly agreed that keeping teaching journal provided a way of collaborating with other teachers.
- xiii. Most of the teachers viewed keeping teaching journal as the best strategy for TPD.

B. The findings related to the second objective of the study are as follows:

- i. The largest number of the teachers (75%) stated that they never wrote teaching journal.

- ii. Most of the teachers viewed that they never collaborated with their colleagues for writing teaching journal.
- iii. Seventy percent of the teachers viewed that their colleagues never wrote teaching journal.
- iv. A majority number of the teachers viewed that they never provided sufficient time to write teaching journal.
- v. Almost all the teachers mentioned that there was no formal system of keeping journal of their teaching in their institution.
- vi. A majority number of the teachers (69%) viewed that they did not keep records of their own teaching.
- vii. Sixty six percent of the teachers opined that they did not document their own teaching.

4.2 Discussion

Discussion can be included in the following sub headings:

4.2.1 English Language Teachers' Perceptions towards Keeping Teaching Journals

The first objective of the study was to find out the perceptions of the English language teachers towards keeping teaching journal with the help of 5 close-ended and 4 open-ended questions .I tried to extract the perceptions of the participants towards keeping teaching journal for teachers' professional development which have been presented and analyzed in different sub-headings.

4.2.1.1 Teachers' Awareness towards Keeping Teaching Journal

Three closed-ended questions were asked to the teachers to identify their awareness on keeping teaching journal. Based on responses provided by the teachers to close-ended questions the data has been presented in the table 2.

Table 2
Teachers' Awareness towards Keeping Teaching Journal

S.N.	Statement	Responses	Respondents	
1	Keeping teaching Journal is	a) written account of observation and reflection of teaching	24	60%
		b) written document prepared by the students	3	7.5%
		c) a process of writing journal	10	25%
		d) All of the above	5	12.5%
2	The most important strategy for TPD is	a) Self-monitoring	11	27.5%
		b) Journal writing	20	50%
		c) Teaching portfolios	14	35%
		d) Analyzing Critical Incidence	5	12.5%
3	The initiator of keeping teaching journal is	a) the learner	4	10%
		b) the teacher him/herself	28	70%
		c) the expert	0	0.00
		d) the colleagues	8	20

(No = Number of teachers, % = percentage)

The above table depicts that among the 40 respondents, the majority of the teachers i.e. 60 percent recognized the proper view of keeping teaching journal, i.e. keeping teaching journal as a written account of observation and reflection of teaching. Only a few numbers of teachers had the wrong view about keeping teaching journal. Similarly, 50 percent of the teachers viewed that the most important strategy for TPD is Journal writing. Thirty five percent of the teachers viewed teaching portfolios as the most important strategy. However, only a small number of teachers opined self monitoring and analyzing critical incidents as the best strategy for the teachers' professional development. The data shows that most of the teachers are familiar with keeping teaching journal.

While analyzing the responses to the third statement it was found that 70% percent of teachers viewed that the initiator of keeping teaching journal is the teacher himself/herself. Twenty percent of the teachers thought that the initiator of keeping teaching journal is the colleagues. But only 10 percent of the teachers thought that the learner is the initiator of keeping teaching journal. As a whole, the table No. 2 shows that the teachers were aware about keeping teaching journal for professional development.

In order to elicit further information on awareness of teachers towards keeping teaching journal for their professional development, they were asked five open-ended questions. The first question was "How do you define 'keeping teaching journal'? In response to this question, they had different concepts which have been summarized and presented in table 3.

Table 3
Defining "Keeping Teaching Journal"

S.N.	Responses	No.	%
1	It is a written account of what happened in the class room during teaching.	15	38.33%
2	Written account of observation and reflection of teaching	5	11.50%
3	Teaching journal is keeping a record of own teaching experience which are carried out in the classroom.	3	8.33%
4	Teaching journal is a reflection of teaching which enhance both teaching and learning process. It helps to sharpen the teaching skills.	3	8.33%
5	Keeping teaching journal is recording in written way what the teachers have done in the classroom.	3	8.33
6	It is a strategy of self directed learning in which a teacher records the good points and the weak points of his/her teaching	7	17.50%
7	Keeping teaching journal is recording what was done in	8	20%

	the past for the future use		
8	Keeping teaching journal is a process of making records of the teaching learning activities for improving the proficiency of teaching	4	10%

(No = Number of teachers, % = Percentage)

The data presented in the table No. 3 shows that 38.33 percent of the teachers defined that it is a written account of what happened in the class room during teaching. Nearly 11.50 percent of the teachers viewed keeping teaching journal is written account of observation and reflection of teaching. A little over 8.33% of the teachers stated, keeping teaching journal is keeping a record of own teaching experience which are carried out in the classroom.

