CHAPTER ONE

INTRODUCTION

This study “Teachers’ Perception on Need of Action Research for their Professional Development" is an attempt to find out the role of AR for professional development of teacher in the field of teaching profession. This chapter deals with general background, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

The act of teaching is perceived as a demanding task that tests one's commitment and courage. It is a complex activity which requires a sound knowledge on how to handle the children, teaching strategy, curriculum, institutional rules and regulations, the availability of materials, the way of handling them and how to facilitate understanding in others. It requires the investment of a great amount of social, intellectual and emotional energy on the part of the teacher. Teaching cannot take place without learning because teaching is done in order to manage and facilitate the learning process. Development is a distinct concept that many teachers think about teacher's learning. Teacher learning is complementary to training and which is motivated by teachers own questioning of who they are and what they do, rather than by any extended training agenda. Teacher development is centered on personal awareness of the possibilities for change and of what influences the change process. It builds on past and helps for change in present and in future. Teachers are primarily the learners as they are engaged in learning how to teach throughout their lives. Lieberman and Miller (1990, as cited in Day, 2004, p.104) state:

> They are problem posers and problem solvers, they are researchers, and they are intellectuals engaged in unraveling the learning process both for

> themselves and for the young peoples in their charge. Learning is not consumptions, it is the knowledge production. Teaching is not consumption, it is the knowledge production. Teaching is not performance, it is facilitative leadership. Curriculum is not given; it is constructed empirically based on emergent needs and interests of learners, assessment is not judgment, it documents progress over time. Instruction is not technocratic; it is inventive, craft like and above all an important human enterprise.

From the above definition, we can see the role of the teacher as the central figure in the teaching process. "Teachers are too often the servants of heads, advisers, researchers, textbooks, curriculum developers, examination board or the development of the education and sciences among others". (Hopkins 1985. as cited in Head and Taylor, 1997). Similarly, Richards and Rodgers (2001) mention "Language teaching came into its own as a profession in the twentieth century".

Teacher education is important for all the English language teaching professionals. It is one of the basic needs for professional growth of teachers. The need of ongoing teacher education has been a recurring theme in language teaching circles in recent years. Around this we have seen some teacher led initiatives such as action research, reflective teaching and team teaching. The teachers have different needs in different time during their career and the needs of the institutions in which they work also changes over time. Therefore, the teachers are also under pressure to update their knowledge and skills in areas such as curriculum trends, SLA research, pedagogy, etc.

1.2 Statement of the Problem

My interest in “Teachers’ Perception on Need of Action Research for their Professional Development” arose my mind because of my personal experience. When I was in high school most of the teachers used to practice teacher-centered technique and the students were treated as passive participants. The teachers never tried to know about the learners, their level and interest. We were engaged as passive learner. They came to the classroom and returned back giving forty minute lecture and never tried to know we understood or not?

To use student-centered technique teachers must be trained. Untrained teacher cannot understand the need of the learners. Training helps to develop teachers’ professionalism. If the teachers are engaged in action research, they will understand about the learners and their problem. According to (Richards and Farrell, 2010.p172) Action research is “A research dimension to existing practice as a way to better understand and improve such practice”. Teachers themselves are involved in the research process. It develops in them the feeling of responsibility for change and improvement. It helps to redefine the role of teacher and “by changing the role of teacher we can profoundly change the teaching and learning process in our schools” (Sagor, 1992, as cited in Joshi, 2012).

Collaboration with teachers in action research is seen as significant benefit personally. It allows teachers to talk with others about teaching and learning strategies. It also generates solutions to changes in institutional demands. It also increases the teachers’ self awareness and personal insight. Action research makes teacher more conscious of problematizing an existing action or practice, more systematic and rigorous in their efforts to get answers. The teachers can share their teaching style, strategies and thoughts with others.

In our context teacher does not experiment and reflect themselves. There is lack of sense of continues effort to teachers. There is a traditional view of the teacher that they are all in all. There is lack of teaching materials. Therefore,

the teachers are not developing professionally. From this research, I want to find out how research can be done? And what is the effect of doing action research?

1.3 Objectives of the Study

The present study had the following objectives:

i. To identify the teachers' perception on need of action research for their professional development.

ii. To identify the benefits of action research perceived by English language teachers.

iii. To suggest some pedagogical implications.

1.4 Research Questions

The research work is carried with an attempt to identify how the teachers perceived towards the action research as tool for their professional development. It had the following research questions:

i. What are the benefits of conducting action research in the classroom?
ii. Do teachers think action research is useful tool to enhance teachers' professional skills?
iii. What are the challenges of conducting action research in institutions?
iv. How do teachers overcome such challenges?
v. Do they get support from school administration in conducting action research?

1.5 Significance of the Study

Each and every study is important for the institutions, scholars, professors, students and the researchers who are interested in this area. This study aims at revealing the teachers perception on action research for their professional development. Similarly, it will also display the different strategies and practices adopted by the teachers. So, this research study will be significant to the

teachers who are teaching in the schools to reform their way of teaching. This study will also be useful to the researchers who want to conduct research works in the similar fields. Textbook writers, curriculum designers, methodologists can develop related idea while designing courses, textbook materials and their study. At last this study will be significant to the student teachers to develop the good way of teaching.

1.5 Delimitations of the Study

The proposed study was limited to the following aspects:

i. The area of study was limited to the different schools of Dailekh district

ii. It was be limited to forty (respondents) lower secondary and secondary level English teachers.

iii.This study was limited to the teachers' perception on need of action research for professional development of teachers.

iv.The study was limited to the data collected from questionnaires.

v.The study was limited only to "Teachers' perception on Importance of Action Research".

1.6 Operational Definitions of the Key Terms

Action Research	:	Action research is a teacher initiated classroom which seeks to increase the teacher's understanding in the classroom practices
Collaboration	:	The act of working together to produce a piece of work, especially a book or some research.
Exploring	:	If we explore an idea or suggestion, we think about it or comment on it in detail, in order to assess it carefully.
Implementation	:	If we implement something such as a plan, we ensure that what has been planned is done.
Perception	:	Generally perception refers to the way that we think about someone or something or the impression we have of it.
Professional	:	Relating to a person's work, especially work that require special training.

CHAPTER TWO
REVIEV OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This section is divided into four other subheadings. The first one review of related literature, throws light on empirical studies so far carried out on the related topics. The second, theoretical framework focuses on describing the theoretical base for the researchers. The third, implication of the review of the study presents the relation between reviewed works and the present one. The fourth, conceptual framework summarizes the whole process to be followed for the selected topic.

2.1 **Review of Related Theoretical Literature**

A theoretical framework guides research by sing ‘what work’ in the experience or exercise of doing something by those directly involved research studies. After reading literature, a number of theories have been developed from different perspective. The information obtained from different literature is sorted under the main themes and stories:

2.1.1Teaching as Profession

Human beings perform different types of jobs in their society. All the people do not enjoy the same social prestige due to the inequality in the perceived significance among their occupations. Originally, the word profession had the sense of the special kind of dedication to the welfare of others. It carried a sense of publish service and personal dedication.

Classically there were only three so–called learned professional (religion, medicine and law). The main milestones which mark teaching as an occupations being identified as a profession are: full time occupations establishment of University, local and national associations, professional ethics and some cases licensing laws. A profession arises when any occupation

transform itself through the development of formal qualifications based upon education, apprenticeship (working closings, examinations, the emergence of regulatory bodies with the power to admit and disciplined members and some degree of rights.

Khaniya (2006), states "teachers, professor, engineers, layers, etc, are regarded as professionals ". He further mentioned that professional is that who performs task involving not only in skills and knowledge, but also expertise, and teacher as a professional is necessarily change in the way the students do things or performs task after they receive information.

“Teachers are not only transformer of expert knowledge to students but are major elements of the entire education system; those are placed as the heart of education system”. (Deway, 1916, as cited in Poudel, 2006). Thus, they have to be more professional in their business.

