

**TEACHERS' PERCEPTIONS ON THE USE OF PORTFOLIO
AS A TOOL FOR TEACHER PROFESSIONAL DEVELOPMENT**

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

**Submitted by
Lekendra Khadka**

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

2017

**TEACHERS' PERCEPTIONS ON THE USE OF PORTFOLIO
AS A TOOL FOR TEACHER PROFESSIONAL DEVELOPMENT**

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

**Submitted by
Lekendra khadka**

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

2017

T.U. Regd. No.: 9-2-327-465-200

Fourth Semester Examination

Examination Roll No.: 280159/071

Date of Approval of Thesis

Proposal: 2016-12-27

Date of Submission of Thesis: 2017-11-12

RECOMMENDATION FOR ACCEPTANCE

This is to certify that Mr. Lekendra Khadka has prepared this thesis entitled “**Teachers’ Perceptions on the use of Portfolio as a tool for Teacher professional Development**” under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27, November, 2017

.....

Dr. Purna Bahadur Kadel (Supervisor)

Lecturer

Department of English Education

Faculty of Education, T.U.,

Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following '**Research Guidance Committee**'.

Signature

Dr. Ram Ekwel Singh

.....

Reader and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Purna Bahadur Kadel (Supervisor)

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Mr. Guru Prasad Poudal

.....

Teaching Assistant

Member

Department of English Education

Tribhuvan University, Kirtipur

Date: 27, December, 2016

EVALUATION AND APPROVAL

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

Signature

Dr. Prem Phyak

.....

Lecturer and Head

Chairperson

Department of English Education

Tribhuvan University, Kirtipur

Dr. Purna Bahadur Kadel (Supervisor)

.....

Lecturer

Member

Department of English Education

Tribhuvan University, Kirtipur

Dr. Bal Mukunda Bhandari (External Supervisor)

Professor

.....

Open and Distance Education Centre

Expert

Tribhuvan University,,

Kirtipur, Kathmandu

Date: 22, December, 2017

DECLARATION

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

Date: 22, December, 2017

.....

Lekendra Khadka

DEDICATION

Affectionately Dedicated

To

*My lovely parents, wife, daughter Yana and Teachers who
inspired and supported in every steps of my life.*

ACKNOWLEDGEMENTS

I have come up with this research study with the help and guidance of many people. Therefore, I would like to express my gratitude to them. First of all, I would like to express my sincere and heartfelt gratitude to my honorable Guru as well as thesis supervisor, **Dr. Purna Bahadur Kadel**, Lecturer, Department of English Education, Faculty of Education T.U., for his regular guidance, continuous assistance, inspiration, encouragement, and constructive suggestions to complete this study in this form.

Similarly, I am very much indebted to **Dr. Prem Phyak**, Lecturer and Head, Department of English Education, for his genuine suggestions, cordiality and encouragement.

Likewise, I would like to express my sincere thanks to **Dr. Ram Ekwel Singh**, former Reader and Head, Department of English Education, for his constructive suggestions.

In the same way, my sincere gratitude goes to **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Anjana Bhattraai, Prof. Dr. Anju Giri, Prof. Dr. L.B. Maharjan, Mrs. Madhu Neupane, Mr. Bhesh Raj Pokhrel, Mr. Khem Raj Joshi, Mr. Guru Prasad Poudel, Mr. Laxmi Prasad Ojha, Mr. Ashok Sapkota, Mr. Resham Acharya** and all other teaching assistants at the Department of English Education T.U., for their constructive suggestions and guidelines. I would like to extend my gratitude to **Mrs. Madhavi Khanal** and **Nabina Shresth**, Librarian for their kind co-operation and regular help in issuing the required books.

I am heartily thankful to the Principal of Dallu School **Mr. Krishna Das Dangol** who provided me the friendly environment in working at school. I am indebted to my friends **Navraj Hamal, Keshav Sejuwal and Surendra Bhatt** as well as my all friends for their kind cooperation. My parents **Bhadra Bahadur Khadka** and **Ratna Devi Khadka**, and brother **Matrika Khadka** also deserve thanks for taking trouble in managing family environment to support my study. My special thank by far goes to my beloved wife

Lalsara Bogati Khadka who has been a regular source of inspiration to me in writing this thesis.

Last but not the least; I have a great pleasure to express my deep sense of gratitude to the participants of Kathmandu district who helped me and gave their time to fill-up the questionnaires for my survey research work and I am also thankful to all who supports me for their kind contribution to the completion of the study.