Nearly, 17% of the teachers viewed that it is a strategy of self directed learning in which a teacher records the good points and the weak points of his/her teaching to analyze it. Similarly, 20% of the teachers thought that keeping teaching journal is recording what was done in the past for the future use. Ten percent of the teachers thought that keeping teaching journal is a process of making records of the teaching learning activities for improving the proficiency of teaching.

4.2.1.1.1 Benefits of Keeping Teaching Journals for Professional Development

The second open-ended question was "write any five benefits of keeping teaching journal for teachers' professional development". In response to this question, the teacher listed mixed views. The benefits of keeping teaching journal listed by the teachers are presented in this table.

Table 4**Benefits of Keeping Teaching Journals for Professional Development**

S.N.	Responses	No.	%
1	It gives guideline to teach	9	22.2%
2	It promotes the development of reflective teaching	8	20%
3	It helps to improve the weaknesses of teaching	13	32.20%
4	It helps in teacher's professional development	8	20%
5	Develops confidence in teaching	10	25%
6	It is beneficial to find out the strengths and weaknesses	14	35%
7	It informs about the teaching and learning	4	10%
8	It brings change in teaching	8	20%
9	It gives feedback to improve teaching style in coming lessons	11	27%
10	It helps to form new teaching strategy	11	27%
11	It enables teachers to discover the importance of relating their own experiences of learning to that of the pupils they teach	10	25%
12	It helps the teachers to be creative, constructive and innovative.	10	25%
13	It is the most natural form of classroom research	8	20%
14	It serves as a means of generating questions and hypothesis about teaching and the learning process	4	10%
15	It enhances awareness about the way of teaching and learning	4	10%
16	It forces teachers to reflect on certain issues and bring them out into the open	4	10%
17	It is helpful even for other teachers to improve their teaching learning activities	4	10%
18	It is useful for preparing lesson plan	4	10%
19	It helps the teachers for constructing and using teaching materials	4	10%
20	It pushes teachers to improve their weaknesses	4	10%

(No=Number of teachers, %= Percentage)

The table 5 shows that 35 percent of the teachers viewed, it is beneficial to find out the strengths and weaknesses. Similarly, 32.20 percent of the teachers viewed “it helps to improve the weaknesses of teaching.’ Twenty seven percent of the teachers stated that it gives feedback to improve teaching style in coming lessons. Another 27 percent of the teachers assumed that it helps to form new teaching strategy. The above table shows that the teachers have varying and interrelated views about the benefits of keeping teaching journal for professional development. About 25 percent of the teachers stated that it develops confidence in teaching and helps the teachers to be creative, constructive and innovative.

Twenty two percent of the teachers viewed that keeping teaching journal provides guidelines to teach. Similarly, 20% of the teachers viewed that it brings change in teaching. Ten percent of the teachers thought that it informs about teaching and learning. Some of the teachers viewed that it forces teachers to reflect on certain issues and bring them out into the open. Likewise, other teachers stated that it is helpful even for other teachers to improve their teaching learning activities. Ten percent of the teachers mentioned that it is useful for preparing lesson plan. It was viewed that keeping teaching journal helps the teachers for constructing and using teaching materials. The teachers viewed that it pushes teachers to improve their weaknesses.

4.2.1.2 Teachers' Perception on Keeping Teaching Journal

In order to elicit the required information for finding out the teachers' perception on keeping teaching journal as one of the best processes for teacher's professional development, the teachers were provided 10 close -ended questions to respond. Based on responses provided by the teachers, the data has been presented in table 8 below. Two statements are related to the attitude of the teachers towards keeping teaching journal.

Table 5
Teachers' Perception on Keeping Teaching Journal

S.N.	Statements	Responses							
		Strongly agree		Agree		Undecided		Disagree	
		No	%	No	%	No	%	No	%
1	Keeping a teaching journal has a positive effect on TPD	8	20%	26	65%	6	15%	0	0.00
2	Teaching journal provides an opportunity for teachers to describe and explore their own teaching	12	30%	26	65	2	5%	0	0.00
3	Journal writing can help a teacher question, explore, and analyze how he or she teaches	16	40%	24	60%	0	0.00%	0	0.00%
4	It can provide a basis for conversations with peers or a supervisor	6	15%	22	55%	4	10%	8	20%
5	Journal can serve as a way of clarifying their own thinking and of exploring their own beliefs and practices	14	35%	26	65%	0	0.00%	0	0.00%
6	Keeping a teaching journal is time consuming	12	30%	28	70%				
7	It is a boring and tedious job	20	50%	10	25%	4	10%	6	15%