Teaching profession is an occupation describing a job type usually reserved for a recognized specific career i.e. doctors, lawyers etc. It conveys expertise and/or education and required considerable training and specialized study. Bolitho (1986, P.2) writes “Although teaching is a skill that of which can be acquired by the study limitations of models, evaluations and other means. It is not an activity which can be successfully conducted in a way which is extrinsic to a person’s being”.

Therefore, a professional is a trained and qualified specialist in an occupation or field who displays a high standard of competent conduct in his/her practice.

2.1.2Teacher Training and Teacher Development

Training is defined as an activity leading to skilled behavior. Fire fighters, police officers, soldiers, etc are "trained". Training is associated with providing service to the community which is certainly what teacher do. Training is about developing skills, and teaching is clearly a skill. Training is about learning to

the point of automaticity, so that the learner can demonstrate the skill under stressful conditions. According to Richards and Farrell (2005, p.3):

> Training refers to activities directly, focused on teachers' present responsibilities and is typically aimed at short term and immediate goals. They further say that it is seen as preparation for induction into a first teaching position or as preparation to take on a new teaching assignment or responsibility. Training involves understanding basic concept and principles as a pre requisite for applying them to teaching and the ability to demonstrate principles in the classroom.

Underhill (1988), argues that “Teacher training is largely depends on pedagogical skills and knowledge of the topic that teacher has”. Their skills and knowledge are associated with the methodology and techniques used by teachers.

According to Head and Taylor (1997) “Teacher training is essentially concerns with knowledge of the topics to be taught and the methodology for teaching it”. On the other hand, teacher development is concerned with the learning atmosphere, which is created through the effect of the teachers on the learners and their effect on the teacher. According to Head and Taylor (1997):

> Teacher development is the process of becoming the best kind of teacher that I personally can be. It is a 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.

According to Richards and Farrell (2010, p.5) “Development generally refers to growth, not focused on a specific job. It serves for a longer–term goal and

seeks to facilitate growth of teachers understanding of teaching and themselves as teachers".

It often involves examining different dimension of teachers' practices as basis for reflective review and can be seen as bottom up. Teacher development is centered on personal awareness of the possibilities for change and of what influence change process. Teacher development builds on root, i.e. past teaching experiences help in changing present teaching style and planning for the future. So, it is self–reflective and dynamic process in which teachers change themselves and there is always graded improvement.

2.1.3 **Teacher Development**

Development is the action or process of changing and growing. It is a continuous process of learning through personal experience, reflection and construction. Teachers are the person who teach, instruct, educate and trained the students. Underhill (1988, p.4) defines development in the field of teacher professional development as follows:

> Development means keeping myself on the same side of the learning hence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students and learning from a rut is tedious, slow and uninspiring.

From this definition, what we can infer is that for development to take place, a teacher should become aware that she/he is both a teacher and learner he/she should not be in a rut because it is difficult to climb out of. If we are in a rut, we are not willing to learn because the rut limits our vision. As a result, we cannot keep ourselves on the same side of the learning hence as our students. Therefore, we should go on learning throughout our teaching career.

Teacher development is a continuous process of transforming human potential into human performance, a process that is never finished. Teacher themselves take the responsibility for improving their teaching and decide how such improvements are made. The development of professional competence is equally long term and ongoing. Teachers have different needs at different times during their career. The need of the institution in which they work also changes over time. Teacher professional development is directed toward both the teachers' own personal goals and the institutions' goals.

Teachers should be ready to take on responsibility for their own professional growth. When talk about teacher development, teachers themselves decide what they are going to do. "They are in charge" (Head and Taylor, 1997). They develop the sense that they have the potential within themselves to become better teachers and therefore they try their best to deepen their own understanding and awareness of themselves and of their learners.

In the past the concept of TD was seen unclear. In this regard, Diaz – Maggioli (2003), comment that "now little systematic attention has been directed to understand the TD and point out that it is only the last few years, that TD is a concept has come under scrutiny ". Diaz–Maggioli (2003) states:

> We will not attempt to define teacher development. It will become clear to use it both to specific development through in service or staff development as well as to more through audiences in teachers' sense of purpose instructional skills and ability to work with colleagues.

The conception of teachers' professional development involves teachers investigating their practices to construct their own theories of teaching. Teacher development is an interpretation of professional development which can be seen as a professional growth.

2.1.3.1 **Strategies for Teacher Professional Development**

It is said that the field of language teaching is subject to rapid changes due to many reasons such as new educational trends, new challenges faced by institutions, changes in curriculum, students' need, national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills. Teacher education programs prepare teachers and wish to promote their continued learning. Though the recipient of teacher education programs is the teacher, the ultimate beneficiary is student. It is self evident that student success pivots on good teaching. If the teachers do not continue to develop their knowledge and skills, it is disadvantageous to both the teachers and the students, which seriously impedes progress toward achieve goals.

“Teacher is not just someone who stands in front of the classroom in a school. A good teacher is one who can fulfill his/ her role of converting people into well mannered disciplined and capable manpower for the nation”. (Pokhrel, 2013 P. 16). Richards and Farrell (2010), state that:

> To be a good teacher they need to know general pedagogical knowledge learning environment and instructional strategies, classroom management knowledge of learners and learning, subject matter knowledge of contents to be taught, pedagogical content conceptual knowledge of how to teach a subject using instructional strategies, understanding of students and knowledge of curriculum and curricular materials. In this way teaching profession is very complex process which can be well managed only by the professionally strong teachers.

In general, professional development refers to the development of a person in his/ her professional role. "More specifically it is the professional growth a teacher achieves as a result of gaining increased experience and examining his

or her teaching systematically". Glatthorn, (1995, as cited in Pokhrel, 2013). Teacher professional development is seen as relating to experiences new challenges and the opportunity for teachers to broaden their horizon of knowledge and take on new responsibilities and challenges. Rossner (1992, as cited in Head and Tyler, 1997, p.4) assert that: “Teacher development is not just to do with language teaching. It is also about the language development, counseling skills, assertiveness training, confidence building, computing, mediating, cultural broad casting, and so on”.

Professional development encompasses all types of facilitated learning opportunities ranging from achieving formal college degree, informal discussion with colleagues for bringing newness in teaching. Different writers view teacher development differently.

Richard and Farrell (2010, p.9) “Professional development is directed toward both the institutions goals and teachers own personal goals”. They also state that “a variety of approaches to professional development for language teachers are being identified. They are equally beneficial for both in–service and pre–service teachers” (p.14).

In most school and institutions today language teachers are expected to keep up to date with developments in the field of regularly review and evaluate their teaching skills. They take a new teaching assignment according to the changing needs of the institution. Some teachers may also be expected to serve as methods to new teachers, to plan workshops and other professional activities to present papers at seminars or conferences. To provide such opportunities to teachers, teachers' educators and teacher trainers should involve themselves for their self development. The professional development activities are very beneficial not only for teachers but also for teacher educators and teacher trainers.

There are some activities (or approaches) that are highly significant for developing teachers' professionalism. According to Richard and Farrell (2010), following are the activities for teacher's professional development:

a. Training
b. Workshops
c. Self monitoring
d. Teacher support groups
e. Keeping a teaching journal
f. Peer observation
g. Teaching portfolios
h. Analyzing critical incidents
i. Case analysis
j. Peer coaching
k. Team teaching
l. Action research

The ultimate trust of PD for teachers is that which plays an essential role in the improvement of students learning and teachers learning themselves. This means that educators, policy makers, teacher trainers must pay attention to the result of professional development on job performance, organizational development and the success of all students. The importance of teacher development arises from the inadequacy of training course which alone cannot fully enable teachers to be dynamic and professionally competent in their jobs. Any training courses, either pre–service or in service, long term or short term can be extricated for short coming. Training courses even lengthy ones such as TESOL, I.Ed, B.Ed, or M.Ed, INSET, pre– service courses cannot satisfy all trainers' needs, nor they can solve the problems occurring in their practical life. The course itself is not the end of a career, after the course there is still life and trainees must face reality in their lives. So different activities and strategies for professional development are essential and lifelong which go beyond training courses.