2017

Lekendra Khadka

ABSTRACT

The research study entitled **Teachers' Perceptions on the use of Portfolio as a tool for Teacher Professional Development** was carried out to find out practice of teaching portfolio as a strategy for teachers' professional development. The study consisted of primary and secondary sources of data. For primary data, thirty English teachers of secondary level were selected from Kathmandu district and schools were selected by applying purposive non-random sampling procedure. During the period of data collection, I distributed the questionnaire. It was found that most of the teachers are aware of teaching portfolio and professionalism. The teachers viewed that professionalism could be well developed when they actually adopted teaching portfolio for their own learning and the portfolio provides extra teaching spirit and confidence to the teachers.

This study consists of five chapters; introduction, review of related literature and conceptual framework, methods and procedure of the study, results and discussion and summary, conclusion and recommendations. Chapter 1 presents the general background, statement of the problem, rational of the study, objective of the study, research questions and hypothesis, significance of the study, delimitation of the study and operational definition of the key terms. Chapter 2 deals with the review of the related literature, implication of the review for the study, theoretical and conceptual framework. In the same way, Chapter 3 includes the design of the study, population and sample, sampling procedure, tools for data collection and process of data collection. Similarly, Chapter 4 represents the result and discussion/interpretation part of the research work. Moreover, the last chapter involves the summary, conclusion and recommendations at various levels i.e. policy level, practice level and further research. The references and appendices are mentioned in the end.

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 Abbreviations and Symbols</i>	<i>xii</i>
CHAPTER ONE: INTRODUCTION	1-8
1.1 Background of the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	6
1.4 Research Questions	6
1.5 Significance of the Study	6
1.6 Delimitations of the Study	7
1.7 Operational Definitions of the Key Terms	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	9-25
2.1 Review of the Related Theoretical Literature	9
2.1.1 English Language Teaching as a Profession	9
2.1.2 Teachers' Professional Development	10

2.1.3	Importance of Teachers' Professional Development	12
2.1.4	Scope of Teacher Development	14
2.1.4.1	Teacher Induction	15
2.1.4.2	In-service Teachers' Education and Training	15
2.1.5	Tools for Teachers' Professional Development	16
2.1.6	Teaching Portfolio	18
2.1.6.1	Benefits of Creating Teaching Portfolio	20
2.1.6.3	Procedure used in Compiling a Teaching Portfolio	20
2.2	Review of the Related Empirical Literature	22
2.3	Implications of the Review for the Study	24
2.4	Conceptual Framework	25

CHAPTER THREE: METHODS AND PROCEDURES OF THE STUDY

26-29

3.1	Design of the Study	26
3.2	Population, Sample and Sampling Strategy	28
3.3	Research Tools	29
3.4	Sources of Data	29
3.4.1	Primary Sources of Data	29
3.4.2	Secondary Sources of Data	29
3.5	Data Collection Procedures	29
3.6	Data Analysis and Interpretation Procedures	30
3.7	Ethical Considerations	30

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA

31-49

4.1	Analysis and Interpretation of Data	31
4.1.1	Analysis of Close-ended Questions	31

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS 49-

55

5.1	Findings	49
5.2	Conclusion	51
5.3	Recommendations	52
	I. Policy Related	52
	II. Practice Related	53
	III. Further Research Related	54

REFERENCES

APPENDICES

LIST OF TABLES

Page No

Table 1 :Defining Portfolio	46
Table 2 :Teaching Portfolio for Teachers' Professional Development.....	48
Table 3 :Attitude to Teachers to Portfolio.....	48
Table 4 :providing feedback by the Profolio.....	49
Table 5 :Portfolio for Collaboration.....	49
Table 6:Portfolio as the Evidence of the Teachers' Learning	50
Table 7 :Roles of Schools.....	52
Table 8 :Observing Colleague's Portfolio.....	52
Table 9 :Self-Interaction Activities	53
Table 10 :Portfolio Keeping.....	54
Table 11 :Keeping Record of Daily Lessons and Feedback	55

LIST OF ABBREVIATIONS AND SYMBOLS

&	:	and
AC	:	Action Research
CI	:	Critical Incident
Dr.	:	Doctor
EFL	:	English Foreign Language
Et al	:	and other people or things
etc.	:	and so on (from Latin 'etcetera')
IATEFL	:	International Association for Teachers of English of Foreign Language
ibid.	:	In the same book and page number (from Latin 'ibidem')
i.e.	:	that is to say (Latin)
INSET	:	In-service Education Training
M.Ed.	:	Master of Education
MOE	:	Minister of Education
NELTA	:	Nepal English language Teachers' Association
P.	:	Page number
Prof.	:	Professor
Regd.	:	Registration
S.N	:	Serial Number
TD	:	Teacher Development
TESOL	:	Teachers of English for Speaker of Other Languages
TPD	:	Teacher Professional Development
TU	:	Tribhuvan University