8	Teaching journal provides a way of collaborating with other teachers in exploring teaching issues	24	60%	10	25%	0	0.00%	6	15%
9	Journal writing is very difficult task	16	40%	6	15%	2	5%	16	40%
10	Keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors	6	15%	26	65%	4	10%	4	10%
11	Keeping teaching journal should be included in teacher education courses	20	50%	10	25%	6	15%	4	10%
12	Educational institutions start the culture of keeping teaching journal for TPD	26	65%	14	35%	0	0	0	0
13	The teachers who keep teaching journal get some types of prizes	20	50%	10	25%	6	15%	4	10%
14	Keeping teaching journal is difficult task	14	35%	10	25%	0	0	16	40%
15	Keeping teaching journal is costly	4	10%	4	10%	4	10%	28	70%

(No=Number of teachers, %= Percentage)

Among the 40 teachers, the collected data reveals that 20 percent teachers strongly agreed and 65 percent of them agreed that keeping a teaching journal has a positive effect on TPD. Only 15 percent of the teachers disagreed on this statement.

Analyzing the responses to the second statement it was found that 30 percent of the teachers strongly agreed and 65 percent of them agreed to the statement "Teaching journal provides an opportunity for teachers to describe and explore their own teaching." Only 5 percent of the teachers disagreed with this statement. It shows that all teachers had positive attitude towards journal keeping for professional development.

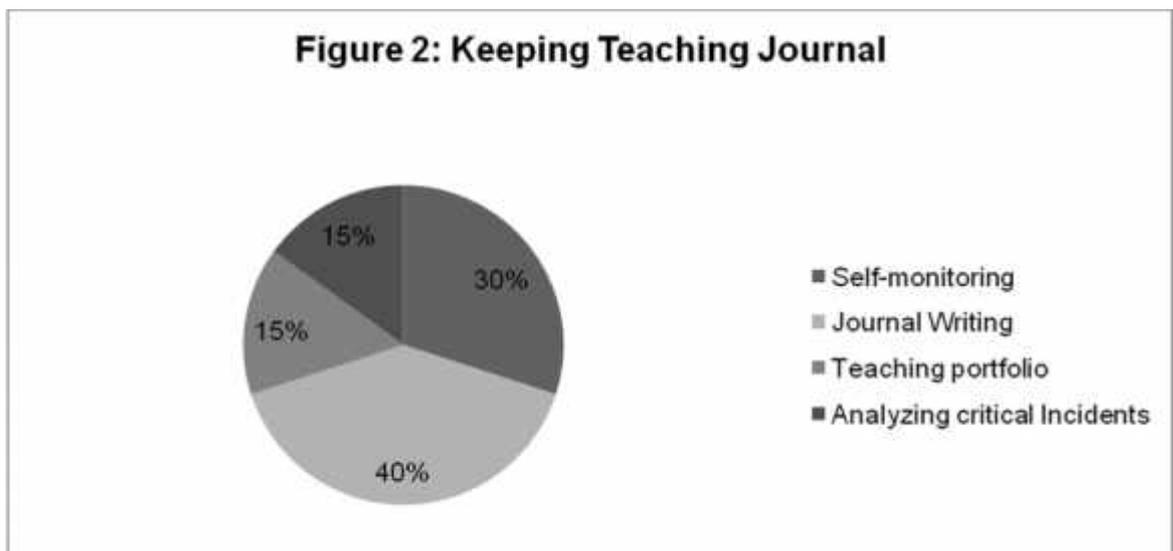
Analyzing the responses to the third statement it was found that 40 percent of the teachers strongly agreed and 60 percent of them agreed to the statement journal writing can help a teacher question, explore, and analyze how he or she teaches. It was found that 15 percent of the teachers strongly agreed and 55 percent of them agreed to the statement: it can provide a basis for conversations with peers or a supervisor whereas 10 percent of them could not decide on it but 20 Percent of them disagreed it. Above table depicts that 35 percent of the teachers strongly agreed and 65 percent of them agreed that journal can serve as a way of clarifying their own thinking and of exploring their own. Likewise, 15 percent of the teachers strongly agreed, 65 percent of them agreed that keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors whereas 10 percent of them were unsure about it but 10 percent of the teachers disagreed with the statement. The data shows that a majority number of the teachers (60%) strongly agreed and 25 percent of the teachers agreed: teaching journal provides a way of collaborating with other teachers in exploring teaching issues. But 15 percent of them did not agree with the statement.