There are several others techniques like various monitoring practices as self–monitoring (keeping lesson report, audio– visual recording of lesson), Peer coaching (technical, collegial and challenging), maintaining teaching diaries, students feedback, sharing experiences with teachers, attending training subscribing to E.L.T magazines and journals joining professional organizations, forming local teaching groups, holding regular staff meeting, and reading handbooks published by E.L.T publishers.

By following the above mentioned idea and activities, we conclude that Action Research is also one of the important tools for teachers' professional development. So teachers can develop professionally by the help of their teachers' suggestions and feedbacks. Teacher can remove their weaknesses according to the feedback and improve their teaching.

2.1.3.2 **Importance of Professional Development**

It is said that the field of language teaching is subject to rapid changes due to many reasons. Such as new educational trends, new challenges faced by institutions, changes in curriculum, students' needs, national goals and so on. As a result, teachers need regular opportunities to update their professional knowledge and skills.

The knowledge related to the field of language teaching and learning is never consistent and there can be no "one size fits all" approach to effective teacher professional development. “Differences in communities of school administrators, teachers and students uniquely affect professional development processes and can strongly influence the characteristic that contribute to professional developments effectiveness” Guskey (2003, p.47).

To have the greatest impact, professional development must be designed implemented and evaluated to meet the needs of particular teachers in particular setting. There is a need of regular opportunities for the teachers to update their knowledge and skills in the field. Head and Taylor (1997, p.4) say:

“On narrowly subject bound teachers are menace to the profession, yet a career structure, which emphasizes, training at the expense of development means that such teachers proliferate”.

Hence, learning to teach is life long process. In order to contribute for teachers' professional development the knowledge based educators, policy makers, teacher educators and administrators who are engaged in the process of TD have to commit for planning, implementing and assessing sensible educational reforms.

Teachers are required to have a specified E.L.T qualification. Teachers with solely a strong academic background may not be suitable as a teacher because the focus is always on practical classroom issues. In other words, teachers need to have substantial, recent and varied E.L.T experience. They need to be familiar with the types of classes, learners and materials to be used.

In sum, the professional development of teachers is a key factor which ensures the reforms at any level are effective and self initiated. The collaborative activities of professional development provide teachers great opportunities of learning which they can incorporate in teaching. Teacher development activities make teachers up to date about regular practices and reflect on those practices to bring new changes in the field of language learning and teaching.

2.1.**4 Professional Development of Nepalese Teachers**

The system of training for teachers especially the secondary level teachers was initiated in Nepal in 1957, when the government established college of education. It was established with functional and technical assistance of the government of USA. The college of education offered a two year I.Ed program for the 10 year high school graduates to produce trained lower secondary teachers. In addition, it also offered a one–year B.Ed course for those who hold Bachelor degree in subjects other than education. In 1973, the college of education was converted into the Institute of Education as one of the 10

institution of Tribhuvan University. The institute of Education was offered the responsibility to conduct all sorts if in–service and pre–service training. As a part of T.U, it has several campuses in different parts of the country. The ministry of education started getting directly involved in the in-service teacher training programs during the early 1980's when the government executed science education project with the financial assistance of Asian Development Bank.

“The institute of educations conducted various types of teacher training programs during 70s' and 80s'. Those programs were: Women Teacher Training Program, Remote Area Teacher Training Program A–Level Program, Campus Based B–level Program, On the Spot Teacher Training Program, Primary Training through Distance Learning and Radio Education Teacher Training Program” (Joshi,2012). There are some academic and training requirements for teachers. Successful completion of 12 year schooling is the academic requirement for lower secondary school teachers. A Bachelor degree is the academic requirement for secondary school teachers. Ten month training is a mandatory requirement for any person to be qualified for permanent tenure for the teachers of primary, lower secondary and secondary teachers. However, there is a system to recognize the training requirement if the candidate had been offered education as his or her major subject.

Similarly in school level education, the government of Nepal has implemented the school sector reform plan (SSRP) from 2009 and it will continue up to 2015. The plan makes provision for professional development of the school teachers and mention that the government will be responsible for teacher development functions (MOE, 2009), the plan further states that the government is getting strong support from the teacher professional community in creating environment conducive for developing a partnership for teacher professional development. The government has established the national centre for Educational Development (NCED) in (1992), with a view to produce training manpower involved in school education and thereby developing

teachers' professionalism. This institution has been providing various teacher learning opportunities to the school teachers since its establishment. According to Bhandari(2006):

> In order to enhance the professional development of school level teachers' the government owned NCED, Educational Training Centers (ETCS), Leading Resources Centers (LRCS), and Resources Centers (RCS) have been arranging different teacher learning activities. Aparts from these institutions, there are privately owned institutions which provide similar sorts of opportunities for the teacher. There are some non–governmental professional forums of English teachers like. Nepal English Language Teachers' Association (NELTA), Tribhuvan University Teachers Association (TUTA). Such forums also encourage the teacher learning activities by engaging them in seminars, workshops, journal writing and so.

In conclusion, we can say that teachers' professional development has various short comings. Because of the difficult geographical situations of country, lack of basic facilities i.e. infrastructures as road, electricity, etc. similarly our education is suffered from the weather where schools are closes for six months in Himalaya areas. Our education system and government policy is not excellent in the implementation of provisions made in.

2.1.5 **Action Research**

Actions research refers to teacher initiated classroom investigation, which seeks to increase the teachers' understanding of classroom practices. Richard and Farrell (2005), define the word: research, in action research as "a systematic approach to carrying out investigations and collecting information

that is designed to illuminate an issue or problem and to improve classroom practice”. Similarly they define the word action as" taking practical action to resolve classroom problems". Action research takes place in the teachers' own classroom, and involves a cycle of activities centering indentifying a problem or issue, collecting information about the issue, devising a strategy to address the issue trying out the strategy and observing its effects. It typically involves small scale investigate projects in the teachers own classroom and consists of a number of phases which often recur in cycles; action research is a form of applied research. It is a disciplined inquiry made by a teacher with the intent that the research will inform and change his/her practices in the future. According to Borg (1995, as cited in Ferrance 2000):

> Action research emphasizes the involvement of teachers in problem in their own classrooms and has as its primary goal, the in–service training and development of the teachers rather than the acquisition of a general knowledge in the field of education. It is the process of monitoring his/her own teaching and taking steps to improve it. Action research is deliberate and solution oriented investigation that is group or personally owned and conducted.

Cohen, Minion and Morrison (2010), define: “AR as a small–scale intervention in the function of the real world and a class examination of the effects of such an intervention”.

In sum, AR is a form of applied research or disciplined inquiry made by a teacher with the intent that the research will inform and change his/ her practices in the future. It is a process of monitoring his/ her own teaching and taking steps to improve it. It usually done is a small scale to address specific issues and reflective process, approaches that looks back on itself and involves a spiral of adoptable steps.

2.1.5.1 **Characteristic of Action Research**

Action research takes place in the teachers' own classroom. It takes time because it involves a cycle of activities such as identifying a problem, collecting data, using a particular strategy to solve it (different from the usual classroom practice) assessing its effects etc. Cohen, Monion and Morrison (1985), state that "Action research is first and foremost situational being concern with the identification and solution of problems in a specific context". They also argue that collaboration is an important feature of this type of research. The main aim of AR is to improve the current state of affairs with in the educational context in which the research is being carried out. According to Richard and Farrell (2010), action research has the following characteristics:

- Its primary goal is to improve teaching and learning in schools and classrooms and it is conducted during the process of regular classroom teaching.
- It is usually small–scale and is intended to help resolve problems rather than simply be research for its own sake.
- It can be carried out by an individual teacher or in collaboration with other teachers.

Similarly, Burns (1999, as cited in Joshi.2013), presents the following characteristics of actions research:

- Action research is contextual, small scale and localized. It identifies and investigates as it aims to bring about change and improvement in practice.
- It is evaluative and reflective, and it aims to bring about change and improvement in practice.
- It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners researchers.
- Changes in practices are based on the collection of information or data which provide the impetus for change.

On the basis of all the definitions mentioned above the characteristics of actions research put forward by different scholars we can enlist some features which can be considered to characterize action research.

1. It is conducted by practitioners.
2. It is collaborative or participatory in nature.
3. Action research aims at bringing changes in the behaviors of students or teachers or both.
4. It is practical.
5. Aims to bring professional self–development of teachers.
6. It is a cyclic or spiral process.

2.1.5.2 **Steps/Procedures of Action Research**

Different scholars have discussed different steps of action research, but all of them have the similar process. They differ only in the names gives to those steps. Nunan (1992) has explained seven steps:

- Initiation: The teacher notices a problem in class.
- Preliminary investigation: The teacher spends time observing the class and taking notes of their behavior.
- Hypothesis: After observation, the teacher forms a questions or hypothesis as to the cause of the problem.
- Intervention: The teacher tries several strategies to solve the problem.
- Evaluation: After some weeks, the teacher consciously observes or measures the class again to see if there has been any improvement.
- Dissemination: The teacher shares his findings with others.
- Follow up: The teacher looks for other methods to solve his original classroom problem.

Likewise, Burns (1992, pp.36–42) presents the following eleven steps in carrying out action research:

- Exploring: Finding an issue to investigate.
- Identifying: analyzing the issue in more detail to understand it more fully.
- Planning: deciding what kind of data to collect about the issue and how to collect it.
- Collecting data: collecting data about the issue.
- Analyzing / Reflecting: analyzing the data.
- Hypothesizing / speculating: arriving at on understanding based on the data.
- Intervening: changing classroom practice based on the hypothesis one arrived at.
- Observing: observing what happened as a result of the change.
- Reporting: describing what one observed.
- Writing: writing up the results.
- Presenting: presenting the findings to other teachers.

In a similar vein, Richards and Lockhart (2010), present the following phases of action research.

- Planning
- Action
- Observation
- Reflection

According to them, the teacher (or group of teachers):

- Selects an issues or concern to examine in more detail. (E.g. the teacher's use of questions).
- Selects a suitable procedure for collecting information about the topic (e.g. recoding classroom lessons).
- Collects the information, analyzes it and decides what changes might be necessary.

- Develops and action plan to help bring about the change in classroom behavior (e.g. develop a plan to reduce the frequency with which the teacher answers questions).
- Observes the effects of the action plan on teaching behavior.(e.g. by recording a lesson and analyzing the teachers' questioning behavior) and reflects on its significance.
- Initiates a second action cycle, if necessary.

Though all the models presented above vary in term s of the number of phases and the use of varied terminologies, they all share some commonalities. First, an issue is selected from the real classroom practice. Then, data is collected and the strategies other than the usual practice are adopted as intervention. Their results are assessed and shared with other teachers.

2.1.5.3 **Need and Importance of Action Research**

“AR is an attractive option for teacher researchers' schools administrative staff, and other stakeholders in the teaching and learning environment to consider” (Mills 2011). Specifically action research in education can be defined as the process studying a school situation to understand and improve the quality of the educative process. “It provides practitioners with new knowledge and understanding about how to improve educational practices or resolve significant problems in classrooms and schools” Mills; Stringer, (2008). Actions research can enhance the lives of those processionals who work with in educational systems. To illustrate, actions research has been directly linked to the professional growth and development of teachers.

Following Kemmis and Mc Taggart (1988), “AR typically involves small scale investigative projects in the teachers' own classroom and consists of a number of phases which often reoccur in cycles and initiative for those who are related to educational process”.

Kimber(2000 as cited in Norton 20009, p.14) states "Employing an AR approach does not guarantee a change in beliefs. AR projects though at least provide a mechanism for perspectives transformation through regular meetings with participants". Here, Kimber sees that AR as “Collaborative, reflective practices which provide opportunities to the teachers work with colleagues”. It is one of the strategies for teachers learning.

The main purpose of AR is to identify and solve the practical problems in the classroom. It also aims to bridge the gap between theoretical research and applied research. In this regard, the small scale researches help the field of curriculum development, classroom management and material development. AR requires the teachers to investigate an issues that he / she has been puzzled for period of time and engaging them in a process of planning action, observation and reflection. As a result insight gained from undertaking an action research project, language teachers not only learn a lot about their own teaching but can also become more expert at investigating the practiced theory in their own class room.

Regarding the importance of AR Woothouse (2005, as cited in Norton 2009 p.31) say that the main benefits of doing research collaboratively are:

- Time (in terms of making time for research and realizing that development is not always instant)
- Support from others (both within the AR group and the wider research community)

Kemmis and McTaggart (1982), list a number of benefits of AR for teachers. They are:

- Thinking systematically about what happens in the school or classroom.
- Implementing action where improvements are thought to be possible.

- Monitoring and evaluating the effects of the action with a view to continuing the improvements.
- Monitoring a complex situation critically and practically.
- Implementing a flexible approach to school or classroom improvement through action and reflection.
- Researching the real complex and often confusing circumstances and constraints of modern school.
- Recognizing and translating evolving ideas into action

According to Hensen (2010), the following are the benefits of action research:

- Helps teachers develops new knowledge directly related to their classrooms.
- Promote reflective teaching and thinking.
- Expands teachers' pedagogical repertoire.
- Puts teachers in charge of their craft.
- Reinforces the link between practices and student achievement.
- Fosters openness toward new ideas and learning new things.
- Gives teachers ownership of effective practice.

Moreover, AR can be used to replace traditional, ineffective teacher in-service training as means for professional development activities. To be effective, teacher in-service training needs to be extended over multiple sessions contain active learning to allow teachers to manipulate the ideas and enhance their assimilation of the information and align the concept presented with the current curriculum goals or teaching concerns.

Johnson (2012) asserts that “Action research bridges the gap between research and practice”. For instance the theoretical components underpinning action research, practice research are used to help practitioners understand and observe what is happening in a classroom setting. At the same time and with

the interests of best practice in mind, "these collected data" are used to understand or inform theories and research related to best practice.

2.1.6 **Action Research for Professional Development**

Action research is a very important tool for professional development of teachers. Reflection is the key to professional development. The teacher who doesn't think about the strengths and weaknesses in his/her teaching and does not try to improve his/her practices regularly stops developing professionally.

“Now a day, AR is being actively promoted in schools and teachers are strongly encouraged to take up action research projects as an avenue for professional development”. (Lim, 2007, as cited in Ojha. 2013) When teacher realize that there is a gap between the existing theories and the practices in the actual classroom teaching and learning, they have to initiate an action research. Through action research, they gain ideas and energy to perform better the next time. It is more fruitful than the findings of the researches conducted in an 'alien' setting because it is a localized research. AR is research for further development. Every teacher knowingly or unknowingly conducts some kind of action research. He/she gains experience dealing with different students, using a different set of material and teaching different topics. Teacher should stand at the front to generate approaches, methods and techniques to be used in the classroom.

Therefore, AR provides teachers ways to tackle the local problems with the help of the localized research. Participatory action research is going popularly as a tool for the teachers’ professional development.

2.2 **Review of Related Empirical Literature**

Every researcher needs to observe the fundamental background of the related subject and past studies. Though, a number of research works have been carried out in the field of English Language Teaching and Learning. A very few of them have been conducted in the field of teacher development. This study

provides information of previous research and other related literature on professional development. The aim of reviewing the previous researches and literature is to explore what has already done before and what is left to be done in the very realm.