The above data shows that 30 percent of the teachers strongly agreed and 70 percent of them agreed the statement: keeping a teaching journal is time consuming. It was found that 50 percent of the teachers strongly agreed and 25 percent of them agreed that keeping teaching journal is a boring and tedious

job. On the other hand, 10 percent of the teachers could not decide it but 15 percent of them did not agree the statement. The above table shows that 40 percent of the teachers strongly agreed and 15 percent of them agreed that journal writing is very difficult task. However, 40 percent of the teachers disagreed with the statement. A majority number of the teachers strongly agreed that keeping teaching journal should be included in teacher education courses. However, 15 percent of them undecided and 10 percent did not agree with the statement. Sixty five percent of the teachers strongly agreed and 35 percent of them agreed that educational institutions start the culture of keeping teaching journal for TPD. A majority number of the teachers strongly agreed that the teachers who keep teaching journal should get some types of prizes. However, 15 percent of them undecided and 10 percent did not agree with the statement. Sixty percent of the teachers agreed that keeping teaching journal was difficult task. Seventy percent of the teachers did not agree that keeping teaching journal was costly.

In sum, most of the teachers viewed keeping teaching journal as the best strategy for teachers' professional development.

Another close-ended question related to the perception of teachers on journal writing was keeping teaching journal in comparison to other strategies. The responses to this question are presented in the following figure.



The figure 1 shows that 40 percent of the teachers accepted that keeping teaching journal is effective process of professional development where as 30% of them took self monitoring as the effective for the professional development. Fifteen percent of the teachers viewed that analyzing critical incidents as the effective strategy. Similarly, another 15 percent of the teachers took teaching portfolios as an important strategy of teachers' professional development.

4.3 Practices of Keeping Teaching Journal Adopted by Teachers for Professional Development

The second objective of the study was to find out the practices of keeping teaching journal adopted by the teachers for their professional development. For eliciting the required information to meet this objective, teachers were provided 8 close-ended and 3 open-ended questions to respond. Based on responses provided by the teachers, the data has been presented in the following figures and tables.

Table 6
Teachers' Practices of Keeping Teaching Journal

S.N.	Statements	Responses							
		Always		Frequently		Occasionally		Never	
		No	%	No	%	No	%	No	%
1	I write teaching journal	0	0.00%	0	0.00%	10	25%	30	75%
2	My colleagues write teaching journal	0	0.00%	0	0.00%	12	30%	28	70%
3	I collaborate with my colleagues for journal writing	0	0.00%	0	0.00%	6	15%	34	85%

4	Teachers are provided with sufficient time to plan and write teaching journal	0	0.00%	0	0.00%	14	35%	26	65%
6	Availability of training for keeping teaching journal	0	0.00%	0	0.00%	16	40%	24	60%
7	Teachers record the strengths and weaknesses of their teaching	18	45%	10	25%	2	5%	10	25%
8	I evaluate my teaching after I taught	10	25%	20	50%	5	12.5%	5	12.5%
9	I discuss with my colleagues about strengths and weaknesses of my lesson	18	45%	10	25%	2	5%	10	25%
10	I get chance to participate in workshops, seminars on keeping teaching journal	5	12.5%	5	12.5%	5	12.5%	25	62.5%

(No=Number of teachers, %= Percentage)

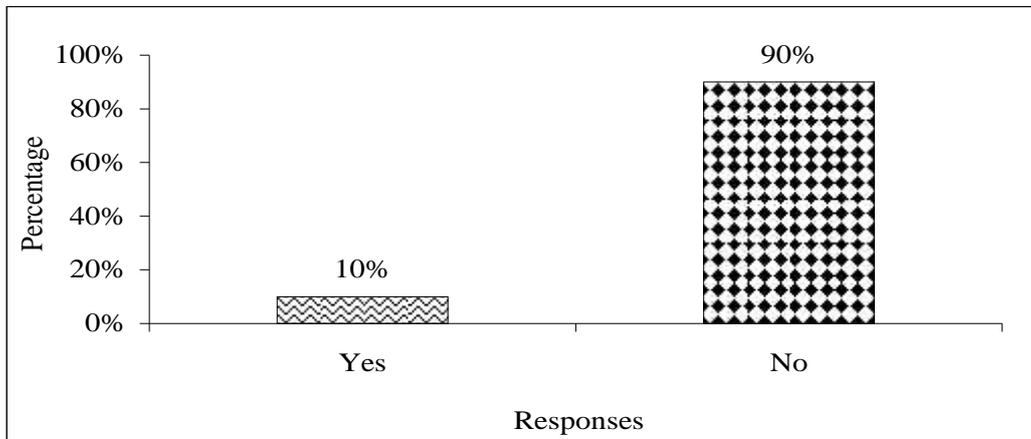
The above table depicts that most of the teachers (75%) never wrote teaching journal but only 25 percent of them only occasionally wrote journals. Seventy