Gautam (2010) conducted research entitled "Perception of Teachers on NELTA Activities for Professional Development", with an objective to identify the perception of teachers on NELTA activities for teachers' professional development in Morang district. He had selected forty-five in-service teachers teaching in different colleges and schools of Morang district using non-random purposive sampling procedure. He used a set of questionnaires as a tool to elicit data. He analyzed the collected data using quantitative approach. He found teachers have positive attitude and perceptions towards NELTA and NELTA has been able to develop professional awareness among the English teachers. Majority of teachers used the ideas and lesson they got from conferences and short-term training of NELTA for their professional development.

Joshi (2010) conducted a research on "Learning Strategies of English Language Teachers for Professional Development". The main objective of the study was to find out learning strategies of English language teachers as well as to find out benefits of learning strategies for their professional development. She made a survey on Kathmandu valley. She had selected forty-five English language teachers who were teaching English in Higher Secondary Level in Kathmandu valley using purposive sampling procedure. She used questionnaire as a tool to elicit data. She analyzed the systematically collected data with quantitative approach. From the study she had found that strategies like self-monitoring, designing workshop, attending seminars, conferences and team teaching were most commonly used and beneficial learning strategies than the strategies like keeping portfolios, reflective logs and refreshers.

Khanal (2011) carried out a research entitled "Strategies for Professional Development": A Case of Secondary Level English Teachers, to identify the

strategies used by Secondary level teachers of English for their professional development. Six English language teachers were selected for observation and interview. The findings of the research showed that the strategies used by teachers having below five year of experiences were self-monitoring, workshop, conferences and seminars. The experienced teachers used different strategies for their professional development.

Acharya (2012) carried out a research entitled "Teachers Views on Action Research for Professional Development", with an objective to find out the views of teachers on AR for their professional development in the schools of Chitwan district. He had selected forty secondary/ higher secondary level English teachers teaching in different schools of Chitwan district with non-random sampling procedure. He has used a set of questionnaires as a tool to elicit data and analyzed the collected data using quantitative approach. From the study, he found out that teachers have positive attitude towards AR.

Poudel (2012) carried out a research entitled "Practice of Seminars, Workshops, and Conferences in Teacher Development", with an objective to identify the teachers' perception towards professional seminars, workshops and conferences for teachers' professional development in Kathmandu valley. He had selected forty secondary level English language teachers teaching in different public and private schools of Kathmandu valley with non-random purposive sampling procedure. He had used a set of questionnaires as a tool to elicit data and analyzed the collected data using quantitative approach. He found teachers have positive attitude and perceptions towards professional seminars, workshops and conferences and professional seminars, workshops and conferences has been able to developed professional awareness among the English teachers.

Various researched have been carried in the field of ELT and very few researches on teachers' professional development. But there has not been any research conducted on "Teachers' Perception on Need of Action Research for

Their Professional Development". Thus, the present study is a new Endeavour as it attempts to explore action research is important aspect of teachers' professional development.

2.3 **Implication of the Review for the Study**

Reviewing the related literature plays the crucial role for researcher in any research because it helps the researcher to bring the clarity and focus on research problems, reform methodology and contextualize the findings. This review of the study may obtain from the variety of sources including books, journals, articles, reports, etc. This entire source helps to bring the clarity and focus on the research problem, improve methodology and contextualize the findings. It is also equally important to examine and evaluate what has been said before on a topic and what has not been said yet for finding new area for further research. In sum, the aforementioned studies have their own value and importance in their respective fields. Here, being a student of English Language Teacher Development. I have selected this topic. There are very limited research studies which have been carried out in previous in the field of Action Research.

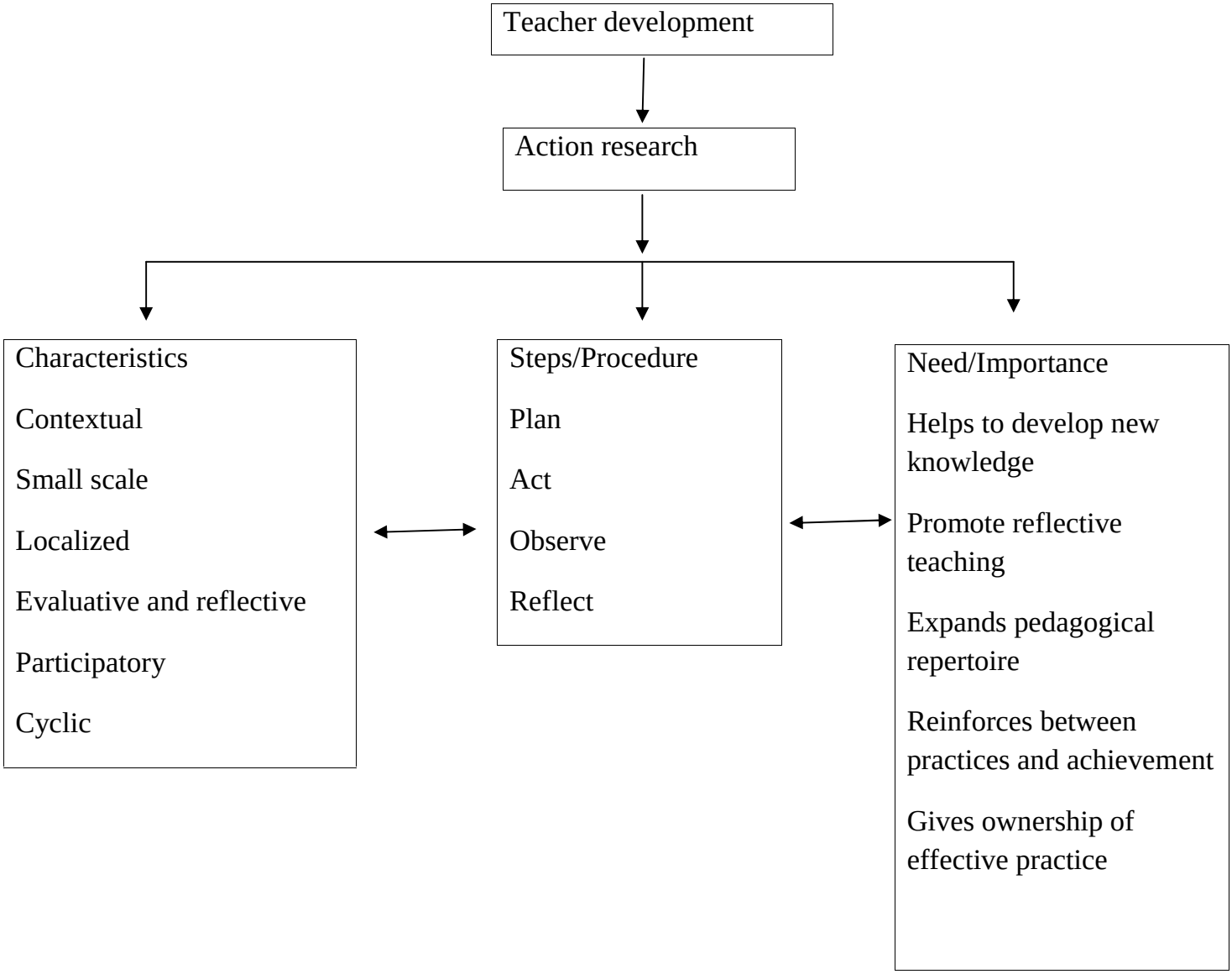
Through the intensive of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the teachers' perception on need of action research for their professional development, which after all, was a very important strategy of English language teaching and learning process. The review of the related literature made the researcher feel the need to carry out this study. They also helped the researcher to lubricate his courage, curiosity and psychological factor. For instance Gautam (2010) study about the opinion of teacher on NELTA Activities which has the implication on the present study in a sense that though the teachers has positive impact of different strategies in their professional development. Where other hindering factors prevent them from developing their performance appears as an issue to be investigated.

In the same token, the review of Joshi (2010), Khanal (2011) research works and similarly others have direct or indirect implication in this study. To some extent strategies like self- monitoring, designing workshop, attending seminars, conferences, etc were most commonly used and beneficial learning strategies for teachers' professionalism.

Through the intensive study of the aforementioned and other related literature, the researcher pinpointed the fact that the previous researchers missed the investigation on the benefits of action research along with their perception on their professional development, which after all, was a very important factor of teacher development process. Therefore, my study is new in the field of English education and this work is a new attempt in the exploration of above mentioned untouched areas. This has been a single study to address action research in the department. So, this seems to be new study.

2.4 Conceptual Framework

The study is on "Teachers' Perception on Need of Action Research for their Professional Development" was based on following conceptual framework.



CHAPTER THREE

METHODS AND PROCEDURES OF ACTION RESEARCH

The researcher had adopted the following methodological procedures to achieve the objective of the study.

3.1 **Design of the Study**

The research I had carryout is one of the instances of survey research since the research question and overall methodology under corresponds to the survey research design.

Survey is one of the cross–sectional studies. It generally addresses a large group of population. In other words, a large number of populations are involved in the study to make the sample representative and to make the findings generalizable. The main aim of the survey is to generalize the findings of the research. It the superficial study of an issue or phenomena. In this regard survey is widely being used in educational research as well. According to Nunan (1992, P.140) "The main purpose of a survey research is to obtain a snapshot of condition attitudes and events at a single point of time". He mention that a survey is an overview of a phenomenon, event, issue or situation, selection of a representative population is a difficult but very important and sensitive task for the representative of the total population. Real and original result will not be reveled which may cause waste of time and effort.

The main purpose of this kind of research is to find out peoples' attitudes, opinions in the selected field. This research is carried out to find out public operation on certain issues and trends of daily conduct and behaviors/attitudes of different professionals towards certain events, issues or phenomena.

This kind of research usually addresses the large group of population and sampling is necessary to carry out investigation. The sample should be

representatives in this kind of study. Data for the research were collected only at a single time using structured tools. It is a cross- sectional and hypothetico - deductive study. Findings are generalizable in this research.

Survey research design directly addresses my topic because the main purpose of the survey research design is to find out peoples' attitude, opinion and the specified behavior on certain issues, phenomena or situation. Thus, to fulfill my research objective survey research design is appropriate.

3.2 Population and Sample

The population of my study was the Lower Secondary and Secondary level English teachers teaching in both public and private schools of Dailekh district. And the sample was forty teachers.

3.3 Sampling Procedure

The research area of the study was Dailekh district and the population consisted of lower secondary and secondary level English teachers. For the feasibility of the study, I had selected the forty lower secondary and secondary level English teachers of different schools by using non-random sampling procedure.

3.4 Data / Information Collection Tools

Questionnaire was used for the collection of data containing closed-ended and open ended questions. Questionnaires were distributed to the teachers to find out their perception on action research for their professional development.

3.5 Data / Information Collection Procedure

In order to collect the authentic data after the determination of the pre-requisites, I had visited forty different lower secondary and secondary schools and established rapport with the head teachers. After clarification of the purpose and getting approval, I had visited the English teachers and handed questionnaires to them appealing to complete them with a week as per the

constrained time. Then, the questionnaires were collected from the respondents for further steps.

3.6 Analysis and Interpretation of Data

In this study, the raw data were analyzed descriptively and statistically. Simple statistical tools such as measures of frequency and percentile were used to analyze and interpret data.

CHAPTER FOUR

REASULTS AND DISCUSSION

In this chapter I have presented the analysis and interpretation of data which were collected using questionnaire. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed an interpreted descriptively in the narrative form. On the other hand, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency and percentile. I have presented the data in frequency tabulation, cross- tabulation and diagrams as per their nature and need.

4.1 Results

The teacher represented a number of causes behind the need of action research. Some of them are as follows:

a) Behind the need of action research, there are a number of causes on the basis of teachers' perception as follows:

i) 35 out of 40 teachers (i.e. 87.5%) reported that action research is beneficial in the classroom.

ii) More than 90% teachers reported AR as a useful tool to enhance their professionalism.

iii) Most of the teachers said that the major challenge in conducting AR is because of lack of time.

iv) It was found that 38 teachers (95%) out of 40 studied the situation and issue deeply to overcome the challenges in practicing AR than perform action and bring solution.

v) Teachers provided various reasons for the necessity of action research for their professional development some of them are:

- It develops them personally and professionally
- It provides the route to reach the destination
- It plays the role of milestone for novices
- It builds confidence providing necessary feedback
- It produces good and qualitative manpower
- It assimilates novices in new environment
- It develops the habit of working collaboratively
- It provides psychological back-up and establishes mutual trust
- It establishes sound professional relationship between novices and experienced ones.

vi) Besides the aforementioned advantages the teachers also viewed that action research brings different advantages in the teaching and learning activities such as:

- It helps to overcome the problems regarding the teachers' profession.

- It helps to solve the problems practically rather than theoretically.

- It helps to create learning environment.

- We can understand about students' background and their problems.

- It helps to find out the root cause of the problems and the scientific way of solving that.

4.2 Discussion

This section includes the presentation, analysis, description and discussion of the collected data. The discussion of the elicited data is mentioned in the sub- headings overleaf:

4.2.1 Teachers' Knowledge on Action Research

In order to elicit the required information for finding out the teachers' knowledge on action research, the data were collected from the field using questionnaire. Three closed ended questions were provided to the teachers to respond. Being based on the collected information through teachers the data has been presented in the table No. 1.

Table 1

Teachers' Knowledge on Action Research

S.N	Statement	Yes		No	
		Frequency	%	Frequency	%
1	Every teacher is familiar with the term action research from the first of his/her career.	18	45	22	55
2	Most of the English language teachers practice action research.	36	90	4	10
3	Action research helps to develop teachers' professionalism.	40	100	_	_

The participants were asked the statement "Do you know the action research?" In responses to the statement eighteen teachers (45%) agreed the statement. In the same statement twenty two teachers (55%) of teachers dis agreed the statement. Thus, we can generalize that more than half percent were unfamiliar with the term action research from the first year of their school as a teacher.

Similarly, analyzing the response to the statement No.2, thirty six teachers (90%) agreed the statement and four teachers (10%) did not practice action research in his/her teaching career.

Analyzing the response to the statement No.3 "Action research helps to develop teachers' professional development", forty teachers (100%) agreed. It shows that all teachers were aware about action research as the developmental activities for their professional development.

4.2.2 Types of Action Research Practice by Teachers.

One closed ended question was asked to find out the types of action research practice by teachers. The result was presented and interpreted as follow:

Table 2

Types of Action Research Practice by Teachers

S.N	Question	Participatory		Individual	
		Frequency	%	Frequency	%
1	Which kind of action research have you done?	36	90	4	10

In response to the statement "Which kind of action research have done?", among the responses given in the questionnaire thirty six teachers (90%) responded to the participatory action research. Four teachers (10%) responded that they are conducting individual action research. The data shows that most of the teachers were conducting participatory action research.

4.2.3 Practices done by the teachers before conducting action research.

The closed ended question related to practices of action research for professional development was, "What do you do before conducting action research?". In response to this question the respondents had three different options to choose. The responses they had given are presented as follow:

Table 3

Practices Done by English Teachers before Conducting Action Research

S.N	Statement	Frequency	%
1	Read the related books	5	12.5
2	Consult the seniors	8	20
3	First try to find out the problems	27	67.5

The presented data shows that five teachers (12.5%) read the books before conducting the research, whereas, eight teachers (20%) consult with the seniors. Twenty seven teachers (67.5%) of them try to find out the problems before conducting action research.