percent of the teachers viewed that their colleagues never wrote journals but 30 percent of them opined that their colleagues occasionally wrote journals. The most of the teachers (85%) replied that they never collaborated with their colleagues while writing journals whereas only 15 percent of them did occasionally. A majority number of the teachers (65%) viewed that they were never provided sufficient time for writing journal whereas 35 percent of them occasionally got time to plan and write journal. Sixty percent of the teachers never got training on keeping journal but 40 percent of the teachers got only occasionally.

Forty-five percent of the teachers always and 25 percent of them frequently recorded the strengths and weaknesses of their teaching whereas 5 percent of them occasionally did so. But 25 percent of them never recorded their teaching. Most of the teachers viewed that they frequently evaluated their teaching after they taught. More than half of the teachers viewed that they frequently discussed with their colleagues about the strengths and weaknesses of their lesson. A majority of the teachers (62.5%) viewed that they never got chance to participate in workshops, seminars and trainings on keeping teaching journal.

In order to elicit further information about the practices of keeping teaching journal the participants were asked whether there was formal system of keeping teaching journal to respond. In most of the schools there might not be the culture or system of keeping teaching journal. So, the teachers may not have the habit of keeping journal. On the basis of the responses given by the teachers the data has been provided in the figure 3.

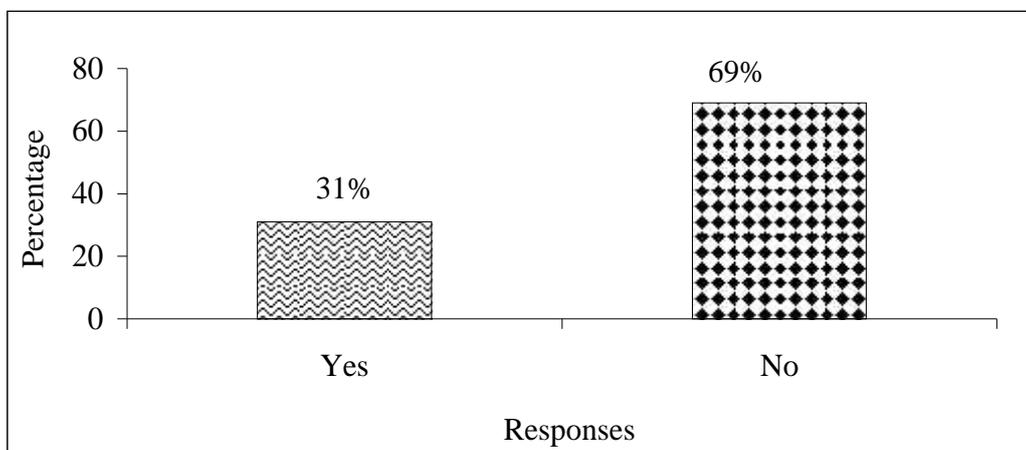
Figure 3
Institutional Practices in Keeping Teaching Journal



The above figure shows that in response to the question: Is there a formal system of keeping teaching journal in your institute? Most of the teachers (90%) replied that there was no formal system of keeping teaching journal in their institutions. But 10 percent of them replied that they had such system.

In order to elicit further information on practices of journal writing adopted by teachers they were asked four open-ended questions. The first one was "Have you ever kept / written a journal of your teaching? If so what have you included in your journal?" In response to this question, they expressed different concepts. The responses are presented in the following figure.