4.2.4 Practices of Disseminating Action Research Findings

In order to elicit further information on practices of action research for teachers' professional development, the teachers were asked the question related to dissemination of their finding. The question was "What do you do when you conduct action research?". The teachers had three different responses to respond. The responses they had provided are presented as follow:

Table 4

Practices of Disseminating Action Research Findings

S.N	Statement	Frequency	%
1	Share with colleague teachers	6	15
2	Put on the drawer	2	5
3	Disseminate arranging educational program	32	80

The data presented above shows that six teachers (15%) share their research findings with colleague teachers. Thirty two teachers (80%) disseminate their findings arranging the educational program. Two teachers (5%) put the

findings on the drawer after conducting action research. The data reveals that most of the teachers informed their research findings to their colleagues via article, journals, workshops, training etc.

4.2.5 The Important Aspects in Action Research

Three closed ended questions were asked to find out the important aspects in conducting action research. The result was presented and interpreted as follow:

Table 5

Important Aspects in Action Research

S.N	Statement	Yes		No		To some extent	
		Frequency	%	Frequency	%	Frequency	%
1	Getting support from school administration	30	75	6	15	4	10
2	Necessity of conducting action research in every situation	6	15	33	82	1	25
3	Role of action research to bring positive changes over existing situation	37	32.5	-	-	3	7.5

The data presented in the table above shows that thirty teachers (52%) are getting support from school administration. Six teachers (15%) views that they are not getting any support while conducting action research in the classes. On the other hand, four teachers (10%) views that they sometimes get support while conducting research work.

Similarly, analyzing the response to the statement No.2, it was found that six teachers (15%) found conducting action research is important in every situation. In the same statement thirty three teachers (62%) disagreed. Only one teacher (2.5%) of them was undecided. Thus, more than half of them were disagreed with the need of conducting action research in every situation.

Likewise, item No. 3 was asked to find out the role of action research to bring positive changes over existing situation in the classroom. Thirty seven teachers (92.5%) strongly agreed. Three teachers (7.5%) of them were undecided and no one disagreed with the statement. It shows that most of the teachers were found positive changes over existing situation after conducting action research.

4.2.6 Benefits of Conducting Action Research in the Classroom

The required data were collected from the field using questionnaire which consisted of one closed ended question and one open ended question.

Table 6

Benefits of Action Research in the Classroom

S.N	Statement	Frequency	%
1	It improves teaching learning procedures of teachers	33	82.5
2	It improves the professionalism of the teachers	40	100
3	It gives knowledge about students' attitude towards learning	18	45
4	It gives teachers chances to share ideas with colleagues	38	95

The table above indicates that thirty three teachers (82.5%) of total teachers viewed practices of action research improve teaching learning procedures of teachers. Similarly, forty teachers (100%) viewed "Action research practice

improves their professionalism". Eighteen teachers (45%) stated that practices of action research gives knowledge about students' attitude towards learning which helps the teacher to teach in the classroom effectively. Among the forty respondents thirty eight (95%) teachers argued that it gave the knowledge about students learning strategies and also provided with opportunities to them to share their ideas. It can be generalized that the lower secondary and secondary teachers execute action research in the classroom. This shows that action research is important and demanding strategies in the classroom teaching. To sum up, the major benefit of conducting action research in the classroom is, they can understand the root cause of the problem and helps to improve their teaching learning activities

On the other hand in response of the question, what are the ways of collecting issues for action research? And how do you collect issues for action research in your classroom? A teacher (T1) put his views in the following way:

- I collect the issue for action research by observing students problems.
- asking with school administration
- asking with related experts
- asking with parents

4.2.7 Usefulness of Action Research to Enhance Teachers' Professionalism

The respondents were asked to write their perception towards action research for their professional development. It was found that all of the teachers did not have the similar understanding. They came up with different responses.

Table 7

Action Research as a tool Enhance Teachers' Professionalism

S.N	Statement	Frequency	%
1	Action research practices help the teachers to reflect their activities and encourage them to bring changes	39	97.5
2	In practicing action research teachers share their experiences with colleagues and other practitioners	32	80
3	It helps the teachers to solve the problems to uplift the standard of teaching	40	100
4	It brings refreshment in teaching	28	70

The table 7 shows that thirty nine teachers (97.5%) viewed action research practices helped them to reflect their activities and encourage them to bring changes to improve in teaching. Similarly thirty two teachers (80%) viewed that in action research practices teachers shared their experiences with colleagues and other practitioners as professional activity. The other forty teachers (100%) stated that action research practices as a professional activity because it helps the teachers to solve the problems to uplift the standard of teaching. The data reveals that teachers had varying degree and interrelated views about the practices of action research as a way to professional development. Hence, it can be concluded that action research is beneficial strategy for teachers' professional development.

4.2.8 Challenges of Conducting Action Research in Institutions

Through the analysis of teachers' perception, it can be generalized that they all had been facing some problems and challenges while conducting action research. They did not possess the same challenges and problems. They perceived the issue in a different way. However, 27 (67.5%) mentioned that

there were many challenges in conducting action research. Similarly, 13 teachers (32.5%) came up with the view that there were some challenges in conducting action research which can be minimized if we do it collaboratively with the seniors and expert teachers.

Table 8

Teachers' Perception on Challenges of Conducting Action Research in Institutions

S.N	Challenges	Frequency	Percentage
1	Management of eco-physical infrastructure	30	75
2	Administration problem	28	70
3	Large number of students	40	100
4	Lack of time	36	90
5	Arranging materials	16	40

From the table above, it is clear that large number of students was a major challenge in conducting action research. Above that, the teachers realized that majority of problems were related to the management of classroom environment and lack of availability of time. It can be generalized that conducting action research (one of the strategies for teachers' professional development) in the lower secondary and secondary level classes in such remote district is very difficult. They also revealed that the English teachers are taking help from administration, fellow teachers to overcome such challenges.

On the other hand, 16 teachers (40%) perceived that conducting action research in the classroom was challenging because of problems with arranging materials for conducting action research. Most of the causes were basically related to the large number of students in the classes. Hence, teachers, and school administrators were found to be unaware of their roles and responsibilities.

4.2.9 Practice of Overcoming Challenges in Conducting Action Research.

The other open ended question related to the need of action research was: "How do you overcome the challenges? In the response to this question, all of the teachers replied some ways to overcome the difficulties from their own insight for their professional development. It was found that all the teachers did not have the similar understanding. Thirty eight teachers (95%) said that they studied the situations and issues deeply to overcome the problems. Whereas, twenty (50%) of them built the awareness of the students for active participation in their activities.

Table 9

Ways of Overcoming Challenges in Practicing Action Research

S.N	Challenges	Frequency	Percentage
1	Study the situation and issue deeply	30	75%
2	Build the awareness of students for active participation	28	70%
3	Request colleagues and school administration for support	40	100%
4	Using available means and resources and preparing the materials	36	90%

This table shows the common ways used by teachers to overcome the challenges in practicing action research. Ninety-five percent (38 teachers) opined that the major ways of overcoming challenges was studying the situations and issues deeply. From the same token fifty-five percent (20 teachers) perceived that building the awareness of the students' active participation in their activities was a good way to overcome the challenges. Furthermore, 18 teachers (45%) viewed that requesting colleagues and school

administration for support were also the ways of overcoming the challenges in practicing action research. Using available means and resources and preparing materials as a ways behind overcoming the challenges is perceived by five teachers (12.5%) as a solution.

The teachers pinpointed the common challenges behind the issue which represent different stakeholders. But after analyzing their data, it was found that majority of the sources of the problems were related with the amount of time available and the number of the students.

To sum up, despite the variance in their perception, it can be generalized that action research is one of the useful strategies for teachers' professional development.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND IMPLICATION OF THE STUDY

In this chapter, I have presented the summary of the research, conclusion of the research and the implications of the study on the basis of presentation, analysis and interpretation of the collected data. The followings conclusions and implications of the study have been drawn on the basis of the analyzed data. I have presented the conclusions and implications in the separate headings so that it will be comprehensible.

5.1 Summary of the Study

The research was carried out to find out the perception of teachers towards action research for their professional development. I have elicited the view of teachers towards the benefits of conducting action research. I made the use of open-ended and a closed- ended questionnaire as research tool to collect the primary data. I have selected forty different teachers of Dailekh district and purposive non-random sampling was the procedure of data collection. I have listed the major findings and implications of study after the analysis of the collected data. Both descriptive and statistical methods were used to analyze the data. The respondents (i.e. teachers) were asked to fill the questionnaire for the collection of data.

After analysis and interpretation of the raw data, the researcher come to find out that there were a number of benefits behind conducting action research. However, the perception of the teachers varied from one another to some extent. 35 respondents out of 40 (87.5%) come up with the view that the major benefit was, the root cause of the problems of teachers, students teaching learning activities can easily diagnose which help to solve the problems and make the teaching learning activities communicative. To sum up, the respondents implicitly pointed out that the processes of conducting action research is more challenging and difficult in such a remote area where large

number of students were studying in a single class. Similarly, management of eco-physical infrastructure, time, arranging materials, and administration problems were the major influencing causes as observed by respondents.

5.2 Conclusion of the Study

The major conclusions of the study are as follows:

i. It was identified that large number of students in the classroom has a great role to conduct action research. It can be argued that unless the students size is minimize, it is difficult to conduct action research.

ii. The school administration (management) is also regarded as one of the causes of challenge in conducting action research in a sense that 28 (70%) perceived so.

iii. The management of eco-physical infrastructure in a school is one of the major factors behind the problems with conducting action research on the part of teacher, since majority of them (75%) perceived that one of the major challenges in conducting action research is physical infrastructure.

iv. Thirty- six teachers (90%) and 16 teachers (40%) perceived that time available and arranging materials were also the major causes related with the challenges with conducting action research.

v. The teachers' perception made it clear that the challenges of conducting AR in the institutions were large number of students, which was the most challenging cause of the issue in the question. Thus, it is expected that the number of students to be put in the classes has to be thought.

vi. It was also revealed that the teachers, students, head teachers, school administration, school supervisors and almost all the stakeholders were blamed to be equally responsible for this threatening issue. Above all the school administration and teachers are mostly pinpointed in the study.

vii. It can be said that the mass of students are the major challenges in conducting action research in the classroom followed by teachers, government policies and their improper implementation, the students, authorities concerned with monitoring, and supervision and the school administration.

5.3 **Implication of the Study**

On the basis of the above conclusions, following implications have been suggested keeping in mind the thought provoking saying 'no great work can be done without sacrifice'.

5.2.1 Policy level

1. It was found that one of the challenges of conducting action research is large number of students. Hence, classes are required to divide into small groups to be initiated by government.
2. Similarly, it seems to be mandatory that the authorities are required to organize an information dissemination day at school to demonstrate school research findings especially with respect to students' learning achievement and internal efficiency of the school.
3. The roles and responsibilities of SMC, HT in consideration with total picture of increasing efficiency, access, and quality of education are crucial in planning and management of school activities, physical development and academic activities, finance and accounting, management of teachers and support of staff, resource development and utilization, and school community relation.
4. What is felt very important is that a support mechanism should be developed at the district level so that the DEO can make district plan of operation to build capacity of the SMC and teachers through training, workshop, study tour, and technical and professional support on regular basis. Specific programs and activities to mobilizing parents, RPs, SSs should be a regular activity of the DEO.

5. MOE has just started the concept of professionalism under TPD; it does not include AR practices so, so it is recommended that TPD program should include AR practices in its package.
6. There is need of developing indicators to assess the quality of education provided by the community managed schools. For this, it is thought there should be agreed norms and standards concerning school, classroom, teachers and student number, role of SMC,PTA, parents, students, community, DEO personal like RPs, SSs to show considerable impact on the quality of school education since 'change favors only the prepared mind'

5.3.2 **Practice Level**

1. There is also a lack of co-ordination between senior teacher and class teacher in the AR program. It would be better to manage their interaction before, while and after doing AR.

2. Extra-curricular activities should be conducted to address the issue of AR in the classroom.

3. It can be argued that there is a need of relevant awareness raising social and educational programs for both teachers and school management to minimize their lack of accountability.

4. Monitoring and supervision should be done by the concerned authorities so that it would contribute to reform the education system.

5. Teachers should not be overloaded with their duties during the school. They should be equipped with enough time and opportunities to discuss and learn from their senior and experienced teachers for better professional insight.

7. Staff meeting, different types of workshops, seminars relating to action research should be organized frequently in the institutions to discuss on

different professional issues and problems. All the teachers should be encouraged for their equal participation in such occasions.

8. Qualities like positive attitude towards each other, providing psychological back-up, supporting juniors by an expert, guiding, coaching, assessing, incorporating should be possessed by all the members thinking that these are the essence of mentoring for developing professionally.
9. Teachers training program organizers and teacher educators like NELTA, NCED should include and focus on role of action research as one of the most effective means for teachers' professional development.
10. Since very little research has been carried out in the field of teacher development and no research on mentoring in the Department of English Education, so researchers should be encouraged to carry out further researches in this sector.

5.3.2 **Further Research Level**

I. This research will provide a valuable secondary source for the researchers.

II. It will provide new research areas which are left to be investigated.

III. This study is delimited to the perception of AR for their professional development. Similarly, other levels and areas can be investigated in the field of action research and strategies for teachers' professional development.

IV. It also seems important to carry out a research to identify the causes of conducting action research in the classroom for better results.

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Appendix-I

Questionnaire

Dear sir/ Madam,

This questionnaire is a part of my research study entitled " Existence and Need of Action Research for Teachers Professional Development" as a partial fulfillment of Master's Degree in English education under the supervision of Mr. Laxmi Prasad Ojha, Teaching Assistant Department of English Education, T.U Kirtipur. You are kindly requested to give your responses through the following questionnaire. The correct information provided by you will be of great help for completing my research. I sincerely assure that your responses will remain confidential and used only for research purpose.

Researcher

Tara Khadka

Name:

Name of school:

Qualification:

Post:

A. Closed–ended questions. (Tick the best answer)

1. Do you know the term action research from the first year of your career?
   a. Yes b. No
2. Have you ever conducted action research?
   a. Yes b. No
3. If yes, which kind of action research have you done?
   a. Participatory b. Individual
4. What do you do before conducting action research?
   a. First, I read the related books
   b. First, I consult my senior teachers
   c. First, I try to find out the problem

5. Do you get any support from school administration while conducting research?
   a. Yes b. No
6. What do you do when you conduct action research?
   a. Share with colleague teachers
   b. Put on the drawer
   c. Disseminate arranging educational program
7. Do you believe that action research helps to develop teachers' professionalism?
   a. Yes b. No c. To some extent
8. Is it necessary to conduct action research in every situation?
   a. Yes b. No c. To some extent
9. If no, in which situation (field) it is appropriate?
   a. Academic b. Cultural c. Political
10. If you are confused how to conduct action research, to whom you prefer to ask?
   a. To my colleague
   b. To my senior teachers
   c. To my school administrators
11. Do you think every teacher is familiar with the term 'action research' from the first year of his/her career?
   a. Yes b. No
12. Do you find any change in the students' achievement, after conducting action research?
   a. Yes b. No c. To some extent
13. There is a great role of "Action Research" to bring positive changes over existing situation in the classroom.
   a. Yes b. No

B. Open ended questions:

Please provide the responses to these questions in your own word.

14 What types of action research practices are you using for your professional development?

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15 What benefits are you getting from action research? Could you list some benefits?

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16 What are the challenges of conducting action research in institutions?

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17 How do you overcome those challenges?

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18 There are various ways of collecting issues for action research. How do you collect issues for action research in your classroom?

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19 Which action research do you think is more beneficial for teachers? (Collaborative/ self initiated) how?

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20 What benefits do you think can obtain from researching your own classroom?

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21 Do you believe that action research is the way of professional development?

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THANK YOU FOR RESPONDING