Figure 4
Keeping Journal of own Teaching

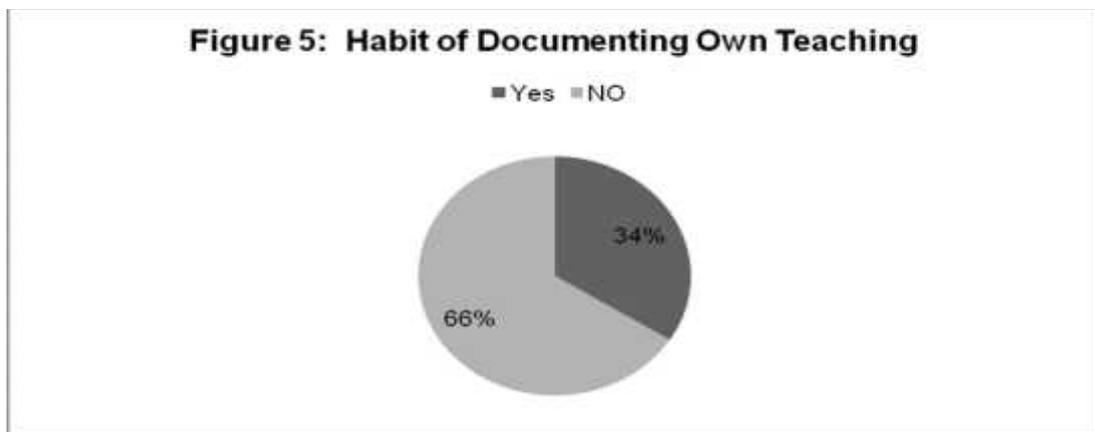


This figure depicts that only thirty-one percent of the teachers have kept records of their own teaching but majority of the teachers (69%) percent of them have not practiced yet.

The teachers who have written journal of their teaching were asked a further question to respond. The responses to the question "What have you included in your journal?" are presented and summarized below. The teachers were found to include the following points as the contents of their journal:

-) Weaknesses and strengths of teaching
-) Weaknesses and strengths of teaching
-) Students' behaviour, responses, attitude and feed back towards teaching.
-) Reasons of unsuccessful teaching.
-) Critical incidents and special events happened in the classroom.
-) The successful and unsuccessful stories of teaching.
-) Students' presence, motivation and participation in learning.
-) Comparison of what is planned and what is actually performed.
-) Ideas and experiences earned during teaching.
-) Analyzing the past, reflecting the present and planning the future ways of teaching.

The second question was "Have you ever documented your teaching? If so how did you utilize the information?" In response to this question, they expressed different concepts. The responses are presented in the following figure.



The above figure shows that a majority number of teachers (66%) did not document their teaching. Only 34 percent of the teachers documented their teaching. The teachers had replied that the following points as the utilization of the documented teaching:

-) The information was used as feedback.
-) Continued successful areas and changed the weak areas of teaching.
-) Asked the experts for analyzing the documented teaching and giving feedback.
-) Analyzed the documented information critically and make self-appraisal.
-) Used to find out own professional status.
-) Used for searching alternatives.
-) Revised and presented in new ways.
-) Compared the last year document to this year document of teaching to find change
-) Discussed with colleagues about my teaching.

CHAPTER FIVE

SUMMARY, CONCLUSION AND IMPLICATIONS

This chapter deals with summary of the major findings and its conclusion. Similarly, it also deals with some implications made on the basis of the major findings of the study.

5.1 Summary

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 higher 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. A majority number 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.

5.2 Conclusion

This study was mainly concerned with finding out the teachers' perceptions towards keeping journal for their professional development. Similarly, it was also concerned with identifying the practices of keeping teaching journal. The data has been collected through a set of questionnaire from 40 secondary level English teachers from different private and community schools in the Kathmandu Valley. From the presentation, interpretation and discussion of the

data it was found that most of the teachers had positive perception towards keeping teaching journal. They were aware of keeping teaching journal. They defined teaching journal as a written account of teaching for improving the way of teaching. Similarly, most of the teachers opined that keeping teaching journal was very much important because it provided chance to the teachers for changing their past teaching strategy in future classes. Although, most of the teachers were aware of keeping teaching journal and had positive attitude towards it, they opined that there was no system of keeping teaching journal in their schools. Similarly, it was found that most of the teachers never kept teaching journal.

5.3 Implications

The implications of the findings have been presented under the sub-headings: implications in policy level and practice level.

5.3.1 Implications at Policy Level

The following implications have been suggested for the policy level on the basis of findings and conclusion of the study:

- i. Keeping teaching journal should be included in teacher education courses as the main strategy for TPD.
- ii. MOE, NCED and Department of Education should include keeping teaching journal in teacher training packages.
- iii. The teachers should be directed for keeping teaching journal as the part of their professional development.
- iv. The policy of organizing different seminars, workshops and trainings on importance of keeping teaching journal should be determined.
- v. District Education Office and related department should concern on keeping teaching journal during teacher training and supervision.

5.3.2 Implications at Practice Level

The following implications have been suggested for the practice level on the basis of findings and conclusion of the study:

- i. The schools should encourage the teachers for keeping teaching journal for their professional development.
- ii. The schools should develop a trend of recording teaching journal writing.
- iii. The different concerning departments and authorities should organize workshops, seminars and trainings to the teachers on keeping teaching journals.
- iv. The teachers should be encouraged for documenting their teaching in a regular basis.
- v. The teaching methodologies should also be recorded in journal for further improvement.
- vi. The schools or educational institutions should provide a certain time for the teachers to record their teaching.
- vii. Teachers should collaborate with their colleagues for keeping teaching journal.
- viii. Teaching journal should be kept for improving and changing the way of teaching.
- ix. The educational institutions should establish a formal system of keeping teaching journal.

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Appendix I

Questionnaire

Dear respondents,

This questionnaire is a research tool for gathering information for my research entitled 'Keeping teaching journal for teachers' professional development' under the guidance of Mr. Bhesh Raj Pokharel, lecturer, Department of English Education, T.U Kirtipur, as a partial fulfillment of master's Degree in English education. The correct information provided by you will be of great help for completing my research. You are kindly requested to give your responses through the following questionnaire.

Name:

Name of the institution:

Qualification:

Experience:

Set (A)

Objective questions

Tick the best answer

1. Teaching journal is.....
 - a. Written account of observation and reflection of teaching.
 - b. Written document prepared by the students.
 - c. A process of writing journal
 - d. All of the above

2. There is a formal system of keeping teaching journal in my institution.

a. Strongly agree	b. Agree
c. Not sure	d. Disagree

3. Keeping a teaching journal has a positive effect on the teacher's professional development.
 - a. Agree
 - b. Strongly agree
 - c. Disagree
 - d. Not sure
4. Have you ever kept records of your teaching ?
 - a. Yes
 - b. No
5. Teachers are provided with sufficient time to plan and write teaching journal in my institution.
 - a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree
6. Keeping a teaching journal is the best process of English language teachers' professional development.
 - a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
7. Journal writing can help a teacher question, explore and analyze how she/he teaches.
 - a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
8. Keeping teaching journal is time consuming.
 - a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
9. It is a boring and tedious job.
 - a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree

10. Teaching journal provides a way of collaborating with other teachers in exploring teaching issues.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
11. Keeping teaching journal is not only useful for teachers but also for peers, supervisors and mentors.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
12. Keeping teaching journal should be included in teacher education courses.
- a. Strongly agree
 - b. Agree
 - c. Undecided
 - d. Disagree
13. Journal writing is very difficult task.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
14. Educational institutions start the culture of keeping teaching journal for TPD.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
15. The teachers who keep teaching journal get prizes.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
16. Keeping teaching journal is costly.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree

17. Journal can serve as a way of clarifying their own thinking and exploring their own beliefs and practices.
- a. Strongly agree
 - b. Agree
 - c. undecided
 - d. Disagree
18. Which of the following strategies of teacher development do you think is more effective for your professional development.
- a. Journal writing
 - b. Teaching portfolios
 - c. Self- monitoring
 - d. Analyzing critical incidents.
19. I write teaching journal
- a. always
 - b. frequently
 - c. occasionally
 - d. never
20. My colleagues write teaching journal.
- a. always
 - b. frequently
 - c. occasionally
 - d. never
21. I collaborate with my colleagues for journal writing.
- a. always
 - b. frequently
 - c. occasionally
 - d. never
22. There is availability of training for keeping teaching journal.
- a. always
 - b. frequently
 - c. occasionally
 - d. never
23. Teachers record the strengths and weaknesses of their teaching.
- a. Always
 - b. Frequently
 - c. Occasionally
 - d. Never
24. I evaluate my teaching after I taught.
- a. always
 - b. frequently
 - c. occasionally
 - d. never

25. I discuss with my colleagues about strengths and weaknesses of my lesson.
- a. always
 - b. frequently
 - c. occasionally
 - d. never
26. I get chance to participate in workshops, seminar on keeping teaching journal.
- a. always
 - b. frequently
 - c. occasionally
 - d. never
27. Who do you think is the initiator of keeping a teaching journal ?
- a. the learner him/herself
 - b. the teacher
 - c. the expert
 - d. the colleagues
28. When you were dissatisfied with your teaching once what did you do at that situation?
- a. Did not consult with what happened.
 - b. Evaluated the situation and used alternatives.
 - c. Kept records, studied the weakness and changed the ways you used.
 - d. repeated the same way again.
29. A teaching journal provides an opportunity for teacher to describe and explore their own teaching.
- a. Strongly agree
 - b. Agree
 - c. Not sure
 - d. Disagree

Set (B)

Please provide the response in your own words for these questions.

1. How do you define 'keeping a teaching journal?'

.....
.....
.....

2. Have you ever kept / written of journal of your teaching? If so what have you included in your journal?

.....
.....
.....

3. Do you think keeping a teaching journal enhance teacher's professional development ? If yes, in what ways ?

.....
.....
.....

4. Please mention any four benefits of keeping a teaching journal for the teacher's professional development.

.....
.....
.....

5. Does your institution encourage the teachers in sharing ideas and learning from each others? If yes in what ways?

.....
.....
.....

6. Have you ever documented your own teaching? If yes how did you utilize the information?

.....
.....
.....

Thank you for your participation.

Researcher
Neer Bahadur Shahi

Appendix II
LISTS OF INFORMANTS

S.N.	Name and Address of the Institutes	Type of school	Qualification
1.	Manjushree Academy Balaju, Kathmandu	Private	M.A.
2.	Nagarjun Academy, Kupondol, Lalitpur	Private	B.A.
3.	Balkumari Secondary School, Kirtipur, Kathmandu	Public	B.ED
4.	Bagh Bhairav Secondary Boarding School, Kirtipur, Kathmandu	Private	B.ED.
5.	Mount Glory Boarding School, Kathmandu	Private	M.A.
6.	Namuna Machhindra H.S. School, Lagankhel, Lalitpur	Public	B.ED
7.	Vidhyodaya Boarding school, Dallu, Kathmandu	Private	B.ED/ M.A.
8.	New Flower INT'L Boarding School, Kalimati, Kathmandu	Private	M.ED
9.	Adarsha secondary School, Naksal, Kathmandu	public	M.Ed.
10.	Rjpak Memorial INT'L H.S. School, kupondol, Lalitpur	Private	M.ED
11.	Spangles' Secondary Boarding School, Kalikasthan, Kathmandu	Private	B.ED
12.	Divya Gyan Secondary Boarding School, Kathmandu	Private	M.A./ B. Ed.
13.	Sirutar Secondary School, Sirutar, Bhaktapur	Public	B.A./ B.ED
14.	Hari Shiddhi H.S. School, Lalitpur	Public	B.ED

15.	Mt. Chandragiri English School, Thankot, Kathmandu	Private	B.ED
16.	BernHardt H.S. School, Balkhu, kathmandu	Private	M.ED
17.	Ratna Rajya H.S. School, Baneshwar, Kathmandu	Public	M.A.
18.	South Valley Boarding School, Kathmandu	Public	M.A.
19.	Namuna Machhindra S. B. School, Lagankhel, Lalitpur	Private	M.ED
20.	AIMS Academy, Lagankhel, Lalitpur	Private	M.Phil
21.	Gandaki Public Boarding School, Kathmandu	Private	B.ED
22.	Padmodaya H.S. School, Ramshah Patha, Kathmandu	Public	B.ED
23.	Madan Smarak H.S. School, Pulchowk, Lalitpur	Public	M.ED
24.	Ujjwal Shishu Niketan Secondary School, Kirtipur, Kathmandu	Private	M.ED
25.	Radiant Readers' Academy, Kathmandu	Private	M.ED
26.	Rainbow Secondary Boarding School, Dadikot, Bhaktapur	Private	M.ED
27.	Sirutar Secondary School, Sirutar, Bhaktapur	Public	B.A./ M.ED
28.	Gandaki Public Boarding School, Kathmandu	Private	M.ED
29.	Radiant Readers' Academy, Kathmandu	Private	M.A.
30.	Padmodaya H.S. School, Pradarsanimarga, Kathmandu	Public	M.A.
31.	Divya Gyan Boarding School, Lalitpur	Private	M.A.
32.	Ratna Rajya H.S. School, Baneshwar,	Public	M.ED

	Kathmandu		
33.	Champa Devi Secondary School, Chalnakhel, Lalitpur	Public	B.A./ B.ED
34.	Green Village Secondary Boarding School, Kirtipur, Kathmandu	Private	M.A.
35	Araniko H.S. School, Dadikot, Bhaktapur	Public	B.ED
36.	Paradise secondary School, Sanepa, Lalitpur	private	M.ED
37.	Shahid Sukra Secondary School, Purano Buspark, Kathmandu	Public	B.A.
38.	Rainbow boarding School, Dadikot, Bhaktapur	Private	B.ED/ M.A.
39.	Namuna Machhindra H.S. School, Lagankhel, Lalitpur	Public	M.Ed
40.	Janasewa H. S. School, Kirtipur,s Kathmandu	Public	B.A.

(Note: H.S.= Higher Secondary, M.ED= Master in Education, M.A.= Master in Arts, B.ED= Bachelor in Education, B.A.= Bachelor in Arts, M.Phil = Master in Philosophy)